

**UT System Campus Change Workshop: Spring Meeting**

March 23, 2021; 9:00-11:00 AM EST

**Academic Advising Break-out Room Notes**

**If you could design the perfect campus change experience for students, what would that look like?**

- Every class would meet requirements at other institutions in the system. Speech from UTK doesn't fit a bucket in the other Gen Eds.
- Updated evaluation of classes between the campuses.
- Must be addressed at a high level and set the philosophy of transfers. Has to be at the system level because changing department heads will take different views of transfer classes from other campuses.
- Once a class is approved - it should stand for all at the general education level.
- It takes a lot of time to do a petition and to keep doing the same ones over and over is frustrating.
- Knoxville has a breadth of classes that the other 2 campuses don't have. (Ties to future comment on Learning objectives in syllabi.)
- If a category of general ed is completed at 1 campus, have it completed at another. (Ties to future comment on TTP.) There is currently language regarding this in the catalog but no way to certify that a category has been satisfied.
- Transparency and consistency at the Campus level. Sequencing and course offerings.
- Get coded to a new advisor quickly when they transfer.

**Are there differences in the advising process between campuses who have faculty advisors versus campuses who have staff advisors?**

- UTM did some research and faculty don't like to advise but don't want professional advisors.
- It might be an issue of language. Create an opportunity for faculty to be mentors to the students and still create relationships and shape the major. Banner can code a faculty member as a mentor and a professional advisor as advisor. Define the mentor vs advisor role.
- Hard to advise 2x a year and be good at sequencing, catalogs, program changes. It is too much to know. Takes a long conversation with students sometimes to be successful and faculty don't always have the time.
- Faculty don't always have the training or time for intrusive advising or having the wellbeing and health conversations.

**Course transferability:**

**What are the major differences in campuses' general education requirements?**

- UTM has some classes such as nutrition that were dumped into Gen Ed when the 120 hour maximum was put in place. Depts put specific classes in Gen Ed and requires them - this becomes a barrier in transferring.
- There should be a CORE Gen Ed for all campuses or, at the least, a UT System pathway similar to TTP.
- Easier to transfer from a CC than a system school.

**With different general education requirements on each campus (and as UTK transitions to Vol Core) how can we assist students in making good decisions regarding course work so that most of the work transfers and is usable in their intended major?**

**What are the progression requirements into competitive majors?**

**What are the challenges/barriers to course equivalency that delay a student's progress toward graduation? Which courses/course clusters tend to create the most issues for campus change students due to gen ed differences across the system (e.g., speech, history)?**

- Speech is an issue.
- Biggest problem is not having Learning Objectives on Syllabi to make the petition process faster.
- Need a syllabus repository system wide that academic staff can access.
- Terminology is an issue, fulfilling a requirement vs. petition for a class. A class can be an elective but fulfill a gen. Ed. requirement whereas other classes are petitioned to be a specific class.

**What is the course petition process on each campus (i.e., if a course comes in as LD or UD credit and has to be petitioned)?**

**What questions do students have when they are considering transferring to another institution?**

- Do you know if my credits will transfer?
- Will they be degree applicable? - Students do not know to ask this question.
- When will I graduate?

**As an advisor what do you observe or hear from campus change students about their transfer experience?**

**If you were a campus change student's parent, what would you want to know about the change to institution before your student transferred?**

- Is it advisable for my student to transfer?
- What courses will transfer and be degree applicable?
- Will it add extra time?
- Who can my child talk with before making a decision about transferring?

**Are there other concerns we need to address as a system with regard to academic advising that falls within the scope of this project?**

- UTK is the only institution that only uses institutional GPA. UTM and UTC use a cumulative overall GPA.
- Dual enrollment and AP credits should be on the same baseline for acceptance.
- Create a campus contact list for Advising.
- Transfer Toolkit
- Steps for students to complete at each institution
- Questions for students to ask before deciding to transfer
- The need for Faculty Senate to be involved from a philosophical point of view regarding the acceptance of coursework from other UT system schools.