



Academic Updates **Office of the Associate Provost**

FALL 2016

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Important Dates – Fall 2016

Sept. 2 - Last day to drop/add. 3pm

Sept. 5 - Labor Day; No classes

Sept. 27– Last day to with- draw from first 7-week classes

Oct. 17 - First 7-week classes end

Oct. 19 – Second 7-week classes begin

Nov. 3 – Registration for Spring begins

Nov. 4 – Deadline for graduation candidate names to appear in the December Commencement Program

Nov. 7– Last day to withdraw from 14 week classes

Nov. 15 – Last day to withdraw from second 7- week classes

Nov 23-27 – Thanksgiving Break

Dec. 10– Last day of classes

Dec 12-15 – Final exams

Dec. 15 – Fall semester ends

Academic Policy News

The Academic Standards Committee and the Faculty Senate have approved the following academic policy changes for the 2016-2017 academic year.

Grade Appeals

The grade appeal process was revised to authorize the dean of the college, following a review of the student grade appeal by the instructor and the chair, to render a final decision. The dean's decision is appealable to the Academic Appeals Committee only in cases where a verifiable error in procedure can be documented.

<http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Grade-Appeals>

Incomplete Work

This policy was revised to provide more clarity for faculty with regard to the amount of work required to receive an incomplete or "I" grade and to establish a more equitable timetable for resolution. The policy now reads that an I grade is only awarded when the student has been doing satisfactory work in a course and is earning a passing grade, *and only when a small portion of the student's work in the course is not completed*. The deadline for resolution of the incomplete grade was revised to provide more equity in time to resolution depending on the semester in which the "I" grade was awarded. Fall incomplete grades must be resolved by the middle of the spring semester, winter intersession and spring incomplete grades by the middle of the summer term and incomplete grades in the summer terms must be resolved by the middle of the fall semester.

<http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Incomplete-Work>

Repeating Courses/Forgiveness Policy

This policy was revised to include parameters for repeating the BACC series of courses for grade forgiveness. "BAC 101,102,103,104/HON 101,102 courses may only be retaken for grade forgiveness the next semester (fall or spring) the course is

offered. After that, BAC 101,102, 103,104/HON 101,102 may not be retaken or used for grade forgiveness."

<http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Repeating-CoursesForgiveness-Policy>

CLEP examinations

Beginning academic year 2016-17, CLEP examination credit may now be applied towards a student's major coursework. Department have approved the specific CLEP exams that will be accepted. Specific CLEP exam equivalencies are listed on the admissions website.

<http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Transfer-Credit-Evaluation/Nonresident-Transfer-Credit/CLEP-Examinations>

Academic Residence Requirements

The academic residence requirement for graduation (completion of at least 31 of the last 35 credits in residence at UT) was revised to allow students who study abroad during their senior year *through a UT sponsored program* to count up to 12 credits of the study abroad coursework as in residence.

<http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Requirements-for-Graduating-Seniors/Academic-Residence-Requirements>

Choice of catalog year

A student is required to graduate under the degree requirements in effect in the catalog at the time of entrance to the university or any later catalog as long as the student maintains continuous enrollment. A break in UT enrollment for two consecutive semesters (fall and spring) requires students to re-apply the university and will now reset the catalog year in effect to the catalog year *at the time of re-entry*.

<http://ut.smartcatalogiq.com/current/catalog/academic-policies-and-procedures>

Education Advisory Board- Student Success Collaborative

Last fall The University of Tamps joined more than 170 institutions of higher education across the country participating in the Student Success Collaborative (SSC) – an initiative developed by the Education Advisory Board. The Collaborative combines technology, research, process improvement, and predictive analytics to help institutions positively impact student success. UT joined SSC to improve the retention, graduation and the overall success and experience of our students. The SSC leverages data to analyze the past decade of student performance at our institution. These data help identify key courses, grades, GPAs, and other attributes that are predictive of success at the university, as well as provide information that will enable faculty and staff to have earlier, more proactive, and more data-driven conversations with students. On September 29, 2015, there was a demonstration of the SSC platform

for all faculty and staff at the University to introduce the Collaborative, understand the research behind the predictive analytics, and view a demonstration of the student success platform.

We now have all of our historical data in the SSC platform and the staff in the ASC are working with the platform this fall to review and validate the academic data and SSC analytics prior to the platform being provided as a tool for faculty. The ASC staff will be using the platform to reach out to students and provide the specific assistance the analytics indicated is needed. Students will be able to utilize some aspects of the SSC platform this fall, and will be able to view their course schedules, their drop/add history as well as schedule appointments with the ASC staff through the platform. We will be discussing with a pilot group of faculty members throughout the fall how the SSC platform can best be utilized by our faculty in the future.

The New Center for Teaching and Learning

The provost's office is committed to enhancing professional development and support services for faculty and leading a more effective integration of teaching and learning initiatives/offices on campus. As such, last fall a new associate dean position, which incorporated and replaced the former position of associate dean for the baccalaureate experience, was created. This position, in collaboration with faculty and the associate provost, will provide the academic vision and strategic leadership to promote innovative pedagogy, enhanced curriculum, and an enriched use of instructional technology in both undergraduate and graduate programs. Dr. Joseph Sclafani was chosen as the Associate Dean for Teaching and Learning overseeing the newly formed Center for Teaching and Learning (CTL) which now comprises the Baccalaureate Experience, Educational Technology, the UT-Teaching Excellence and Development (UT-TED) unit and Learning Outcomes. The offices are in located in Plant Hall 222, 224, 226 and 303. The CTL website provides valuable resources and information, www.ut.edu/ctl/



Freshman Advising Changes

As part of our ongoing effort to assist and support our entering freshmen as they transition into The University of Tampa, this year every student in the first year class has been assigned a professional academic advisor in the Academic Success Center (ASC). The new freshmen students will receive academic advising from the professional academic advisors in close collaboration with their BACC 101/102 instructors. This structure affords more time for the BACC 101/102 instructors to teach the BACC course content and more effectively mentor our first-year students. The first-year students will have a specific professional academic advisor assigned as their primary advisor beginning in the summer before they enter UT until the beginning of their sophomore year. Beginning sophomore year, all students will be assigned a faculty advisor. Below are the ASC first-year academic advisors and the majors for which they advise. Additionally, all professional advisors will advise all undeclared first year students.

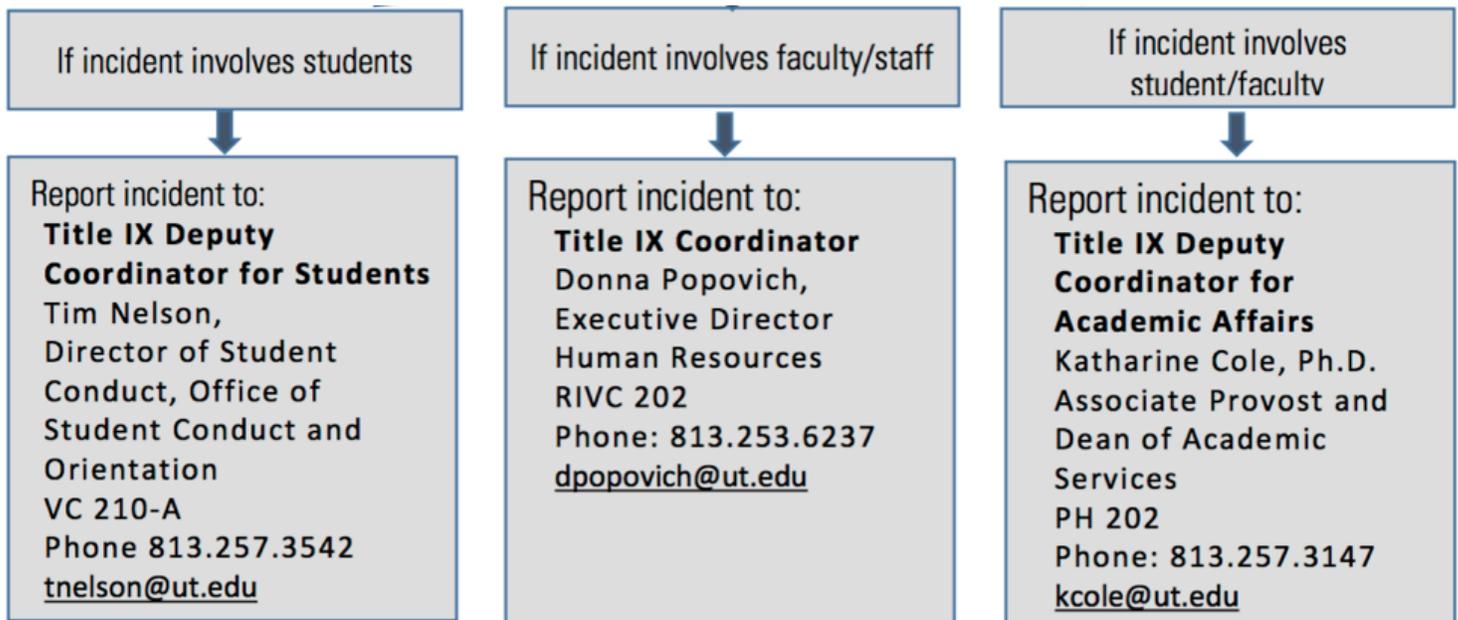
Brittany Amboyan	Accounting, Management, Entrepreneurship, +Int'l Business majors with these concentrations
Raymund Berry	Marketing, Int'l Business/ marketing, Psychology
Hannah Holmes	Biology, Marine Science, Environmental Science
Ryan Mitchell	Sport Management, Cybersecurity, Management Information Systems, Economics, Finance, + Int'l Business majors in these areas
Erin Setelius	Communication, English, Languages, Philosophy, Music, Speech/Theater/Dance, Education, History, Sociology
Jake Stresen-Reuter	Chemistry, Biochemistry, Forensic Science, Physics, Math, Criminology, Political Science, Art
Ann Von Thron	Pre- Nursing majors
Missy Abrunzo	HSHP majors

Title IX Compliance and Faculty Responsibilities

Title IX issues are being reported more and more commonly and there has been an increase in Title IX litigation, legislation, and new regulations. In addition, the compliance expectation by the Department of Education for colleges and universities is also increasing. As such, this newsletter will briefly define Title IX and detail the faculty's responsibilities with regard to reporting possible Title IX violations.

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Title IX protects both males and females from unlawful sexual harassment (including sexual violence). All UT students, employees, affiliates and visitors are covered by Title IX requirements and protections. Additionally, all university employees are considered "responsible employees" under Title IX and are therefore *obligated* to report allegations of sexual misconduct or harassment they know about "or in

the exercise of reasonable care, should have known about" to the appropriate Title IX officer listed below. The University will make every effort to keep the information as confidential as possible, however, confidentiality cannot be guaranteed and therefore faculty should inform any student who begins to report a possible Title IX violation to them about a potential lack of anonymity. Generally speaking, Title IX violations must be reported if a student, staff or other faculty member faculty "*reports*" an incident to you with details and with the reasonable expectation that something will be done about it. The university, once notified and the violation confirmed, is obligated to stop the behavior, prevent its recurrence and remedy the effects on the victim. The Title IX Coordinator and Deputy Coordinators responsible for specific Title IX violations reports are listed below:



Additional information:

www.ut.edu/provost/

www.ut.edu/studentconduct/titleix/

www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf