Engaging Your Faculty Advisors

February 18, 2015

Navigating GoToWebinar

Managing Your Screen and Asking Questions
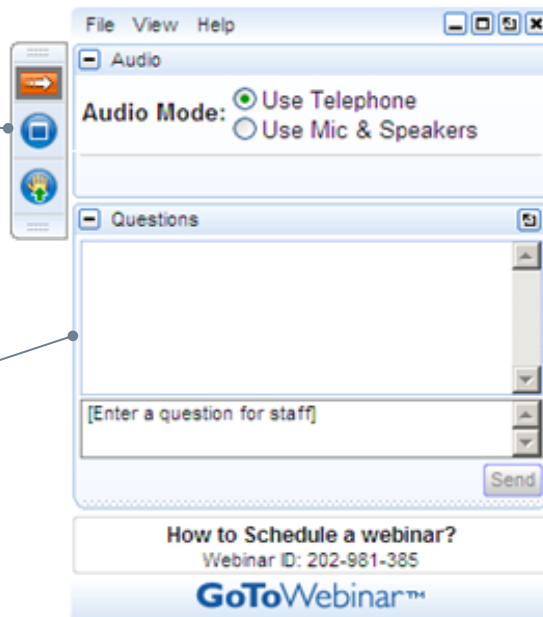
Basic Logistics

Click the orange button to hide or show the control panel.

Click the blue button to make the presentation full screen.

To Ask a Question

Enter your questions or comments in the question box and click Send.

File View Help

- Audio

Audio Mode: ⦿ Use Telephone ◯ Use Mic & Speakers

- Questions

[Enter a question for staff]

Send

How to Schedule a webinar?
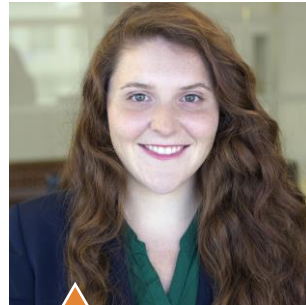Webinar ID: 202-981-385

GoToWebinar™

Today's Presenters

Lindsay Miars
Associate Director

lmiars@eab.com
202-266-6877

Jamie Studwell
Research Analyst

jstudwell@eab.com
202-568-7017

Road Map

1 | Highlights from Our Research:
Trends in Faculty Advisor Mentalities

2 | Top Strategies for Faculty Advisor Engagement

Improving Faculty Advisor Engagement

A 2015 Area of Focus for Many SSC Leaders

High Number of Faculty Advisors in the Collaborative

13%

SSC institutions with a faculty-only advising model

71%

SSC institutions with a split faculty-professional advising model

Low Engagement Limiting the Impacts of Student Success Efforts

Many Faculty Members…

- **Do not prioritize advising** within areas of responsibility

- **Lack enthusiasm** for student success mission

- Are **slow to adopt** new advising technologies and often **low utilizers**

- **Push back** on institutional innovation

Consequences for Student Success

Inconsistent advising support

Insufficient resources to accomplish student success goals

Diminished impact student success initiatives

Diverse Attitudes Toward Advising

Majority of Faculty Advisors Well-Intentioned but Struggling

"Students need to be responsible for themselves; if they can't figure out how to register on their own, should they be in college?"

"We just don't have time to know everything"

"I'm not a dinosaur and I'm not a luddite, but it feels like we have too many bells and whistles…technology is not going to be a magic solution"

"The business outcome of advising is students graduating, not getting done with the advising faster"

"It's a part of my job that I do because I have to, but I just don't like it."

"I'm just better prepared to advise Juniors and Seniors because I don't know how to deal with students that don't know what they are doing"

"Advising conversations need to be more intellectual than just what courses you need to take…It's poor use of the faculty and the student's time"

"As a faculty member, advising is actually my favorite part of the job"

Faculty Purists

Strongly Resistant

Anti Hand-Holding

Focused on Other Work

Discouraged Majority

Inconsistently Engaged

Under-Trained

Bothered by Systemic Issues

Over-Burdened
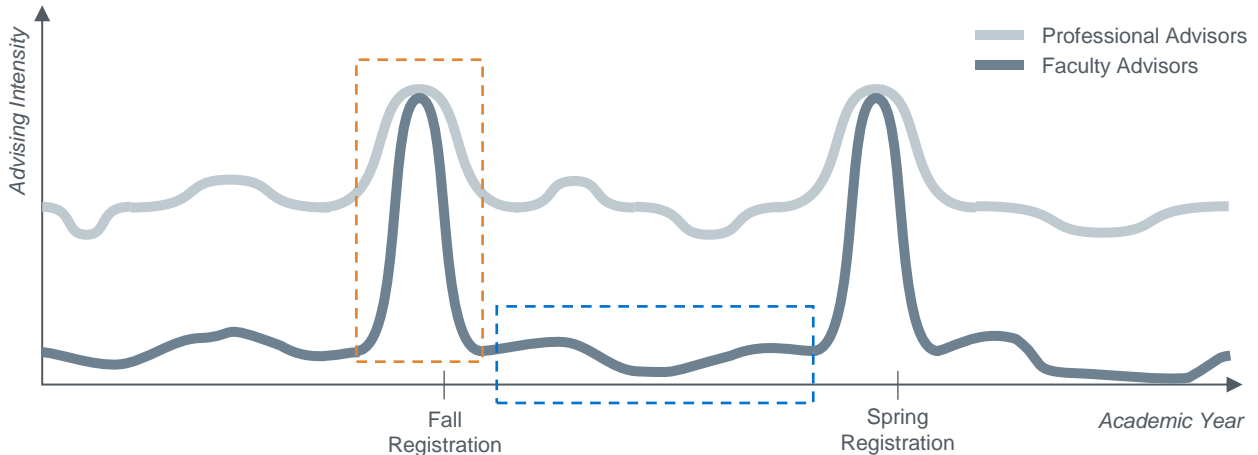
Invested in Some Students

Misinformed

Bleeding Hearts

Highly Engaged

Service-Centered

Personally Motivated

Faculty Advising Defined by Seasonality

Advising Workload Highly Concentrated Around Registration Periods

Legend:
- Professional Advisors
- Faculty Advisors

X-axis: *Academic Year* — Fall Registration, Spring Registration
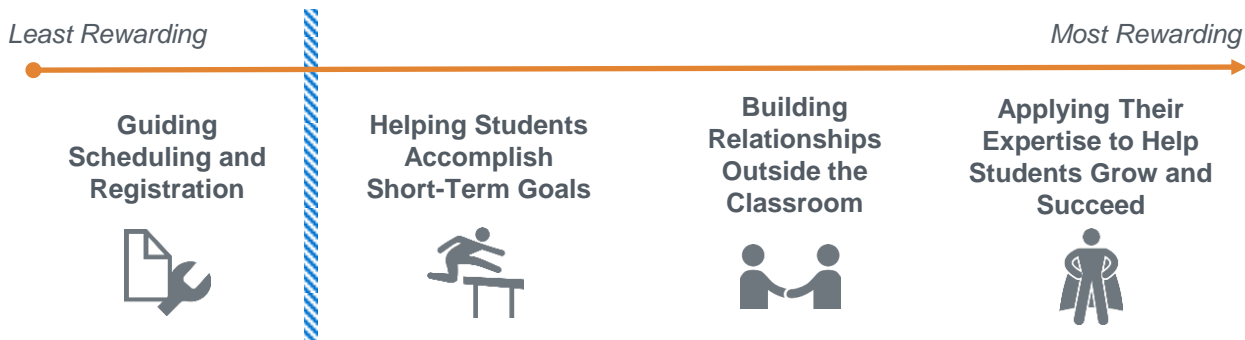Y-axis: *Advising Intensity*

Peak
- Multiple hours of student appointments per day
- 15 – 30 minute sessions
- Focused on scheduling for upcoming term and current term performance if student is struggling

Off Peak
- Occasional appointments at student request
- 30 – 60 minute sessions
- Focused on academic performance and long-term planning (e.g., academic specialization, careers, internships, graduate school)

Not All Advising Interactions Created Equal

Few Peak-Advising Sessions Progress to Rewarding Conversations

Least Rewarding   *Most Rewarding*

Guiding Scheduling and Registration

Helping Students Accomplish Short-Term Goals

Building Relationships Outside the Classroom

Applying Their Expertise to Help Students Grow and Succeed

Negative Attributes

X   Mundane, repetitive, tedious

X   Requires knowledge outside area of expertise

X   Requires little motivation from the student

X   Limited or short-term impact on overall student success

Positive Attributes

✓   Intellectually stimulating and unique to each student

✓   Requires application of faculty member's expertise

✓   Requires high level of engagement from student

✓   Long-term impact on overall student success and personal growth

Valleys Make the Peaks Worse

Long Periods of Low Activity Exacerbate Difficulty of Peak Advising

Advising Never Becomes Routine

"Where do I find the Gen Ed requirements again?"

"What was that new system they told us about last year?"

Changes are Difficult to Keep Up With

Possible Updates:

- Course catalog
- Degree and general education or area requirements
- Advising administration procedures (e.g., deadlines, holds, add/drop protocols)
- Technologies

"They've changed everything!"

Registration Prep is Frustrating and Labor-Intensive

"Each semester I feel like I have to relearn everything"

Faculty Advisors and Technology

Some Faculty Seeing Great Benefits, Barriers Still Exist for Others

How Faculty Say They Use the SSC Platform

1 Quickly Get Up to Speed

Quickly review a student's profile to prepare for appointments or to understand a struggling student's context

2 Increase Context and Continuity

Use notes to organize information about previous advisor-student conversations and enhance continuity and coordination across appointments and across advisors

3 Create More Productive Conversations

Discuss specific data points from a student's record to demonstrate preparation and interest, broach difficulty conversations, encourage concrete action steps, and enforce honesty to build trust

Barriers to a Data-Driven Approach

Confidence in the data

Belief in the benefits of a data-driven approach for student success

Understanding of how to execute data-driven advising

Strategies for maximizing impact with limited time

Road Map

1 | Highlights from Our Research:
Trends in Faculty Advisor Mentalities

2 | Top Strategies for Faculty Advisor Engagement

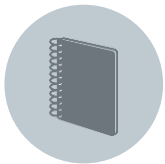# Strategies for Engaging Faculty Advisors

Overview of Six Tactics

#1 Faculty Advisor Resource Hub

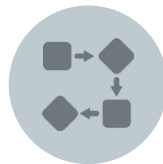**#4** Departmental Data Review

#2 Scheduled Proactive Outreach

#5 Major Insight Pages

#3 Nudge Emails from Leadership

#6 Sample Faculty Advising Protocols

Strategy #1: Faculty Advisor Resource Hub

Centralizing Key Resources for Faculty Advisors

13

Strategy Overview

Create a digital resource hub specifically targeted at supporting faculty advisors

Purpose

Gives faculty members a one-stop shop for resources and communication and shows that leaders recognize faculty advisors' unique needs

Process Guide

○ Collect resources both internally and from your dedicated consultant (consider a focus group)

○ Identify appropriate hosting location (LMS course, google site, institutional web page, Box/Dropbox folder, etc.)

○ Implement and publicize the resource hub

○ Designate a person responsible for continued curation/updating of resources

Suggested Contents

- Links to SSC resources
- Overview documents of:
    - Advising policies and protocols
    - Student resources
    - Other advising technologies and tools
- Advising praxis resources (e.g., developmental and proactive advising resources, NACADA articles)

©2015 The Advisory Board Company • eab.com

Strategy #2: Scheduled Proactive Outreach

Providing Tools and Structure to Begin Proactive Outreach
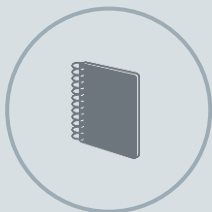
Strategy Overview

Encourage faculty to incorporate proactive student outreach into their advising practice by distributing and supporting use of the "Proactive Outreach Planning Guide"

Purpose

Helps faculty to engage in more consistent and strategic outreach, or test out a proactive approach for the first time

Process Guide

1

Identify engaged faculty advisors to pilot the process

2

Introduce the "Proactive Outreach Planning Guide" to identified faculty at appropriate point in the term
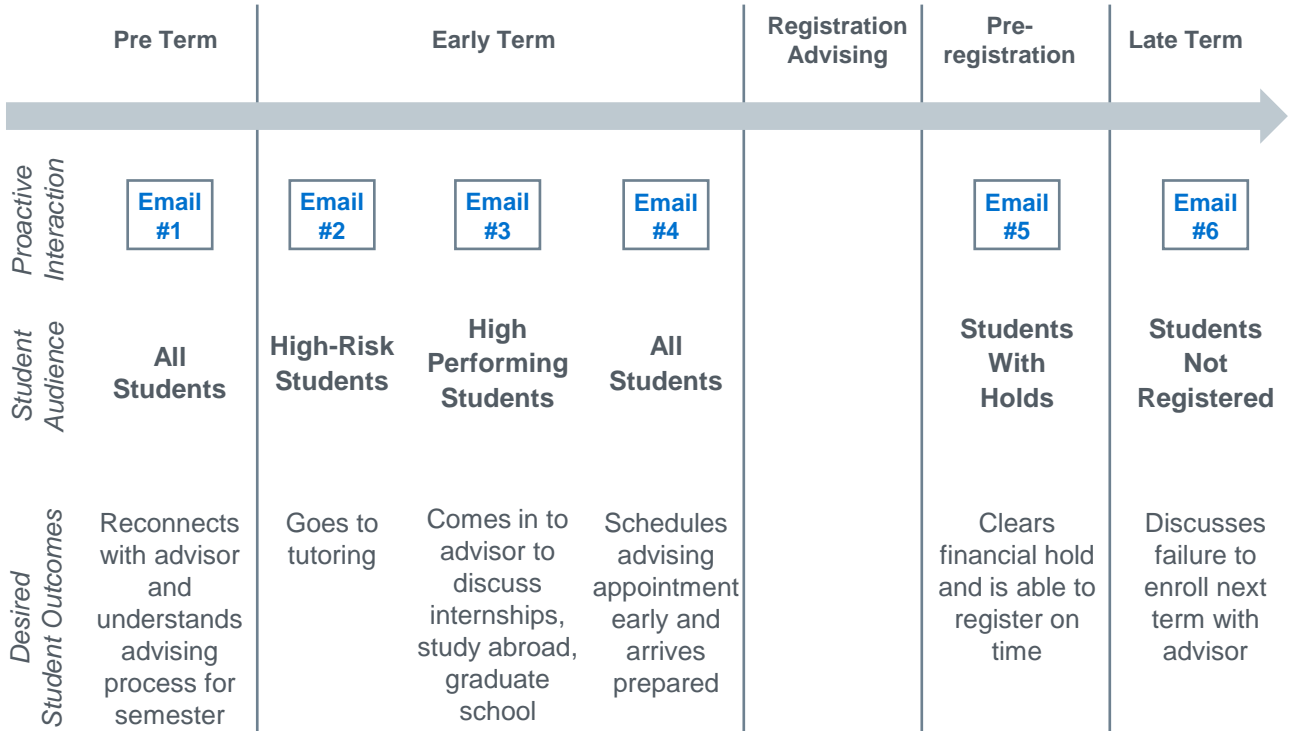
3

Follow up with faculty members during the next term to collect feedback and plan further roll out

Strategy #3: Scheduled Proactive Outreach

Visualization: Scheduled Proactive Outreach

	Pre Term	Early Term			Registration Advising	Pre-registration	Late Term
Proactive Interaction	Email #1	Email #2	Email #3	Email #4		Email #5	Email #6
Student Audience	All Students	High-Risk Students	High Performing Students	All Students		Students With Holds	Students Not Registered
Desired Student Outcomes	Reconnects with advisor and understands advising process for semester	Goes to tutoring	Comes in to advisor to discuss internships, study abroad, graduate school	Schedules advising appointment early and arrives prepared		Clears financial hold and is able to register on time	Discusses failure to enroll next term with advisor

Strategy #3: Nudge Emails from Leadership

Using "Just In Time" Emails to Inform and Promote Proactive Contact
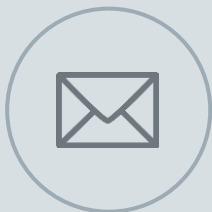
Strategy Overview

Send "nudge emails" that provide faculty members with an explicit ask and the resources they need to send a round of proactive outreach to their students

Purpose

Reduces the effort required of faculty to engage in a more proactive approach to supporting their advisees

Process Guide

○ Identify a piece of email outreach you think a certain population of students would benefit from receiving

○ Create a template email that you want faculty members to send to their advisees

○ Use the SSC platform to export the list of students you would like faculty members to target

○ Contact faculty asking them to send outreach, providing the template and list of students

○ Follow up at a later date to discuss outcomes

Template Email: Contact Students for Registration

Hi [Faculty Name],

As a retention initiative this semester, I'm asking for your help: please email your advisees (if you haven't done so already) listed below who have not registered for spring classes. This list was generated with the new SSC Advising Platform by looking to see which students are currently enrolled this fall semester and have not registered for any spring classes (and who had less than 106 earned credits, which assumes that those with more are applying to graduate this December). Even though your department chair or secretary may have already emailed these students, often it takes multiple contacts by multiple people before a student takes action. As someone with a relationship with these students, your email could make a difference.

[Table of Student ID, Name, Email]

For your convenience, below is a sample email that you could edit and send.

Thank you for your help in advance for this important retention effort.

[Signature]

SUBJECT: URGENT – register for spring classes between Dec. 1 and 12

Dear [Student Name],

Congratulations on being nearly done with another term. I just reviewed your student record and wanted to check in because I see that you have not registered for any spring classes. The next opportunity to register for classes starts Monday Dec. 1st and ends Dec. 12th. Please resolve any holds from your record and if you have not met with me to get your PIN, make an appointment to see me as soon as possible. If you are not planning to enroll, please make an appointment with me so we can discuss your academic plans and any questions you might have.

Sincerely,
[Signature]

Strategy #4: Departmental Data Reviews

Engaging Faculty Members by Leading with Data

Strategy Overview

Host department meetings showing faculty advisors historical SSC data on students in their majors, and facilitate a discussion of how historical insights can be applied to academic advising

Purpose

Builds trust in SSC data gives faculty an opportunity to create action plans for data-driven student advising
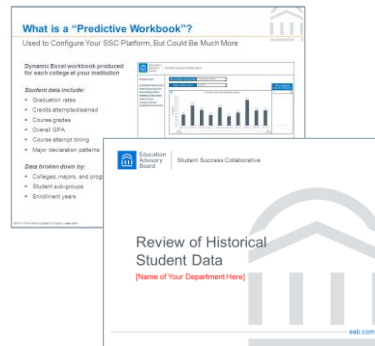
Process Guide

- Enlist a dean, department chair, or faculty leader to plan and lead the data review meeting for each major

- Provide them with the SSC Predictive Workbook and templates to help lead the one-hour meeting

- Ask discussion leaders to report back to SSC program leadership on the results of the meeting

Presentation Template

Strategy #5: Major Insight Pages

Drumming Up Interest and Illuminating the Value of SSC Data

Strategy Overview

Create one-page documents that provide a snapshot of the data insights faculty might consider when advising students in that major

Purpose

Piques the interest of disengaged or data-hesitant faculty by showcasing surprising or actionable insights

Process Guide

Select a major and use the Predictive Workbooks to identify major insights

Take screenshots of graphics and generate insight statements and suggested advising action

Send directly to faculty members or distribute through the department chair
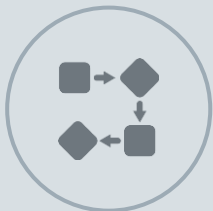

Insight Page Contains:

✓ Analyses that show significant deviations from the norm at your institution or the norm for that major

✓ Statements summarizing insight

✓ Suggested advising actions based on data

Strategy #6: Sample Faculty Advising Protocols

Making the Case for Data with Stories of Effective Technology Use

Strategy Overview

Collect and distribute advising protocols that demonstrate how other faculty members effectively use data to help students

Purpose

Allows faculty members to explore data-driven approaches to advising, without being prescriptive

Process Guide

- Review "Sample Faculty Advising Protocols" provided by SSC

- Collect faculty examples through email campaigns, pilot advisor survey, or focus groups

- Write up faculty protocols and distribute them to faculty

Sample Protocols

Reactive Platform Usage During Student Meetings

Two-Minute Data Preparation for Meetings

A+ *Course Completion Initiative*

Toolkit: Strategies for Engaging Faculty Advisors

Full Toolkit and Supplemental Resources Available Upon Request

Education
Advisory
Board | Student Success Collaborative

Strategies for Engaging
Faculty Advisors

Tactics and Tools for SSC Leaders

eab.com

Contents

- Key observations from our research
- Member case studies
- Detailed process guides and recommendations
- Sample protocols
- Outreach templates
- PowerPoint templates
- Catalogue of additional tactics

Request a copy of the toolkit in the exit survey for this webinar

Please Fill Out Our Exit Survey!

- As you exit the webinar, you will be directed to an evaluation that will automatically load in your web browser.

- Please take a minute to provide your thoughts on the presentation.

THANK YOU!

Please note that the survey does not apply to webconferences viewed on demand.