

2-22-2019

## 2019-02-22 Minutes of the Academic Senate

University of Dayton. Academic Senate

Follow this and additional works at: [https://ecommons.udayton.edu/senate\\_mins](https://ecommons.udayton.edu/senate_mins)

---

### Recommended Citation

University of Dayton. Academic Senate, "2019-02-22 Minutes of the Academic Senate" (2019). *Academic Senate Minutes*. 149.  
[https://ecommons.udayton.edu/senate\\_mins/149](https://ecommons.udayton.edu/senate_mins/149)

This Article is brought to you for free and open access by the Academic Senate at eCommons. It has been accepted for inclusion in Academic Senate Minutes by an authorized administrator of eCommons. For more information, please contact [frice1@udayton.edu](mailto:frice1@udayton.edu), [mschlange1@udayton.edu](mailto:mschlange1@udayton.edu).

Approved Minutes

Meeting of the University of Dayton Academic Senate

February 22, 2019

Kennedy Union Ballroom, 3:30-5:30 p.m.

Corinne Daprano, President

**Present:** Joanna Abdallah, Vijay Asari, Paul Benson, James Brill, Leila Chamankhah, Anne Crecelius, Corinne Daprano, Mary Ellen Dillon, Lee Dixon, Shannon Driskell, Jim Dunne, Deo Eustace, Mark Jacobs, Kevin Kelly, Noah Leibold, Laura Leming, Willow Lopez, John Mittelstaedt, Leslie Picca, Jason Pierce, Fran Rice, Eddy Rojas, Markus Rumpfkeil, Connor Savage, Andrew Strauss, Diandra Walker, Kathy Webb, Lynne Yengulalp

**Absent:** Neomi DeAnda, Sam Dorf, Myrna Gabbe, Rowen Gray, Brad Hoefflin, Suki Kwon, Andrea Seielstad, Todd Smith, Tereza Szeghi, John White

**Guests:** Amy Anderson, Deb Bickford, Lawrence Burnley, Rachel Collopy, Jennifer Creech, Jim Farrelly, Bill Fischer, Hunter Goodman, Sharon Gratto, Moran Klutho, Jane Koester, Sarah Kuhns, Janet Leonard, Abigail Lieser, Melissa Longino, Ryan McEwan, Heather Parsons, Julieta Philips, Danielle Poe, Julia Randall, Michelle Strunks, Kim Trick, Paul Vanderburgh, Aaron Witherspoon

1. Opening Prayer/Meditation: Eddy Rojas
2. Minutes of January 25, 2019: Approved without objection
3. **Committee Reports** (reports are appended)
  - a. APC – Anne Crecelius
  - b. FAC – Mark Jacobs
  - c. SAPC – Lee Dixon
  - d. ECAS – Corinne Daprano
4. Presentation by Bill Fischer (Vice President for Student Development) and Melissa Longino (Director of Campus Recreation) on **Student Development Healthy Minds Student Survey**. (Presentation is appended.)
  - a. Faculty are encouraged to promote the Student Survey with their students.
  - b. A question was asked (1) if the increased rate of depression is linked to social media; (2) if there is less faculty-student interaction in person as reports are moved to electronic forms (e.g., athlete progress reports, accommodations for students with disabilities). We need to look at the role of technology and if it is impacting student interactions. Longino responded that a recent Gallop Poll indicates that multiple factors influence stronger mental health in students including when students have a relationship with faculty (especially more interaction), plus if students can identify a mentor.

- c. A question was asked if the faculty can send the survey to their students, especially in case a student deletes the survey email. Longino responded that students will receive five emails regarding the survey: 1 preannouncement, 1 email with the link, and 3 reminder emails.
- 5. Presentation by Rachel Collopy (Associate Professor, Teacher Education) and Ryan McEwan (Associate Professor, Biology) on the **2019 Stander Symposium**. Stander poster presentations will be linked to UN Global Goals. A demonstration was shared to indicate how students can sign up to present at Stander. The addition of the UN Global Goals is intended to highlight these 17 goals, as well as cultivate a process of discovery for students, and encourage a transdisciplinary experience. Currently about 50% of students who are registering are selecting a global goal.
  - a. A question was raised about the logistics of Stander. The poster sessions will take place in KU as the RecPlex floors are still under construction. Stander is the Wednesday after Easter Monday; despite being off on Monday, there is an expectation that students will attend Stander. Faculty are asked to encourage their students to attend Stander, and to connect their work to the UN Global Goals. There will soon be an announcement made about a fellowship program and Stander Scholarships, so be on the lookout for an announcement.
  - b. A question was asked how students can know how to categorize their project into one of the UN Global Goals. It largely depends upon how the project is framed.
- 6. Presentation by Danielle Poe (Professor of Philosophy; Associate Dean, CAS) & Jenn Creech (Registrar) on the **Transfer Credit Task Force Interim Report**. (Presentation is appended.)
  - a. A question was raised about accepting transfer credit and differentiating between UD accepting a valid credit versus satisfying a degree requirement which would depend upon the degree. Creech noted that the Task Force is having these conversations now about applicability versus accepting credit.
  - b. A question was raised if Assistant Deans are being consulted by the Task Force (many Associate Deans serve on the Task Force). Poe noted affirmatively as this is their area of expertise.
  - c. A question was raised that many years ago it was mentioned that UD would need to address how to get transfer students “caught up” on CAP such as having a remedial CAP course; is this part of the discussion? Poe noted that this is an important consideration, and the Task Force is having this conversation, but they are not sure what is feasible.
  - d. A question was raised about how inconsistencies will be addressed (such as who makes the decision about CAP transfer credits)? Poe noted that the credit review process is determined at the university level, so there are not disparities across units. This is similar to the articulation agreement with Sinclair pathways; there are representatives from each unit (Provost, Admissions, Units, CAP). As Degree Programs come forward, the first level of review is with the department, and the larger body oversees to ensure consistency across the university.
  - e. A question was raised about where the most inconsistencies are found, and where are the pressure points. Poe noted that one example is regarding a few courses from Sinclair

where they are applied in six or seven different ways; it was logical how it was applied, but it might look different to someone from the School of Education, for example.

- f. A question was raised if the Task Force was envisioning a central office to do the reviews. Poe noted that the committee is not far enough along in their work to settle that discussion.
- 
7. Presentation by Larry Burnley (Vice President, Office of Diversity & Inclusion) on the **Diversity, Inclusion, Assessment Task Force**. Burnley noted that the Task Force is delayed in releasing the external consultant's final report to the university community as additional data are being collected to allow for more inclusive data reporting; this approach is modeling inclusion. Next week, a letter will be sent via Porches to the UD community offering a description of data omission, and the steps that are being taken to alleviate this omission. Burnley's purpose in presenting today is to offer an update on the Task Force, and share adjustments to the timeline. The Task Force is in their second year of working, and is listening to the consultant's perspective, and to the broader community to think comprehensively to develop a strategic plan to move forward. The three main tasks for the Task Force include (a) developing a comprehensive strategic plan framework, (b) developing university definitions of key diversity-related terms so we have a more congruent way of framing these terms within our Marianist identity, and (c) developing a structure for a permanent diversity council committee. Regarding the timeline, the Task Force final report was originally due in May, yet this will likely be pushed back with the inclusion of additional data collection. In Fall 2019, the Task Force will have a strategic plan in place to engage with the community; it won't be a "baked cake."
    - a. A question was asked if the permanent diversity council will be launched in Fall. Burnley responded no, as it needs to be introduced before it is launched.
    - b. Burnley was thanked for his presentation at Senate, and for his update at Provost Council, and the Joint Faculty Meeting with Academic Senate.
  8. Presentation by Deb Bickford (Associate Provost, Academic Affairs & Learning Initiatives) & Aaron Witherspoon (Assistant Dean, CAS) on the **Academic Advising Task Force Report**. (Presentation is appended.)
    - a. A comment was made validating the findings of the Academic Advising Task Force that students are better served with a more central advising structure; faculty are able better able to devote time to their academic expertise.
    - b. A question was raised regarding the shift in faculty role moving toward a mentor model. In other words, advising will transition from "service model" to a "teaching model." Is there research on this approach of mentoring as teaching? Bickford noted that some faculty already see advising in this way, and building relationships with students.
    - c. A comment was made that mentoring can occur in research relationships such as working with a student on undergraduate thesis; this type of mentoring should be acknowledged.
    - d. A question was raised regarding how to not force a mentoring relationship. Witherspoon noted that it needs to be faculty led, and more conversations need to take place regarding what mentoring is. Communication Advisor Heather Parsons noted that mentoring should be organic and anyone can be a mentor; the role of the academic

advisor should be to guide students. Bickford noted that departments may differ in how they match mentors; there are different models for how this is done.

- e. A comment was made that many individuals have experience working in both systems (where advising is centralized by a professional advisor with faculty mentors, and where faculty serve as advisors). There is no comparison with quality; it also benefits curricular changes as the advisor may see conflicts that a department chair may not see. Bickford noted that this approach also links advisors as they know who to call if issues arise. Witherspoon noted that some students are caught in limbo between majors, and may fall through the cracks; having a dedicated full-time advisor can help student experiences, impact retention rates, and impact graduation rates. It also assists first generation students who may have difficulty navigating a university system.
- f. A question was asked how advising differs if a student is on academic probation as it is not consistent. Witherspoon noted that collaboration is key, and working the Dean's Office is important. A professional advisor can assist students with study skills, time management, etc.
- g. A question was asked how mentoring relationships are established. Bickford noted that the Task Force had many conversations, especially as vocation and the curriculum are closely tied. Different programs may have different models, particularly accounting for variables such as size of program, and accreditation. Parsons noted that students and student success needs to remain the focus.
- h. A comment was made that it would be ideal for units and departments to have a choice with the advising structure. Advising first year and sophomore students can feel transactional or like "a parrot" with repeating course offerings, yet advising juniors and seniors can be more in-depth to discuss life and vocation; this is something the department wants to keep.
- i. A question was asked regarding retention and stability for professional advisors. Bickford noted that there needs to be a career progression for advisors so they can stay and grow.
- j. A comment was made voicing strong disagreement with professional advisors as faculty are hired to teach which goes hand-in-hand with advising.
- k. A question was raised regarding compensation for advising. Some departments do compensate their faculty advisors, or offer course releases.
- l. A question was raised regarding data collection on student experiences. About 75% of students report being satisfied with their advising, and about 25% report dissatisfaction.
- m. The Academic Advising Task Force was thanked for their time; additional feedback may be given to the committee.

Adjourned 5:43pm.

Respectfully submitted,

Leslie Picca

## Appendices

- 3a: Academic Policies Committee Report  
February 22, 2019  
Submitted by Anne Crecelius, chair

Activity of APC for the 2018-2019 Academic Year since last reported on January 25, 2019.  
APC continues to meet nearly every week on Fridays at 2:15 in SM 113B.

a. We recently voted to approve a revised version of DOC 2014-04: Actions Pertaining to Degree Programs and Departments, as well as a corresponding report in response to our charge from ECAS on this matter. We have sent the revised document to ECAS and anticipate presenting it to the Academic Senate at the March meeting.

b. We reviewed and approved two new degree programs from the College of Arts and Sciences:

- i. Bachelor of Science in Sustainability
- ii. Bachelor of Arts in Sustainability.

We have sent these to ECAS and anticipate giving a presentation on them to the Academic Senate at the March meeting. In our review of these proposals, we attempted to provide preliminary feedback and an early opportunity for revision from the proposers. The committee and feedback from the proposers suggest that this was appreciated.

c. We anticipate our remaining work for the semester will involve review of an undergraduate certificate, undergraduate degree program actions, as well as work related to our oversight of CAP-C.

- 3b: Faculty Affairs Committee Report  
February 22, 2019  
Submitted by Mark Jacobs, chair

The FAC is working on the faculty handbook.

Carolyn Phelps reported that the title "Administrative Faculty" can't be removed from the handbook since some people still hold that title.

Carolyn confirmed that lecturers are not eligible for the alumni awards.

Discussed aspects of the Provost Office's recommendation to add a section to the handbook that addresses actions that will be taken when faculty chronically perform below expectations.

Discussed issues pertaining to the bylaws of the Faculty Hearing Committee on Academic Freedom and Tenure. Specific issues identified:

- a. Dismissal process in the bylaws does not seem to comport with that laid out in the handbook
- b. The bylaws should be integrated into the handbook to assure consistency of implementation.

- c. The bylaws need greater specificity, e.g. time frames, responsible parties, etc.
- d. The recommendation was made that the committee members review the anti-discrimination policy.
- e. In section III B the definition of a faculty member is inconsistent with the handbook and as a result, suggests that adjuncts and possibly lecturers are not able to avail themselves of this policy.
- f. Section IV B 3 should be integrated with or immediately follow IV B 1 to improve clarity.
- g. In section IV B 3 the committee felt that the name of the chair should be published somewhere, possibly in the minutes of the first senate meeting of the new academic year.
- h. In section IV B 4, the time within which appeals should be distributed should be quantified.
- i. Section IV B 8 should follow immediately after IV B 5 to improve clarity.
- j. Section IV B 9 should provide a time window within which the appeal will be distributed.
- k. Sections V B and V C should provide a time window within which the actions should transpire.
- l. Section VII 4 creates an asymmetry in time available to administration versus the defendant to review information; the administration being guaranteed 14 days whereas the defendant only 3.

3c: Student Academic Policies Committee Report  
February 22, 2019  
Submitted by Todd Smith for Lee Dixon, chair

The SAPC finished its report on Student Academic Misconduct. The report will be given at the March 29th meeting of the Academic Senate.

3d. Executive Committee of the Academic Senate Report  
February 22, 2019  
Submitted by Leslie Picca for Corinne Daprano, chair

ECAS is meeting every week on Fridays at 11:15am in SM113B and has engaged in discussions and work on the following topics:

- Discussion of the date for the 2020 Stander Symposium (April 22, 2020);
- Discussion of the draft Policy for Public Art on Campus;
- Discussion of the UPTPTF Final Report, including recommendations and action steps;
- Discussion of the Advising Working Group Report;
- Discussion of the Healthy Minds Student Survey that will be distributed to UD undergraduate students;
- Discussion of UNRC, particularly the functioning of UNRC in the summer term;
- Discussion of the Transfer Credit Task Force interim report;
- Discussion and consultation for the College of Arts & Sciences Race & Ethnic Studies Program.

4. Presentation by Bill Fischer (Vice President for Student Development) and Melissa Longino (Director of Campus Recreation) on **Student Development Healthy Minds Student Survey**.



## Developing a Campus Culture of Health and Wellbeing



University of Dayton

## Mental Health Defined

“the state of well-being in which an individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”

*(World Health Organization, 2014)*



University of Dayton



# The Landscape of Mental Health on College Campuses

## Self-reported Mental Health Disorders Among College Students

- Depression 31%
- Anxiety 26%
- Non-suicidal Self-injury 21% (past year)
- Suicidal Ideation 11% (past year)
  - 75% of mental disorders develop before age 25
  - Only 18.5% of college students ages 18-24 receive services for any mental health disorder

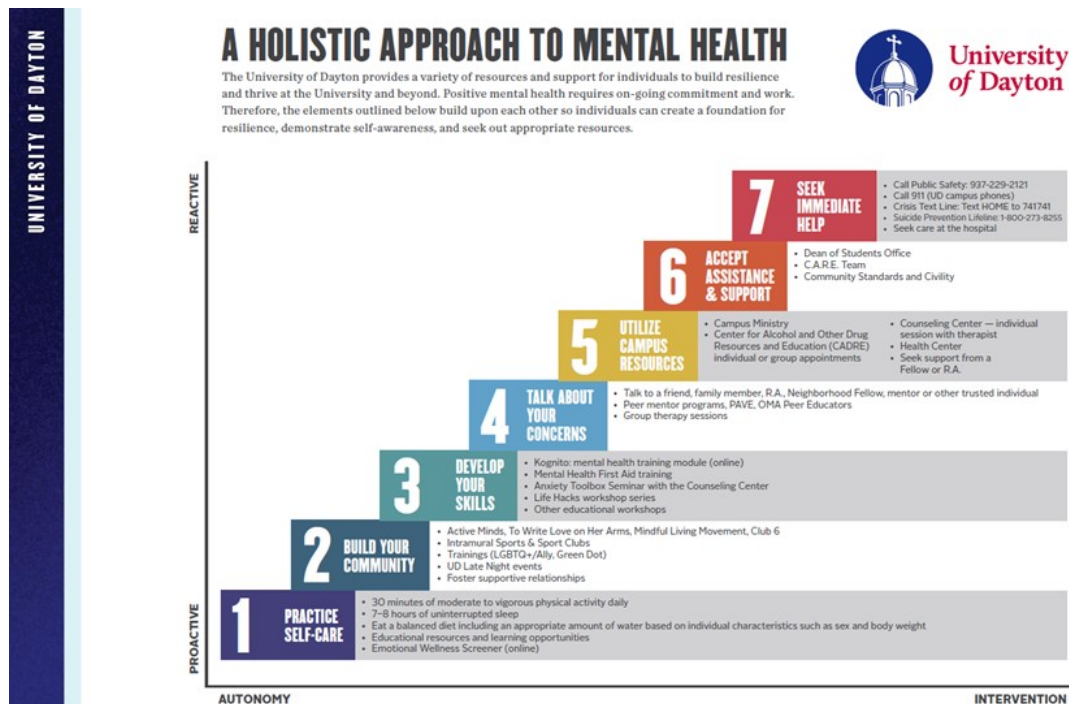
## Barriers to Help-Seeking

- 35% reported not having enough time
- 28% reported preferring to deal with problems on own or with the support of family/friends
- 13% reported not knowing where to go for help

## Perceived Public Stigma

- 47% of students reported “agrees” with the following statement: “Most people would think less of someone who receive mental health treatment.”

Healthy Minds 2016-2017 Report  
Mental Health First Aid, Teaching Notes



# Take Action, Make a Positive Impact

## Assisting Students in Distress

Responding to a student when you observe they may be struggling can be confusing and overwhelming. As a trusted person, you have the ability to make a difference.

### Common Mental Health Issues among College Students:

**1 in 17** adults suffer from a serious mental health issue and often times these issues are co-occurring.

The top 4 mental health issues facing college students are **anxiety, depression, substance use disorder** and **eating disorders**.

### Signs of Distress:



The critical factor in identifying persons at risk is being aware of their usual behavior and assessing when they are demonstrating behavior that is "off" their usual.

- Disruptive or aggressive behavior
- Experiencing thoughts of suicide or self-harm
- An engaged student begins to miss class, fails to complete assignments, does not respond to your outreach
- A change in hygiene and personal appearance

### Guidelines for Impactful Conversation:

#### Choose an appropriate time and place

Some behaviors require immediate intervention due to their disruptive nature. For those that do not, set a meeting time as soon as possible.

#### Be kind, clear, and direct

Share your observations or behaviors that have caused your concern with specifics. Be mindful of any assumptions you may have about the student or situation.

#### Express concern

Share with the student that you are supportive and concerned yet nonjudgmental. Be mindful of any assumptions you may have about the student or situation.

#### Ask about resources usage

Inquire about the use of campus resources and support services.

### Conversation Starters:

#### Express care and concern by sharing what you've noticed

"I've been concerned about you lately. May we speak privately?"  
"I've noticed you've been missing class lately and seem distracted."

#### Offer to help

"How can I help? What do you need to be successful?"

#### Compliment and encourage

"Thank you for being so honest with me. I have confidence that you can succeed with just a little help."

#### Listen carefully, then reflect what you understand

"You have a lot going on in your personal life and you are worried that it is affecting your schoolwork."

#### Ask direct, clarifying questions

"You said you don't want to be here anymore. Can you tell me what you mean by that? Are you thinking about hurting yourself?"

#### Share information about resources

"You might want to consider making an appointment with one of our on-campus resources. They can help you sort out things in your life that are causing you stress and teach you some skills to help."

#### Make a plan

"Here is the contact information for campus resources. Which resources are you committed to reaching out to this week? Can we chat next week after you meet with them?"

# Take Action, Make a Positive Impact

### Kognito (online training)

An interactive role-play simulation that builds awareness, knowledge and skills about mental health and suicide prevention and prepares users to lead real-life conversations with students/peers in distress and connect them with support.

- Lunch and Learn Sessions
- Health Activity Tracker points awarded for completion

### Website:

[go.udayton.edu/mentalhealth](http://go.udayton.edu/mentalhealth)

### Mental Health First Aid

This 8-hour training introduces participants to risk factors and warning signs of mental illnesses and substance use, builds understanding of their impact, and overviews common supports.

#### Faculty/Staff MHFA Sessions

- March 8 & 15  
8:30a-12:30p
- Summer session schedule coming soon!

#### Student MHFA Sessions

- March 3  
9:00a-4:30p
- April 6  
9:00a-4:30p

### Personalized Training

Invite in members of the MHPSP team to facilitate a session. Topics could include:

- Integration and use of the UD Step Care Model
- Scenario based mental health application
- Identify techniques for mindfulness and holistic wellbeing that creates space for learning and resilience building

## National Student Health Assessment

Help us better serve you so you can succeed,  
thrive and matter — at UD and beyond.

**FEBRUARY 18 – MARCH 8**



Check your email for the survey from  
[healthyminds+UD@umich.edu](mailto:healthyminds+UD@umich.edu)



### Data Value

- A statistical picture of UD students' health and wellbeing + peer institution data;
- Leveraging of information to impact policy, environment, programs and services;
- The ability to run data queries by specific subsets to identify at risk populations;
- An examination of how mental health symptoms predict academic outcomes (*GPA and retention*); and
- Long term research into students' health perceptions, behaviors such that we can identify trends; 3-year issuance cycle.



University of Dayton

6. Presentation by Danielle Poe (Professor of Philosophy; Associate Dean, CAS) & Jenn Creech (Registrar) on the **Transfer Credit Task Force Interim Report**.

# Mid-Year Report Transfer Credit Task Force



University of  
Dayton

## Context

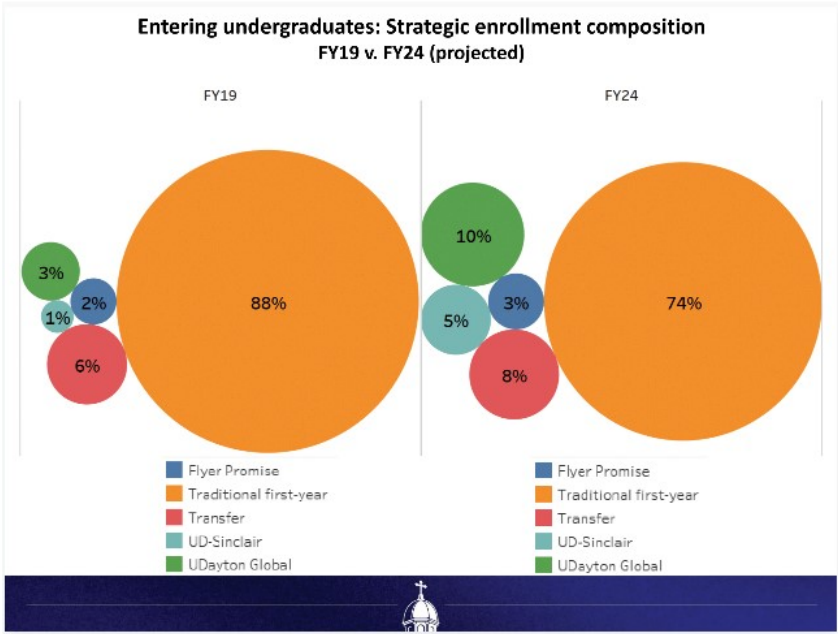
UD has made a strategic commitment to increase the recruitment, matriculation, and academic success of transfer students.

- Increase access to and the affordability of a UD education.
- Means to diversify the composition of the student body, especially (but not only) with respect to students' race, ethnicity, and socioeconomic background.





# Market Channels



## Current UD Challenges re: Transfer

- Absence of clear, consistent, and comprehensive policies and processes for determining transfer credit.
- Balancing the unique benefits of the Common Academic Program while providing access for students who have completed coursework before transferring to UD.
- Impacts recruitment, matriculation, and student success



# Charge from Provost Benson

The task force will:

1. **Develop clear definitions** of multiple types of transfer and domestic articulation, as well as associated terms.
2. **Recommend improvements in policies and procedures** that will achieve consistency across units in how transfer equivalencies are determined and in the equivalencies that are approved.
3. Increase the efficiency of response to students' inquiries about transfer credit through the use of a **central transfer equivalency database**.
4. **Make recommendations regarding whether and how to determine equivalencies for CAP components.** The task force will find reasonable ways to balance the curricular integrity of CAP and UD's institutional learning goals with recognition of the value of making UD more accessible to transfer students.





# Consultation

- Assistant deans from all academic units (except law)
- Executive Committee of Academic Senate
- Vice President of Strategic Enrollment Management
- Director of Institutional Partnerships and Program Development
- Associate Director of Admission
- Associate Provost for Academic Affairs and Learning Initiatives
- Continued consultation as appropriate this semester



## Research

- Studied best practices in transfer procedures and policies (EAB)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Council on Education
- Reviewed policies from 14 other institutions



## Progress to Date

- Definitions
  - Internal transfer vs change of major
- Recommended policy revisions
  - Pulling together various sources
- Draft of procedural recommendations
  - Centralizing initial credit review prior to unit-level review and application to degree programs
- Initial framework for how to address CAP
  - By component and credit thresholds

Final report ready by April 1.



## Next Steps

- Continue consultation
  - Particularly around CAP
  - Current transfer students
- Draft proposed procedures
- Recommend centralized transfer database

Final report ready by April 1.



# Q&A

Task Force Members:

Co-Chairs: **Jennifer Creech** and **Danielle Poe**

Undergraduate curricula for the other deans' offices:

**Linda Hartley, Scott Segalewitz, Randy Sparks**

Interests and policies governing CAP:

**Michelle Pautz**

Academic Senate:

**Anne Crecelius , Lee Dixon**



8. Presentation by Deb Bickford (Associate Provost, Academic Affairs & Learning Initiatives) & Aaron Witherspoon (Assistant Dean, CAS) on the **Academic Advising Task Force Report**.

# Academic Advising Task Force Recommendations



# Task force membership

**Brad Balser** (Office of the Registrar)

**Deb Bickford** (LTC/Office of the Provost)

**Anne Crecelius** (Health and Sport Science/School of Education and Health Sciences)\*

**Vera Gomes** (Office of Academic Services for Student Athletes)

**Emily Grasso** (Center for International Programs)

**Sue Krisko** (Academic Affairs and Learning Initiatives)

**Stephanie Litka** (Sociology, Anthropology, and Social Work/CAS)\*

**Nancy Miller** (Political Science and University Honors Program)\*

**Heather Parsons** (Communication/CAS)

**Cynthia Payne** (Office of Multicultural Affairs/Student Development)

**Liz Seager** (Career Services)

**Adam Solomon** (CAP GA, through April, 2018)

**Sue Trainum** (Office of the Dean, School of Business Administration)

**Steve Wilhoit** (Vocation Implementation Team, English, and LTC)

**Aaron Witherspoon** (Office of the Dean, CAS)

\*Volunteered through UNRC Process



## Framing beliefs

1. Advising is a critical factor in student success and degree completion progress.
2. Academic advising and mentoring are *transformative* activities and play a central role in our students' education, career prep, professional development, and personal growth.





## More framing beliefs

The urgent conversations (degree progress, course selection, etc.) often crowd out the important conversations (vocational discernment, internship opportunities, career and life advice)



## Advising has never been more complex or nuanced

It is difficult to navigate the complexities of student needs, technology demands, curricular nuances, and time constraints, especially when also teaching, engaging in scholarship, and service work



.. And even more complexities are to come

- We are pursuing new populations and markets, more transfers, and more scheduling complexities



## Faculty consequences of advising

- Significant time pressure at least two times a year during registration periods
- If a chair, even more time pressure
- Challenges to keep up with curricular, technology, and other changes
- Transactional vs. transformational conversations



## Student consequences of advising problems are significant

- Missed opportunities
- Delayed graduation
- Attrition



## Student comment from HLC Survey of Students

“The only academic adviser I have had has been a secretary in the department. This has worked out fine as they have been very responsive but just realize that it would have been nice to meet with someone (guidance, professor in the department, etc.) as I mapped out my future.”



## UD currently has many advising models in operation

- Faculty advisors
- Professional advisors embedded in academic departments
- Advising centers

Appendix B– inventory of current UD advising approaches



## Trend nationally to move to professional advisement

- NACADA standards, EAB research
- On average, highest ratings go to professional advisors
- Appendix C: Peer comparisons of advising approaches





# Recommendations

The recommendations in the report are about **changing the campus culture around advising, moving toward a more cohesive and consistent process, infused with vocational discernment as a frame for professional advising and faculty mentoring**



## Benefits of change

- Improve retention of students
- Traditionally marginalized student populations may be more likely to seek early guidance from advisors than faculty
- Free up concentrated blocks of faculty time for other pursuits in teaching, research, and service



## 5 sets of recommendations

1. Mission, definition, outcomes and responsibilities
2. Organizational structure
3. Professional training and development
4. Advising technology and resources
5. Continuous improvement and accountability



## Mission, definition, outcomes and responsibilities

- Consistency
- Clearly articulates expectations of all parties
- Appears in Appendix A



## Organizational structure

- Shift to more consistent model, with professional advisors and faculty mentors
- University Director of Advising Initiatives, University Council on Advising
- NACADA standards of one professional advisor per 250 to 300 students
- Possibly peer advisors and mentors



## Org Structure-- Faculty mentors: early thoughts

- Specific role may differ from department to department depending on needs
- Faculty mentoring closely allied with vocational discernment
- Not every faculty member involved
- This work seen as a teaching function



## Org Structure-- Faculty mentor activities

More time to be in relationship with students on a range of topics including:

- Experiential learning opportunities
- Career exploration
- Vocational discernment
- Life challenges



## Professional training and development

- Mandatory orientation to UD advising
- Mandatory, regular professional training and development
- Resources to support faculty mentoring work





## Advising technology and resources

- Move toward adoption of a uniform and comprehensive technology system to support advisement processes
- Develop, regularly update a central web page with resources to support advising
- Vocational discernment exploration required of students before advising



## Continuous improvement and accountability

- Provide information and performance reviews for professional advisors
- Formally evaluate academic advising using multiple measures of effectiveness
- Faculty work in mentoring, advising evaluated as an aspect of teaching



# Implementation timeline

- Will take time and resources
- Some aspects are “low hanging fruit,” others will take more time and more resources



# Questions?

