



MEMORANDUM

DATE: March 1, 2005

TO: Jackie Trischman, Chairperson
Academic Senate

FROM: Susan E. Mitchell
Associate Vice President of Student Academic Support Services

SUBJECT: Faculty Advising Role Advisory Committee DRAFT Recommendations

In March 2004, I convened an ad hoc committee, the Faculty Advising Role Advisory Committee (FARAC), to assist me in the development of recommendations to the Provost and the Vice President of Student Affairs regarding the role of faculty in the overall university advising process.

Two other processes of review regarding the advising process have also been underway since the realignment. Last year, we reviewed the roles of staff members involved in the advising process in CoBA, Undergraduate Advising Services, and Registration and Records, which resulted in changes implemented in Fall 2004 that streamline the process for students as to the number of staff advisors they must see on the path to their degrees.

The other review process has focused upon the role of staff advisors in relationship to the many specialized advisors across the campus and has focused thus far upon role delineation, strengthening communication, and use of technology in delivering advising services. The additional issues of advisor training and articulation processes are on our agenda for future focus as well. Each of the three processes have informed the other reviews and are an important aspect of the comprehensive review of advising processes we have been conducting since the realignment.

In addition, Andres Favela, Director of Undergraduate Advising Services, and I have met with ASI Executive Officers several times this year to work with them on issues regarding the delivery of advising services to students.

The attached DRAFT recommendations regarding a model of faculty academic advising are made by FARAC after careful review of 1) the final report of the Realignment Committee on Academic Advising, 2) various academic advising models in higher education, as well as 3) thoughtful consideration of input from CoBA and COAS faculty/department chairs.

We are bringing the DRAFT recommendations to the Executive Committee of the Academic Senate to invite your input into the final stages of our process of review before we finalize the recommendations to go to the Provost and the VPSA. When you review our report, you will find that we conducted an extensive faculty input process in order to have as many faculty involved in our review as possible. We now bring it to you to see if there is anything else we should consider before finalizing our recommendations.

We would appreciate your input no later than April 15th if possible, so we can consider it for our final recommendations that we would like to finish prior to the end of the semester.

If you have any questions about the DRAFT recommendations or our process, please feel free to contact me at 4931.

cc: Academic Senate Executive Committee

FARAC members:

Yi Sun (CoBA)
Regina Eisenbach (CoBA)
Judit Hersko (COAS)
Xiaoyu Zhang (COAS)
Elisa Grant Vallone (COAS)
Michael McDuffie (COAS)
Marie Thomas (Academic Senate)
Andres Favela (General Advising Services)
Vacant (ASI student representative)

DRAFT

RECOMMENDATIONS REGARDING THE FACULTY ADVISING ROLE IN THE STUDENT ACADEMIC ADVISING PROCESS

***Faculty Advising Role Advisory Committee (FARAC)
February 28, 2005***

Faculty Advising Role Advisory Committee (FARAC) members:

Susan Mitchell (Student Academic Support Services)
Yi Sun (CoBA)
Regina Eisenbach (CoBA)
Judit Hersko (COAS)
Xiaoyu Zhang (COAS)
Fernando Soriano (COAS) (spring 2004)
Elisa Grant Vallone (COAS) (fall 2004)
Michael McDuffie (COAS)
Marie Thomas (Academic Senate)
Andres Favela (General Advising Services)
John Gehris (ASI student representative)

Background

The purpose of the realignment of Academic and Student Affairs was to work more collaboratively as one division to enhance services to students. Within this context, Student Academic Support Services (SASS) was charged by the Provost with developing a comprehensive undergraduate academic advising model on our campus that best supports students in the pursuit of their academic goals. This new model will delineate how services provided by staff undergraduate academic advisors, faculty advisors in CoBA and COAS, and specialized advisors across campus (SSS/EOP, ICP, CAMP, Disabled Student Services, etc.) will collaboratively provide comprehensive academic advising for undergraduate students.

Advisor Role Delineation Process

Three extensive processes of advisor role delineation have been put into place since the realignment implementation in July 2003. The first of these processes focuses upon the

role of staff undergraduate advisors. Based on the recommendations of the Advising Sub-Committee, one goal was to streamline the number of staff advisors each student needs to see during their academic career. Another goal was to clarify which staff advisors would be responsible for specific advising functions in that process.

These roles were extensively reviewed during the 2003-2004 academic year and specific negotiated changes in staff advising duties in Undergraduate Advising, Registration and Records, and CoBA were implemented in the fall 2004 semester. Specifically, responsibility for advising regarding GE and University Graduation requirements were moved from Registration and Records to the CoBA and Undergraduate Advising Services advisors, thereby reducing the number of various advisors that a student needs to see in his/her academic career. Cross training between units continues as we fine-tune the undergraduate staff advisor roles.

It was also agreed that Registration and Records staff would focus on the advising support functions critical to the overall advising process and work towards reducing the backlogs that exist, such as in evaluating, processing and posting student additional transcripts. Unfortunately, the backlog issue has become even more severe due to staffing challenges in Enrollment Management Services in the past year and remains a critical issue in the full implementation of the new staff advising model.

The second process of role delineation began in the spring 2004 semester with the implementation of an ad-hoc committee convened by the Associate Vice President of Student Academic Support Services to focus upon the role of faculty in the academic advising process. The committee, the Faculty Advising Role Advisory Committee (FARAC), is composed of faculty from the undergraduate colleges, a student representative from ASI, and administrators connected to the overall advising process. The charge of FARAC is to make recommendations to the Vice President of Student Affairs and the Provost regarding what the role of faculty in undergraduate academic advising should be within the larger context of undergraduate advising.

The third process of delineation began in June 2004 with a four hour workshop with representatives from all advising units across campus, including all of the specialized advising units. Subsequent 90 minute monthly meetings have been held to continue this process with a focus upon 1) role delineation, 2) enhanced communication across campus between advisors and those linked to advising processes, 3) improved use of technology in delivery of advising services, 4) strengthening advisor training, and 5) enhanced articulation processes to streamline the overall transfer student advising process. These were the five top topics that consistently emerged in the four hour workshop as being the most critical advising issues at that point in time.

The purpose of this paper is to provide recommendations to the Provost and the Vice President of Student Affairs specifically regarding the role of faculty in the academic advising process for undergraduate students.

The Faculty Advising Role Advisory Committee (FARAC) Process

FARAC met a total of 12 times to conduct its work on this task, five times in Spring 2004 and seven times in Fall 2004.

Spring 2004

The work of FARAC during the Spring 2004 semester began with reviewing the recommendations of the Advising Realignment Sub-Committee. We then explored various advising models in place in higher education and discussed which models would work best given our recent adjustments to the staff advising model, campus culture, organizational structure, and campus mission. The committee quickly agreed that a hybrid model utilizing both staff and faculty advisors would be the best organizational “fit” for our campus, as it would build upon the practices already in place and best utilize the strengths of both faculty and staff in supporting the academic process for students.

A number of tools were developed to assist in this process including a handout which identifies the various advisor functions necessary in our current undergraduate advising

process and who is currently responsible for them in the two undergraduate colleges. The purpose of this tool was to use it to seek additional faculty input as a starting point for a dialogue regarding the faculty advising role. We temporarily concluded our committee work for the semester on April 29th with plans to reconvene in fall with the primary goal to seek wide input from the faculty in COAS and CoBA in the fall semester.

Fall 2004

The Fall 2004 FARAC meetings began on September 17th and included sharing input from the Specialized Advisors retreat in June specifically regarding the faculty role in advising so that FARAC was aware of input from staff advisors across campus. Next we focused upon developing a process for input from faculty in the two undergraduate colleges.

College of Business Administration

Regina Eisenbach, Associate Dean for CoBA and a member of FARAC shared the tool FARAC had developed regarding the clarification of staff and faculty advisor roles with the leadership team in CoBA (see attachment, Advising Functions, Draft 10-13/04). Due to its continued success in that college, CoBA confirmed their support of this reclarification of CoBA staff and faculty advising roles which continues the model that was already in place for that college.

College of Health and Human Services

Due to the newness of the college, and the timing of our process, we did not directly seek input regarding the faculty advising role, but our proposed recommendations are intended to apply to the college as it begins to build out its various undergraduate programs.

College of Arts and Sciences

FARAC also began a process to seek the input of COAS faculty. FARAC members attended the COAS College meeting September 24th to seek their input regarding what process they would like us to use in gathering input from college faculty. Three things became clear at the meeting: 1) not all COAS faculty were clear about their role as

academic advisors, 2) there was a lack of clarity as to what their department's expectations were regarding this role, and 3) it was not well known what the various departments across the college were expecting from faculty in that capacity.

As a result, the faculty requested that information be provided to them regarding what the current practices were from department to department within the college, so that further dialogue could take place both within departments and across the college regarding the faculty advising role. We were then referred to the next Dean/ Department Chairs meeting on October 15th as a next step in our process.

For the October 15th meeting with the COAS Dean and Department Chairs, Andres Favela, Director of Undergraduate Advising Services (UAS), developed a handout that showed current practices of the various departments regarding the interface between UAS and faculty. (See attachments.) We also included a Faculty Advising Functions Inventory sheet for them to use to easily identify what advising functions are currently in place in their departments and to guide their department dialogues. Additionally, we handed out the staff/faculty advising role handout (Advising Functions Draft, 10/13/04) and additional information that included times for the upcoming 2 hour sessions with department chairs and the questions we would focus upon in those sessions. (See attachments.)

The questions we identified for this process were:

1. What advising functions should go to staff and what functions should go to faculty?
2. Given the advising functions for faculty that you selected above, how would you assign advising responsibility among faculty in your department?
 - a. Divide advisees equally up by alphabet?
 - b. Nominate a faculty advising coordinator for each department to coordinate advising functions?
 - c. Define advising as a service function and assign?
 - d. Other?
3. What training do faculty and staff advisors need to be effective in their advising roles?

In the initial meeting with department chairs in October, we gave an overview of the realignment advising role delineation process to that point, and sought the cooperation of the department chairs in getting input from faculty in their departments regarding the FARAC development of recommendations to the Provost and Vice President for Student Affairs regarding faculty advising. We discussed the format we intended to use for the November input meetings and department chairs agreed to meet with faculty in their department and then meet with us in one of the two November meetings, bringing with them the Faculty Advising Functions Inventory sheet for their department.

We held our two COAS input meetings in November and a total of six departments were represented in the discussions and another chair turned in the inventory sheet prior to the meeting. Discussion focused primarily on the following topics:

1. Communication issues and strategies
2. How to assign advising coordination
3. Orientation/transition issues at various points in the time-to-degree
4. How to get students to meet with faculty advisors
5. Advisor training

Even though the meetings had less than a third of the COAS departments represented, they were very constructive and produced an engaging dialogue about the many complexities that surround advising issues on campus and the role of faculty within the overall academic advising process. We hope that the information provided to department chairs in October served as a springboard for dialogue and discussion at the program and department level as they continue to think about the role of faculty in providing academic advising for students.

RECOMMENDATIONS

The following recommendations regarding a model of faculty academic advising are made by FARAC after careful review of 1) the final report of the Realignment Committee on Academic Advising, 2) various academic advising models in higher education, as well as 3) thoughtful consideration of input from CoBA and COAS faculty/department chairs.

PROPOSED MODEL OF ACADEMIC ADVISING

Faculty Advising Role (All Colleges)

1. Academic advising will continue to be a shared responsibility between staff and faculty.
2. Due to significant variance from department to department in COAS as to number of majors and number of faculty, local decision and control continues to be a critical element in how faculty academic advising will be delivered.
3. Each academic college and its departments/programs must ensure that standards for quality faculty advising are established and monitored and who will be responsible for monitoring them. These standards include:
 - a. That faculty advisors are accessible to meet with their advisees,
 - b. That faculty advisors respond to advisee requests for information or advising sessions in a timely manner,
 - c. That faculty are kept informed of information that is pertinent to their roles as academic advisors, and
 - d. That new faculty members are trained as to their advising role.
4. Training for all academic advisors, including faculty advisors, needs to be enhanced. Strategies for enhanced training include:
 - a. That an advisor handbook be developed and placed on the new advisor website by September 2005,
 - b. That a formal training session for new faculty with their staff advisors be developed so that new faculty can learn the ins and outs of advising soon after their arrival on campus. Coordination with the Faculty Center training

programs should be considered. We recommend implementation in September 2005.

5. In order to provide a holistic and developmental model of advising, each academic college will include the career counseling process in the overall concept of academic advising. Staff and faculty academic advisors will develop coordinated working relationships and services with career counselors.

Faculty Advising Role (College of Business Administration)

1. Because of the success of the current approach, CoBA will keep its model of academic advising with staff and faculty continuing their current roles (see attachment (Advising Functions Draft 10/13/04).

Faculty Advising Role (College of Arts and Sciences)

1. Each academic program/department will identify an advising “point person” to serve as the main Advising Liaison to the staff advisors assigned to their college. The Advising Liaison will be determined by each department and the name forwarded to Andres Favela by May 1, 2005.
2. Beginning in fall 2005, the Advising Liaisons will be responsible for meeting with their assigned staff advisors on a regular basis in order to:
 - a. Develop written agreements regarding how staff and faculty advisors will interface to meet student advising needs. Agreements will address overload approvals, probationary/disqualification advising, and updates to advising tools (i.e. websites, catalog, addendums, etc.).
 - b. Develop written agreements regarding how staff and faculty advisors will process grad check and grad check updates, and identify courses for establishing articulation agreements.
 - c. Develop a flow chart by November 2005 that clearly defines the advising process for the department and that can be put on the advising web-site for use by faculty and staff advisors, as well as students.
 - d. Develop strong working relationships to enhance advising services for students.

- e. Communicate changes relevant to student advising and advising tools, i.e., academic program changes, course changes, major requirement changes, etc.
 - f. Resolve advising related problems.
 - g. Distribute information regarding advising to all faculty in their department on a regular basis, as it become available.
 - h. Identify training topics that would be of benefit to both faculty and staff advisors and work with appropriate personnel to ensure that training needs are addressed on a regular basis.
3. Dialogue will begin within each department, and between departments within a college, to more clearly define the role of faculty advisors such as how faculty advising coordination will be assigned as each department grows. Each department is encouraged to develop a vision of what advising will look like in the department in 2010 and the steps that will be needed to implement the vision. Depending upon the size of the department, consideration will need to be given as to the extent of the role of the Advising Liaison and what resources will be needed to support the time needed to serve in this role effectively and to work collaboratively with the department chair to ensure that quality standards are met in regards to faculty advising for the department.
4. Departments need to develop strategies to encourage students to see faculty earlier in their academic careers to discuss their academic plans and details such as course substitutions. Some strategies might include:
- a. Working with Student and Residential Life regarding opportunities for faculty/student interactions in new student orientation.
 - b. Seeking funding for events/activities via the new Co-Curricular Event funding process coordinated by Student and Residential Life staff.
 - c. Developing activities in Preview Day or similar campus events for prospective students that establish a norm for ongoing interaction with faculty advisors.
 - d. Establishing a requirement that students meet with their faculty advisor once a year.

Faculty Advising Role (College of Health and Human Services)

1. As the college develops, the Dean will work with Undergraduate Advising Services to develop a model of advising that best supports the students in that college taking into account those items noted above for all colleges to consider.

Organizational Development and Communication with other University Departments (All colleges)

1. As the campus continues to grow, each College Dean will work with their departments to incorporate faculty advising, and resources to support it, into long range strategic/resource planning processes. Planning consideration should include establishing a faculty to student advising ratio; staff advisor to department ratio, and a student to staff advisor ratio.
2. Additionally, each College will work in collaboration with Student Affairs units (Enrollment Management Services, Student Academic Support Services, Undergraduate Advising Services, Career and Transfer Student Services, Registration and Records, and the Office of Admissions) to do long range strategic and budget planning to strengthen and support the overall advising process.
3. FARAC strongly supports campus efforts for the implementation of a campus Degree Audit System. DARS will automate various advising processes for faculty and staff academic advisors and career counselors in order to improve service delivery to students. (Note: This project is currently moving forward under the Direction of Dr. Karl Beeler and has recently received some permanent funding to support it in its initial stages.)

Critical Issues for Success of the Model

Resources for Advising Processes

Support for the overall advising process is critical in this next stage of the University's growth and development. The overall process is in critical need of permanent resources

and is severely impaired at this time in meeting current service demands due to the erosion of resources in the state budget reduction process of recent years. The process must be strengthened in order to appropriately support both the growing student population anticipated in the near future and to enhance the current state of advising services.

Specifically, this means that permanent additional resources must be identified in the campus strategic planning process not only for staff academic advisors related to each college, but also for the faculty advising process. Additionally, there must be more resources identified for Registration and Records and the Office of Admissions whose staff provide critical processing support for the overall advising process through the processing of Advising Worksheets, Additional Transcripts and Graduation Audits.

For faculty advising, as colleges grow and new majors are added, each department will need to address how it can best meet the needs of their students through the faculty academic advising role. For some large departments, this may include the need to consider release time or other strategies to support the coordination of effective faculty advising. It will be critical that these resource needs be considered in the overall strategic and budget planning process.

(Note: Temporary funds have been identified recently to help support the process for the remainder of 2004-2005 in order to address some of the huge processing backlogs that currently undermine the overall advising process. It is critical that this type of support remain in place until permanent funding catches up to the service delivery demand.)

Also, in order to support the training aspects of advising across campus, there must be dedicated staff time to develop the advisor web-site and other training tools, as well as to conduct the training sessions needed, without compromising the ability to meet advising service delivery demands.

ADVISING FUNCTIONS (DRAFT 10/13/04)

This document is for purposes of discussion at this point in time.

CoBA & UAS STAFF ADVISING

COAS & CoBA FACULTY ADVISING*

Advising Appointments	
<ul style="list-style-type: none"> • Advise students on General Education, University Graduation and major/minor graduation requirements • In collaboration with Departments/Programs, advise students on course selection as related to the major/minor (course co-requisites and pre-requisites, course sequences, etc). • Monitor student's academic progress and develop educational plans when appropriate. • Advise students on academic probation/disqualification standing • Assist students with add/drop course procedures • Assist students on the procedures of selecting/declaring a major/minor • Assist students with the University Withdrawal procedures • Assist students with the procedures to declare concentrations/tracks of study within the majors • Assist students in problem solving process on issues affecting performance and progress towards degree • Refer to supplemental advising units as appropriate (Veteran's benefits, athletes, disabled students, EOP, international students, etc.) <p><u>Shared with COAS and CoBA faculty:</u></p> <ul style="list-style-type: none"> • Refer students to other University services regarding non-academic issues affecting progress to degree (Student Health and Counseling Services, Financial Aid, Disabled Student Services, Career and Transfer Student Services, Office of the Dean of Students, etc.) 	<ul style="list-style-type: none"> • Advise students on major/minors, course selection, course sequences, course preparation • Approve course substitutions for major/minor requirements • Approve study abroad course equivalency for major/minor • Assist students on the process of selecting a major/minor • Advise students on selecting major concentrations, tracks, options, etc. • Provide guidance on research & internship opportunities, etc. • Assist students with problem solving process on issues affecting performance and progress towards degree within major • Assist students with curricular/academic difficulties • Provide guidance on post-graduation employment opportunities within the discipline of study • Provide prospective student advising information related to the major/minor • Provide letters of recommendations to students for purposes of employment, scholarships, graduate programs, etc. • Provide guidance to students' life/career goals and/or post-baccalaureate graduate programs <p><u>Shared with CoBA and UAS Staff Advisors:</u></p> <ul style="list-style-type: none"> • Refer students to other University services regarding non-academic issues affecting progress to degree (Student Health and Counseling Services, Financial Aid, Disabled Student Services, Career and Transfer Student Services, Office of the Dean of Students, etc.)
New Student Orientations	
<ul style="list-style-type: none"> • Advise students on meeting GE and University Graduation requirements • Assist new students with course selection and schedule building process • Introduce new students to University advising services resource and procedures • Provide information on University procedures, deadlines pertinent to new incoming students 	<ul style="list-style-type: none"> • Review course approval of transfer coursework process and procedure <p><u>COAS faculty and CoBA Staff Advisors:</u></p> <ul style="list-style-type: none"> • Welcome and introduce transfer and first-year students to major discipline of study • Provide guidance on choosing tracks, options, etc. • Inform students of Department advising assignments • Provide discipline-based advising information on major (prep courses, course sequences, etc.) • Present Department policies, procedures, etc.
Graduation Checks Processing	
<ul style="list-style-type: none"> • Process major /minor requirements graduation check <p><u>Shared with COAS faculty:</u></p> <ul style="list-style-type: none"> • Serve as signature authority on grad checks 	<ul style="list-style-type: none"> • Approve course substitutions/transfer work <p><u>Shared with UAS Staff Advisors:</u></p> <ul style="list-style-type: none"> • Serve as signature authority on grad checks

***Faculty advising functions vary across departments and colleges.**

Questions for Faculty Regarding Faculty Advising Functions

UPDATED WITH FARAC MEETING INFORMATION 10/13/04

1. What advising functions should go to staff and what functions should go to faculty? See Advising Functions handout (Draft 10/13/04)
2. Given the advising functions for faculty that you selected above, how would you assign advising responsibility among faculty in your department?
 - a. Divide advisees equally up by alphabet?
 - b. Nominate a faculty advising coordinator for each department to coordinate advising functions?
 - c. Define advising as a service function and assign?
 - d. Other?
3. What training do faculty and staff advisors need to be effective in their advising roles?

***PLEASE SEND A REPRESENTATIVE FROM YOUR DEPARTMENT/
PROGRAM TO ONE OF THE FOLLOWING MEETINGS TO DISCUSS
THESE QUESTIONS WITH COMMITTEE MEMBERS FROM FARAC:***

FRIDAY, NOVEMBER 12

9-11AM IN LIB 2413

OR

MONDAY, NOVEMBER 15

1-3PM IN LIB 2413

FARAC Committee members

Susan Mitchell, Chairperson (Student Academic Support Services)
Marie Thomas (Academic Senate)
Judith Hersko (COAS)
Xiaoyu Zhang (COAS)
Elisa Grant-Vallone (COAS)
Michael McDuffie (COAS)
Yi Sun (CoBA)
Regina Eisenbach (CoBA)
Andres Favela (Undergraduate Advising Services)
John Gehris (ASI student representative)

Advising Functions
COAS Departments and Programs/ Undergraduate Advising Services

	Faculty Provide Major Academic Advising Appointments	Faculty Orientation Participation SU 2004* (6 sessions)	Staff Orientation Participation	Major Grad Check Sign-off Authority given to Staff Advisors **	Minor Grad Check Sign-off Authority to Staff Advisors**
Department/Program					
Biological Sciences	YES	6/6	0/6	NO	YES
Chemistry and Biochemistry	YES	6/6	0/6	NO	YES
Communication	YES	4/6	2/6	YES	YES
Computer Science	YES	0/6	6/6	NO	YES
Economics	YES	0/6	6/6	YES	YES
Ethnic Studies	YES	N/A	N/A	N/A	?
Film Studies	YES	N/A	N/A	N/A	YES
History	YES	4/6	2/6	NO	YES
Human Development	NO	6/6	0/6	YES	YES
Liberal Studies	YES	6/6	0/6	YES	YES
Literature & Writing Studies	YES	6/6	0/6	YES	YES
Mathematics	YES	2/6	4/6	YES	YES
Native Studies	YES	N/A	N/A	N/A	YES
Philosophy	YES	N/A	N/A	N/A	YES
Physics	YES	N/A	N/A	N/A	YES
Political Science	YES	0/6	6/6	YES	YES
Psychology	NO	2/6	4/6	YES	YES
Social Sciences	YES	4/6	2/6	YES	YES
Sociology	YES	6/6	0/6	YES	YES
Visual & Performing Arts	YES	0/6	6/6	NO	YES
Women's Studies	YES	0/6	6/6	NO	YES
World Languages & Hispanic Literatures	YES	0/6	6/6	YES	YES
College of Bus Adm	NO	0/6	6/6	YES	YES
College of HHS	NO	N/A	N/A	YES	YES

* Based on Summer 2004 orientation schedule for faculty participation on SRL web site. Some unscheduled faculty did participate on Orientation day.

** Staff sign-off authority is exercised only when processing major/minor evaluations when all work in the major/minor has been completed at CSUSM and/or at a Community College with which we have Articulation Agreements.

NOTE: The summary of advising functions was based on the best available information (memos, emails). Some agreements have been reached verbally between Departments/Programs with Undergraduate Advising Services regarding faculty advising functions.

FACULTY ADVISING FUNCTIONS INVENTORY

(This document is for purposes of discussion at this point in time)

DEPARTMENT/PROGRAM NAME: _____

DATE: _____

<i>Advising Appointments:</i> <i>Of the following advising functions, is it current</i> <i>Department/Program practice for Faculty advisors to:</i>	Yes	No	Unsure	Who <u>should</u> perform this function? Faculty or staff?	Comments
Advise students on major/minors, course selection, course sequences, course preparation.					
Approve course substitutions for major/minor requirements.					
Approve study abroad course equivalency for major/minor.					
Assist students on the process of selecting a major/minor.					
Advise students on selecting major concentrations, tracks, options, etc					
Provide guidance on research & internship opportunities, etc.					
Assist students with problem solving process issues affecting performance and progress towards degree within the major.					
Assist students with curricular/academic difficulties.					
Provide guidance on post -graduation employment opportunities within the discipline of study.					
Provide prospective student advising information related to the major/minor.					
Provide letters of recommendations to students for purposes of employment, scholarships, graduate programs, etc.					
Provide guidance to students' life/career goals and/or post-baccalaureate graduate programs.					
Refer students to other University services regarding non-academic issues affecting progress to degree (Student Health and Counseling Services, Financial Aid, DSS, Career and Transfer Student Services, Office of the Dean of Students, etc.)					

FACULTY ADVISING FUNCTIONS INVENTORY

(This document is for purposes of discussion at this point in time)

<i><u>New Student Orientations</u></i> <i>Of the following advising functions for new student transfer student Orientations, is it Department/Program practice for Faculty advisors to:</i>	Yes	No	Unsure	Who <u>should</u> perform this function? Faculty or staff?	Comments
Review course approval of transfer coursework process and procedure.					
Welcome and introduce transfer and first-year students to major discipline of study.					
Provide guidance on choosing tracks, options, etc					
Inform students of Department faculty advising assignments					
Provide discipline-based advising information on major (prep courses, course sequences, etc.)					
Present Department policies, procedures, etc.					

<i><u>Graduation Checks Processing</u></i> <i>Of the following advising functions for graduation check processing, is it Department/Program practice for Faculty advisors to:</i>	Yes	No	Unsure	Who <u>should</u> perform this function? Faculty or staff?	Comments
Approve course substitutions/transfer work.					
Serve as signature authority on grad checks.					

ADDITIONAL COMMENTS/ QUESTIONS (including suggestions as to how you would assign faculty advising within your department or suggestions regarding training for faculty and/or staff academic advisors):