

# June 2018 UofM Board of Trustees Meeting

**Schedule** Wednesday, June 06, 2018, 01:30 PM — 02:30 PM CDT  
**Venue** University Center Ballroom - UC 320  
**Organizer** Melanie Murry

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# 1. Call to Order and Opening Remarks

Presented by Alan Graf



## 2. Roll Call and Declaration of Quorum

Presented by Melanie Murry



### 3. Approval of Minutes

THE UNIVERSITY OF MEMPHIS  
BOARD OF TRUSTEES

MINUTES OF BOARD MEETING  
MARCH 7, 2018  
Memphis, TN

The University Of Memphis Board Of Trustees was called to order at 1:30 p.m. CDT, on Wednesday, March 7, 2018, on the main campus of the University of Memphis in Memphis, Tennessee.

**I. CALL TO ORDER AND OPENING REMARKS**

Chairman Alan Graf, Jr. called the meeting to order and stated that this meeting marked the first year anniversary of the formation of the Board. He stated that the Board had exceeded his expectations and ordered a doubling of their pay immediately. Chairman Graf acknowledged President Rudd's leadership team. Chairman Graf asked Secretary Murry for roll call and declaration of quorum.

**II. ROLL CALL AND DECLARATION OF QUORUM**

University Counsel and Board Secretary Melanie Murry called the roll, and the following members were present: Douglas Edwards, Alan Graf, Cato Johnson, Brad Martin, David North, Carol Roberts, Katharine Schaffzin, Susan Springfield, and Taylor Mayberry. Trustee Marvin Ellison was absent. Secretary Murry announced that a quorum was present.

Members of the administrative staff, faculty, students, and media representatives were also present.

**III. APPROVAL OF MINUTES – DECEMBER 7, 2017**

Chairman Graf requested a motion for the approval of the minutes for the December 7, 2017, Board of Trustees meeting on the Lambuth campus. The motion was properly made and seconded. The motion to approve the minutes, as detailed in the meeting materials, was unanimously approved by the voting members participating in the meeting.

**IV. PRESENTATION BY PRESIDENT RUDD**

Chairman Graf turned the meeting over to President Rudd for comments.

President Rudd stated Provost Weddle-West would be presenting a number of academic, programmatic issues, and other presentations would be offering other exciting news around the University.

Issues discussed during the morning session of the committee meetings included:

- The University is focused on issues of student costs. President Rudd announced that he is pleased the University is well positioned moving into the next fiscal year to recommend if the Governor's budget recommendations are approved to have no tuition increase this coming year. It would be the second year of five that there has been no tuition increase. The University is graduating more students by being able to offer no

tuition increase. President Rudd also mentioned affordability gains have an impact on the graduation rate.

- President Rudd mentioned the University will be pursuing a 2.5% raise. No recommendation has been made as to how this will be divvied up.

#### V. PRESENTATION BY PROVOST WEDDLE-WEST

Chairman Graf turned the meeting over to Dr. Karen Weddle-West.

Provost Weddle-West thanked President Rudd for his exemplary leadership. Dr. Weddle-West reported:

- An official proposal for the Ph.D. in Urban Affairs, an interdisciplinary program in School of Urban Affairs and Public Policy. There is nothing like this program across the state of Tennessee.
- Dr. Darrell Ray talked about the importance of the Healthy Memphis initiative, and student involvement surrounding this initiative. The University is working with the School of Public Health and will present at the next meeting a graduate certificate that is in campus and corporate public health.
- Dr. Weddle-West turned it over to Colton Cockrum, Assistant Vice Provost. He presented two efforts of Institutional Effectiveness Council:
  - Improving student veteran graduation numbers
  - Results from National Survey of Student Engagement (NSSE)
    - The University received the full amount of points that THEC has for categories that gauge institutional satisfaction – academic challenge, learning with peers, experiences with faculty, and campus environment.
    - 87% of seniors and 86% of first-year students rated their experience at the UofM as “Good” or “Excellent.”
    - UofM scored into the top 10% of NSSE institutions (over 800 in the country) in “Discussions with Diverse Others.”
      - Dr. Rudd asked Dr. Weddle-West to mention the critical conversations program the campus is having, where the theme is to agree to disagree agreeably. Some critical conversations include: immigration and the effects on students and faculty, marriage equality, First Amendment issues, and Me Too and Time’s Up.
      - Dr. Rudd harps on the need for a diverse campus and the efforts the University has made to achieve it.
      - Trustee Edwards applauded the efforts of the University in achieving a diverse environment.
      - Dr. Cockrum pointed out that even alumni are feeling the effects of the diversity long past graduation.
    - UofM did exceptionally well in other categories, including academic advising and interactions with other administrative staff and offices. This points to the high customer service at the University.

- UofM does significantly better than THEC cohorts in the high impact practice areas.
- Dr. Cockrum will administer NSSE in Spring 2019.
- Dr. Rudd mentions quality assurance funding has improved every year for four consecutive year. UofM now has second highest quality assurance funding score in Tennessee, second to UTK.

Chairman Graf thanks Dr. Weddle-West and Dr. Cockrum and challenges President Rudd to be number one next time in the quality assurance category.

## **VI. BUSINESS AND FINANCE LEADERSHIP**

Chairman Graf turned the meeting over to President Rudd for the presentation of the approval of the Business and Finance Leadership.

President Rudd failed to mention in his previous presentation his appreciation for Sedgewick and Trustee North, who committed \$1,000,000 to the University's River City Partnership, a partnership with Shelby County Schools.

President Rudd thanks Trustee Roberts for assisting in the process and managing the search committee to find and hire a new CFO for the University. Trustee Roberts applauds the search committee. President Rudd thanks Jeannie Smith for her role as Interim Vice President of Business and Finance.

President Rudd recommends the Board to approve Raajkumar Kurapati as the University's new CFO, who will start May 7, 2018. Chairman Graf perceives this as a motion, and Trustee Johnson properly seconds the motion. The Board unanimously approves the motion to hire Raajkumar Kurapati as the new CFO of the University.

## **VII. REPORT AND RECOMMENDATIONS OF THE AUDIT COMMITTEE**

Chairman Graf recognized Trustee Roberts who summarized the Audit Committee meeting as follows:

- Heard from Vicki Deaton of Internal Audit who introduced two new staff members, bringing the office up to full staff; reported on audit reports issued in the third quarter; reported on external audit report on NCAA procedures for revenue and expenses; presented summary of investigations that were completed during the quarter;
  - Spoke about having a speak up culture to report waste, fraud, and abuse;
  - Referred to issue follow-up during audits;
  - Report on the Center for Information Assurance Financial and Compliance audit
- Heard from Vicki Deaton about an update of the University audit plan for FY 2018;
- Heard from Jeannie Smith and George Ninan, who presented a report on the financial audit for the financial statements for the University for FY 2017; and
- Noted that the audit plan for the next FY will be presented at the June 2018 meeting.

Trustee Roberts turned the meeting back over the Chairman Graf, who stressed how great it is the leadership of the University takes the control environment so seriously.

## **VIII. REPORT AND RECOMMENDATIONS OF THE ACADEMIC, RESEARCH AND STUDENT SUCCESS COMMITTEE**

Chairman Graf recognized Trustee Schaffzin who summarized the Academic, Research and Student Success Committee meeting as follows:

- Dr. Andy Meyers reported on the Carnegie I Five-Year Investment Strategy;
- President Rudd sought and received endorsement from Committee to a study on and evaluate the expansion of Campus School as a charter or training school for a middle school program and looking into potential partnerships;
- Dr. Colton Cockrum spoke to the Committee on the Institutional Effectiveness Council's Veteran Subcommittee report, which suggested a number of outreach efforts to increase retention of veterans;
- Bridgette Decent presented on how the University is using data and dashboards to increase retention and graduation rates and presented a report of the UofM programs offered for the top 20 fastest growing occupations and how faculty and staff can use dashboards to track programs offered that align with those occupations;
- Trustee Mayberry brought up issues regarding on-campus opportunities to develop entrepreneurship, as well as a discussion of the University's parking realities and perceptions; and
- Dr. Weddle-West presented on the Ph.D. in Urban Affairs and Ph.D. in Nursing.

Trustee Schaffzin indicated that there were two action items required of the Board of Trustees. The Academic, Research and Student Success Committee recommends the approval of the Ph.D. in Urban Affairs, as contained in the meeting materials, and delegate authority to the Provost to make any changes necessary to facilitate program approval by THEC. The Committee also asked for approval of the Ph.D. in Nursing with stated non-substantive revisions. Chairman Graf takes this as a motion. Trustee Roberts moved, and Trustee Johnson properly seconded. The Board unanimously approved the Ph.D. Urban Affairs and the Ph.D. in Nursing.

For the second action item, The Academic, Research and Student Success Committee recommends approval of the University's mission statement, as contained in the meeting materials. Chairman Graf takes this as a motion, which was properly seconded. The Board unanimously approved the motion to approve the University's mission statement.

Chairman Graf expresses his excitement about the Ph.D. in Urban Affairs and the Ph.D. in Nursing.

## **IX. REPORT AND RECOMMENDATIONS OF THE GOVERNANCE AND FINANCE COMMITTEE**

Chairman Graf summarized the Governance and Finance Committee meeting as follows:

- Tom Bowen presented on the state of Athletics, which included financial status and the progress of student athletes on grades and graduation rates;
- Robert Jackson, Chief Information Officer, presented the network upgrade project, which will total \$6.6 million to bring better technology to campus; and

- President Rudd made presentation on convening group to look at administrative efficiency, provided an update on the strategic planning process; and provided feedback on the University's tuition increases over the years and potential of keeping tuition flat.

Chairman Graf indicated that there were three action items required of the Board of Trustees. The first is a presentation by Dr. Darrell Ray, VP of Student Affairs, asking for a five percent (5%) increase for traditional student residence on campus, as well as reductions to the Park Avenue apartments and housing at the Lambuth campus. Chairman Graf made the motion, which was properly seconded. The Board unanimously approved the motion.

The second action item is a presentation by Richard Irvine, Dean of UofM Global and Vice Provost of Academic Innovation and Support Services, recommending a drop in undergrad total fees and tuition from \$480 per hour to \$420 per hour and graduate rates from \$755 per hour to \$603 per hour. Chairman Graf made the motion, and Trustee Schaffzin properly seconded. The Board unanimously approved the motion.

The last action item is a recommendation to accept the Fold of Honor Scholarship, which provides scholarships to spouses and children of America's fallen and disabled service members. A roll call vote was taken by Secretary Murry. The Board approved the motion with an abstention from Trustee North.

#### **X. ADDITIONAL BUSINESS**

Chairman Graf turned the meeting over to Trustee Johnson to speak on the legal and regulatory affairs situation that impacts the University.

Trustee Johnson speaks on the legal and regulatory affairs impacting the University:

- In February, the executive subcommittee of the State Building Commission approved the disposal by lease with waiver or advertisement and appraisal for three properties designated for expansion of student internship opportunities affiliated with FedEx;
  - President Rudd states the hope is to have it expand to employ 350 students by the end of next fall and notes that all of the money that is raised through UMRF Ventures either goes to a student or any money returned as profit goes back into the research initiative for faculty and students
- At the legislative budget hearing in January, the Governor presented his budget, noting about \$6 million net increase in recurring state appropriations with a potential salary increase of up to 2.5% for the University. He presented an additional \$15 million in maintenance funds and also put money in the budget for the RISE (Research Investment to Stimulate the Economy) initiative; and
  - President Rudd presented to the House Finance Committee February 12, and to the Senate Education Committee on February 28
  - Noted that the Governor is likely to present an amended budget about early April
- Noted that the UT FOCUS Act is becoming a difficult piece of legislation than the original FOCUS bill.

**XI. ADJOURNMENT**

The meeting was adjourned at 2:17 p.m. CDT.

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Melanie Murry, University Counsel and  
Acting Board Secretary



## 4. Approval of Student Trustee

For Approval

Presented by M. David Rudd

The University of Memphis Board of Trustees  
Agenda Item  
For Approval

**Date:** June 6, 2018

**Item:** Appointment of the Student Trustee

**Recommendation:** Approval

**Presented by:** M. David Rudd, President

**Background Information:**

The University of Memphis Board of Trustees Bylaws specify there be one nonvoting member of the Board who shall be a student representative to be appointed by the Board. I am recommending Drew Gilmore as our selection for Student Trustee during the 2018-2019 academic year.

**Recommendation:**

The President recommends approval of Drew Gilmore as Student Trustee. His one-year term will be effective immediately and continue through May 31, 2019.

# CHARLES ANDREW GILMORE, II

C O R D O V A , T E N N E S S E E , U N I T E D S T A T E S

+ 1 ( 9 0 1 ) 2 8 8 - 3 6 5 4

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## EDUCATION

**Bachelor of Business Administration**, Expected Graduation May 2019

University of Memphis, Memphis, TN

Concentration: Accounting & Finance GPA 3.21/4.00

## PROFESSIONAL EXPERIENCE

**Accounting Coordinator & Shift Leader**, August 2017- Present

UMRF Ventures, Memphis, TN

- Work closely with FedEx employees to support operations.
- Update and analyze critical call center statistics and solve customer problems through collaboration.
- Liaison between UMRF & accounting company as well as assist CEO and managers on a day to day basis.
- Lead team in shifts of up to twelve agents.

**Junior Accounting Intern**, August 2016 – April 2017

Collierville Tax and Business Services, Collierville, TN

- Processed payroll of twenty companies on a bi-weekly basis.
- Handled sales tax payments across multiple states for 35 companies.

**Owner's Assistant**, May 2012 – August 2016

Art & Speed Classic Car Gallery, Collierville, TN

- Maintained inventory for vintage car collection for customer marketing.
- Photographed and moved up to 120 cars for display purposes.
- Performed general customer service activities related to customer inquiries and relationship development.
- Assisted in sales and marketing of vintage cars.

## EDUCATIONAL EXPERIENCE

**Student Government Association (SGA), President, University of Memphis**, Spring 2017 – Spring 2018

**SGA Senator, February 2017-April 2017 SGA Cabinet, April 2016-February 2017**

- Created and oversaw an expense budget of over \$285,000.
- Served as liaison between student body, University of Memphis administration, local and state government, and other institutions.
- Served as student speaker representative at University of Memphis events, including Commencement with audiences over 10,000.
- Interacted with community media for the University of Memphis student body including television appearances.
- Wrote memos and social media messages frequently that were read by a University of Memphis community of over 20,000.
- Served on over twenty committees as the student representative.

**Fogelman College of Business & Economics Student Delegate Board, Vice President**, Fall 2016 – Spring 2017

**Vice President of Finance**, Spring 2017- Spring 2018

- Assisted in recruit Students to the Fogelman College of Business and Economics at the University of Memphis at recruitment events for the University of Memphis.
- Developed plans and submitted proposals that enhanced the student experience and overall reputation of FCBE.

**University of Memphis Blue Crew, Executive Director**, Fall 2015 – Spring 2017

- Procured and managed a \$81,000 annual budget.
- Managed student tailgating lot by assigning spots, facilitating set-up, as well as ordering food and event supplies.
- Designed, ordered, and distributed all game day giveaways and student section props.
- Ensured smooth game day operations by ensuring efficient student section setup and take down.

## **HONORS, CERTIFICATES & LEADERSHIP ACTIVITIES**

Fogelman College of Business and Economics High-Achieving Student, Fall 2017 & Spring 2018

Dean's List, Fall 2014-Fall 2015, Fall 2016

Bloomberg Market Concepts, November 2017

Memphis Innovation Bootcamp, January 2018

University of Memphis Frosh Camp, Counselor, Summer 2017

MILE (Memphis Institute of Leadership Education) Protegee, August 2017- April 2018

Zeta Beta Tau (ZBT, Social Fraternity), Active Member, June 2015- Present

- ZBT, Recruitment Chair, November 2015- April 2016

# 5. President's Update

Presentation

Presented by M. David Rudd



# 6. MLK50 Recap

Presentation

Presented by Kate Schaffzin

## **Presentation to the Board of Trustees**

The University of Memphis Board of Trustees  
Presentation  
For Information

**Date:** June 6, 2018

**Committee:** Board of Trustees

**Presentation Title:** University Commemorates MLK50 with Symposium, Speech Unveiling,  
and Other Events

**Presented By:** Kate Schaffzin

# 7. Enrollment Growth

Presentation

Presented by Karen Weddle-West



# 8. 2018 Legislative Update

Presentation

Presented by Ted Townsend

## **Presentation to the Board of Trustees**

The University of Memphis Board of Trustees  
Presentation  
For Information

**Date:** June 6, 2018

**Committee:** Board of Trustees

**Presentation Title:** Spring 2018 Legislative Update

**Presented By:** Ted Townsend



## Spring 2018 Legislative Update

### Introduction:

During the 2018 Session the University of Memphis advocated for the University's continued success and defended against proposals contrary to the University's student-focused mission, including legislation that would affect the University of Memphis' commitment to tuition affordability. This legislative session, the University benefited from an additional \$8,010,000 in state investment to spend on improvements to the student recreation center, campus-wide building envelope repairs, and campus-wide boilers and hot water pipe repairs. The state budget also included \$3,095,000 in recurring funding for increased operational costs based on student outcomes, \$3,055,000 in recurring funding for University employee salaries, and \$530,800 in recurring funding for the state share of group health insurance premiums.

### Governor Haslam's Higher Education Package:

- **SB 2259/HB 2114: Complete College Tennessee Act** This legislation requires recipients of the Tennessee Promise and HOPE scholarships to complete 30 credit hours per year to maintain the full scholarship. Students who drop below this threshold, may have aid reduced by two hundred fifty dollars per semester. *Impact and Outcome: After much discussion and many amendments, the Complete College Tennessee Act was rejected on the House floor by a vote of 41 ayes, 46 nays, and 10 members present not voting. Failed on the House Floor.*
- **SB 2260/HB 2115: UT FOCUS Act** This legislation restructures and reduces the University of Tennessee Board of Trustees from a 27 member board to 11 members and places advisory boards on individual system campuses. *Impact and Outcome: Following the passage of this legislation, the Senate Education Committee did not approve, by resolution, 5 of Governor Haslam's appointees. In the final days of session, the Senate confirmed an additional 3 appointees to the board. In total, the legislature appointed 8 board members to the newly reconstituted board. Signed by the Governor.*

### Additional Key Higher Education Legislation

#### Passed

- **SB2619/HB2123: Membership of THEC and Board of Regents** This legislation clarifies state law to include the state university boards established by the FOCUS Act. The bill also reduces the number of student members on the higher education commission to a single voting member and revises the nominating process for that student member. This bill adds state universities, state university boards, and state university board members, as appropriate, to various present law provisions that apply to the board of regents and the UT board of trustees, their members, and the schools under their purview. *Impact and Outcome: Signed by the Governor.*
- **SB 583/HB 1198: THEC Executive Director** This legislation transfers the power to employ the executive director of the Tennessee Higher Education Commission from the governor to the commission. *Impact*

*and Outcome: Tennessee's 2019 gubernatorial transition makes this legislation timely. Signed by the Governor.*

- **SB2180/HB2230: Transparency in Higher Education** This legislation requires each public college and university to notify parents of enrolled students of the parents' rights to view student records under the federal Family Educational Rights and Privacy Act (FERPA). *Impact and Outcome: The original bill language would have required each higher education institution to publicly list all reading, video, and audio materials required for each course offered by the institution as a part of a degree program. The scope of the legislation was tightened through an amendment after conversations with the bill sponsors. Signed by the Governor.*

- **SB 2174/HB 2434: Student Debt** This legislation exempts debt of less than \$100 from the reasons that state institutions may withhold diplomas, certificates of credit, or grade reports. *Impact and Outcome: Signed by the Governor.*

- **SB 1665/HB 1684: Tuition Transparency and Accountability Act** This legislation requires boards of public colleges and universities to give public notice of proposed tuition and mandatory fee increases prior to meeting, requires public colleges and universities to list factors resulting in tuition increases, requires public colleges and universities to provide a report on expenditures derived from tuition increases by February of each year, and requires public colleges and universities to provide accepted students with a four-year tuition estimate for their academic year beginning in 2020-2021. *Impact and Outcome: Signed by the Governor.*

- **SB 2586/HB 2000: Higher Education Presidents** This legislation limits the number of finalists for a public college or university president to three finalists, and requires that those names be publicly available 15 calendar days before the governing board appoints a president. *Impact and Outcome: Signed by the Governor.*

- **SB 2016/HB 2126: Administration of Deferred Compensation Plans** This legislation transfers responsibility for the management of deferred or tax-sheltered compensation plans maintained on behalf of employees of institutions of higher education from the chancellor of the board of regents and the president of the University of Tennessee to the state treasurer. This bill adds a requirement that the state treasurer develop a plan for the implementation and administration of deferred or tax-sheltered compensation plans established by the trustees. *Impact and Outcome: Signed by the Governor.*

- **SB1629/HB1694: Teacher Preparation Remediation** This legislation requires public and private teacher preparation programs to report to the Tennessee higher education commission, the state board of education, and the chairs of the education committees of the senate and house of representatives the number of program completers who receive a score of "below expectations" or "significantly below expectations" on their TEAM evaluation during their first year of teaching. The report must also include the estimated cost of providing remediation to graduates who fit this criterion. *Impact and Outcome: As originally drafted, this concept may have cost the University hundreds of thousands of dollars. This legislation was amended to a reporting mechanism after conversations with the bill sponsors. Signed by the Speakers. Governor's Signature Pending.*

## **Failed**

- **SB1847/HB1753: Meal Plans** This legislation prohibits public institutions of higher education from requiring students to purchase meal plans. *Impact and Outcome: After discussing the University's concerns with education committee members and the bill sponsor, the bill was stalled for the year. The bill may be discussed this summer during a committee study session, but this study session is unlikely due to legislative retirements and elections. Deferred to Summer Study.*
- **SB 1844/HB 1481: Quality Assurance Funding** This legislation requires THEC to revise the higher education outcomes-based funding formula to be based, in part, on the outcomes of teacher training programs. Outcomes will be determined by the Tennessee Value-Added Assessment System scores of recent teacher training program completers. *Impact and Outcome: This legislation was supported by Senate leadership. As originally drafted, this legislation would have put at risk millions of dollars in recurring state funding. After conversations with the bill sponsors and education committee members, the legislation was amended to a study on the effectiveness of teacher preparation programs and the outcomes-based funding formula. The legislation was eventually taken off notice by the bill sponsors. A similar proposal is likely to be reintroduced in 2019. Taken Off Notice.*
- **SB 734/HB 738: Higher Education Efficiency Audits** This legislation requires efficiency audits to be performed for public colleges, universities, and systems. The legislation also creates the joint higher education efficiency audit committee to perform these audits. *Impact and Outcome: The bill sponsor has advocated for proposal over several years. If passed, the efficiency study would have cost the state over \$100,000 and the efficiency study may have been unnecessarily burdensome for public colleges, universities, and systems. Although this legislation did not pass in 2018, it is highly likely that the bill sponsor will reintroduce this proposal in future sessions. Failed in House Finance, Ways and Means Subcommittee.*
- **HB 2426/SB 1502: Tennessee Student Assistance Corporation Funds and Board** This legislation lowers the required amount to be held in the in the Lottery for Education General Shortfall Reserve Subaccount from \$100,000,000 to \$50,000,000. The legislation also adds the presidents of the locally governed institutions to the TSAC board for consecutive one-year terms beginning with the president of the University of Memphis. *Impact and Outcome: This legislation would have resulted in a transfer of the General Shortfall Reserve Subaccount excess funds to the Tennessee Promise Scholarship Special Reserve Account. Unfortunately, this legislation was drafted in a broad way that allowed unrelated amendments to be added to the bill. In the last days of legislative session, several amendments were added to this bill that would have greatly affected K-12 education. Because of these amendments, the bill was stalled for the year, but will likely be reintroduced in 2019. Re-referred to the Senate Calendar Committee.*
- **SB 2078/HB 2155: Early Postsecondary Credit Courses** This legislation requires school districts to offer community colleges and Tennessee colleges of applied technology the opportunity to provide early postsecondary credit courses before offering the opportunity to public or private universities. *Impact and Outcome: This legislation, brought by the Tennessee Board of Regents, would have prevented public and private universities from providing early post-secondary experiences to students. After explaining the numerous benefits that university based dual enrollment presents students, this legislation lost support in the education committee. The TBR has plans to reintroduce similar legislation in 2019. Taken Off Notice.*
- **SB 2263/HB 2429: In-state Tuition** This legislation exempts students from paying out-of-state tuition at a state institution of higher education if the student meets certain requirements outlined in the bill.

The language excludes international students and trainees who are non-immigrants from receiving in-state tuition. *Impact and Outcome: This proposal was designed to provide in-state tuition to undocumented students who are graduates of Tennessee secondary schools. This legislation is likely to be reintroduced in 2019. Taken of notice in Senate Education Committee.*

- **SB 2569/HB 2582: In-state Tuition** This legislation requires the board of regents and each state university board to classify a student as an in-state student for the purposes of tuition only if the student is a Tennessee citizen, meaning a person who is a United States citizen and who is domiciled in Tennessee. *Impact and Outcome: This legislation would have added additional road-blocks for undocumented students seeking scholarships or tuition reductions. After heated committee debate, the legislation failed to gain support. It is likely that a similar bill will be filed in 2019. Failed in House Education Administration and Planning Subcommittee.*

- **SB 2031/HB 2101: State Benefits** This legislation expands the definition of “state or local public benefit” to include any postsecondary education benefit provided or appropriated by, any state or local governmental entity. *Impact and Outcome: This legislation would have added additional road-blocks for undocumented students seeking scholarships or tuition reductions. After heated committee debate, the legislation was tabled for the year. It is likely that a similar bill will be filed in 2019. Taken Off Notice.*

## Elections

August primaries and November general elections will mark significant turnover in Tennessee elected offices. In addition to transitions in the Governor’s office and in Senate and House leadership, more than half of the state senate seats will be on the ballot, as well as every state house seat.

- **Gubernatorial:** Six major candidates are running for governor: four Republicans and two Democrats. The major Republican candidates include Congressman Diane Black, former Economic and Community Development Commissioner Randy Boyd, Speaker of the House Beth Harwell, and businessman Bill Lee. The major Democrat candidates include former Nashville Mayor Karl Dean and House Minority Leader Craig Fitzhugh. Randy Boyd has both outraised and outspent all other candidates in the race, while Bill Lee currently boasts the most cash on hand. Both Harwell and Fitzhugh were prohibited from raising campaign funds during the legislative session by state law. Each candidate has loaned or contributed to their own campaign.

- **Senate:** While three State Senate seats are open, the most significant changes to the chamber will center around leadership. At least three leadership changes are likely in the Senate, including minority leader, Republican caucus chairman, and majority leader. Additionally, two seats currently not in cycle could become vacant before the 111th General Assembly begins; both are currently held by Republicans. Finally, with eighteen State Senate seats standing for election in 2018, there may be some additional, unexpected turnover after election day.

- **House:** House Speaker Beth Harwell’s run for governor triggers a race for House Speaker, which will likely lead to significant changes in leadership and committee chairmanships in 2019. Additionally, the entire House will be up for re-election. Marking the largest legislative turnover in many years, 23 members will not seek re-election in 2018. Many of these members are seeking different offices including Congress, county or city mayor, and Governor. Only thirteen State Representatives face no competition and will automatically return next year.



*Spring 2018 Legislative Update*

*Board of Trustees*

Ted Townsend

June 6, 2018

University Center



**Board** *of*  
**Trustees**

JUNE 2018

- \$8,010,000 for capital projects
  - Student Recreation Center
  - Building Envelope Repairs
  - Boilers and Hot Water Pipe Repairs
- \$3,095,000 (recurring) for increased operational costs
- \$3,055,000 (recurring) for University employee salaries
- \$530,800 (recurring) for health insurance premiums

- No legislation passed in 2018 to cause the University of Memphis to increase tuition.

| Passed  | Failed  |
|---|---|
| Adding Locally Governed Institutions to Present Statute | Prohibiting Required Meal Plans                     |
| THEC Executive Director Appointment                     | Quality Assurance Funding Based on Teacher Training |
| University President Selection                          | Higher Education Efficiency Audits                  |

- Six major candidates are running for Governor.
- Two members of the General Assembly are running for governor.
- Three members of the General Assembly are running for Congress.
- Twenty-four members of the State House of Representatives are retiring or seeking other offices.
- Four members of the State Senate are retiring or seeking other offices.
- The race for speaker of the House will likely lead to significant changes in leadership and committee chairmanships in 2019.
- Changes in Senate leadership next year could have a major effect on the chamber.

- For additional questions, please contact:
  - Ted Townsend, Chief Economic Development and Government Relations Officer
  - Phone: 901.678.5561
  - E-mail: [Ted.Townsend@memphis.edu](mailto:Ted.Townsend@memphis.edu)



# 9. First Generation Student Initiative

Presentation

Presented by Darrell Ray

A photograph of four graduates in black caps and gowns, smiling and standing in front of a brick building with columns. The image is overlaid with a blue tint and a grid pattern on the left side.

# *First Generation Outreach*

## *Board of Trustees*

Dr. Darrell Ray

June 6, 2018  
University Center



**Board** *of*  
**Trustees**

JUNE 2018

The University of Memphis will be an internationally recognized, urban public research university preparing students for success in a diverse, innovative, global environment. We provide the highest quality education. We focus on research and service benefiting communities and society, local and global.

- To fully operationalize this mission, requires special attention to student success and developing customized approaches to for the various demographic profiles served.
- First generation students comprise a large demographic segment, with multiple layers of diversity.

Fall 2017 - 5,512 students self-identified as first generation

## Select Demographic Variables

- Enrollment status 4,242 full-time / 1,270 part-time
- Gender 3,520 women / 1,992 men
- Age 1,444 age 25+ / 4,068 under 25 years old
- Academic Year 1,552 Freshmen / 1,195 Sophomores / 1,242 Juniors / 1,517 Seniors / 6 non-degree seeking
- Pell Eligibility 3,937 'Pell status' / 1,575 no Pell

**\* Data is self-reported**

- Open access programs –
  - Memphis Career Preparation Academy
  - Tiger Success Institute
- Cost for participation
  - First Generation Living Learning Community
  - Frosh Camps
- Highly selective/limited capacity
  - First Scholars
  - TRIO programs
  - Hooks African American Male Initiative

- First Generation Work Group –
  - Bi-weekly meeting to assess, align, and examine current institutional offerings
- Actively pursuing grants and fundraising
  - Has submitted proposal to Suder Foundation to provide funding to establish an Office of First Generation Student Success
  - Once an analysis of needs is complete a strategy for fundraising will be developed and deployed
  - Developing strategies to engage parents in the process
  - Designing the appropriate messaging for the recruitment and yield processes
- Challenges
  - Student engagement
  - Help-seeking behaviors
  - Strategic timing and placement of messaging

# Questions/Comments

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## First Generation LLC

Update provided by Aretha Milligan, Residence Life & Dining Services

### Intended Outcomes

#### Fall Program

- Focus on involvement, community building, and college skills (time management, note taking, and resume building).

#### Spring Program

- Collaborate with MCPA.

### Participant Information

- Accepts about 22 males and 22 females each semester.
- Students are identified by the University and the list is sent to us.
- Some are students who qualified to apply for the First Scholars Program, but were not accepted.
- Students must apply or be invited and be accepted.

### Support Model

- **Two Instructors**
- **Two Graduate Assistants (GA)**
  - Residence Life GA is responsible for mentoring/supervising mentors and resident advisors as needed. Also coordinate the programming for students.
  - Academic Coaching GA conducts sessions to students (students are encouraged to attend seven or more classes).
- **Mentors** are responsible for assisting students with more personable matters. Mentors live on the floor with the residents.
- **Resident Advisor** assist with programs and community growth. Also assist with any issues related to housing or living on campus.

### March 2018 notes and updates from Fall 2017

#### **Attendance and Retention:**

- Number of students in fall: 35 students (13 males, 22 females)
- Number of students in spring: 32 students (12 males, 20 females)
- 91.43 % of student retention from the fall to the spring.

#### **Reasons for losing three students:**

- One male moved off campus during the winter break. I reached out to him. He never returned my call.
- One female moved to another residence hall due to financial reasons.
- One female moved off campus due to financial reasons.

#### **Involvement Summary:**

- Involvement in fall based on surveys and updates from mentors: 5 out of 35 (14.29%) were involved in at least an organization and job. (On and off campus)

- Involvement in spring based on surveys and updates from mentors: 14 out of 32 ( 43.75%) are involved in at least an organization and job. (On and off campus)

**Reasons for increase of involvement from fall to spring:**

- In the fall, students were not responsive to surveys and groupme polls.
  - In the spring mentors begin to have intentional conversations with students about involvement and jobs.

**Program Summary:**

- Program Summary Fall - focused on involvement on campus, community building, and college skills (time management and resume building). Our attendance for those programs were good.
- Program Summary Spring - collaborating with the Memphis Career Preparation Academy (MCPA) to help students with career preparation.
- Connecting students to other campus resource this semester.
- Coordinate a sophomore transition program.

**Academic Coaching Summary Fall Summary:**

- 35 students were eligible for coaching F17 term
- 27 students attended 7 or more sessions (77.1%) and 28 students attended 5 or more sessions (80%)
- Based on the 2016-2017 1GLLC summary report to the Suder Foundation, F16 there were only 16 students who met 7 or more coaching appointments; therefore, F17 there was a significant increase (68.75%).

**Cumulative GPA:**

- The overall cumulative GPA for the 1GLLC F17 cohort after this term: **3.01**
- Cumulative GPA for 5 or more coaching sessions: **3.28**
- Cumulative GPA for less than 5 coaching sessions: **1.94**

**Reasons for increase from last year to this year:**

- New system in place, EAB Campus, which reminded students of their appointments via both email and text
- Academic coach emailed individuals after every missed appointment asking them to reschedule and provided them with times they could meet to make up their missed appointment.

**Spring Update 2018:**

- As of now, 24 out of 32 students (75%) have completed three or more academic coaching sessions.

1GLLC Programming Fall 2017

**August/ September**

- RHC Block Party August 27 Community Building DJ, Free Food, Inflatables
- Intro to 1GLLC August 24 Tour of Campus/Ice Breakers/ Yard Games Community Building & Exposure to Campus
- Time Management Workshop – Personal Skill Building Teach Students Importance of Time Management
- Watch Party – Community Building this can be watching Tiger Football at an away game or favorite t.v. shows.

**October**

- Game Night – Community Building – Students will play board games from the Ra resource room.

**November**

- End of the Semester Banquet – Community Building.

In appendix, see additional forms for:

[1GLLC Pre-Assessment](#)

[Programming Interest Survey](#)

[Involvement Survey](#)

[Mentor Training Agenda](#)

[Spring Retreat 2018](#)

## Memphis Career Preparation Academy (MCPA)

Update provided by Alisha Henderson, Career Services

### Program Overview

Mission is to engage students in experiences to help them make educated and purposeful choices about majors and careers. 75 students have expressed interested in this program. 35 students are currently active.

Purpose is to help students reach graduation and improve employability upon entering the workforce.

### Goals for Students

- Understand the importance of and engage in career planning activities
- Choose a career path and declare an aligning major
- Utilize campus resources to support your major and career path
- Develop skills and experiences for employment

### Eligibility

UofM students who are currently enrolled in a minimum of six (6) credit hours at the University of Memphis and meet one of the following requirements:

- Are freshmen first-generation students (neither parent has earned a post-secondary degree or completed more than two years of education beyond high school)
- Are freshmen with a demonstrated financial need (Pell-eligible or financial hardship)
- Are new transfer students

### Program Components

- Monthly meetups
- Leadership & Service
- Meeting with Career Preparation Champions
- Additional related campus events such as:
  - Tiger Leadership Institute
  - Lead Conference
  - College to Career Conference
  - Service on Saturday
  - Sophomore Summit

### THEC Grant

The MCPA is a grant-funded program through Tennessee Higher Education Commission. Therefore, the program is directed by the original grant proposal. Program components and delivery are outlined in the grant document, but can be further detailed and adjusted based on student need.

### MCPA Curriculum and Objectives

**MCPA Kick Off Event** - learn more about the MCPA and how it can help you make the most of college.

- Students will understand the mission and purpose of the MCPA
- Students will be able to list major program components
- Students will be able to identify benefits they will gain from participating in the MCPA
- Students will understand the commitment they are making as they join the MCPA
- Students will sign up for MCPA Remind texts

- Students will meet other MCPA members and staff

**Tiger Explore – Interests** - Connect your interests to a career.

- Students will identify their interests through an interest inventory
- Students will reflect upon and analyze their results from the interest inventory
- Students will understand the importance of relating interests to career choice
- Students will identify careers that relate to their interest

**Tiger Explore – Careers** - Consider your future career options and gain valuable tools along the way.

- Students will understand the benefits of exploring careers early in their college experience
- Students will gain resources to actively explore careers on their own
- Students will identify their skills
- Students will identify their workplace values
- Students will be able to analyze labor market data
- Students will be able to identify career fields of interest for further exploration

**Tiger Explore – Majors** - Get tips from upperclassmen about how to choose a major.

- Students will be able to find available majors at UofM
- Students will be able to identify possible majors for their career interest
- Students will compare majors to their interests, skills and values to determine good fit

**Tiger Explore – Leadership and Development** – Hear how you can become a leader at UofM.

- Students will be able to identify leadership development programs at UofM
- Students will be able to access the SLI department online and in the UC
- Students will take action and attend at least described leadership or involvement event

**Tiger Explore – Resources** - Discover campus resources that can help you on your academic and career path.

- Students will know where to find information about campus resources online
- Students will understand the various departments that offer student services
- Students will identify resources that will help them prepare for a career
- Students will identify resources that will help them achieve their major and degree

**Tiger Explore: Employability Skills** – Learn from a pro what skills you need to be successful.

- Students will identify specific employability skills:
- Students will understand the importance of employability skills

**Student and Staff Meeting** – Student participant will meet with Coordinator or CPC.

- Student and staff will discuss the following:
  - Academic interests
  - Academic strengths and challenges
  - Career interests and goals
  - Possible major choices
  - Ways to get involved on campus

**Tigers Develop: Career Paths** – Build a roadmap to your future.

- Students will create a short term plan to reach their career goal
- Students will identify skills to develop for their chosen career
- Students will identify experiences to gain for employment
- Students will prepare alternate career plans in case of changes to their career path

**Tigers Develop: Strengths** – Take the CliftonStrengths assessment and connect your results to careers.

- Students will complete the CliftonStrengths assessment
- Students will identify their five strength themes
- Students will analyze their strength results
- Students will apply their strengths to careers of interest

**Tigers Develop: Resumes** – Create or update your resume to match your career goals.

- Students will create or update a professional resume
- Students will personalize their resume with the following: skills, activities and honors

**Tigers Develop: LinkedIn** – Hear from fellow Tigers how to network online and create a LinkedIn page.

- Students will understand the importance of networking via social media, specifically LinkedIn
- Students will create a LinkedIn account

**Tigers Develop: Experiences** – Learn which experiences professionals are seeking.

- Students will identify on campus experiences employers seek
- Students will identify academic experiences employers seek
- Students will identify employment experiences employers seek
- Students will understand how experiences in college can make them more marketable to employers



## MEMPHIS CAREER PREPARATION ACADEMY SPRING 2018 IGLLC MEETUPS

### **Tigers Develop: Career Paths**

*Build a roadmap to your future career. \*Bring Laptop*

Jan. 31 | 6 - 7 PM | 189 Centennial Place

### **Tigers Develop: Strengths**

*Take the CliftonStrengths assessment and connect your results to careers.*

*\*Bring Laptop*

Feb. 14 | 6 - 7 PM | 189 Centennial Place

### **Tigers Develop: Resumes**

*Create or update your resume to match your career goals. \*Bring Laptop*

Feb. 28 | 6 - 7 PM | 189 Centennial Place

### **Tigers Develop: LinkedIn**

*Gain tips from fellow Tigers on how to develop your LinkedIn page and build a powerful network. \*Bring Laptop*

Mar. 21 | 6 - 7 PM | 189 Centennial Place

### **Tigers Develop: Experiences**

*Learn what professionals look for in new hires during this interactive panel discussion. \*Bring Laptop*

Apr. 10 | 6 - 7 PM | UC Bluff Room (304)

**RSVP Today via TigerLink! For more information: [memphis.edu/mcpa](http://memphis.edu/mcpa)**



Division of Student Affairs | Career Services



## First Scholars Program

Update provided by Jacki Rodriguez, Leadership and Service

### Program Overview

First Scholars™ is a comprehensive program that supports first-generation students and assists them in completing their college degrees. Participants form a cohort and generally take a common course. First Scholars delivers multiple levels of support, including a full-time program director and peer mentors to augment existing university services. Initially, the staff and programming focus on assisting scholars adjust to campus life by introducing campus resources and encouraging participation in campus organizations and activities. The next phase involves each scholar, guided by the program coordinator, creating an individualized strategic plan based on his or her results on the Student Strengths inventory™(SSI). The plan identifies strengths and areas for growth and outlines strategies and interventions tied to goals. Scholars retake the SSI periodically, as a part of continually updating and fine-tuning their individualized strategic plans throughout their college careers. Students selected for the program participate in social activities, workshops, service opportunities and maintain regular contact with their peer mentors and the program coordinator.

### Intended Outcomes

[http://saweb.memphis.edu/sa\\_studentaffairs/PDFs/annualreports/2015-2016/First%20Scholars.pdf](http://saweb.memphis.edu/sa_studentaffairs/PDFs/annualreports/2015-2016/First%20Scholars.pdf)

- Understanding and managing self – possess appropriate self-efficacy
- Engaging others in a Diverse World – establishing a connection to U of M
- Increase student retention and timely graduation – tactic that will influence retention and an approach to learning how such a tactic influenced retention.
- Strengthen student connection to the University Community – tactic that will influence students' disposition, inclination, and/or ability to become more deeply connected to the University community.
- Create a service oriented campus culture – tactic that will enhance the quality of service provided to stakeholders.
- Marketing, Communications, Promotions and/or Fundraising – help the department to become more well known on campus and/or raise funds to supplement budgets.

### Programming

Development of an individual strategic plan based on the scholars Student Strengths Inventory (SSI) results

- Peer Mentoring (freshmen and sophomore years)
- Cohort common course (freshmen year)
- Group activities such as social interactions, educational programs, service opportunities, resource awareness and enrichment opportunities
- Student Organization involvement based on the scholars individual interest
- Pay-it-Forward service requirement

The "Pay-It-Forward" requirement allows scholars to give back by volunteering in community non-profit organizations and projects. In addition, scholars transition to a leadership role as they become upperclassmen-giving back by assisting incoming scholars as peer mentors or tutors or other roles benefiting the program.

As scholars transition to upper-class status, programming will focus on personal development within the context of content areas such as leadership or social responsibility. Programming for this phase is currently in development.

The First Scholars programming is designed to help students adjust to, and thrive in, the college environment and beyond. Each affiliate is responsible for creating a learning environment within the First Scholars program. Programming should include experiential learning activities that promote student learning and development, encouraging scholars to remain connected to the program throughout their college career.

In appendix, see additional forms.

[First Scholars Detailed Program Information](#)

[First Scholars Programming by year](#)

[First Scholars Summer Guide](#)

[First Scholars Worksheet Template](#)

Logic Model

| RESOURCES   | ACTIVITIES  | OUTPUTS   | SHORT & LONG TERM OUTCOMES   | IMPACT  |
|---|---|---|--|---|
| <i>In order to accomplish our program activities and goals we will need the following:</i>  | <i>In order to address the challenge or asset we will accomplish the following activities:</i>  | <i>We expect that once accomplished these activities will produce the following evidence of service delivery:</i>   | <i>We expect that if accomplished these activities will lead to the following changes:</i>   | <i>We expect that if accomplished these activities will lead to the following changes:</i>  |
| <p>First-generation college students as scholars</p> <p>University affiliates</p> <p>*Administration</p> <p>*Program staff</p> <p>*Existing resources</p> <p>*Commitment</p> <p>Program guidelines/curriculum</p> <p>Staff training</p> <p>Funding</p> <p>*Scholarships</p> <p>*Operation seed funding</p> <p>*Sustainability funding secured by affiliates</p> <p>Foundation staff</p> <p>National Network</p> | <p>Assess potential applicants to determine if they possess characteristics indicative of potential to succeed in college</p> <p>Provide scholarship assistance to selected students</p> <p>Provide customized support services including:</p> <p>Academic guidance</p> <p>Common course</p> <p>Mentoring</p> <p>Tutoring</p> <p>Educational Workshops</p> <p>Enrichment opportunities</p> <p>Service opportunities</p> <p>Encourage scholars to “Pay-It-Forward” through leadership preparation and service leading to fulfilling mentor, tutor, and other leadership positions benefiting the First Scholars Program and through participation in campus student organizations.</p> | <p>Program participants will re-enroll each semester at a higher rate than similar students not enrolled in the program</p> <p>Scholars will maintain a 2.5 GPA or higher</p> <p>Students will become engaged in the program, campus community, and surrounding community</p> <p>Scholars will build upon their individual strengths and make steady improvement on areas identified as opportunities for growth.</p> | <p>Scholars will develop support systems on both personal and institutional levels</p> <p>First generation student scholars in this program will persist and achieve academic success at a higher rate than those not participating in the program</p> <p>Scholars will achieve personal and professional goals as identified in their individual strategic plans</p> <p>A higher percentage of scholars will complete 4 year degrees compared to first generation students not in the program</p> <p>First Scholar participants will develop leadership qualities and a sense of social responsibility.</p> | <p>First Scholars participants will change behaviors and attitudes regarding a college education in their communities, serving as an example for relatives, children, and friends.</p> <p>First Scholars participants will raise their standard of living by qualifying for higher paying jobs as a result of their college degree.</p> |

### Program Participants

152 participants identified as first generation. The average GPA is 2.98.

This year we received 436 applications for the new cohort of 20, which is a 22% increase over the previous year, which was already the record across the First Scholar national network. As of May 16, the First Scholars Program is once again fully staffed. Jaclyn Rodriguez, formerly the Coordinator and Advisor for Alumni Programs and Constituent Relations, is the new Program Coordinator. Jessica Cowan started as the Assistant Program Coordinator in February. This position is currently funded for one year with the remaining funds from the original Suder seed grant, and was specifically added to meet the high-touch needs of the intrusive counseling component of the program. The Suder Foundation has pledged an ongoing \$50K recurring gift and the Hearst Foundation has committed \$100K for First Scholars operations. We have used the Harrington gift funds sparingly in an attempt to sustain them as long as possible. E&G funds have been committed for the Program Coordinator and \$21K for Operations.

### **Student Success Programs**

Update provided by Melvyn Harding, Student Success Programs



### Programs or services

**IEP** • Serving as the guiding tool to meeting short, intermediate, and long-term goals, the customized individual educational plan is used to map out a game plan to graduation. Components address issues cited in the college student inventory self-assessment and information shared during the intake process.

**Counseling** • Provide academic, financial aid and career counseling in exploring interests, aptitudes and skills to make informed decisions when selecting majors or career paths.

**Walk-In Lab** • A state-of-the-art computer lab is available exclusively for participant use.

**Financial Assistance** • Assist participants in securing adequate financial aid packages with an emphasis on minimal reliance on burdensome student loans.

**Themed Workshops** • Participants have an opportunity to learn about graduate schools, hone time management skills, enhance critical thinking skills, network with employers, maximize use of cutting edge technology, etc.

**Cultural Activities** • Cultural activities and social events throughout the year to enhance cultural/educational and social awareness including Etiquette Dinner, stage plays, musicals, teambuilding activities, and volunteerism.

**Academic Monitor** • Participants can expect intrusive monitoring of academic performance with the overall goal of graduation from the University of Memphis within six years. SSP staff serve as secondary advisors.

**Graduate/Professional School Referrals/visitations** • Participants are eligible to receive high quality and credible recommendations for applications to graduate and professional schools. Participants are also eligible to sign up for graduate school tours to provide additional insight as to the graduate school application process.

**Grant Aid** • Participants who are in their first two years of college and have unmet need may be eligible for financial aid assistance beyond the Pell Grant. SSP provides about \$130k of assistance each year.

**GRE Prep** • Participants can opt to attend an annual seminar which is designed to improve the overall GRE score to enhance prospects for being accepted into a graduate school. Course is taught in a hybrid mode and participants can also receive fee waivers to reduce the cost of the exam.

**Financial Literacy** • Participants can receive access to online workshops, seminars, and networking events related to improving understanding of how to manage their finances and related resources. This service is mandatory for Grant Aid recipients.

**Intended outcomes and any program curriculum**

|                                     |     |     |
|-------------------------------------|-----|-----|
| *Participants to be served annually | 206 | 124 |
| **Persistence rate (minimum)        | 60% | 67% |
| Good academic standing (minimum)    | 82% | 82% |
| Six year graduation rate (minimum)  | 40% | 45% |

**\*66% must be either first gen and low income OR disabled low income. The remaining will need to be either first gen, low income, or disabled.**

**\*\* calculated for all non-graduating participants from fall to fall**

**Participant numbers for 17-18**

|                |      |     |      |
|----------------|------|-----|------|
| <b>Classic</b> | *206 | 211 | 102% |
| <b>STEM</b>    | *124 | 122 | 98%  |

**\*final number to be calculated on Aug. 31<sup>st</sup> annually**

**Restrictions**

SSP follows a prescribed program model which is detailed in its 2015-2020 grant proposals to the Education Dept. Any deviations must be approved in advance by our assigned program officer.

In appendix, see additional forms.

[SSP Brochure](#)

## Tiger Success Institute

Update provided by Linda Hall, Multicultural Affairs

### Program Overview

The mission of Tiger Success Institute is to engage first generation students in personal learning and developing a plan for their success in college and afterwards. This seven- week series developed by the Suder Foundation, addresses five core domains: Academic Success, Professional Development, Financial Management, Wellbeing, and Campus/ Community Engagement. Focused on the success, retention, and graduation of first generation college students, Tiger Success Institute is dedicated to helping its students overcoming barriers that exists and assisting first generation students develop self- awareness, success, and a significant college experience.

**Domains:** (Two workshops per domain)

### Program Curriculum

**Academic Success:** (1) College to Career Connection- Students examine factors in selecting a major, how majors translate into future careers, and explore skills employers are looking for in recent college graduates (2) 4 Habits of Successful College Students- Exploration of habits that enable students to be successful in college. Participants will also learn four habits that will help them through college.

**Professional Development:** (1) How to Stand Out in a Crowd- workshop focuses on the concept of personal branding and how students can stand out in a crowd. (2) Leading in a Global Society- Focus is on diversity, social identity, and how to be inclusive in your language so that students can create a welcoming environment for all people. \*Would like to include a study abroad piece to this workshop in the future.

**Financial Management:** (1) Financing Your Education- Understanding how to best finance education and becoming more knowledgeable about financial resources available. (2) Budgeting and Money Management- Workshop focuses on basic tools of budgeting for short and long term goals, tips to manage personal money, and how to develop a responsible budget.

**Wellbeing:** (1) Managing Your Wellbeing: Teaching students tips and techniques to manage stress, as well as to remain physically and mentally healthy. (2) Navigating Healthy Relationships- This workshop will assist students in developing an understanding of Emotional Intelligence, effective communication, and developing a support system while they are in college. \*Interested in including healthy romantic relationships (consent, dating violence)

**Campus/ Community Engagement:** (1) Leading a Significant Life During College- Workshop assists students in developing an involvement plan that advances their leadership skills while in college. (2) Leading a Significant Life Beyond College- Workshop focuses on community service, volunteer work, and local opportunities to get involved off-campus.

**Mentoring Matters: Closing Session-** The final workshop focuses on bringing all of the previous learning together, while developing an understanding of the benefits of further mentorship

**Flexibility to change?** I am waiting for an update from Ms. Schorr

The option of creating an Institute Weekend is available. This would consist of all workshops being presented over a two-day leadership conference with shortened workshops or a three-day leadership retreat with full-length workshops

Potential Participants: First generation college students, any classification

### Intended outcomes

#### **Short-term Benchmarks:**

- Academic standing (good academic standing, probation, suspension)
- Credits completed or earned
- Term GPA

#### **Long-term Benchmarks:**

- Retention rates (increase)
- Graduation rates (increase)
- Engagement in high-impact activities, progress rating related to goals/collegiate plan, progress rating on mentorship

Program curriculum: Students are expected to complete weekly workbook assignments, and set goal for themselves relative to the domain of the week. The workbooks are checked at the midway point, and is expected to be completed by the last workshop.

### Participation

Fall 2017 # of participants: 27

Spring 2018 #of participants: 11

### Ideas for Tiger Success Institute

- Name change
- More developed mentor program. How does one really become an ambassador? Plans may include developing a system where students speak to their classes about TSI from an ambassador point of view, and take on a mentor role with current participants (Still need to flesh out).
- Professional Development “Leading in a Global Society” Move towards a more diversity oriented workshop/ benefits of experiencing diverse environments, work places, etc. Would like to include a segment that focuses on taking advantage of Study Abroad opportunities (Increase awareness, application process, benefits of studying abroad in undergraduate).
- Professional Development “How to Stand Out” Incorporate how to market your brand. May want to work with Career Services to make this workshop focus on the following: resume building/writing, mock interviews, professional dress, proper email etiquette/ cover letters.
- Keep Financial Management
- Wellbeing “Relationships” Would like to see this workshop be broken into two parts. Developing relationships/ boundaries/ healthy vs. unhealthy. Then the second half focusing on the purpose of consent and dating violence ( possible Title IX speaker)
- I currently see a purpose for “4 Habits” under Academic Success, but it may be considered repetitive information received in First Gen ACAD class (Currently unsure if a change is necessary/ what would replace it)

- CAPSTONE not sure, if a name change is the best option or if a future addition of a project requirement would be beneficial. Possible group presentation at the end at the reception?

### ***Student Leadership and Involvement***

Update provided by Sally Parish, Student Leadership and Involvement

*Student Leadership and Involvement do not have specific targeted first generation programs, but do have a number of programs that tend to draw significant first gen participants, although the outcomes of the program are not necessarily first-gen specific. Those programs are TLI and Frosh Camp but some of our new programs like FLITE Camp and our adult programming will tap into that population as well.*

### **Frosh Camp**

Update provided by Jessie Wortham Dickert, Community Engagement & Campus

#### **Program or Services**

This is a four-day extended orientation program that supports incoming students' transition into college by exposing them to University programs, resources, and traditions while connecting them to current and future student leaders in a diverse environment

#### **Intended Outcomes**

1. Feel connected to and confident about UofM, through exposure to programs, resources, traditions, and people.
2. Develop an increased self-awareness of his or her own identity.
3. Appreciate and respect various student cultures through exposure to and/or interaction with a diverse group of students.
4. Build long-lasting relationships with peers, student leaders, and administrators.

#### **Program Curriculum**

Sessions about strategies for success at UofM, leadership and involvement opportunities, and UofM traditions!

#### **Participant Information**

152 Participant identified as First Generation. **\*Not targeted to First Gen but do attract first gen.**

#### **Program Restrictions**

None

### **Tiger Leadership Institute (TLI)**

Update provided by Zachary Carr, Leadership & Service

#### **Program or Services**

Program that intends to make long-term leadership education available to any undergraduate student at the University of Memphis. Three levels of training are offered, with each level having a specific audience and purpose (see [program curriculum](#)).

### Intended Outcomes

#### TLI Level 1

- Develop a foundational understanding of personal values
- Explore the role of values in personal decisions and actions
- Piece leadership styles, personality types, group dynamics, and self-management skills together into a cohesive knowledge base/competency
- Identifying the positive aspects of working with a diverse group of individuals

#### TLI Level 2

- Begin considering how personal identities relate to your personal leadership vision and goals.
- Form a strong understanding of how communication, leadership styles, group dynamics, self-management techniques, planning, organization, and teamwork all work together to complete complex projects.
- Students will be able to identify the power they possess as an individual and recognize ways that they employ that power in a group or organization to influence change

#### TLI Level 3

- Students will be able to identify ways in which they can become a change agent in their own communities
- Students will apply the Social Change Model to becoming a change agent

### Program Curriculum

- **Level I** is offered to freshman students and concentrates on involvement, leadership style, and managing the transition to college.
- **Level II** is open to sophomore, junior, and senior students, and focuses on an intensive study of the Social Change Model of Leadership. It is also open to freshman students who have graduated from Level I.
- **Level III** is only open to Level II graduates, and it expands upon leadership concepts discussed in Level II and gives students the opportunity to implement their knowledge of the Social Change Model of Leadership Development in a community action project.

### Participant Information

From fall 2017 cohort, 57% of program graduates are first generation. Roughly 70 of the 121 program graduates from the Fall 2017 semester. **\*Not targeted to First Gen but do attract first gen.**

### Program Restrictions

None

## **Hooks African American Male Initiative**

Update provided by Rorie Trammel, HAAMI Coordinator

### Programs/Services

While HAAMI isn't, specifically, for First Generation students, the majority of our students are First Gen. Our programs/services include guidance and support to improve retention and graduation rates of undergraduate African American males at the UofM. The focus areas are academic achievement, personal development, career-readiness and financial literacy. Services are delivered through group enrichment sessions, group mentoring, individual coaching and case management.

### Intended Outcomes

Maintenance of good enrollment status, improved career-readiness and personal finance skills, and, ultimately, graduation

### Participant Information

2017-2018 program members: 42

### Program restrictions

No restrictions dictated by funders.

## Appendix

### 1GLLC Pre-Assessment

#### 1GLLC – What do you know?

The world of higher education can be daunting. We'd like to know more about what you do and don't feel you have a handle on so we can get you up to speed as quickly as possible. Please honestly rate the items below to help us help you. We are asking for your name so we can match the answers you provide today with responses later in the semester to make sure we're doing a good job; your name will never be used for anything other than matching your responses. Your answers are confidential.

| NAME:  | Strongly Agree | Agree | Neither Agree/ disagree | Disagree | Strongly Disagree | Don't know/not applicable |
|--|----------------|-------|-------------------------|----------|-------------------|---------------------------|
| 1. I have selected a major and am confident it is the right choice for me                                    |                |       |                         |          |                   |                           |
| 2. I have no idea when or how to register for spring classes   |                |       |                         |          |                   |                           |
| 3. I am interested in community service  |                |       |                         |          |                   |                           |
| 4. I believe the 1GLLC mentors will be a useful resource to me   |                |       |                         |          |                   |                           |
| 5. I know where the Bursar's Office is and can explain what they do  |                |       |                         |          |                   |                           |
| 6. I can describe my strengths and how they relate to my possible career options                             |                |       |                         |          |                   |                           |
| 7. I have bought/rented my books for this semester   |                |       |                         |          |                   |                           |
| 8. I don't plan to attend every class; missing classes won't affect my academic success                      |                |       |                         |          |                   |                           |
| 9. I have the U of M student planner   |                |       |                         |          |                   |                           |
| 10. Getting a college degree is not a priority for me  |                |       |                         |          |                   |                           |
| 11. I know what the student code of conduct is and where to find it  |                |       |                         |          |                   |                           |
| 12. I am planning to get involved on campus  |                |       |                         |          |                   |                           |
| 13. I intend to complete 15 (or more) credits this semester  |                |       |                         |          |                   |                           |
| 14. I know what a CLEP test is and how it can help me graduate sooner  |                |       |                         |          |                   |                           |
| 15. I don't intend to utilize tutoring or study in a Learning Center on campus                               |                |       |                         |          |                   |                           |
| 16. I know where to find help about making major and career decisions  |                |       |                         |          |                   |                           |
| 17. I know how dropping a class would affect my financial aid  |                |       |                         |          |                   |                           |
| 18. I know how to get involved in service projects like Students Advocating Service and Service on Saturdays |                |       |                         |          |                   |                           |
| 19. I know how to find a major that fits my interests, skills and values                                     |                |       |                         |          |                   |                           |
| 20. I plan to graduate with a degree from the U of M in four years   |                |       |                         |          |                   |                           |

Thank you.

Please return survey to Aoife Whiteacre, 1GLLC GA

## Agenda

### ***Operations (Explanation of 1GLLC)***

- Responsibilities (Programming, Being A Resource To Students etc)
- Expectations
- RA vs. Mentor
  - Visitation
  - Overnight guests
  - Dolly check-out
  - Swiping cards at the desk
  - Policies/procedures
  - Crisis: AAC

### ***Resources***

- Student Jobs
- RSOs
- Parking

### ***Goals***

- Retreat Overview
- Programming Schedule
  - RA vs. Mentors
- Opening Week Programming
- Class Schedules/Additional Commitments
- Time Management
- One-on-Ones
- Expectations of Me
- Plug-In the Blue Events Calendar
- 1GLLC shirts

## 1GLLC Spring Retreat 2018

Saturday, January 20<sup>th</sup> 2018

### *Overview*

- 9 am to 9:30 am Welcome & Introductions & Involvement Surveys
- 9:30 am - 10:00 am 1<sup>st</sup> Semester Reflection 3, 2, 1 Activity & 1GLLC Post Assessment Survey
- 10:00 am to 10:30 am MCPA Workshop
- 10:30 am to 11:00 am Brunch
- 11:00 am to 11:30 am Academic Goal Setting
- 11:30 am to 12:00 pm Scholarship Workshop

### *Detailed Breakdown*

9:00 am -9:30 am – Welcome & Introductions & Involvement Surveys & Team builder

- Welcome and brief overview of the retreat
- Individual introductions for faculty and staff
- Pass out Involvement Surveys
- Mentors will do a team builder that helps build the community amongst the students.

9:30 am to 10:00 am - 1<sup>st</sup> Semester Reflection 3, 2, 1 Activity

- In this activity, Students will reflect on their semester through a simple exercise.
- First, they will write 3 things that they should have done better during the Fall Semester. They will share their responses aloud. 10 mins
- Second, they will write 2 things that they need to continue to do from Fall in order to be successful in the Spring. They will share their responses aloud. 5 to 10 mins
- Third, they will write 1 question that they have left that needs to be answered. I will take up their questions at the end.
- Last, staff (mentors, GA, or other professional staff) will answer any questions that I cannot answer and speak about the importance of reflection, and learning from the past. I will include references from my life as a student. In addition, I will ask pro-staff members/mentors to share any experiences. 5 to 10 mins. Also, pass out the Post assessment surveys.

10:00 am to 10:30 am - MCPA Workshop – Laura from the Memphis Career Preparation Academy will be doing a team builder with the 1GLLC students. Afterwards, she will discuss the MCPA program, show how to sign up for the MCPA program, and shares dates and times for the program for the spring.

*10:30 am to 11:00 am – Brunch* – Tiger Catering will provide chicken & waffles, muffins, danishes, bagels, yogurt, etc. We will use the drinks in the resource room for beverages.

*11:00 am to 11:30 am – Goal Setting* – The GA and mentors will discuss academic goals with the 1GLLC students.

- First, the students will split into groups. After splitting into groups, the GA/mentors will provide students with different academic goals for the semester. These goals will range from making better grades, studying methods, and time management. However, the students must use the S.M.A.R.T. goals template while explaining how to achieve the academic goals. The students will be given 5 to 10 minutes to discuss how to achieve the goals with the S.M.A.R.T. goal template.
- After the 10 minutes, the students will share their group response. At the end of the activity, the GA and mentors will have the students write down 2 academic goals, 2 goals for getting involved on campus, and 2 personal goals. The students will keep their personal goal. However, the 2 academic goals will be given the Academic Coach and 2 Involvement goals will stay with the GA to follow up throughout the semester. The GA will have a sign-up sheet for Join on January on the 24<sup>th</sup> for students who are interested in going.

*11:30 am to 12:00 pm – Scholarship Workshop* – The GA and mentors will discuss scholarships with the 1GLLC students. Students will be encouraged to bring their laptops for this portion. If they do not have laptops, they can view with others that have laptops or along on their cellular devices. (I will email students requesting that they bring laptops/cell phones for this section on January 10<sup>th</sup>.)

- First, the GA/Mentors will pass out information about scholarships that are on Tiger Scholarship Manager. In addition, they will also pass out information about TRIO application process for the fall 2018. (The application for the spring is closed. The students receive 140 dollars as a part of TRIO. In addition, they also receive book scholarships. The information will come from TRIO brochures.) 5 minutes
- Second, the GA will explain the TRIO Process and show on the projector as the students follow along on their laptops and cellular devices. At the end, GA will answer questions. 10 minutes.
- Third, the mentors will show the students how to use the Scholarship Manager. 10 minutes. During this time, the students will be given 5 minutes to look out at least 1 scholarship that they want to apply for next year. The GA/mentors will follow up with the students on January 29 to assist the students if needed.

*12:00 pm to 12:10 pm – Announcements* – The GA/Mentors will share information about the upcoming programs, the mentor application, and job opening within the department. After the retreat, the GA/mentors will answer any questions for students interested in applying to be RAs, CAs, LAs, Das, and FAs.

## First Scholars Program Information

### **1) FOUNDATION FOR FIRST SCHOLARS PROGRAMMING**

- a) Basis of curriculum and programming: Student Strengths Inventory (SSI)
- b) **Each cohort's scores on the Student Strengths Inventory (SSI) are used to "drive" the curriculum presented to them for the freshmen and sophomore years of participation**
  - i) Programming for cohort as a whole
    - (1) Review and use group's SSI results
      - (a) Scores determine focus areas for each cohort's curriculum, considering both low and high average scores
        - (i) Plan activities accordingly using available campus resources or create an activity or workshop that addresses the needs of group as a whole
    - ii) Individual strategic plans for each student
      - (a) Individual students' SSI scores determine focus areas
      - (b) Identify goals, learning outcomes and requirements
        - i. Create a format for documenting compliance with plan
  - iii) Documentation Example: sign in sheet at event or passport that must be signed by coordinator at a workshop
    - (1) The freshmen cohort will re-take the SSI towards the end of their first year and these results will influence the curriculum for their sophomore year
    - (2) Each cohort's scores will be evaluated by the Suder Foundation each spring for the upcoming academic year. Suggested focus areas, important topics, and strategies for working effectively with each group will be offered to provide a basis for planned programming for the upcoming academic year.
  - iv) In the junior and senior years of participation, the SSI may continue to play a role in each student's individual strategic plan
  - v) In the junior and senior years, group activities and programming will focus on leadership development and planning for life after graduation

### **2) SCHEDULE OF PLANNING ACTIVITIES AND REPORTING**

- a) Timeline for each year (Planning - Year 4)
- b) Monthly calendar for each year with tasks/activities to complete

c) Status Updates between Program Directors and Suder Foundation

- i) National Program Manager
  - (1) Bi-weekly phone calls
  - (2) Monthly progress
    - (a) Template to be provided
- ii) The Suder Foundation
  - (1) Mid-point report
    - (a) Budget update and Narrative report
    - (b) Template to be provided
    - (c) Due by the end of January
  - (2) Final report
    - (a) Budget and Narrative reports
    - (b) Template to be provided
    - (c) Due by the end of June
- d) Assessment timeline (in development)
- e) Communication Plan (in development)

**3) PLANNING YEAR ACTIVITIES**

- i) Asset Mapping
  - (1) Identify connections and collaborators on and *off* campus
  - (2) Other departments on campus
    - (a) Financial Aid/Scholarship Office
    - (b) Admissions
    - (c) Counseling Center
    - (d) Learning Center, etc...
    - (e) Housing
      - a. Identify applicable timelines and deadlines.
      - b. For example, admissions and outreach schedules, deadlines for reserving rooms with housing for learning community, etc.
  - (3) Form a "committee" or advisory group that meets monthly/quarterly
  - (4) Determine FGC partners on campus
    - (a) May want to identify an "FGC "friendly sign or something that will identify this staff person as a "First Scholars Ally" and a friendly face for students
- ii) Literature (in development)
  - (1) One-page flyer with program information
    - (a) Use for Admissions recruiters, high school counselors to inform potential applicants about opportunity
    - (b) Use on/off campus
- iii) Website design

- (1) Guidelines for developing (in development)
  - (2) Basic content to be provided by The Suder Foundation
  - (3) Student functionality
    - (a) Calendars
    - (b) Student Bios
  - iv) Focus group of currently enrolled students (example of questions in Tool-kit)
    - (1) Resources, what was their transition like during, If you could design a program for FGC students what would it look like, etc...
  - v) Institutional Research and Data Management
    - (1) Profile on your campus of FGC
  - vi) Recruitment of Mentors for year 1 in March/April
- 4) Scholar selection process (You have this information and it will be included in the "tool-kit")**
- a) Will develop communication methods
  - b) Additions to application
    - i) Parent contact information
- 5) Student and Family Information**
- a) Summer Guides out in May
    - i) Informal event at orientation
    - ii) Scholars to attend same one or two sessions
    - iii) Talking points for directors
  - b) Fall guides out by end of July
    - i) Communication from program staff (end of July/August)
      - (1) Answer questions
      - (2) Provide encouragement
      - (3) Talking points to be provided
  - c) Fall orientation/retreat
    - i) Explanation of criteria for continued participation
      - (1) Participation handbook
        - (a) Calendar of required events
          - (i) Descriptions
        - (b) Staff contact information
      - (2) Liability release vs public relations forms for photos, etc...
        - (a) Age 18? May want these for summer orientation for students under 18
      - (3) FERPA release forms
        - (a) This may be an issue for some campuses
        - (b) May need this for director to speak to other entities on campus
  - d) Communication with families during academic year
    - i) Seasons of semester information emailed/postal mail to parents
      - (1) Insight into the experiences the student is having during

- different times of the academic year
- ii) Tips for understanding/talking with student
- iii) To be sent out by program director
- iv) Ask parents for preferred method of communication during summer orientation
- e) Host Parent/Family activity each semester and/or have students create a newsletter for parents with activities they participated in, etc...
- i) University Parent/ Family weekend

**6) PROGRAM CURRICULUM - FRESHMAN/SOPHOMORE YEARS**

- a) SSI Assessment results drive programming**
  - (1) Develop individual strategic plans with each scholar
  - (2) Template with suggested interventions and resources to be provided
  - (3) Develop a self-development plan for students to complete
  - (4) Tracking mechanism to document student follow through to be provided
  - (5) Document levels of engagement, use of strategies, tools and resources
- b) Program Activities**
  - (1) Individual session with First Scholar Director
    - (a)** Bi-weekly for Freshmen
    - (b)** Monthly for Sophomores
    - (c)** 30 minute session
    - (d)** Work on individual strategic plan progress
  - (2) Contact with peer mentor
    - (a)** Minimum of 1 hour a week for Freshmen
    - (b)** Minimum of 1 hour every two weeks for Sophomores
  - (3) Group activities: (Minimum of 2: Maximum of 5 per month for year 1 and Year 2)
    - (a)** Activities guided by cohort analysis of SSI scores
    - (b)** Include skills building workshops, social activities and community service activities for "pay it forward"
    - (c)** Minimum of one social (in addition to Welcome Event) and one service activity each semester
    - (d)** Enrichment opportunities for students are encouraged as appropriate as follow s:
      - (i) Freshmen cohort
        - 1. These opportunities are to be found on campus whenever possible.
          - a.** Funds will not be allocated in the budget for this cohort to attend off campus events.
          - b.** Activities correlate to the "campus engagement" scale of the Student Strengths Inventory (SSI), and is an

important factor for student retention and success.

(ii) Sophomore cohort

1. These opportunities may be found *off* campus.
  - a. Budget request considerations should include purposeful activities designed to promote student growth and encourage a sense of camaraderie.
  - b. Activities correlate to the "social comfort" scale of the Student Strengths Inventory (SSI), and are important to encourage student development in relation to our global society.

**(e)** Minimum and Maximum numbers of events should be reviewed in relation to the number of other program components you employ such as the learning community and common courses.

- a. Schools including both of these in their programming should limit the number of additional group activities per month.

**(f)** Identify potential duplication of services or partnerships.

- a. Review curriculum for freshman seminar common course or learning community to identify skills or resources covered.

**(g)** Complete assessment of cohort in May of each year for each cohort for year 1 and 2

C) Year 1 and 2 more intensive services/support

- (1) Create red-flag System for all students
- (2) Some campuses have alerts, is First Scholar director included to receive this information as academic advisors are?
- (3) Communication with academic advisors for the students : lunch for these advisors, SSI, program information, calendar, packet of information Or going to colleges for small meetings with them about First Scholars
  - a. Check Mid-term and semester grades
  - b. Mid-term grades reported for freshmen by instructors?
  - c. Access to check grades in campus system?
  - d. Permission to approach professors?
  - e. Avoid self-reported by students
    - i. Create form for them to take to professors
  - f. Attendance/lack of response or participation in class and First Scholars activities
  - g. Demeanor /actions
    - i. Suggested interventions
  - h. Maybe have Residence Hall staff do an end of semester/ year report of students on the floor

## 7) YEAR 1 FRESHMEN CURRICULUM

### a) Curriculum Focus

- i) Transition Issues, Student Success and Connection to Campus
- ii) Major and/or Career Exploration

### b) Program Components

- i) **All schools need to create a learning community environment that encourages a sense of community among First Scholars**
- ii) Living Learning Community (option)
  - (1) Residence Hall staff for Living Learning Community trained with peer mentors concerning FGC challenges and program expectations
  - (2) Residence Hall curriculum for the learning community can fulfill some elements of the individual strategic plan requirements and/or program activities but should not replace program activities completely.
  - (3) Separate First Scholars activities are required to create a sense of community and unity.
- iii) Common Courses
  - (1) Students in same section of class
  - (2) Taught or co-taught by program director
  - (3) FGC specific tailored curriculum
  - (4) If two common courses in 1<sup>st</sup> year, then offer fewer program group activities
- iv) Program Activities
  - (1) Group Workshops
  - (2) Social interactions
  - (3) "Pay-it-Forward" Service projects
  - (4) Study sessions
  - (5) Peer Mentoring
    - (a) Individual or group
  - (6) Tutoring
  - (7) Student Organization participation
  - (8) Completion of individual strategic plan
    - (a) Individual sessions with Director
  - (9) Freshmen Kick-off event Retreat
    - (a) First weekend after the fall semester preferred to keep students on campus instead of going home
    - (b) Team Building Activities
    - (c) Develop program events and learning outcomes

- (d) Program information and expectations
  - (i) Hidden Rules of Higher Education
  - (ii) Resource awareness
- (e) Connect with peer mentors: matching event
  - (i) Mentors

present (student panel,

skits, etc.. (IO)FGC

Challenges for first

semester

- (a) Homesickness
- (b) Feeling like they don't belong
- (c) Straddling two cultures: explaining college life to family and friends
- (d) Afraid to ask for help: see faculty and staff as unapproachable
- (e) Purchasing textbooks, computer access, online coursework
- (f) Time management: especially if also working
- (g) Connecting to campus (social and campus resources)

## 8) YEAR 2 SOPHOMORE CURRICULUM

- a) Curriculum Focus
  - i) Avoiding the Sophomore Slump
  - ii) Career development
    - (i) Professor interviews
    - (2) Informational interviews
    - (3) Job shadowing
    - (4) Faculty mentor
    - (5) How to's:
      - (a) interview, resume, cover letters
    - (6) Communication
    - (7) Expand your horizons
      - (a) Use SSI to guide for individual students
        - (i) Attend events: cultural, sporting, academic
        - (ii) Utilize on campus events like performances, lecture series, etc..
  - iii) Spring semester curriculum should include purposeful leadership development activities for the cohort.
    - (1) Preparation should begin for these students to fulfill leadership positions within The First Scholars program and beyond.
      - (a) Scholars will fulfill designated positions within the program, and/or other approved opportunities that encourage individual student development
      - (b) This will be a requirement of their scholarship beginning in the

cohort's junior year.

- iv) Program Activities
  - (1) Mentoring- less interaction than previous year
    - (a) Paired with freshmen mentees
    - (b) Team model
    - (c) Monthly event all together
  - (2) Tutoring
  - (3) Individual Strategic Plan
  - (4) Program events ( 2 a month )
    - (a) Socials
    - (b) Kick-off event (separate from freshmen cohort)
    - (c) Service projects
    - (d) Workshops
    - (e) Career Exploration presentations
    - (f) Spring Semester: begin leadership development for year 3 and 4

## 9) Looking Forward

- a. Year 3 (Junior)
  - i. Encourage self-development
  - ii. Leadership Development
  - iii. Participation in First Scholar Program Leadership Roles
    - 1. Mentors
    - 2. Tutors
    - 3. Service Leaders
    - 4. Program Assistants
  - iv. And/or complete on co-curricular activity
    - a. Research Projects
    - b. Individual Service Project
    - c. Campus Leadership Roles
    - d. Internships
    - e. Study Abroad
- b. Year 4 (Senior)
  - i. Critical Thinking and Executive Function Skills
  - ii. Life Skills for what comes after college
  - iii. Hidden Rules of the Job Search and Work World
  - iv. Networking
  - v. Participation in First Scholar Program Leadership Roles
    - 1. Mentors
    - 2. Tutors
    - 3. Service Leaders

- 4. Program Assistants
- vi. And/or complete one co-curricular activity
  - a. Research Projects
  - b. Individual Service Projects
  - c. Campus Leadership Roles
  - d. Internships
  - e. Study Abroad
- 2. Other Program Related
- vii. Leadership Development Component
  - 1. Mentor Certificate
  - 2. Leadership Certificate
  - 3. Professional Development Opportunities
- viii. Pay – it – Forward Service Component
  - 1. Participation in Service Projects
  - 2. Leaders of First Scholars Program

**10) STAFFING MODEL**

- a. Position descriptions (see attached)
  - i. Professional Staff
  - ii. Director/Coordinator
  - iii. Facilitates programming for freshman and sophomore First Scholars
  - iv. Supervises Peer Mentors, Student Program Assistants, and Assistant Director/Coordinator (in Year 3 and beyond)
  - v. Professional Development
    - 1. Assess the experience of the director
    - 2. Suggest trainings based on need
      - a. “Generalist” advising knowledge
      - b. Student Programming
      - c. Management/Supervision
      - d. Shadow others in similar roles
      - e. Identify a “buddy” – colleague in a similar role?
    - 3. Conference Attendance
- b. Administrative Staff or Graduate Assistant
  - i. Assists with human resources, fiscal responsibilities and reporting
  - ii. Option will vary with institutional resources provided
- c. Assistant Director/Coordinator (To be hired in year 3 of the program)
  - i. Year 3 (Part-time)
  - ii. Year 4 (Full-time)
  - iii. Facilitates programming for juniors and seniors
    - 1. Leadership development of First Scholars
      - a. Peer Mentors (Mentor Certificate Curriculum)
      - b. Program Assistants (Professional Development)
      - c. Service Leaders (Leadership Curriculum)

- d. Peer Tutors (Workshop Development/Presentations)
    - iv. Professional Development
  - d. Student Staff
- i. Position Descriptions (see attached)
  - 1. Year 1 of Program
    - a. Hire Student Mentors and Tutors from outside the program
      - i. Ideally these students will be mentors for two years
        - 1. Look for juniors rather than seniors to hire
        - 2. GPA requirement 3.0
        - 3. Have started at the university just like scholars
        - 4. Have experienced some adversity
        - 5. In state – vs – Out of state
        - 6. Mirror our scholars as much as possible
      - ii. Successful upper-class students
      - iii. Mentors must be FGC
      - iv. Mentors assigned to 2-4 mentees per semester
      - v. Position Description and Training Guidelines
        - 1. Create Mentor Handbook
        - 2. Resource Guide
        - 3. Expectations/Challenges for FGC fall/spring semester
        - 4. Seasons of semester
      - vi. Mentor Activity Log-documentation for contact with mentees and payroll
      - vii. Suggest Survey Monkey for consistency and data collection
      - viii. Staff meeting: ongoing training materials, creation of survey monkey
      - ix. Evaluation (Peer/Supervisor)
    - b. Hire Student Program Assistants (if graduate assistant; no student program assistant for 1<sup>st</sup> year)
      - i. Mid-fall semester/January
      - ii. Stellar First Scholar Freshmen
      - iii. Student staff may need to attend FERPA training
      - iv. Position Descriptions
      - v. Program task lists
      - vi. Activity Log
      - vii. Supervisor evaluation
  - 2. Year 2 of Program
    - a. Hire Student Mentors and Tutors from outside the program
      - i. Successful upper-class students
      - ii. Mentors must be FGC
        - ii. Hire Student Program Assistants
        - iii. Stellar First Scholar Sophomores
        - iv. Student Staff may need to attend FERPA training
        - v. Year 3 of Program

- vi. Student Mentors, Program Assistants, Tutors and Service Leaders are First Scholar juniors
- vii. Pay – it – Forward Scholarship requirement
- viii. Not paid an hourly wage
- ix. Student Staff may need to attend FERPA training
- x. Year 4 of Program
- xi. Student Mentors, Program Assistants, Tutors and Service Leaders are First Scholar juniors and seniors
- xii. Pay – it – Forward Scholarship requirement
- xiii. Not paid an hourly wage

#### 11) SUPPLIES

- a. Purchasing card (P-card)
  - i. Connected to your Suder Foundation account
  - ii. Used to purchase items for programming
  - iii. May require training and/or permissions
  - iv. May require follow-up paperwork after purchase
    - 1. Keep receipts
- b. Webcam
  - i. For virtual meetings with First Scholars National Program manager
- c. Digital Camera for taking pictures at events
- d. Computer/workstation equipment, if needed
- e. Computers/workstations for students
- f. Lap-tops for students to check-out
- g. First Scholar polo shirts for professional staff, mentors, program assistants
  - i. Name badges for identification, for on and off campus events
- h. First Scholar t-shirts for students in program
  - i. Suggestion: Competition to design for each cohort
  - ii. Different for freshman, sophomore, junior, senior (depicting milestones in journey)
  - iii. Same on each campus

#### 12) CONSIDERATIONS FOR NATIONAL MODEL

- a. Tracking on program participation and levels of commitment
  - i. Sign-in sheet for each event
  - ii. Need to provide consistent types and intensity of all services across campus sites to ensure data collected is valid for measuring success metrics
    - 1. Consistency of programming
    - 2. Across campuses
    - 3. Annually
  - iii. Peer Mentor, Peer Tutor, Program Assistant and Service Leaders
    - 1. Activity Logs/or document in survey monkey for easy tracking

- b. Sustainability of program
  - 1. Cost per student

First Scholars Programming by year



First Scholars™ Programming by Year  
University \_\_\_\_\_

| Programming  | Describe Activities/Experiences  | Campus Resources/Partners   | Assessment Methodologies   |
|--|--|---|--|
|  | <p><b>Freshman Class</b><br/>Set programming includes:<br/>scholar individual strategic plan development based on SSI, individual sessions with program coordinator, peer mentoring, cohort common course, welcome event, group activities, "pay-it-forward" service requirement, scholar student organization involvement</p> <ul style="list-style-type: none"> <li>• Residential Living Learning Community in Holden Hall :group activities</li> <li>• Freshmen Seminar Course</li> <li>• Scholars will attend monthly group activities with peer mentors</li> <li>• Monthly 30 minute session for scholars with program coordinator to assess challenges and/or capitalize on strengths</li> <li>• Fashion show: Professional Dress Do's and Don'ts</li> <li>• Scholar attendance of motivational speaker event on campus</li> </ul> | <ul style="list-style-type: none"> <li>• Campus Residence Life Staff</li> <li>• University College: co-taught by First Scholars coordinator</li> <li>• Center for campus life: free campus events</li> <li>• Numerous partners identified for student goal attainment</li> <li>• University Career Center</li> <li>• Student Affairs: Campus Life free event</li> </ul> | <ul style="list-style-type: none"> <li>• End of semester evaluations completed by residence hall staff</li> <li>• Course evaluation</li> <li>• Mentor contact sheet</li> <li>• Attendance/progress documented in case mgmt. system</li> <li>• Program activity evaluation: form</li> <li>• Scholar "passport" signed by event staff</li> </ul> |
| <b>Learning Community Experience</b><br>(Sense of Community) |  |   |  |

| Programming   | Describe Activities/Experiences | Campus Resources/Partners | Assessment Methodologies |
|---|---------------------------------|---------------------------|--------------------------|
| Cohort Common Course(s)   |                                 |                           |                          |
| <b>Individual Advising Sessions</b><br>(Individual Strategic Plan and supplemental advising with program coordinator) |                                 |                           |                          |
| Peer Mentoring  |                                 |                           |                          |
| Pay-It-Forward Service  |                                 |                           |                          |

| Programming                                   | Describe Activities/Experiences | Campus Resources/Partners | Assessment Methodologies |
|---|---------------------------------|---------------------------|--------------------------|
| Freshmen Transition<br>(Connection to Campus) |                                 |                           |                          |
| Major/Career<br>Exploration                   |                                 |                           |                          |
| Social/Enrichment<br>Opportunities            |                                 |                           |                          |
| Student Organization<br>Involvement           |                                 |                           |                          |

| Programming   | Describe Activities/Experiences | Campus Resources/Partners | Assessment Methodologies |
|---|---------------------------------|---------------------------|--------------------------|
| <p><b>Red Flag System</b><br/>(Campus and/or program developed)</p> |                                 |                           |                          |
| <p><b>Provide SSI Interpretation for non-scholars</b></p>           |                                 |                           |                          |
| <p><b>Parent/Family Interactions</b></p>                            |                                 |                           |                          |
| <p><b>Additional Comments:</b></p>                                  |                                 |                           |                          |

Programming Interest Survey

# Interest Survey!

Name: \_\_\_\_\_ B-DAY \_\_\_\_\_  
 Major/Minor: \_\_\_\_\_ Room # \_\_\_\_\_  
 Email: \_\_\_\_\_

**The Staff wants to plan activities for a great year!  
 Please take a few minutes to fill out this survey!  
 (We may not be able to plan activities around all items, but we may be able  
 to help you find other people with similar interests!)**

**PERSONAL DEVELOPMENT** – For these topics, we are able to provide fun and educational activities, speakers, and other resources. Please check any and all items of interest to you.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Anger Aggression Management | <input type="checkbox"/> GLBT Issues            | <input type="checkbox"/> Sexuality                    |
| <input type="checkbox"/> Assertiveness Training      | <input type="checkbox"/> Goal Setting           | <input type="checkbox"/> Stress Management/Relaxation |
| <input type="checkbox"/> Career Planning Issues      | <input type="checkbox"/> Job Placement Skills   | <input type="checkbox"/> Study Skills                 |
| <input type="checkbox"/> Cultural/Racial Issues      | <input type="checkbox"/> Leadership Development | <input type="checkbox"/> Time Management              |
| <input type="checkbox"/> Death and Dying Issues      | <input type="checkbox"/> Political Issues       | <input type="checkbox"/> Women's Issues               |
| <input type="checkbox"/> Decision Making             | <input type="checkbox"/> Relationship Issues    | <input type="checkbox"/> Men's Issues                 |
| <input type="checkbox"/> Depression/Suicide          | <input type="checkbox"/> Resume Writing         | <input type="checkbox"/> Other _____                  |
| <input type="checkbox"/> Drug/Alcohol Education      | <input type="checkbox"/> Self-defense           |   |

**RECREATION & ATHLETICS** – In addition to providing us with an opportunity to get to know you, we would like to help you to connect with club teams, join an intramural team in the hall, meet others with similar interests, or participate in related programs.

- |  |                                      |                                       |
|--|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Bowling           | <input type="checkbox"/> Jogging     | <input type="checkbox"/> Volleyball   |
| <input type="checkbox"/> Cooking           | <input type="checkbox"/> Mini Golf   | <input type="checkbox"/> Water Polo   |
| <input type="checkbox"/> Exercise Programs | <input type="checkbox"/> Racquetball | <input type="checkbox"/> Wind Surfing |
| <input type="checkbox"/> Football          | <input type="checkbox"/> Basketball  | <input type="checkbox"/> Wrestling    |
| <input type="checkbox"/> Golf              | <input type="checkbox"/> Softball    | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Swimming          | <input type="checkbox"/> Tennis      |                                       |

**ARTS & CRAFTS** – There are numerous ways to pursue current or new interests in arts and crafts activities. Please indicate any areas of interest to you, and we can refer you to resources you can use on campus or in the community

- |  |                                      |                                      |
|--|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Drawing         | <input type="checkbox"/> Painting    | <input type="checkbox"/> Pottery     |
| <input type="checkbox"/> Mosaic tile art | <input type="checkbox"/> Photography | <input type="checkbox"/> Other _____ |

**CAMPUS INVOLVEMENT** – Getting involved on campus is a great way to enhance your campus experience. Let us work to help you get involved!

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Academic Organizations  | <input type="checkbox"/> Student Government          | <input type="checkbox"/> Volunteering |
| <input type="checkbox"/> Hall Government         | <input type="checkbox"/> Other Student Organizations | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Religious Organizations |  |                                       |

**PROGRAMMING IDEAS FOR OUR FLOOR** – As an RA, part of my job is to provide activities and programs for the floor and for the hall. Please indicate which of the following you would be interested in:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Avoiding the freshman 15                    | <input type="checkbox"/> Potluck                  | <input type="checkbox"/> Test-taking skills                               |
| <input type="checkbox"/> Birthday party                              | <input type="checkbox"/> Relationship Hints       | <input type="checkbox"/> "The Art of Being a Good Roommate"               |
| <input type="checkbox"/> Choosing a major                            | <input type="checkbox"/> Resume Writing           | <input type="checkbox"/> TV theme night (wrestling, movie, football, etc) |
| <input type="checkbox"/> Floor or Hall Intramural Teams              | <input type="checkbox"/> Ropes Course             | <input type="checkbox"/> What show(s)? _____                              |
| <input type="checkbox"/> Floor socials (pizza party, ice cream, etc) | <input type="checkbox"/> Sexual Assault Awareness | <input type="checkbox"/> Other _____                                      |
| <input type="checkbox"/> How to Study                                | <input type="checkbox"/> Spring Break Planning    |   |
| <input type="checkbox"/> Information about eating disorders          | <input type="checkbox"/> Stress Management        |   |
| <input type="checkbox"/> Managing your money                         | <input type="checkbox"/> Study Groups             |   |

**For activities & events, what are the best days and times for you?**

|           |                                    |                                  |                                     |
|-----------|------------------------------------|----------------------------------|-------------------------------------|
| Sunday    | <input type="checkbox"/> Afternoon | <input type="checkbox"/> Evening | <input type="checkbox"/> Late Night |
| Monday    | <input type="checkbox"/> Afternoon | <input type="checkbox"/> Evening | <input type="checkbox"/> Late Night |
| Tuesday   | <input type="checkbox"/> Afternoon | <input type="checkbox"/> Evening | <input type="checkbox"/> Late Night |
| Wednesday | <input type="checkbox"/> Afternoon | <input type="checkbox"/> Evening | <input type="checkbox"/> Late Night |
| Thursday  | <input type="checkbox"/> Afternoon | <input type="checkbox"/> Evening | <input type="checkbox"/> Late Night |
| Friday    | <input type="checkbox"/> Afternoon | <input type="checkbox"/> Evening | <input type="checkbox"/> Late Night |
| Saturday  | <input type="checkbox"/> Afternoon | <input type="checkbox"/> Evening | <input type="checkbox"/> Late Night |

**Other Comments or Suggestions?**

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## INVOLVEMENT SURVEY FOR FALL 2017 1GLLC

Name:

Date:

1. Are you involved with any on-campus organization? (Greek, Student Activities Council (SAC), Student Government Association (SGA), ETC.)
  
2. If so, what on-campus organization are you involved with?
  
3. If not, what on campus organization are you interested in joining.
  
4. Are you involved with any off-campus organization? (Community Association, Honor's Society, ETC.)
  
5. If so, what off-campus organization are you involved with?
  
6. If not, what off-campus organization are you interested in joining?

7. Do you have an on-campus job?

8. If so, what on-campus job do you have?

9. If not, would you be interested in hearing about jobs on-campus?

10. Do you have an off-campus job?

11. If so, what off-campus job do you have?

12. If not, would you be interested in hearing about jobs off-campus?



### **From your First Scholars Program Coordinator**

You have now graduated from high school and are about to embark on a journey into the next phase of your life. We are glad you have decided to attend our university and to participate in the First Scholars™ program. Together, we are going to help you make history. Being the first person in your family to go to college can be a little scary. That is where First Scholars comes in.

We have provided this guide to answer questions that you might have about what will be expected of you as a participant in the First Scholars program.

It is important for you to understand that all college students have challenges to overcome during their college career, this can be especially true during the first semester and/or year of college. First Scholars was created with you in mind. There are challenges unique to first generation college (FGC) students; however this program is designed to assist you throughout your college experience so that you can achieve personal *and* academic success.

We are here to assist you. If you are willing to make a commitment to participate fully in the program, the opportunities are endless. We look forward to working with you on your quest to graduate from college and achieve great success in life.

This is an exciting time, are you ready?

First Scholar Program Coordinator

### **Remember These D8s!**

Program Coordinator input information about summer orientation meet-n-greet:

## The Bigger Mission & Our Specific Plan

The mission of The Suder Foundation (TSF) is to dramatically improve the graduation rate of selected first-generation college students —the First Scholars — by providing financial assistance, academic support, personal development, and social integration. Our First Scholars™ program will help bridge the gap by developing practical skills and providing resources you need to earn a college degree and build a solid foundation for a successful life, both during college and long after graduation.

The Suder Foundation defines first generation college (FGC) students as those whose parents have no education beyond high school (which does not include other family members, such as older siblings or aunts and uncles). The Suder Foundation understands that first generation students are less likely to have been groomed for college, and may have overcome great odds simply to gain acceptance to a university or college. Your family may have a lot of uncertainties about college and may not be able to advise you in certain situations.

### This is why we created First Scholars...

#### We want you to succeed.

First, however, you must believe in yourself. You would not have been accepted to this university and this program if you did not have the ability to attain your degree.

We are not going to promise that this will be easy, nothing worth achieving ever is. Think of how many of your friends or high school classmates chose not to attend college. We congratulate you for taking this step, it is a big one.

To assist in achieving your goals, we will look at your Student Strengths Inventory™ (SSI) results.

This is the assessment you took online when you applied for the First Scholars program. Together, we will design a personal strategic plan that is tailored to identify what you need to be successful.

The SSI measures things such as how confident you are in your academic abilities, your social comfort level, dedication to doing what it takes to achieve a college degree, and how receptive you are to receiving help when it is offered.

The SSI can be incredibly valuable. Your Program Coordinator will walk you through your assessment results at the beginning of your first semester.

#### Need to Review the Requirements?

On any journey, it can be helpful to begin by examining your end goal.  
In any relationship, it is good to have a clear understanding of expectations.  
Use this guide to make sure you are familiar with the criteria for selection and re-qualification as a First Scholar.

**See the next page for a Requirements Refresher**

## Requirements & Expectations

### First Scholars Requirements

Each scholar is required to do the following:

- Register for at least 12 hours per semester\*\*;
- Maintain successful academic progress with a minimum cumulative 2.5 GPA;
- Live on campus during the first year;
- Take at least one common course with other First Scholars. This is a best practice for encouraging academic success. This class is a “built-in study group”;
- Meet with your First Scholar Program Coordinator regularly;
- Develop and follow a Personal Strategic Plan;
- Work closely with a peer mentor;
- Receive tutoring if needed;
- Participate in service projects and meet the “Pay-it-Forward” requirement;
- Join and become actively involved in a student organization.

### Scholar Re-qualification Criteria

Beyond freshman year, each First Scholar will be granted up to three additional one-year scholarships toward undergraduate studies, provided he or she meets the following criteria:

- Maintains a full-time student status\*\*;
- Maintains a cumulative GPA of 2.5 or higher;
- Is on track to graduate within four years;
- Participates fully in developing and implementing his or her Personal Strategic Plan;
- Meets the pay-it-forward requirements for the academic year.

You were chosen to participate in this program because we believe in your ability to achieve success. We are willing to help you every step of the way, as long as you are willing to be in charge of your own destiny and participate fully in our program that was designed just for you.

\*\*Keep in mind that while taking the minimum of 12 hours qualifies for full time status under the university's policies, it will not keep you on pace to graduate in four years. We recommend 15 hours per semester or an average of 30 hours per year to graduate on schedule. Remember, the First Scholar's scholarship covers four years. Talk with your First Scholars program coordinator about your course load.

### Goals

Now is the time for you to begin thinking about what type of goals you have for yourself. Personal goals are important because they help you know if or when you've succeeded. This will be important information to share with the First Scholar program coordinator.

Consider the following questions:

- What do you want to get out of college?
- What do you want to do with your education?
- What major do you intend to pursue?
- What do you value?
- How do you want to feel once you've accomplished your educational goal?

Your program director will work with you to create your “Personal Strategic Plan”, to assist you with achieving your goals.



### *Success begins at Summer Orientation...*

Our university's summer orientation program includes sessions for students as well as parents. Hopefully your parents have the opportunity to attend. If they are not able to, don't worry. Your university staff and First Scholar coordinator will be available to assist you and answer any questions you might have.

You will be presented with a lot of information, the following are some simple tips to make the most of your first moments here....

#### **Step 1: Be on time for the opening session**

Arrive early with all the tools you may need (pen, paper, university related passwords, etc...). Remember, this is a big campus and it can sometimes take longer than expected to get to where you need to be. If you arrive late, you may miss a valuable piece of the orientation process. In the event that this does happen, find a university staff member for assistance.

#### **Step 2: Don't get overwhelmed**

This can happen far too easily. In an effort to ensure that all questions of students and their family members have been answered, university officials frequently let orientation sessions go on and on, which can quickly become overwhelming. **If you begin to feel the symptoms of information overload, fight the urge to overreact.** Please stop, take a deep breath, and remind yourself that this guide, the school staff, and the First Scholars Program are here to answer your questions and address any concerns that you might have.

#### **Step 3: Manage expectations**

You will be provided with details about the school, an opportunity to finish any paperwork, information on available support services, access to the First Scholars director, guidance on paying the bill and securing financial aid, required vaccinations and more. At orientation, **the most important goal** is usually registration.... **YOU SHOULD NOT LEAVE THE ORIENTATION SESSION UNTIL YOU HAVE REGISTERED FOR CLASSES, even if the lines seem long.**

#### **Step 4: Read the fine print**

Details are important. Especially when registering, students must consider the rules, officially printed in the "University Catalog." It is important for you to have a good understanding of the "why" and not just rush through processes. If you are unsure about a rule or policy...**ASK ONE OF THE UNIVERSITY STAFF** or your First Scholar coordinator for assistance!

#### **Step 5: Be sure your First Scholar Director gets a copy of your class schedule**

Be sure to see the First Scholar coordinator before you leave orientation to give them a copy of your fall class schedule, or email it to them, whichever they prefer. This is important for a few reasons...you should have registered for a "common class" with the other freshmen First Scholars, the coordinator will double-check to be sure you have a schedule that is appropriate for you based on your major and other important information and this will assist the First Scholar coordinator in planning program and individual sessions with you.

**I am excited to meet you!**

**See you soon.....**

First Scholars Worksheet Template



**Workshop Outline  
2017 – 2018 Academic Year**

---

| Cohort     | Fall  |                    | Spring  |                    |
|------------|---|--------------------|---|--------------------|
|            | Workshop Title  | Date and Presenter | Workshop Title  | Date and Presenter |
| Freshmen   | Financial Literacy  |                    | Embracing Diversity   |                    |
|            | StrengthsQuest 101  |                    | <i>Beyond Career Exploration</i>                                |                    |
|            | Strengthening Career Exploration  |                    | Study Abroad  |                    |
|            | Intro to the World of Study Abroad  |                    | Headshots   |                    |
| Sophomores | Strengths-Based Leadership  |                    | Pay-It-Forward  |                    |
|            | Rev up Your Resume/Internship Workshop  |                    | Internship/Mock Interviews                                      |                    |
|            | Leading in a Diverse World  |                    | Leading With Purpose: An Act of Courage                         |                    |
|            | Talking the Talk: Effective Communication for Leaders   |                    | Headshots and PIF Results                                       |                    |
| Juniors    | Leading in a Diverse World II   |                    | Leading in a Diverse World III                                  |                    |
|            | The First Scholars Professional: Interviewing 101 & Dress & After the Interview (Career Services) |                    | Visionary Leadership  |                    |
|            |   |                    | <i>Intro to the World of Grad School and Undergrad Research</i> |                    |
|            |   |                    | Headshots   |                    |



| Cohort  | Workshop Title                               |  | Workshop Title   |  |
|---------|--|--|--|--|
| Seniors | Your Personal Brand                          |  | Senior Project,<br>Financial Literacy  |  |
|         | Real Life 101-Job<br>Benefits & Salary       |  | Life Beyond<br>College/Leaving Your<br>Legacy,<br>Balancing Family,<br>Parents & Grad<br>School/Transitions- |  |
|         | Grad School Interview<br>(Juniors & Seniors) |  | Headshots  |  |

### Survey Links

#### SSI Post-Test

- Fall 2017: Coordinator created in Campus Labs

#### Social Capital

- Fall 2017: <https://www.getfeedback.com/r/uUAGto1e>

#### CASQ

- Fall 2017: <https://www.getfeedback.com/r/JdcJO7mj>

#### Mid-Semester Engagement

- Fall 2017: [https://studentreadiness.co1.qualtrics.com/SE/?SID=SV\\_2sl0Sr35pXeOQJf](https://studentreadiness.co1.qualtrics.com/SE/?SID=SV_2sl0Sr35pXeOQJf)
- Spring 2018:  
[https://studentreadiness.co1.qualtrics.com/SE/?SID=SV\\_8AhTIVYOTqR7Wld](https://studentreadiness.co1.qualtrics.com/SE/?SID=SV_8AhTIVYOTqR7Wld)



**Date Reporting Schedule**

| <b>Semester</b>    | <b>Data</b>   | <b>Due Date</b>   |
|--------------------|---|-------------------|
| <b>Fall 2017</b>   | GPA, Retention/Progress – Scholars/Non-Scholars       | October 14, 2017  |
|                    | Engagement Ratings                                    | October 14, 2017  |
|                    | Blueprint Fall 2017 update (Mid-year Report - Part 1) | December 16, 2017 |
| <b>Spring 2018</b> | Mid-year Report – Part 2                              | January 20, 2018  |
|                    | Engagement Ratings                                    | March 17, 2018    |
|                    | Annual Scholar Survey Results                         | April 28, 2018    |
| <b>Summer 2018</b> | Blueprint Spring 2018 update – Year End Report        | June 16, 2018     |

# Student Success Program Brochure



### A RECORD OF SUCCESS

**Retention** - SSP participants are more likely (87%) to persist in school from one academic year to the next when compared with peer UofM students.

**Good Standing** - Through a well-structured academic monitoring plan, participants in SSP are less likely to fall victim to being placed on academic warning or probation when compared with peers.

**Graduation** - SSP participants are more likely to graduate from UofM when compared with peers. Additionally, these students will graduate with less burdensome student loan debt as a result of interventions which include a financial literacy component.

**Supportive Environment** - SSP participants can expect encouragement and support from a caring, friendly and knowledgeable professional staff.

### ELIGIBILITY

As a federally-funded program, SSP targets participants who fit a specific demographic profile:

**First-Generation Student** - Neither of your parents have a bachelor's degree.

**Low-Income** - If you receive a Pell Grant, you MAY qualify in this category.

**A Student with a Disability** - You must be registered with Disability Resources for Students.

Applications can be downloaded at [memphis.edu/ssp](http://memphis.edu/ssp). You can also stop by our office in Brister Hall, room 102 to pick up an application. We encourage you to apply as soon as possible due to the limited program slots available each year.



## STUDENT SUCCESS PROGRAMS





102 Brister Hall - Memphis, TN 38152  
901.678.2351 Phone - 901.678.0382 Fax  
[memphis.edu/ssp](http://memphis.edu/ssp)

The University of Memphis is an Equal Opportunity/Affirmative Action Institution. It is committed to a policy of non-discrimination in all its programs and activities.



### MISSION

Our goal is to increase retention and graduation rates of University of Memphis students who are first generation, low-income, and/or have a documented disability.

We work to foster an institutional climate supportive of the success of a diverse group of students who have an academic need by providing educational opportunities, giving attention to individual needs and emphasizing academic excellence.



### GOALS

- Recruit and enroll 330 students each project year (206 TRIO Classic/24 TRIO STEM).
- Build a supportive, welcoming environment with a sense of community.
- Encourage participant involvement and engagement in UofM organizations, activities and mentor relationships.
- Provide an intrusive, structured program to set participants up for success and prevent early participant discouragement and failure.
- Cultivate services that promote academic, personal, career and social development.
- Provide financial incentives to help participants work less hours, live on campus and stay successfully enrolled and in school.
- Forge key relationships and develop partnerships to support the SSP mission.





### SERVICES

**Counseling** - Provide academic, financial aid and career counseling in exploring interests, aptitudes and skills to make informed decisions when selecting majors or career paths.

**Walk-In Lab** - A state-of-the-art computer lab is available exclusively for participant use.

**Financial Assistance** - Assist participants in securing adequate financial aid packages with an emphasis on minimal reliance on burdensome student loans.

**Themed Workshops** - Participants have an opportunity to learn about graduate schools, hone time management skills, enhance critical thinking skills, network with employers, maximize use of cutting edge technology, etc.

**Cultural Activities** - We offer access to FREE cultural activities and social events throughout the year to enhance cultural/educational and social awareness. These activities are designed to bring students, family, SSP staff and the general campus community together informally.

**Academic Monitor** - Participants can expect intrusive monitoring of academic performance with the overall goal of graduation from the University of Memphis within six years.

**Graduate/Professional School Referrals** - Participants are eligible to receive high quality and credible recommendations for applications to graduate and professional schools.

**Grant Aid** - Participants who are in their first two years of college may be eligible for financial aid assistance beyond the Pell Grant. Special conditions apply.



# 10. Report and Recommendations of the Academic Research and Student Success Committee

Presented by David North



# 10.1. Revised Programs Approvals

For Approval

Presented by David North

## Presentation to the Board of Trustees

The University of Memphis Board of Trustees  
For Approval

**Date:** June 6, 2018

**Committee:** Academics, Research, & Student Success Committee

**Presentation Title:** Approval of Programs  
Doctor of Liberal Studies (revised)  
BS in Commercial Aviation  
MS in Biostats

**Presented by:** Dr. Karen Weddle-West, Provost and Director of Diversity Initiatives

### **Background:**

The Doctor of Liberal Studies, BS in Commercial Aviation and MS in Biostats were previously approved by the Board of Trustees. Subsequent to the BOT approval and per THEC Policy No. A1:0 New Academic Programs – Approval Process, the program was presented to THEC for review and approval. In response to the THEC review and approval process, which included visits from external reviewers, the original program proposals were updated to reflect non-substantive revisions which are included in the meeting materials.

### **Committee Recommendation:**

The Academics, Research, & Student Success Committee recommends the final approval of the programs: Doctor of Liberal Studies, BS in Commercial Aviation and MS in Biostats with the non-substantive revisions as reflected in the meeting materials,

## 10.2. Doctor of Physical Therapy

For Approval

Presented by David North

## Presentation to the Board of Trustees

The University of Memphis Board of Trustees  
For Approval

**Date:** June 6, 2018

**Committee:** Academics, Research, & Student Success Committee

**Presentation Title:** Approval of New Academic Programs: Doctor of Physical Therapy

**Presented by:** Dr. Karen Weddle-West, Provost and Director of Diversity Initiatives

### **Background:**

Among the powers given to the Board of Trustees by the FOCUS Act is the power "to prescribe curricula and requirements for diplomas and degrees." The University of Memphis has the authority to create new courses, terminate existing courses, determine course content or design, and carry out less extensive curriculum revisions. The Tennessee Higher Education Commission (THEC) must review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A1:0: New Academic Programs - Approval Process and A1:1: New Academic Programs.

A need exists in the Memphis area and the Mid-South region for a greater number of generalist physical therapists capable of evaluating and treating diverse patients through direct access. The Mid-South region represents a unique blend of backgrounds, cultures and traditions which includes urban, suburban and rural locations. The medical needs of citizens within the Mid-South region are not met by the number of current physical therapy professionals. As such, the School of Health Studies at the University of Memphis proposes the development of a new Doctor of Physical Therapy program to address the needs of our diverse region.

The development of a Doctor of Physical Therapy program will benefit Memphis and the Mid-South region as well as the School of Health Studies and the University of Memphis. A large proportion of undergraduate and graduate students within the School of Health Studies and across the University of Memphis intend to pursue a career in physical therapy. As such, a Doctor of Physical Therapy program at the University of Memphis would enhance both the quality and quantity of undergraduate students within the School of Health Studies, College of Arts and Sciences and other related academic programs. Job placement rates for graduates of DPT programs is greater than ninety percent nationally, with the University of Tennessee Health Science Center boasting a 100% graduate employment rate within six months of graduation.

In response to the current medical needs of Memphis and the Mid-South region as well as the high and growing interest of our students in the profession of physical therapy, we have developed a Doctor of Physical Therapy program within the School of Health Studies.

This program proposal has been considered and approved by the respective College or School faculty and Deans. Subsequently, the program was considered and approved by the University Council for Graduate Studies, which is the highest governing body that has representation across all colleges and schools. The program was also considered and approved by the Provost and President of the University.

**Committee Recommendation:**

The Academics, Research, & Student Success Committee recommends approval of the Doctor of Physical Therapy as contained in the meeting materials and delegates authority to the Provost to make any changes necessary to facilitate program approval by THEC.



## **10.3. Doctor of Social Work**

For Approval

Presented by David North

## Presentation to the Board of Trustees

The University of Memphis Board of Trustees  
For Approval

**Date:** June 6, 2018

**Committee:** Academics, Research, & Student Success Committee

**Presentation Title:** Approval of New Academic Programs: Doctor of Social Work

**Presented by:** Dr. Karen Weddle-West, Provost and Director of Diversity Initiatives

### **Background:**

Among the powers given to the Board of Trustees by the FOCUS Act is the power "to prescribe curricula and requirements for diplomas and degrees." The University of Memphis has the authority to create new courses, terminate existing courses, determine course content or design, and carry out less extensive curriculum revisions. The Tennessee Higher Education Commission (THEC) must review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A1:0: New Academic Programs - Approval Process and A1:1: New Academic Programs.

The Doctor of Social Work (DSW) degree is designed to further the education and enhance the practice and research skills of practicing social workers. The mission of University of Memphis' DSW program will be:

The mission of the Doctor of Social Work (DSW) program is to prepare practitioner-scholars who can generate new social work knowledge and respond to increasingly complex practice environments. The DSW program seeks to enhance the professional skills of practicing social workers and prepare them for supervision, teaching, management, and data-driven decision-making.

This program proposal has been considered and approved by the respective College or School faculty and Deans. Subsequently, the proposal was considered and approved by the University Council for Graduate Studies, which is the highest governing body that has representation across all colleges and schools. The proposal was also considered and approved by the Provost and President of the University.

### **Committee Recommendation:**

The Academics, Research, & Student Success Committee recommends approval of the Doctor of Social Work as contained in the meeting materials and delegates authority to the Provost to make any changes necessary to facilitate program approval by THEC.

## 10.4. MS in Engineering Management

For Approval

Presented by David North

## Presentation to the Board of Trustees

The University of Memphis Board of Trustees  
For Approval

**Date:** June 6, 2018

**Committee:** Academics, Research, & Student Success Committee

**Presentation Title:** Approval of New Academic Programs: MS in Engineering Management

**Presented by:** Dr. Karen Weddle-West, Provost and Director of Diversity Initiatives

### **Background:**

Among the powers given to the Board of Trustees by the FOCUS Act is the power "to prescribe curricula and requirements for diplomas and degrees." The University of Memphis has the authority to create new courses, terminate existing courses, determine course content or design, and carry out less extensive curriculum revisions. The Tennessee Higher Education Commission (THEC) must review and approve new academic programs, off-campus extensions of existing academic programs, new academic units (divisions, colleges, and schools), and new instructional locations as specified in THEC Policy No. A1:0: New Academic Programs - Approval Process and A1:1: New Academic Programs.

The proposed MS in Engineering Management is a collaboration between the Herff College of Engineering and with the Fogelman College of Business that is designed to serve the needs of both our students and local industry. According to the National Center for Education Statistics, engineering management is a discipline that prepares students to plan and manage industrial and manufacturing enterprises through the application of engineering principles. The MS in Engineering Management provides an opportunity for graduates of BS programs in engineering to prepare themselves for careers as managers. The curriculum provides further technical training for engineers, as well as basic management instruction. With the cooperation of the Fogelman College of Business, the degree will be awarded by the Herff College of Engineering and is intended to be a fully online program.

This proposal has been considered and approved by the respective College or School faculty and Deans. Subsequently, the proposal was considered and approved by the University Council for Graduate Studies, which is the highest governing body that has representation across all colleges and schools. The proposal was also considered and approved by the Provost and President of the University.

### **Committee Recommendation:**

The Academics, Research, & Student Success Committee recommends approval of the MS in Engineering Management as contained in the meeting materials and delegates authority to the Provost to make any changes necessary to facilitate program approval by THEC.

# 10.5. Tenure and Promotion

For Approval

Presented by David North

## **Presentation to the Board of Trustees**

The University of Memphis Board of Trustees  
For Approval

**Date:** June 6, 2018

**Committee:** Academics, Research, & Student Success Committee

**Presentation Title:** Approval of Tenure and Promotion Recommendations

**Presented by:** Dr. Karen Weddle-West, Provost and Director of Diversity Initiatives

### **Background:**

Tenure is the principle that entitles a faculty member continuation of his or her annual appointment until relinquishment or forfeiture of tenure, or until termination of tenure for adequate cause. A healthy tradition of academic freedom and awarding tenure and promotion are uniquely fundamental to the academy and essential to the proper functioning of a University. Faculty members eligible for tenure must serve a probationary period and must demonstrate continuing value to the institution.

Tenure and promotion are granted only by positive action by the Board of Trustees to faculty members in a particular department, school or college of the University of Memphis. The following summary of the tenure and promotion approval process describes the careful processes that lead to the request for Board action to grant tenure and promotion. Following the summary is the list of faculty members recommended for tenure and promotion.

### **Committee Recommendation:**

The Academics, Research, & Student Success Committee recommends approve and grant tenure and promotion to the faculty members recommended by the Provost in the particular department, school or college of the University as indicated in the meeting materials.

# 11. Report and Recommendations of the Audit Committee

Presented by Carol Roberts



# 11.1. FY2019 Audit Plan

For Approval

Presented by Carol Roberts

## **Presentation to the Board of Trustees**

The University of Memphis Board of Trustees  
For Approval

**Date:** June 6, 2018

**Committee:** Audit Committee

**Presentation Title:** Proposed FY2019 Audit Plan

**Presented by:** Vicki D. Deaton, Chief Audit Executive

**Background:**

To comply with the requirements of state statutes relative to internal audit activities and the UofM Audit Committee Charter, the Proposed FY2019 Audit Plan for the University is presented for review and approval by the Audit Committee.

**Committee Recommendations:**

The Audit Committee recommends approval of the Proposed FY2019 Audit Plan.

# 11.2. Audit Charter

For Approval

Presented by Carol Roberts

## Presentation to the Board of Trustees

The University of Memphis Board of Trustees  
For Approval

**Date:** June 6, 2018

**Committee:** Audit Committee

**Presentation Title:** Approval of University of Memphis Office of Internal Audit and Consulting Charter

**Presented by:** Vicki D. Deaton, Chief Audit Executive

### **Background:**

To comply with the requirements of the State of Tennessee statutes and the Audit Committee Charter, which was based on State of Tennessee Comptroller of the Treasury guidelines and approved by the University of Memphis Board of Trustees and the Tennessee Comptroller of the Treasury, the attached University of Memphis Office of Internal Audit and Consulting Charter is presented for approval by the Audit Committee of the Board of Trustees.

All internal audit activities will be conducted in accordance with all state statutes relative to internal audit and audit committees. In addition, the state statutes require that internal audit activities be conducted in accordance with standards established by The Institute of Internal Auditors (IIA).

The purpose, authority, and responsibility of the internal audit activity must be formally defined in an internal audit charter, consistent with the IIA's Definition of Internal Auditing, the Code of Ethics, and the Standards. The internal audit charter establishes the internal audit activity's position within the organization, including the nature of the Chief Audit Executive's functional reporting relationship with the board; authorizes access to records, personnel, and physical properties relevant to the performance of engagements; and defines the scope of internal audit activities. The Chief Audit Executive must periodically review the internal audit charter and present it to senior management and the Board of Trustees for approval. Final approval of the internal audit charter resides with the Board of Trustees.

### **Committee Recommendation:**

The Audit Committee recommends approval of the University of Memphis Office of Internal Audit and Consulting Charter.

# 11.3. FY2019 Proposed Audit Budget

For Approval

Presented by Carol Roberts

## **Presentation to the Board of Trustees**

The University of Memphis Board of Trustees  
For Approval

**Date:** June 6, 2018

**Committee:** Audit Committee

**Presentation Title:** Proposed FY2019 Internal Audit Budget

**Presented by:** Vicki D. Deaton, Chief Audit Executive

**Background:**

To comply with the requirements of the Audit Committee Charter, which was based on State of Tennessee Comptroller of the Treasury guidelines and approved by the Tennessee Comptroller of the Treasury, the Proposed FY2019 Internal Audit Budget is presented for review and approval of the Audit Committee.

**Committee Recommendation:**

The Audit Committee recommends approval of the Proposed FY2019 Internal Audit Budget.

# 11.4. BoT President Expenditure Policy

For Approval

Presented by Carol Roberts

## **Presentation to the Board of Trustees**

The University of Memphis Board of Trustees  
For Approval

**Date:** June 6, 2018

**Committee:** Audit Committee

**Presentation Title:** Board of Trustees President Expenditure Policy

**Presented by:** Melanie Murry, University Counsel and Secretary to the Board

**Background:**

Under T.C.A. § 49-14-104, the University of Memphis Board of Trustees is tasked with creating a policy requiring that annual reports detailing expenditures made by, at the direction of, or for the benefit of a system head or chief executive of an institution are to be filed with the Board.

**Committee Recommendation:**

The Audit Committee recommends approval of the Board of Trustees President Expenditure Policy as contained in the meeting materials.

# 12. Report and Recommendations of the Governance and Finance Committee

Presented by Alan Graf



# 12.1. Capital Budget Requests

For Approval

Presented by Alan Graf

The University of Memphis Board of Trustees  
Recommendation

**Date:** June 6, 2018

**Committee:** Governance and Finance Committee

**Topic:** Capital Budget Request for Fiscal Year 2020

**Presented by:** Tony Poteet, Assistant Vice President for Campus Planning and Design

**Background:**

**Per Tennessee Higher Education Commission (THEC) Policy F4.0 Capital Projects:** As the coordinating body for higher education in Tennessee, THEC engages with institutions and governing boards on capital investment through its role to develop and approve recommendations for capital outlay and maintenance funding. THEC identifies capital investment needs and determines priorities for those investments for consideration by the Governor and the General Assembly as part of the annual appropriations act. Categories of projects submitted to THEC in the annual Capital Budget Request are as follows:

**Capital Outlay:** In accordance with funding request guidelines annually disseminated by THEC staff, the Commission receives a prioritized list of capital outlay projects from each governing board for evaluation and scoring into a single prioritized list for the state. These projects either provide new space or major renovations (or a combination of both), and respond to: state goals for education, strategic plans, space guidelines, facility assessments, program plans, business plans, and/or external funding.

**Capital Maintenance:** THEC shall receive a prioritized list of capital maintenance projects from each governing board. THEC staff makes project recommendations to the Commission's Board in accordance with a capital maintenance formula. The formula may include, but not be limited to, the age, gross Education & General (E&G) square footage, usage, and conditions of institutions facilities. Individual projects should reduce deferred maintenance and protect the assets of the state.

**Disclosed Projects:** The reporting of disclosed capital projects to THEC should be performed at least quarterly and shall include all projects to be initiated in the following quarter that will have total expenditures on capital improvements exceeding \$100,000 or capital maintenance exceeding \$500,000. Disclosed projects are those funded by campus funds, bonds, gifts or other non-appropriated sources.

**Out-year & Other Projects (Informational Only):** These projects are listed for informational purposes only. They are included in the request to THEC to make them aware of what the University intends to request once our current needs are funded.

**Committee Recommendation:**

The Governance and Finance Committee met June 6, 2018, and recommended approval of the Capital Budget Request for Fiscal Year 2020 as submitted by staff and detailed in the meeting materials.

## 12.2. Natatorium Project Funding

For Approval

Presented by Alan Graf

The University of Memphis Board of Trustees  
Recommendation

**Date:** June 6, 2018

**Committee:** Governance and Finance Committee

**Topic:** Natatorium Project Funding

**Presented by:** Raaj Kurapati, Chief Financial Officer

**Background:**

Through a partnership between the University of Memphis, Memphis Tiger Swimming, Splash Mid-South, and the Rose Foundation, a one-of-a-kind natatorium, named for Memphis businessman and philanthropist Mike Rose, will be developed that draws upon a robust aquatics program in the heart of Memphis to promote water safety and enrich community health and provide instructional and recreational swimming access among diverse populations. This project was disclosed to the legislature in the FY 2018-2019 budget.

Two state funded capital maintenance projects (pool repairs \$3.5M and roof replacement \$3.5M – state appropriations) will be combined with \$6 million in gift funds for the Student Recreation and Fitness Building improvements and will be presented to the State Building Commission for approval on July 12, 2018.

The cash-flow source for the gift funded portion of the construction is requested to be short-term, five-year, low-interest financing from Tennessee State School Bond Authority repaid from the gift proceeds.

**Recommendation:**

The Governance and Finance Committee recommends approval for the use of \$6 million dollars of Tennessee State School Bond Authority low interest short term debt (commercial paper) during the construction phase of the Natatorium project to be repaid by gifts within a maximum of five (5) years.

## 12.3. President's Salary Supplement

For Approval

Presented by Alan Graf

The University of Memphis Board of Trustees  
Recommendation

**Date:** June 6, 2018  
**Committee:** Governance & Finance Committee  
**Topic:** President's Salary Supplement  
**Presented by:** Brad Martin, Vice-Chair

**Background:**

During FY2017, the President was awarded a salary supplement for the year in the amount of \$50,000 based on an evaluation conducted by the University which revealed that his compensation was significantly lower compared to other presidents of peer institutions.

To bring the president's salary in line with peers, it is proposed that the salary supplement of \$50,000 be added to his annual base salary and permanently continued for as long as private funds are available.

**Recommendation:**

The Governance and Finance Committee recommends approval that the president's salary supplement in the amount of \$50,000 be added to his annual base salary and permanently continued for as long as private funds are available.

# 12.4. Operating Budget

For Approval

Presented by Alan Graf

The University of Memphis Board of Trustees  
Recommendation

**Date:** June 6, 2018

**Committee:** Governance and Finance Committee

**Topic:** FY2018-19 Proposed Budget and FY2017-18 Estimated Budget Recommendation

**Presented by:** Raaj Kurapati, Chief Financial Officer

**Background:**

The General Appropriations Act requires that the operating budget of all higher education institutions be submitted by the respective governing boards to the Tennessee Higher Education Commission. At this time, both the FY2018-19 Proposed budget and FY2017-18 Estimated budget are presented for consideration.

The *Proposed Budget* is prepared in the spring for implementation each fiscal year on July 1. This budget is based on the level of state funds recommended in the Governor's proposed budget as well as early estimates of factors such as enrollment projections, proposed tuition increases and research activities. The *Proposed Budget* is submitted to the Board for approval prior to the start of the subsequent fiscal year.

The final budget submitted for each fiscal year is the *Estimated Budget*. This budget includes carryforward balances from prior years that represent available resources at the departmental level. Although these funds are available, we do not anticipate that all resources will be spent in the current fiscal year. The *Estimated Budget* also includes final adjustments to the current year budget and is the budget against which final year-end actual amounts are compared. It is prepared, submitted, and considered by the Board at the same time as the *Proposed Budget* for the upcoming fiscal year.

**Recommendation:**

The Governance and Finance Committee met June 6, 2018, and recommended approval of the FY2017-18 Estimated Budget and the FY2018-19 Proposed Budget and assumptions as presented in the meeting materials.

## 13. Additional Business of the Board of Trustees



## 14. Adjournment