

SECTION:
DATE:
October 18, 2011

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT
FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for October 18, 2011 be received and placed on file and the Minutes of the September 20, 2011 meeting be received and placed on file.

STAFF SUMMARY

The topic for the October 18, 2011 Faculty Affairs Committee meeting is to be determined.

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer

— 10/4/2011 —
Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

October 18, 2011
1:00 – 1:45 p.m.
205 Welch Hall

AGENDA

Regular Agenda

Monthly Report and Minutes (*Regent Parker, Chair*)

Status Report

Discussion: “To Be Determined”

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

September 20, 2011

1:00-1:45 p.m.

205 Welch Hall

Attendees (seated at tables): R. Bullard, H. Bunsis, J. Carroll, M. Evett, Regent Fitzsimmons, C. Fleisher, M. Henry, K. Jason, E. Koch, C. Lancaster, R. Longworth, C. McFarland, S. Moeller, Regent Parker (Chair), M. Rahman, K. Saules, D. Selman, B. Scheffer, Regent Sidlik, M. Weir.

Guests (as signed in): A. Alvarez, P. Becker, D. Bennion, M. Boone, E. Buggs, D. deLaski-Smith, A. Dow, L. Findley, C. Foreman, K. Freedman-Doan, R. Goffeney, M. Jackson, A. Johnson, J. Joseph, D. Keller, R. Longworth, J. Mack, A. Marshall, A. Meyer, D. Mielke, M. Nair, C. Powell, S. Quilter, M. Ramsey, C. Reese-Oxford, C. Shell, R. Sipe, S. Spencer, W. Tornquist, T. Venner, D. Winder, R. Woody, M. Zdrojowski

Regent Parker opened the meeting at 1:00 pm. Interim Associate Provost James Carroll welcomed everyone to the meeting and introduced the discussion topic – Academic Advising. He explained that Academic Advising is how EMU translates the curriculum the faculty create to the students. EMU has a two-tier advising system. The first tier is coordinated through the University Advising and Career Development Center (UACDC) which typically advises new (transfers, freshman) and undeclared students. Once students declare a major, their advising is transferred to one of the colleges.

Susan Moeller, President, AAUP, expressed her concern that the topics of the Faculty Affairs Committee meetings should be about the concerns of faculty, and that the faculty should have input in selecting the discussion topic. Howard Bunsis, Treasurer, AAUP, stated that a preferable topic would have been to discuss the faculty search needs. Regent Parker stated that she appreciated the feedback, but in a more timely manner.

Discussion: “Academic Advising”

Handouts: List of Advising Presenters and Advising Models Descriptions, College of Arts & Sciences Department Undergraduate Advising Models chart

Dr. Carroll introduced Calvin McFarland, Director of the UACDC, and Molly Weir, Associate Director of the UACDC. The University Advising and Career Development Center (UACDC) has eight full-time advisors. In 2010 they advised over 11,000 student appointments in their offices, 2,000 Fast Track students. They follow a dual advising model, working with General Education and the student's major, if known. They follow a developmental approach for undeclared, probationary, dismissal, individualized study students. Fast Track is the main program for advising incoming freshman. For the winter semester, transfer and re-enrollment students the UACDC meets one-on-one for advising. Faculty are an integral part of Fast Track and the winter semester campus-wide training session. The advisors are also involved in campus wide student recruitment events.

Regent Fitzsimmons inquired about the number of incoming students who know their major at Fast Track, and for the undeclared, how do you get them engaged in deciding a major. Ms. Weir explained that the exact number isn't known, but that during Fast Track students are free to explore any major they wish, even if it is different than the one on their application. Regent Sidlik asked what are the top student issues the UACDC sees. Ms. Weir stated that for new students it is how their credits transfer and to register for classes. The main issue for current students is their General Education standing.

College of Arts and Science (CAS) doesn't have a centralized advising center, but each individual department deals with the advising. Cathy Fleischer, Department of English Language and Literature, explained that hers is a large department with 1,205 majors and minors in 10 diverse programs. Advising is a program-by-program approach, with each program creating its own advising structure. They offer advising, and information in various ways including individual and group sessions, on their department website, and in the classrooms.

Regent Parker asked if the advisors follow up with the students who don't make advising appointments. Dr. Fleisher explained that because of the large number of students in the program they don't. Regent Parker followed up with what percentage of students avail themselves of the advising services. Dr. Fleisher said that was difficult to determine since they offer advising in so many ways; online, individual appointments, group advising, and by visits to introductory courses.

Ellen Koch, Department of Psychology, shared her department's advising model for its one major (850) and two minors. Students can access advising by meeting with faculty members during office hours, either in-person or by phone. This is the preferred option for career path or graduate school questions. There is also a peer advising system, Undergraduate Psychology Advising Service (UPAS). Supervised honors or advanced undergraduate students assist with advising. The department website also contains advising information and forms, and there is a Psychology advising email address. Satisfaction with, and use of, the Psychology advising greatly improved with the UPAS office.

Dr. Carroll explained that the professional colleges each have their own advising structure. He introduced Michelle Henry, Director of Academic Service, College of Business. Ms. Henry explained the structure of the COB advising office and its' role in advising the COB undergraduate and graduate students. The office works with students from pre-admission through assistance with registration, graduation, and career and graduate school advice. The COB advisors participate in many EMU events and regularly visit EMU satellite locations and community colleges. Faculty play an integral role in COB advising through their involvement in the College of Business Assessment and Curriculum Committee (COBACC), as designated advisors for each of the 12 COB majors and each BBA core course, and by their individual contact with students. In a 2007 University survey of graduating seniors, each COB department scored high marks in areas of academic advising and clarity of degree requirements. In addition, this department meets the AACSB International (COB accreditation body) standards relating to students.

Regent Parker asked if the other colleges have accreditation advising requirements. Dr. Scheffer indicated that the College of Health and Human Services does, and Dr. Koch stated that there is in the Psychology department for the doctoral students. Matthew Evett, President of the Faculty Senate, asked for clarification of the role of the designated faculty advisors. Ms. Henry explained the advisors would recommend the students speak with a faculty member for career counseling.

Dr. Carroll introduced Christine Lancaster, Coordinator of Academic Advising, College of Education (COE) as the next speaker. While the COE advising model is similar to the other professional schools, it also involves faculty from other colleges (CAS, COT, and CHHS) based on the specific major of the students. Group advising plays a significant role in advising on the overall picture of teacher preparation. In COE each department has expert faculty who are devoted to understanding EMU policy and teacher preparation and share this knowledge with other faculty members in their areas. Like the COB, COE's advising is regularly assessed and data is gathered. Using this data the advisors customize their approach to advising to reach those students who don't use the advising services. Ms. Lancaster stressed the importance of faculty having the appropriate time to devote to advising. Good advising is critical to recruitment, retention and graduation rates.

Donna Selman, requested that CAS have a coordinator similar to COB and COE. Regent Parker asked if CAS ever had a coordinator. Dean Venner said that CAS previously had such an office, but that it was eliminated in a previous budget cut. Dr. Evett added that CAS would need multiple coordinators because

of the size of CAS and the large number of programs. Regent Parker reiterated the need for good advising and said that she would present the subject to the other Regents.

The next speaker introduced was Barbara Scheffer, Interim Associate Dean, College of Health and Human Services (CHHS). Dr. Scheffer supervises the adjunct staff in the CHHS Advising Center. This center only advises 'intent' students (students not yet accepted into a CHHS program). CHHS is comprised of four schools that offer 16 undergraduate, professionally accredited programs. CHHS has a 7.62% increase in student credit hours this fall over last year. The goal of the center is to provide seamless movement from recruitment, through admission and the program, to graduation. CHHS uses a mixed model for advising; one for intent advising and one for admitted students. Intent advising is staffed by seven part-time adjunct employees, each working 10 to 20 hours per week. CHHS has more students interested in their programs than they can handle.

Regent Parker asked Dr. Scheffer to further explain her comment on the demand for the CHHS programs. Dr. Scheffer explained that CHHS regularly gets more applications for their programs than they have capacity in either faculty or the clinical sites. One example is the Nursing program which regularly gets 250-270 applications for 80 positions.

Dr. Scheffer further explained advising for enrolled students. This is also a holistic approach as seen in the other colleges. Regent Parker asked for a clarification of the term 'intent'. Dr. Scheffer explained that intent advising is for any inquiry about the program from someone not already admitted to the CHHS programs. They can be high school students, current EMU freshman students, or transfer students from community colleges or other four-year institutions.

Dr. Carroll introduced the representative from the College of Technology (COT), Keith Jason, Coordinator of Student Services. Mr. Jason reported that COT doesn't have a pure academic advising office, but the Office of Student Services which focuses on academic advising, marketing and recruiting. The office is staffed by Mr. Jason, a graduate assistant and several student workers. This office begins contact with students once they are admitted, even prior to enrollment. Once the students are enrolled, they are invited to visit the Office of Student Services to discuss the general education and COT program requirements, including course transfers. The office works with the faculty by communicating course and program changes as they occur.

Regent Fitzsimmons asked the group if any engaged alumni in the advising process. Ms. Weir explained that the UACDC has a student leader group where they match an alumni and student with similar interests in a professional situation for career advising. Dr. Scheffer shared that CHHS frequently invites alumni to speak to the students during classes.

Regent Sidlik observed how all the advising models are different and asked if the advising units ever collaborated for benchmarking purposes. Mr. Jason stated that over the summer the advisors from the various units have started to meet to discuss their advising issues. Mr. McFarland explained that he has established monthly meetings between the UACDC and the college advisors.

Regent Parker commented to Carl Powell, Chief Information Officer, that many the speakers expressed on the need for a data management system to track the academic advising experience.

Regent Sidlik reiterated the importance of academic advising in the retention and timely graduation of our students, and the need for improvement in this area. Regent Parker added that the improvement often times depends on the need for resources and process improvements, and is not a statement on the work being done by all the advisors. Dr. Scheffer shared the need for consistent advising, especially in general education requirements. She offered a potential solution by asking for a position in each college that would capture and maintain all of the general education requirements instead of the current practice of dividing this up between multiple faculty members.

Dr. Selman mentioned Regent Wilbanks comments during the Pray-Harrold dedication on a commitment to consistency. She continued to explain that what happens in the First Year Seminars isn't officially called advising, but are consistently improving the advising. Because of this, we need to think about the broader definition of advising.

Regent Sidlik asked for a volunteer to oversee the follow up of the advising best practices and recommendations. Calvin McFarland volunteered to lead that group. Regent Parker stated that she and Regent Sidlik will find the venue for this follow up discussion.

What is being done to address major changes, another important component of advising? Ms. Weir said the UACDC has performed over 6,000 major changes in 2011.

Student Body President Jelani McGadney addressed the committee expressing his desire for a student to be seated at the committee table during any future advising discussions.

Regent Parker thanked the contributors and those in attendance and adjourned the meeting at 1:58 p.m.

Respectfully submitted,

Robertta Goffeney, Administrative Secretary
Academic Affairs