YEAR END REPORT

COUNCIL: Advisement and Registration

ACADEMIC YEAR: 2021-22

COUNCIL MEMBERS: Elizabeth Brown, Chair; John Bae; Elizabeth Brown, Tashia Burton; Francis Cai; Neil Grimes; Natalie Obrecht Lindemann

ADMINISTRATION: Stephanie Kuran: Carmen Ortiz

ADVISEMENT AND REGISTRATION COUNCIL CHARGES:

Standing Charges:
1. Develop best practices for academic advisors and departments, including a semester timeline for ensuring students are informed and in touch.
> *We shared our recommendation with the Senate regarding the Mentorship program. We designed a timeline for Mentors to use with students.*

2. Work with the advisement center to set up regular meetings with departments about program content/curriculum and how to best market their programs to students.
> *We have met with the advisement center to discuss marketing via email and the website.*

3. Work with Kara Rabbitt and Enrollment Management to ensure that the differences among program, options are clear to academic advisors.

> *N/A*

4. In consultation with Carmen Ortiz, and taking the NSSE/FSSE findings into account, collaborate on the visioning and deployment of faculty advisor training during the 2021-22 AY.
> *We reviewed the data and discussed how the data might inform our future practice. Below are our recommendations for the Senate to consider for the new mentoring program.*

5. Consult with the Union on the recommendation that colleges should mandate initial and ongoing training for their advisors.

> Not Yet

Recommended Charges for The Next Academic Year:

Continue with the Mentorship role discussion begun by the Senate:

1. What might a good faculty-student mentoring relationship look like? How often would a meeting/check in with a mentee be needed, and would that vary by class year (i.e., more or less often with freshmen vs. more or less often with upperclassmen)?

- Will students meet with mentors if the advisor gives them their pins? What incentive do they have?
- Mentorship model should be tailored by Departments
- Conversations about graduate school
- Mandatory meetings
- Options for department should include group workshop vs one-on-one advisement
- Low-stress Environment
- Meetings might depend on student status/needs/career choice/graduate school
- KPI- how will we be judged for the success of this? What responsibilities will students have?
- Some faculty are better advisors/mentors and have higher student retention rates than others. Could we have a system whereby faculty are given credit for mentoring students so that some could take on extra students and others could opt out?
- Need to consider that larger departments/majors tend to have worse faculty to student ratios--how can we fairly distribution student mentees across the faculty?
- Need to consider that graduate faculty should be given credit for mentoring graduate students
- Need to consider that honors track faculty should be given credit for mentoring honors students
- If faculty are to change roles and become mentors, faculty should not still be responsible for registration

2. How to manage major changes across meta-majors. Should a student receive a different mentor? Should other members of the cocoon change? WP students currently change their advisor on average 3.4 times over their college experience, hindering their ability to establish a trusting and lasting relationship.
- Faculty mentors should be assigned based on major expertise.

3. The shift to the cocoon of care is envisioned to start with freshmen, and thus would be phased annually starting Fall 2022. Hence, existing relationships with current students are not disrupted. However, when would it be best to transition to in-college professional advising for students with 60+ credits – also starting Fall 2022 with a phase in or waiting until Fall 2023?
- Within the context of the problem, WP students currently change their advisor on average 3.4 times, we strongly encourage current 60+ credit students to stay with their faculty advisors until graduation.

4. *What is necessary structurally and procedurally to ensure optimal advising as we transition to the cocoon of care model? For example, what metrics and means should be utilized to assess mentor and advisor impact on student performance?*

- What about calling this an "ecosystem of support"? Some are concerned that "cocoon of care" sounds smothering and like we're hiding students from the real world.
- Incentives for students to meet with various individuals in the cocoon of care.
- Need to consider that larger departments/majors tend to have fewer faculty relative to students–how can student mentees be distributed fairly?
- Need to consider that graduate faculty should be given credit for mentoring graduate students
- Need to consider that honors track faculty should be given credit for mentoring honors students
- Faculty/departments should still give out academic permits for specialized courses and enter ADRs
- If faculty are to change roles and become mentors, faculty should not be responsible for registration
- Perhaps preschedule students' initial meetings with mentors/advisors and/or make initial meetings part of Will.Power course
- App to help guide students to the various people (preprogrammed with emails/online calendar info/directions to their office)
- App should integrate all aspects of the cocoon of care (DegreeWorks, financial aid, meeting checklist, account flags, etc.) to eliminate redundancy across systems and allow different mentors/advisors in the cocoon to be able to communicate with one another
- Preprogrammed/ Recommended timeline/ checklist for students to follow depending on their career or graduate school goals.
- We need to ensure that faculty mentors' roles are specific to the context of our academic specialities and pertain to long-term planning (i.e., graduate school requirements, career pathways, etc.)
- Freshmen should meet with their faculty mentor in their freshman year a minimum of once a semester or year to discuss long term plan, career options (can meet more frequently depending on individual needs)

5. How might the Advising Council of the Faculty Senate best be positioned to support this initiative? For example, might it be reframed as a Student Success Council where retention data could be reviewed, retention strategy considered, mentoring and advising issues discussed, and recommendations offered?

- This Council believes we should maintain a narrow focus on student success in relation to mentoring and advising issues.

6. What would be necessary for professional development training/support for faculty mentoring? How/when might it optimally be done, particularly if broad participation would be requisite?

- Training could be within Departments, tailored to the needs of students within that Department.