Dear Vice Chancellor Guillaume,

Attached is the final report of the Ad-hoc Committee on Faculty Advising. This group was convened in May 2007 and charged with two tasks: a review of the current status of academic advising by faculty in the major academic units and preparation of recommendations regarding actions that could be taken by Academic Affairs and other administrative units to promote faculty engagement in advising and mentoring students and the development of best-practice advising strategies. This report addresses these two charges sequentially, in the order listed.

The review of the current status of faculty advising in the academic units represents the results of consultations with faculty, professional staff advisors, and in most cases the Dean or Associate Dean of each unit and is an accurate reflection of current practice as of the Fall 2007 semester. The recommendations are presented as an "action plan", with three major recommendations each of which is then broken down into a series of action strategies and objectives.

Extensive literature (see Appendix) supports the conclusion that effective advising and mentoring is a major source of engagement between students and the university and as such is a key strategy for improving student success and retention to degree completion. This literature also supports the need for a centralized office to coordinate efforts across the university; two areas that the Ad-hoc Committee felt were areas of concern are the differences in current practice across the academic units and the need to better integrate advising into both the academic structure and the co-curricular/student life aspects of a student's experience of the university. A Faculty Director of Advising, in a campus-wide position analogous to that of the Director of General Education, will be uniquely able to bridge not only differences between academic units but also between faculty and professional staff advisors and between academic and student affairs units (such as the Director of General Education and the Director of the Campus Theme are involved in coordinating academic and co-curricular activities on campus). The existence of such a centralized office will also allow for more rapid response to time-sensitive issues and opportunities, and will provide faculty and professional staff advisors with a year-round resource for information on advising and mentoring-related matters.

The members of the Ad-hoc Committee on Faculty Advising wish to explicitly reaffirm the important role that professional staff advisors play and will continue to play in the academic advising of students with regard to course selection and degree progress. In particular, the committee wishes to be clear that the recommendation that a faculty member be appointed as Faculty Director of Advising is not intended to alter the existing reporting lines or otherwise remove direct responsibility for professional staff advisors from their academic units; in contrast, the intention is that the faculty member appointed to this position will work closely with the Professional Advisors Committee to promote improved communication and coordination between faculty and professional staff advisors and to advocate for best practices in advising by all advisors and mentors.

The Committee's recommendations are consistent with the campus Strategic Plan, which includes implementation of holistic academic advising as a specific strategy for attaining the strategic priority "Encourage and Maintain Academic Excellence" (page 17), and the Higher
Learning Commission self-study recommendations (pages 5:60-5:65). While implementing some recommendations will require the allocation of financial resources, others are revenue-neutral and will require only effective leadership to potentially impact the advising and mentoring experiences of all IU South Bend students. The Committee would be pleased to meet with you once you have had an opportunity to review this document, should you wish to discuss the underlying rationale and/or possible implementation of any of our recommendations.

Sincerely,

Ann Grens, Committee Chair
Associate Professor of Biological Sciences
College of Liberal Arts and Sciences

Peter Aghimien
Professor and Chair of Accounting
School of Business and Economics

David Barton
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Raclin School of the Arts

Janet Gilroy
President, Professional Advisors Committee
Coordinator of Student Services
Division of Nursing and Health Professions

Monika Lynker
Associate Professor of Physics
Director, CLAS Advising Center
College of Liberal Arts and Sciences

Douglas McMillen
Associate Professor of Chemistry and Associate Dean
College of Liberal Arts and Sciences

Sara Sage
Associate Professor of Secondary Education
School of Education

Cynthia Sofhauser
Associate Professor of Nursing
Division of Nursing and Health Professions

Rebecca Torstrick
Associate Professor of Sociology and Anthropology
College of Liberal Arts and Sciences
Summary of Current Advising Practices

For the purposes of this document we have divided academic advising into two broad areas, schedule planning and mentoring, each of which encompasses a variety of issues. We took this approach because in many units the two aspects are handled separately. Please note that this is NOT intended to be a comprehensive overview of all the things any unit does to support and assist its pre-majors and majors; this reflects a summary of the information the committee was given in response to a query sent to both professional staff advisors and identified faculty members in all academic units in Summer 2006, with follow-up during the 2006-07 academic year and summer 2007. This summary also includes only the larger academic units on campus; smaller units such as Social Work, Labor Studies, and Library Science were not included. The School of Public and Environmental Affairs was also excluded, since it will soon cease to exist as a separate academic unit, as part of the move to reduce or eliminate "system schools". Students currently pursuing a SPEA major will be reassigned to the academic unit that takes responsibility for their specific program and will be advised by the practices described below for their new academic unit.

In this context, "Schedule planning" includes both short-term planning of the up-coming semester's courses and long-term planning of the student's academic career. Advisors responsible for this aspect of advising must be familiar with requirements for the different degrees offered by an academic unit, including general education requirements for students in different cohorts; prerequisites for required courses; scheduling issues such as courses that are offered only in certain semesters; and any requirements mandated by state or national licensing agencies, accreditation boards, or other regulatory agencies.

In this context, "Mentoring" encompasses but is not limited to career guidance and counseling; providing the student with a role model and a source of information about options in the field; assisting the student with transitions to college issues; developing the student's ability to make connections between curricular and co-curricular experiences; enhancing the student's capacity for setting long-term goals and maintaining focus on those goals; emphasizing the importance of applying critical thinking skills in a variety of contexts; and developing the student's ability to recognize his or her personal responsibility for his/her overall success, academic and otherwise. Advisors responsible for this aspect of advising need to be familiar with a variety of teaching and learning styles, aware of campus resources available to students, active members of their professional or academic community, and enthusiastic about interacting with and serving as role models for students interested in their field.

Obviously these areas will have substantial overlap in many cases, however, for ease of consideration of the role of faculty in academic advising, we've attempted to separate the more pragmatic or bureaucratic aspects of "schedule planning" from the more teaching-related aspects of "mentoring", as is the case in the majority of academic units.

School of the Arts

Schedule planning: all students are required to meet with a faculty advisor each semester prior to registration for the following semester. Students are assigned to faculty in the area of their major (music, visual arts, theater, communication arts) and advising is enforced by a "hold" on the student's registration file which must be released by the Student Services Coordinator, Tamea Rector, in response to information from the faculty member that the student has been advised.
**Mentoring:** as described above, each student is required to meet at least once a semester with a faculty member who is active in the area of the arts that the student intends to pursue. Discussions of the demands of a career in that profession, as well as any academic or extracurricular difficulties the student may encounter, and other mentoring-related issues, are anticipated to take place in this context, especially in the case of upper-level students who have been interacting with the same advisor for multiple semesters and with whom the student has presumably developed a strong relationship.

Feedback from students indicates that they appreciate the mentoring aspects of having a faculty advisor, but are frustrated in some cases when they are shuffled from one advisor to another. The information the students receive from their faculty advisors about careers in their chosen field is often seen as particularly valuable. Although the policy of enforcing advising every semester with a "Hold" on the student's file was initially met with substantial confusion and resistance, and is still a source of frustration for some students (either because they don't consider it necessary to meet with their advisor every semester, or because the advisor fails to have the hold removed in a timely fashion once the student has been in to see him/her), this doesn't appear to be a major barrier to registration.

**School of Business and Economics**

**Schedule planning:** all students are expected to meet with an advisor each semester prior to registration for the following semester; all freshmen and students in academic difficulty have a "hold" placed on their registration file to prevent them from registering until they have met with an advisor. Freshman Pre-Business majors who have chosen a specific area of interest (Finance, Management, Marketing, etc) are advised by faculty in that area, while freshmen Pre-Business majors who are "Undecided Business", meaning they haven't chosen a specific concentration area, are advised by Cathy Coleman, a professional staff advisor. Once a student has successfully completed at least 26 credit hours, he or she is re-assigned to Pat Agbetsiafa, a professional staff advisor, for advising through completion of the degree. Students are classified as "Pre-Business" majors until they have successfully completed at least 56 credit hours with a 2.0 or higher cumulative GPA, including an extensive list of general education courses and introductory Business and Economics courses (for a complete list, see the 2007-2009 IU South Bend Bulletin, page 154), at which point a student may apply for admission to School of Business and Economics and, if accepted, declare a Business major with a concentration in one or more areas (areas of concentration are listed on page 158 of the 2007-2009 Bulletin).

**Mentoring:** Students who have achieved junior status (upon completion of 56 or more credit hours) complete a course, BUS-X 310 Business Career Planning and Placement, that provides guidance regarding career opportunities and assistance with the transition from school into the workplace. Students are also invited to an annual Business Career Program to network with faculty, administrators, and alumni. It is assumed that students will interact in an informal manner with faculty who teach upper-level courses in their chosen area of concentration for additional career counseling, but no formal mechanism has been established to insure that such contacts occur.
School of Education

Schedule planning: each student meets with a professional staff advisor (Darrell Sanders, Chris Behrend or Student Services Coordinator Todd Norris) at 4 designated points during his or her academic program to develop a curricular plan (at or following New Student Orientation for the first semester; during the first semester, prior to registration for the second semester; upon completion of the PRAXIS exams and admission to the Teacher Education Program; and prior to completion of student teaching and graduation); students are allowed but not required to meet with an advisor more frequently if necessary.

Mentoring: each student is required to enroll in EDUC-F 100, Introduction to Teaching, in the first semester he/she is a declared Education major; all sections of this course are taught by full-time faculty in the School of Education. This course is intended to provide the basis for the development of an on-going advising/mentoring relationship between the student and the faculty member who teaches the F100 section the student takes.

College of Liberal Arts and Sciences - declared majors

Schedule planning: each student is assigned a faculty advisor in the department of his or her major; depending on the department advising may be recommended or required every semester or once a year. Most CLAS departments recommend that a student meet with his/her advisor each semester, but only enforce this as a requirement for select populations (such as freshmen). College policy requires that students on Academic Probation meet with an advisor before registering; this is enforced by a "hold" on the student's registration file that can only be released by the Coordinator of Student Services Karen LaMar-Clark once the student's advisor confirms that such a meeting has taken place.

Mentoring: as in the School of the Arts, because students interact with faculty in their major on a regular basis in the context of schedule planning, it is assumed that other types of advising/mentoring will take place simultaneously and/or in other contexts arising from those circumstances.

College of Liberal Arts and Sciences - Undecided students

Schedule planning: each student is assigned an advisor, either a professional staff advisor from the CLAS Advising Center (Christine Chmielewski or Mary Nurenberg) or a faculty advisor who has volunteered to work with Undecided students, and is expected to meet with his or her advisor at least once per semester; group activities for Undecided students to meet with faculty, professional staff advisors and peer mentors are organized once or twice a semester. Students on Academic Probation or otherwise identified as being in academic difficulty are required to meet with their advisor prior to registration for the following semester by the imposition of a "hold" on their registration file.

Mentoring: some of the issues included in the definition of "mentoring" given above are irrelevant when a student has not chosen a major or even an academic area of interest. Other
issues, such as assistance with the transition to college and the development of personal responsibility, are expected to be incorporated into advising sessions by the faculty advisor or professional staff advisor the student works with.

**Division of Nursing and Health Professions**

**Schedule planning:** each student is expected to consult with a professional staff advisor (Millie Sinha or Student Services Coordinator Janet Gilroy for pre-Nursing, Nursing, pre-Dental Hygiene and Dental Hygiene students; Teri Joy for pre-Radiography and Radiography students) each semester prior to registration; this consultation may be in person, via phone, by e-mail, or by dropping off a proposed schedule for review and confirmation. Advising is only required, by the imposition of "hold" on the student's registration file, for students on Academic Probation or otherwise identified as being in academic difficulty.

**Mentoring:** each semester, all students in a given pre-major are invited to meet as a group with a faculty member from that discipline (pre-Nursing students, Cyndi Sofhauser; pre-Dental Hygiene students, Judy Schafer; pre-Radiography students, James Howard). Students are admitted into the Nursing, Dental Hygiene and Dental Assisting majors in cohorts, and each cohort is assigned a faculty mentor with whom they meet each semester until graduation. Radiography students are also admitted in cohorts, but all students are assigned to James Howard as a faculty mentor.
<table>
<thead>
<tr>
<th>RECOMMENDATIONS, ACTION STRATEGIES, &amp; OBJECTIVES</th>
<th>TIME FRAME</th>
<th>FISCAL NEEDS</th>
<th>CHALLENGES</th>
<th>RESPONSIBILITY</th>
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</thead>
<tbody>
<tr>
<td>Recommendation 1: Create and Maintain a Campus Advising Office, headed by a Faculty Director of Academic Advising (50%FTE) who will:</td>
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<td>work with faculty and staff from all units at IU South Bend to develop a holistic advising model for IU South Bend</td>
<td>2009-10</td>
<td>NA</td>
<td>developing a model that will suit all units</td>
<td>Director of Advising</td>
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<tr>
<td>improve communication and coordination between faculty mentors/advisors and professional staff advisors</td>
<td>ongoing</td>
<td>NA</td>
<td>poor structures to ensure that faculty decisions affecting advising are conveyed to all advisors</td>
<td>Director of Advising</td>
</tr>
<tr>
<td>organize and sponsor professional development opportunities for faculty and professional staff advisors, related to mentoring/advising students</td>
<td>ongoing</td>
<td>$5000 (S&amp;E, travel, conferences, materials, NACADA membership)</td>
<td>prioritizing needs and resources</td>
<td>Director of Advising, Deans</td>
</tr>
<tr>
<td>work with faculty and staff from all units at IU South Bend to develop a program for transfer students to help them successfully transition to IU South Bend</td>
<td>2009-10</td>
<td>NA</td>
<td>finding a way to assign transfer students to a faculty mentor</td>
<td>Director of Advising</td>
</tr>
<tr>
<td>work with faculty and staff from all units at IU South Bend to develop a program for under-prepared students and probationary students to help them be successful at IU South Bend</td>
<td>2009-10</td>
<td>NA</td>
<td>lack of campus-wide funding for remedial courses (EDUC and CLAS fund courses taken by students in other units)</td>
<td>Director of Advising</td>
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<tr>
<td>serve on the Enrollment Management Committee and the Campus Diversity Committee to represent advising concerns</td>
<td>ongoing</td>
<td>NA</td>
<td>NA</td>
<td>Director of Advising</td>
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<tr>
<td>work with UCET to develop and offer a New Faculty Orientation session devoted to mentoring students</td>
<td>ongoing</td>
<td>NA</td>
<td>matching orientation session to consistent training, expectations and rewards within units</td>
<td>Director of Advising with UCET</td>
</tr>
<tr>
<td>coordinate the development, distribution and use of assessment tools for assessing mentoring and advising</td>
<td>ongoing</td>
<td>secretarial support and $5000</td>
<td>coordinating with the various advising units</td>
<td>Director of Advising with Assessment Committee</td>
</tr>
<tr>
<td>oversee the development, maintenance and distribution of advising resources (web sites, handbooks, etc)</td>
<td>ongoing</td>
<td>secretarial support and $5000</td>
<td>coordinating with the various units</td>
<td>Director of Advising, with support from Public Relations (PAUA) and IT</td>
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<tr>
<td>Activity</td>
<td>Director of Advising</td>
<td>VCAA</td>
<td>NA</td>
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<tr>
<td>VAAC</td>
<td>NA</td>
<td>NA</td>
<td>$500 added to base salary</td>
<td>2010-11</td>
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<td>Supplying students with professional development opportunities related to teaching and research/creative activities and increasing faculty satisfaction and advising activities in annual salary evaluations of the faculty.</td>
<td>NA</td>
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<td>CPD</td>
<td>NA</td>
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<td>Supporting faculty advice and mentorship during the 2008-09 academic year.</td>
<td>NA</td>
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<td>providing all full-time faculty with SafeWord Cards</td>
<td>phased in over two years beginning summer 08</td>
<td>paid by dept. and/or college</td>
<td>buy-in from all units</td>
<td>Academic Affairs</td>
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<td>providing SIS information training sessions</td>
<td>fall 2008</td>
<td>printed material</td>
<td>faculty advisor attendance</td>
<td>Registrar/Academic Affairs collaboration</td>
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<tr>
<td>implementing the Degree Audit Report</td>
<td>fall 2008</td>
<td>dedicated degree audit coder</td>
<td>resources</td>
<td>Registrar</td>
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<tr>
<td>implementing a regularly updated General Education Website</td>
<td>fall 2008</td>
<td>money for part-time webmaster</td>
<td>gathering of information</td>
<td>Director of General Education</td>
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<tr>
<td>developing a Peer Mentor program that is unit-based</td>
<td>spring 2009</td>
<td>possible work-study funding</td>
<td>recruiting students</td>
<td>Deans</td>
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<tr>
<td>redefining PDQs as necessary to include support for faculty efforts in advising and mentoring students</td>
<td>fall 2008</td>
<td>none</td>
<td>not overburdening staff</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>providing advising and mentoring workshops drawing on campus expertise</td>
<td>beginning summer 08</td>
<td>printed material</td>
<td>faculty advisor attendance</td>
<td>Director of Advising using UCET and IMS infrastructure</td>
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<td>developing, distributing, and requiring the use of assessment tools for assessing mentoring and advising</td>
<td>fall 2009</td>
<td>printed materials and costs for developing strategies/techniques to monitor and aggregate data for analysis</td>
<td>buy-in by all units</td>
<td>Director of Advising</td>
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</tbody>
</table>

Ad-hoc Committee on Faculty Advising 2/2008
Appendix
The following resources, and references cited within them, provide data supporting both the importance of faculty advising and mentoring of students, and the need for a centralized office to coordinate advising and provide advising-related resources and training for advisors.


