The Coordinators for Faculty Advising (CFAs) and the Academic Advising Council (AAC)

Stetson University Faculty Meeting
December 2, 2022

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Prehistory of the CFAs & AAC

❖ Over a decade of internal task forces, studies, reports, and recommendations

Prehistory of the CFAs & AAC

❖ Stetson University's Task Force on Advising (2011)

❖ Stetson University Comprehensive Advising Plan Proposal (2017)

❖ Expectations for Faculty Advisors (2017)

    ❖ Drafted by the Council of the Undergraduate Associate Deans; reviewed and approved by the Deans and Provost

❖ Faculty Advising Focus Group (2018)

❖ Faculty Advising Survey (2019)

❖ The 2019-2020 Academic Advising Task Force

❖ "Proposal for Faculty Advisor Training and Professional Development" (2019-2020), by Diane Everett Brown Provostial Fellowship

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Prehistory of the CFAs & AAC: Common Themes

❖ Establish a collaborative advising model and advising process that depends on faculty advisors, professional staff advisors and other partners across campus

❖ Utilize senior advisors who train and mentor new advisors

❖ Enhance professional development opportunities for advisors

❖ Create the position of Director/Coordinator for Advising

❖ Follow best practices and assess advising program

❖ Establish Advising Center and advising team

❖ Address the disparity in faculty advising loads

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Prehistory of the CFAs & AAC

❖ "A Collaborative Faculty Advising Model" (2021)

➢ Document prepared by Dr. Harry Price, Director of the Brown Center, based on the work of previous task forces and similar advising models at other institutions

➢ Recommends

➢ CFA positions

➢ Stetson's AAC

Coordinators for Faculty Advising (CFAs)

- ➤ Three faculty members, one each from CAS, SoBA, SoM
- ➤ Appointed as Brown Center's Provostial Fellows in Fall 2021

CFA Charge

- ➢ Co-develop and co-lead the Stetson's Academic Advising Council (AAC)
- ➢ Work with the AAC to provide comprehensive advising across a student's tenure at Stetson
- ➢ Develop, manage, and direct an effective academic advising program within each College/School
- ➢ Collaborate with academic leaders and other constituencies, internal and external to Stetson, to cultivate an environment in which new faculty academic advising thrives and student success is recognized
- ➢ Provide oversight of assessment of advising

CFA Guiding Principles

➢ Stetson already has a strong culture of faculty advising

➢ Continue to improve the overall quality of advising experience for our students

➢ Use evidence-based approach, grounded in equity and inclusion

➢ Adhere to best current practices and national standards in advising as articulated by NACADA

➢ Represent our fellow faculty and work to improve their experience as advisors

➢ Any policy proposal that originates with CFAs would go through formal University channels (Academic Affairs Committee, Senate, UCCAP, faculty, Office of the Provost and Academic Affairs, etc.) for review and implementation, following the established protocols

CFA Work in 2021-22

- ➤ Reviewed all internal studies, reports, and recommendations pertaining to advising
- ➤ Familiarized ourselves with current best-advising practices as articulated by NACADA
- ➤ Developed and administered a survey regarding student perceptions of and satisfaction with advising at Stetson
- ➤ Met with academic leaders to learn more about their views of our advising model's successes and limitations
- ➤ Learned more about advising workload concerns and began to study the issue
- ➤ Co-developed the AAC

AAC Membership

- ❖ Coordinators for Faculty Advising (CAS, SoBA, SoM), serving as chairs
- ❖ Academic Success
  - ➢ Joanna Bembinster - Advising
  - ➢ Carolyn Meeker - Career & Professional Development
- ❖ Toni Oliverio – Athletics
- ❖ Paula Hentz - International Students
- ❖ Jamie Vanderlip - Transfers
- ❖ Natalie Bittles - Pre-Professional
- ❖ Petros Xanthopoulos - Graduate Advising SoBA
- ❖ Lou Sabina – Graduate Advising A&S
- ❖ Eric Kurlander - Senate Rep
- ❖ Emily Blizzard - Student Rep – SGA from Academic Affairs Committee
- ❖ Terri Richards – Registrar's Office

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AAC Membership: Consultative members

- Brown Center Director
- Academic Success Director
- Dean of Student's office
- Honors
- FSEM
- Bonner
- Admissions FTIC
- Divisional Reps – Social Sciences, Humanities, Natural Sciences, Education
- CUAAD
- ROTC / AFROTC

AAC Mission/Vision

Provide Coordinated Leadership, Guidance, and Representation for the Academic Advising Community

AAC Mission/Vision: For Students

➤ Create a successful advising experience for each student's unique academic journey

➤ Promote student satisfaction, persistence, retention, and success by enhancing the academic advising experiences

➤ Monitor the student experience of advising by way of regular surveys of that experience

AAC Mission/Vision: For Faculty and Staff

- Facilitate discussion, deliberation, and communication for academic advisors across the University
- Encourage collaboration among those responsible for advising at Stetson
- Develop and establish a framework for assessing advising effectiveness
- Incentivize, recognize, and reward advising excellence and engagement
- Create, provide, and promote faculty development opportunities to enhance advising effectiveness with the goal of meeting or surpassing Stetson's Expectations for Advising and the Council for the Advancement of Standards in Higher Education's Advising Standards
- Provide networking and training opportunities for those involved in academic advising

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AAC Mission/Vision: For the Institution

➢ Provide a unified vision for issues related to academic advising

➢ Serve as a hub for all matters related to academic advising

➢ Capitalize on existing advising strengths while also supporting a culture of continuous improvement in advising

➢ Serve as the collective voice for advising community to provide perspective, counsel, and feedback on advising to key University administrative offices

➢ Highlight the contributions of academic advising to the mission and goals of the University's Strategic Plan

➢ Keep abreast of best practices in academic advising

➢ Review and/or propose policies and procedures related to academic advising

➢ Support advising assessment and program level effectiveness

➢ Share best practices and strategies in the field of advising across the advising community

AAC Work in 2022-23

➢ Create a shared understanding of Academic Advising

  ❖ Cogent and concise articulation of what Academic Advising means at Stetson

  ❖ Definition of advisee and advisor roles and responsibilities

➢ Overhaul the Academic Advising website

  ❖ Review of all Academic Advising resources currently accessible to students and faculty

➢ Administer and analyze advising student satisfaction survey

  ❖ Assess advising experiences of first-year students

CFA Work in 2022-23

- ➤ Design and administer faculty satisfaction survey regarding advising
- ➤ Examine how our peer and aspirational institutions handle the problem of advising workload inequities
- ➤ Begin to develop a proposal for addressing workload inequities at Stetson
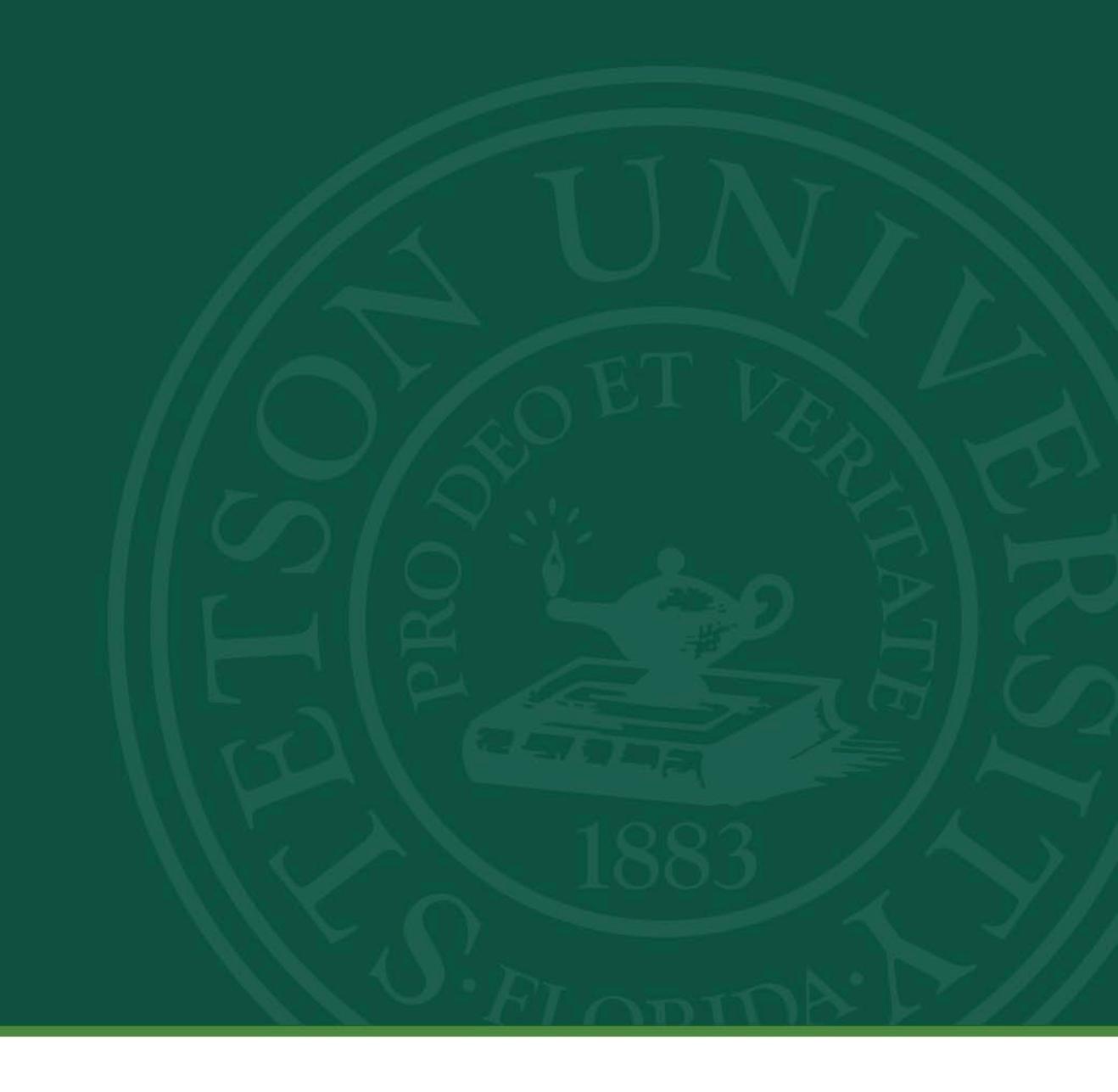- ➤ Develop and manage an effective academic advising program within each College/School

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Questions?

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Prehistory of the CFAs & AAC

❖ Stetson University's Task Force on Advising (2011)

➢ Proposed a hybrid, or shared, advising model and advising process that depends on faculty advisors and professional staff advisors and other partners across campus

➢ Advocated for senior advisors who would train new advisors

➢ Recommended the creation of the position of Director/Coordinator for Advising, who would ensure best practices and assess advising program

Prehistory of the CFAs & AAC

❖ Stetson University Comprehensive Advising Plan Proposal (2017)

➢ Develop, implement, and assess a coordinated, comprehensive, and integrated hybrid advising model that adopts a holistic approach to academic advising

➢ Focus on excellence in first-year advising

➢ Engage committed faculty advisors, professional staff advisors, and department chairpersons who will address students' academic advising needs for their major and college/school

➢ Implement and/or enhance the professional development opportunities and training of key partners in the advising process

➢ Identify faculty members who are willing to serve as a Faculty Advising Fellow for a minimum of one year

➢ Establish Advising Center and Advising Team

➢ Develop a baseline assessment

Prehistory of the CFAs & AAC

❖ Expectations for Faculty Advisors (2017)

➢ Drafted by the Council of the Undergraduate Associate Deans; reviewed and approved by the Deans and Provost

➢ Laid out basic expectations for all faculty advisors across Stetson

Prehistory of the CFAs & AAC

❖ Stetson University's Roll Ahead Strategic Map Goals (2019)

➤ Advising and Engagement

✓ Review and revise advising and engagement activities based on best practices for institutions like Stetson.

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Prehistory of the CFAs & AAC

❖ Faculty Advising Survey (2019): Takeaways

➢ Problem of disparity in advising loads

➢ Need for training and mentoring of new advisors

➢ Disagreements over the potential role of professional advisors (advising as transactional vs. relational process)

➢ Request for better recordkeeping mechanists/platform

➢ Need for student buy-in

➢ Etc.

Prehistory of the CFAs & AAC

❖ The 2019-2020 Academic Advising Task Force, Goals:

➢ Develop a comprehensive four-year advising model that provides advising throughout undergraduate students' Stetson experience and that clarifies the roles of faculty, professional staff, and peer advisors

➢ Develop a performance management system to enhance faculty expertise, support, and accountability for advising

➢ Review and develop appropriate processes for managing student transfer advising processes

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Prehistory of the CFAs & AAC

❖ "Proposal for Faculty Advisor Training and Professional Development" (2020), by Diane Everett and Stacy Collins

➤ Develop, implement, and support unified mandatory training and professional development for all new Faculty Advisors (FAs)

➤ Create, implement, support, and strongly encourage professional development opportunities for continuing FAs

➤ Establish a permanent faculty position within the Office of Academic Affairs—a Faculty Advising Liaison (FAL)—to oversee and assist with various facets of faculty advising, particularly advisor training and professional development.

➤ Work toward the assessment of advising

Principles Guiding the AAC Model's Design

➢ Change is constant (organizational structure is a living one)

➢ Recognize that the student body is changing (diverse socio-economic backgrounds, life experiences, lifestyles, cultures, etc.)

➢ Effectively respond to the changes

➢ Focus on faculty leadership development in advising

➢ Collaboration fosters innovation: deepen partnership among academic leaders from Academic Affairs and Academic Success

➢ Capitalize on existing strengths/assets

AAC as the Hub
For All Things
Advising