

Advisors' Council

March 16, 2016

Members attending: April Anderson, Laura Bass, Debbie Bell, Vikki Bernotski, Nicole Brown, Donna Cooper, Amy Davis, April Ebbinger, Lindsey Felix, Yancy Freeman, Angela Google, Avalon Gourlay, Stacie Grisham, Katie Hargrave, Elizabeth Johnson, Nicole Jones, Rebecca Littleton, Emily Martin, Kayla McAuliffe, Joseph McCauley, Gary McDonald, Deardra McGee, Amber Noblit, Shana Oates, Linda Orth, Nikki Ownby, Jessica Pierce, Carl Raus, Mary Beth Raynar, Carrie Sherbesman, Lisa Tarr, Brian Tucker, Rachel Vines, Marjorie Whiteside, Sarah Wright.

Others in attendance: Melanie Dixson, Takeo Suzuki, Lora Cook, Marc Holcomb, Matt Matthews.

Call to order: Elizabeth Johnson at 8:49 a.m.

Welcome

Approval of Minutes:

A motion was made to approve the January minutes by Avalon Gourlay. The motion was seconded by Donna Copper.

Introductions:

Vikki Bernotski is the new professional advisor for the College of Education and will now be a member of Advisors' Council. Katie Hargrave has joined Advisors' Council as the College of Arts and Sciences representative.

Announcements and Old Business:

NACADA Region 3 Conference is April 20-22 at UTC. Early registration discount date is March 21. There are volunteer opportunities. Elizabeth Johnson will be reaching out to those that are interested.

Stacie Grisham spoke briefly regarding EAB reminders. There has recently been a risk update, model 2.5. There are now 20 different factors to determine risk color. Brand new freshmen and transfer students will have a color tied to them. This means that some of your current students have had a risk color change this semester.

EAB Campaigns & Submitting Results in Blackboard – make sure you are submitting campaign results in blackboard. There has not been a high response yet for advisors telling us what campaign they are going to do. Now there is a qualtrix survey link on blackboard that you can inform us what campaigns you are doing.

There will be a SSC Campus Launch on April 13, sometime in the afternoon (more details coming). July 26th is the tentative date for training. Like EAB, we will roll it out in stages.

Vote on Advisors' Council Bylaw Revisions:

All approved the proposed changes. There was recommendation to change the commitment of leadership roles from two years to one year. 26 members voted yea and there was one nay. This will be amended to say one year.

Nominations for Leadership Offices:

Please send nominations to Elizabeth Johnson. Nominations for leadership positions will be voted on during the next meeting.

Advising International Students:

Please see the attached flyer, provided by Mr. Takeo Suzuki.

Mr. Suzuki is asking for a section of ENGL 1011 for international, ESL students to be offered. If you encounter any challenges while advising international students, contact the international office. One important thing to note when advising international students is there is a minimum 12-hour requirement, 9 for graduate. Violation of this can result in the student losing international student status. It is the student's responsibility that he or she understands this. There is a one-time exception that the student can apply for a reduced course load request. This is for the student that may become sick, has financial issues, etc. These are the challenges that are seen from international students: 1. Unfamiliarity with US education system. 2. Academic integrity as a cultural concept. 3. Cultural adjustments. F1 student is degree seeking. J1 is an exchange student. It is required for all international students to have a declared major. Out of 12 hours enrolled, only 3 can be online. 9 credit hours must be in person. If the class is a hybrid, it is up to the professor to determine if it is "online" or not. Students cannot pursue online degrees if they live in the U.S. Sometime in April, Mr. Suzuki would like to have a one-hour session on US immigration for faculty and staff. Their office name will be changed to UTC Center for Global Education.

Elizabeth Johnson asked if the 12 hours enrolled have to be degree applicable. No, they do not.

Mary Beth Raynar asked if there a time limit to complete the degree. No, there is not. The student's I-20 guarantees legal status in the U.S. If the student does not graduate on time, he or she just needs a letter from their advisor to request an extension.

Updates Regarding Mathematics:

Matt Matthews was present to discuss changes to Mathematics at UTC. He started by saying that if you have anyone transferring from a 2 year TBR school, they may have new classes that you may not have seen before. These will include classes with coreq. remediation. For more detailed information, you can look at the Complete College Documentation. Community colleges will pair remedial math with a college level course. Chattanooga state will have MATH 1030, which will be the course right before College Algebra. It will be paired with a zero level class. For example, MATH 1030 with MATH 0030. The MATH 0030 should count as nothing at UTC. The MATH 1030 will count as the prereq. for Math 1130 and Math 1710. These school are also doing this with statistics. TBR system schools have a general education math category, but not a general education math and statistics category. The student must have an associate's degree to fulfill math at UTC. Math 1530 paired 0530 (remediation to get students through the course). The 0530 will count as nothing at UTC. MATH 1530 will not suffice for prereq. at UTC because it does not prepare the student for algebra. It is the developmental course for statistics, NOT for MATH 1130. The course numbers are different at each community college. Southwest development with 1410/1420, (MATH 2150/2160) will not suffice as prereq. for MATH 1130.

Math 2150 will be going forward with a 19 math sub score prereq. requirement.

Step Ahead Math can be for current or incoming freshmen. There is a small fee of \$75. This covers housing fees.

Elizabeth Johnson asked if these students will be able to step ahead into MATH 2150. This is part of the intention.

The math department is currently exploring a math placement option to put into place. Marjorie Whiteside asked what the pass rate of Step Ahead Math was. About 2/3-3/4 will place into math at UTC. About 80% pass on the first try once in the math class. Feel that it is successful.

Overview of Professional U:

Please see the attached PowerPoint, provided by Mr. Marc Holcomb.

There are 13 students enrolled currently. The program is designed to help students improve their professional skills. Get students involved in all of the resources that the career student offers.

Marjorie asked if the ThinkAchieve points were all or nothing. Yes, they are.

Vikki Bernotski asked if a student could through the program more than once. Yes, but the student will only receive points once.

Lisa Tarr asked if there were any programs offered during the summer. The programs are much more limited during the summer, but the staff are here during the summer.

Overview of MyMocsDegree Course Planner:

Melanie Dixson was present to show the group the updates to the MyMocsDegree Course planner. Please contact Melanie with any questions or concerns regarding this. As of now, the new course planner is not live. The goal is to have it out for Fall registration. Yancy Freeman spoke on the importance of this tool. For the past 3 to 4 years, UTC has had a hard time having enough class availability for our students to enroll in. The information in the planner will give department heads the information that they need to identify what courses need to be offered.

With the course planner, the advisor will be able to advise for several semesters at a time. It is important to note to the student, that just because the course is in his or her planner, it does not guarantee that the course will be offered. This will, however, inform departments that there is a demand or need for specific courses.

Remarks for Yancy Freeman:

Advising Holds vs. Alternate Pins. There are plans to establish a small working group to discuss this issue. If you are interested in being a part of this group, email Yancy and Stacie. This working group will find out how to move forward in the future regarding this issue. In hopes that the process will become more seamless.

Changes to Banner Auto-Assign Advisor Process. The day that the advisor drops for non-registered students has changed from last day of term to the last day to withdraw for the following semester.

Readmitted Students & Priority Registration Time tickets – In progress for future Delay of TN E-campus until Spring 2017. Three departments that really need it.

Departments have been given the chance to create online options for our students.

Recipient of NACADA region III, excellence in advising is Stacie Grisham!

Questions and Concerns:

Lindsey Felix asked Yancy Freeman and Linda Orth is there was any way the last day to withdraw could be moved back to a Monday, instead of the Sunday of spring break. Jessica Pierce suggested it be the Friday before spring break started. This issue will be looked into.

Adjournment: Meeting was adjourned at 10:40 a.m.

Flyers provided by Office of International Programs:

OFFICE OF INTERNATIONAL PROGRAMS

THE UNIVERSITY OF TENNESSEE CHATTANOOGA || HOOPER 203

001.



INTERNATIONAL STUDENT & SCHOLAR SERVICES (ISSS)

INTERNATIONAL@UTC.EDU || utc.edu/international

The staff of ISSS is trained and experienced in cross-cultural counseling and U.S. immigration regulations. The services offered by ISSS include advice, counseling, and advocacy on: admissions processes; immigration issues; academic issues; and personal/cultural issues.

002.

STUDY ABROAD PROGRAMS

STUDYABROAD@UTC.EDU || utc.edu/studyabroad

Come to an information session to learn more! We will give you an overview of UTC study abroad programs, the opportunities available to you and give you the skills to go find the programs that interest you!



003.



ESL INSTITUTE

ESL@UTC.EDU || utc.edu/ESL

ESL Institute serves international students by developing their English proficiency and by assisting them in their transition to American culture. Within a supportive environment, the ESL Institute respects and promotes the individual needs and goals of each student.

Office of International Programs
University of Tennessee at Chattanooga
615 McCallie Ave, Chattanooga, TN, 37403-2598, USA



[facebook/UTCglobal](https://www.facebook.com/UTCglobal)



GOGLOBAL@UTC.EDU

Date: 3/16/2016

Communication Tips for UTC Academic Advisor

Boston University's International Students and Scholars Office developed *Tips for Successful Communication with International Students* on September 28, 2010. We found this to be a great source to help you here at UTC:

1. **LISTEN:** Second language students often develop a "script" in their mind of what they want to say to you before they enter your office. Allow them to get through the script, so they feel certain that you have heard what they have to say. This can be difficult if the script is long and you can easily anticipate their question or issue.
2. **LIMIT:** Limit the use of acronyms, abbreviations, jargon, colloquialisms, and idioms when speaking (or writing) to international students, even if English is their first language. Terms like "ASAP" or "on target" or "home run" or "all set" are U.S. culture-based and may have little meaning to an international student.
3. **POSSIBLE CULTURAL DIFFERENCE INDICATORS:** Certain feelings and behaviors (both yours and/or the person with whom you are communicating) can be indicators that cultural differences are at play when interacting with someone from another country: frustration, taking offense, repetition, no response, inappropriate responses for the situation (*i.e.*, nodding continuously when clearly the individual does not understand, awkward laughter, ending the conversation abruptly, seeming distracted, *etc.*). Allow these indicators to remind you to take a deep breath and find a different way to approach the issue or explanation.
4. **CHECK FOR UNDERSTANDING:** After you have discussed an issue with a student or explained a procedure, ask for an explanation in his or her own words. Don't just ask the student if he or she understood everything you said. This question may not confirm his or her level of understanding, since the culture of some international students dictates that saying they don't understand shows that either you failed in your explanation or they have failed in understanding. "Do you understand what I told you?" will often be answered with a polite "Yes, thank you" as the student walks away without the vital information he or she needs.
5. **NAVIGATING BUREAUCRACY:** This process is not the same in every country or culture, because strategies for getting a favorable response vary. Some approaches include working up to the most senior person in the office or organization, only accepting the answer of someone "in charge," asking repeatedly until a favorable response is received, or only accepting the answer from a male staff member. Talk with your colleagues and supervisor about how you will deal with requests to talk to a "higher up."
6. **HELP:** You should assist international students as they work to understand U.S. customs and how "things are done here," but do not pressure them to change their behavior or viewpoints unless the change is absolutely necessary for academic or social success or to avoid serious conflict. Consider whether the situation could be better resolved if you changed your own behavior or viewpoint.

7. **NAMES:** Learn to say the names of international students correctly.
8. **BE CURIOUS:** Take the time to learn at least a little about your students' countries of origin, customs, languages, and the larger issues of concern in their home countries.
9. **DON'T GENERALIZE:** Don't assume that all students from a particular country or culture will behave or respond the same way. Likewise, do not expect a student to know what everyone in his or her country thinks about a particular topic. Like in the U.S., perspectives vary from region to region and group to group in any country.
10. **Be Clear and Be Patient:** Be clear in your message and be certain the student has understood what you said. Be patient because you may have to repeat yourself to emphasize that there are no exceptions to the policy/procedure/answer and that the answer will be the same no matter how many times the question is asked.

Reference: Courtesy of Boston University International Students & Scholars Office / September 28, 2010
<http://www.bu.edu/isso/files/pdf/Tips-Successful-Communication-Intl-Students.pdf>

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International Students (international@utc.edu): <http://www.utc.edu/international/>
ESL Programs (ESL@utc.edu): <http://www.utc.edu/esl>
Study Abroad (StudyAbroad@utc.edu): <http://www.utc.edu/studyabroad>

Common Questions about UTC International Students

1. What Are the Common Student Visa Types for International Students?

Schools are authorized by The Department of Homeland Security (DHS) to issue an immigration document through the Student and Exchange Visitor Information System (SEVIS) that is used by foreign nationals to apply for a student visa to study in the United States. A school can also be authorized by the Department of State to use SEVIS to invite exchange visitors to come to their institution in the U. S. to study, teach, or perform research.

F-1 student

F-1 is the most common immigration status for degree seeking international students.

Prospective F-1 students will receive a Form I-20 (Certificate of Eligibility) document from the school, which they will generally use to apply for an F-1 visa at a US consulate or embassy. F-1 students are then admitted to the United States in F-1 status to study and must attend school full time except for their vacation break.

J-1 student

The J-1 student category is also used by international students. J-1 students will receive a Form DS-2019 (Certificate of Eligibility) document from either the school they are planning to attend or from the program sponsor, which they will use to apply for the J-1 visa. The J-1 exchange visitor category is regulated by the U.S. Department of State (USDOS). J-1 students are in the United States to study and can be degree or non-degree seeking and must attend school full time in their program except for their vacation break.

2. What if an International Student Changes Major or Degree Level - Does the Student Need to Do Anything?

Yes, students need their immigration documents to reflect their current degree program and level of study. If a student plans to change majors or degree level, please have them contact the international office for procedures on how to obtain updated immigration documents.

3. Does a Student Need to Enroll Full-time in the summer?

Typically NO, though the rules regarding annual vacation differ depending on students' immigration status depending on their eligibility for annual vacation.

4. Can International Students Take Online Courses?

F-1 international students can only count ONE online class toward their minimum number of credits as their full-time enrollment during their normal semesters. If you only need one course to complete your program of study, the course cannot be online or distance learning.

A full course of study for J-1 students must consist of "enrollment in an academic program of **classroom** participation and study, and/or doctoral thesis research." This focus on classroom participation probably means that J-1 students should not rely on distance or online courses to meet the enrollment needed to maintain their status.

5. Can International Students Pursue Online Degree Programs?

According to U.S. immigration regulations, F-1 students cannot pursue online degrees. International students in other visa categories (i.e. H-4, L2 etc.) are exempt from this restriction.

6. What is SEVIS?

SEVIS: The Student and Exchange Visitor Information System is the online database maintained by the Department of Homeland Security that contains information on all students in F-1 and J-1 status and their dependent family members. The ISSS is required to use this database to create and maintain immigration records and documents as well as to report updates to student's personal data, academic registration and immigration status. The system maintains data in "real time" which means violations to immigration status could result in immediate SEVIS record terminations and consequences

7. What is Semester Verification Process?

Check-in each semester: All international students must check in at the ISSS when they arrive at UTC for the first time, and then most international students (all F-1 students) must verify their presence on-campus at the beginning of each new semester through the Semester Verification process.

8. Do international students need Social Security Number?

Social Security Number: International students in F-1 status are not eligible to apply for a social security number unless they are employed. If they are working on campus, the hiring department must fill out a certification of on-campus employment that must be signed by the ISSO before the student can apply for a SSN. All students who have been awarded a fellowship or assistantship that includes a living stipend should apply for a social security number.

9. Can International Students work in the US?

Yes and NO. They need an approval from ISSSS with Limited work authorization
Immigration regulations place severe restrictions to employment options, so international students should not accept any offers of employment, internships or any other forms of compensation (housing, food, gifts, cash, etc.) for services rendered without receiving authorization from their ISSS advisor.

10. Can F1/J1 visa can expire while they are in the US?

YES, their visas can be expired. But their DS2019/I-20 should not expire: International students must be careful not to let their immigration documents expire. International student possess four to five different official documents that determine their valid immigration status and their ability to remain in the U.S. It is critical that they make certain not to let these documents expire and that they work with their ISSS advisor to extend their documents well in advance of expiration.

VALUES IN AMERICAN CULTURE

1. PERSONAL CONTROL OVER THE ENVIRONMENT

People can/should control nature, their own environment and destiny. The future is not left to fate.

Result: An energetic, goal-oriented society.

2. CHANGE / MOBILITY

Change is seen as positive and good. This means progress, improvement and growth.

Result: An established transient society geographically, economically and socially.

3. TIME AND ITS IMPORTANCE

Time is valuable - achievement of goals depends on the productive use of time.

Result: An efficient and progressive society often at the expense of interpersonal relationships.

4. EQUALITY / EGALITARIANISM

People have equal opportunities; people are important as individuals, for who they are, not from which family they come.

Result: A society where little deference to status is acknowledged.

5. INDIVIDUALISM, INDEPENDENCE AND PRIVACY

People are seen as separate individuals (not group members) with individual needs. People need time to be alone and to be themselves.

Result: Americans may be seen as self-centered and sometimes isolated and lonely.

6. SELF-HELP

Americans take pride in their own accomplishments.

Result: Americans give respect for self achievements not achievements based on rights of birth.

7. COMPETITION AND FREE ENTERPRISE

Americans believe competition brings out the best in people and free enterprise leads to progress and produces success

Result: Competition is emphasized over cooperation.

8. FUTURE ORIENTATION / OPTIMISM

Americans believe that, regardless of past or present, the future will be better and happier.

Result: Americans place less value on past events and constantly look ahead to tomorrow.

9. ACTION AND WORK ORIENTATION

Americans believe that work is morally right; that it is immoral to waste time.

Result: There is more emphasis on "doing" rather than "being". This is a no-nonsense attitude toward life.

10. INFORMALITY

Americans believe that formality is "un-American" and a show of arrogance and superiority.

Result: A casual, egalitarian attitude between people is more accepted.

11. DIRECTNESS / OPENNESS / HONESTY

One can only trust people who "look you in the eye" and "tell it like it is". Truth is a function of reality not of circumstance.

Result: People tend to tell the "truth" and not worry about saving the other person's "face" or "honor".

12. PRACTICALITY / EFFICIENCY

Practicality is usually the most important consideration when decisions are to be made.

Result: Americans place less emphasis on the subjective, aesthetic, emotional or consensual decisions.

13. MATERIALISM / ACQUISITIVENESS

Material goods are seen as the just rewards of hard-work, the evidence of "God's favor."

Result: Americans are seen as caring more for things than people or relationships.

Adapted from "The Values Americans Live By", L. Robert Kohls



Culture shock is the process of initial adjustment to an unfamiliar culture.

What Is Culture Shock?

Culture shock is a profoundly personal experience and is not the same for two persons or for the same person during two different occasions. Yet people who have experienced culture shock will recognize most of the elements that we will discuss.

Culture shock is the process of initial adjustment to an unfamiliar culture. It is a more-or-less sudden immersion into a nonspecific state of uncertainty where the individual is not sure what is expected of him or her, nor of what to expect from other people. It can occur in any situation where an individual is forced to adjust to an unfamiliar social system where previous learning no longer applies. This need not necessarily be a new country. It could be a new school, town, organization, or family.

There are at least six indicators that one is experiencing culture shock:

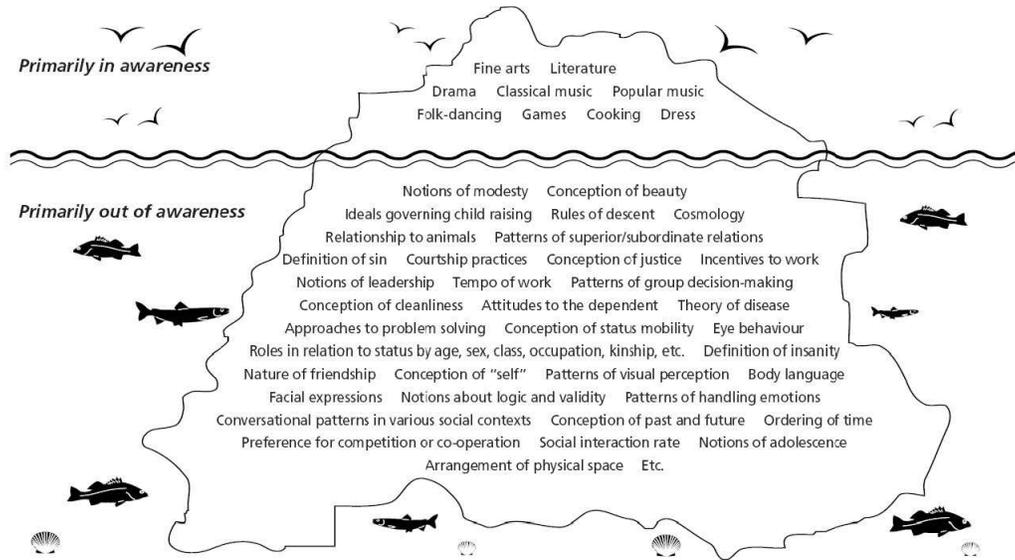
1. Familiar cues about how others are supposed to behave are missing, or the familiar cues now have a different meaning.
2. Values that the person considers good, desirable, beautiful, and worthy are not respected by the host.
3. One feels disoriented, anxious, depressed, or hostile.
4. One is dissatisfied with the new ways.
5. Social skills that used to work do not seem to work any longer.
6. There is a sense that this horrible, nagging culture shock will never go away.

Stages in Culture Shock

Culture shock is frequently described as a series of stages that a person goes through. This stage model does not describe each instance of culture shock accurately, and many versions of the model have been proposed, but it can serve as a reference model. These are the stages:

1. Honeymoon
This is where the newly arrived individual experiences the curiosity and excitement of a tourist, but where the person's basic identity is rooted back home.
2. Disorientation
This stage involves disintegration of almost everything familiar. The individual is overwhelmed by the requirements of the new culture and bombarded by stimuli in the new environment. One feels disoriented and experiences self-blame and a sense of personal inadequacy.
3. Irritability and hostility
One typically experiences anger and resentment toward the new culture for its having caused difficulties and having been less adequate than the old familiar ways.
4. Adjustment and integration
This involves integration of new cues and an increased ability to function in the new culture. One increasingly sees the bad and the good elements in both cultures.
5. Biculturalism
In this stage a person has become fluently comfortable in both the old and the new culture. There is some controversy about whether anyone can really attain this stage.

Fig. 1: The iceberg concept of culture



Source: p.14 AFS Orientation Handbook Vol.4, New York: AFS Intercultural Programs Inc., 1984

Professional U

UTC Career & Student Employment Center

Are
U
Ready?

They are.

We Shall Achieve



We Shall Achieve



They...

- Potential employers
- Classmates with developed professional skills
- Competing students from other schools
- Experienced workforce professionals

- Are U ready to compete for a job?

What is Professional U?

- Designed to grow students' professional skills
- Covers areas of professional growth such as:
 - Cover Letter
 - Resume and Vitae Design
 - Networking Skills
 - Interview Techniques
 - Professional Image
 - Successful Career Event Participation

We Shall Achieve



We Shall Achieve



What is Professional U?

Program Requirements

- Sign up through Career & Student Employment Center
- Schedule and attend appointment for resume review
- Schedule and attend appointment for mock interview
- Attend two Professional Success Series programs
 - Pre-Career Day sessions such as employer panels
 - Employer Information Sessions/Tables
 - Career Center workshops
- Attend Fall and/or Spring Career Day for all majors
- Complete all assignments related to these requirements

What is Professional U?

Program Requirements

- Complete basic pre-test to gauge confidence level in professional skills prior to participating in Professional U
- Submit resume before and after review
- Submit evaluation of interview skills before and after mock interview session
- Submit evaluation of knowledge level of topic/employer before and after Professional Success Series programs
- Submit information sheet examining ten Career Day employers due at Career Day check-in
- Send three thank-you emails to employers after Career Day (CC the Career Center)
- Complete basic post-test to gauge confidence level in professional skills after completing Professional U

We Shall Achieve



We Shall Achieve



Who uses ProfessionalU?

- Professional U is for all current UTC students.
- While the majority of students expected to utilize these services will be Juniors and Seniors, Freshmen through Graduate students have the ability to participate in Professional U.

Why use ProfessionalU?

- Develops professional skills
- Helps a student to become more employable
- Contributes to a student's resume
- Qualifies for Think Achieve points

We Shall Achieve



We Shall Achieve



When is ProfessionalU?

- While it is possible to accomplish all tasks within one Fall or Spring semester, there is no set timeline to complete the Professional U program.
- A student may complete portions of the program over the course of multiple semesters, but will only receive a Professional U certificate when all program requirements are met.

Where is ProfessionalU?

- Career & Student Employment Center
 - Front Desk: 315 UC
 - Website: utc.edu/career
 - Events
- Are U ready? They are.

We Shall Achieve



We Shall Achieve

