Activating Data-Driven Faculty Advising and Mentoring
In an Ideal World, Faculty Are Voluntary Mentors

Only Called Upon to Answer Students’ More Complex Academic Questions

- **Faculty**
  - “Which subfield should I study?”
  - “I want to switch majors”
  - “I need to pick a major”
  - “I need to register for classes”

- **Academic Advisors**
  - “Which subfield should I study?”
  - “I want to switch majors”
  - “I need to pick a major”
  - “I need to register for classes”

- **Success Coaches**
  - “I don’t fit in and can’t afford to stay”
  - “I can’t afford to finish my degree”
  - “How many courses should I take?”
  - “I need a new ID card”

- **Self-Service**
  - “I can’t afford to finish my degree”
  - “I need to pick a major”
  - “I need to register for classes”
  - “I need a new ID card”

**Dimensions:**
- **Complex**
- **Transactional**

**Source:** EAB interviews and analysis.
In Reality, Institutions Highly Dependent on Faculty

Faculty Play a Role in Academic Advising at the Majority of Institutions...

- **16%**
  Of SSC institutions have a **primarily professional advising** model

- **71%**
  Of SSC institutions have a **split faculty-professional advising** model

- **13%**
  Of SSC institutions have a **primarily faculty advising** model

...But It’s Nowhere Near the Top of Their To-Do List

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Research</td>
<td>Curriculum design</td>
<td>Administrative leadership positions</td>
<td>Speaking engagements, pro-bono work, etc.</td>
</tr>
<tr>
<td>Writing</td>
<td>Creation of materials</td>
<td>Committee membership</td>
<td>Mentoring thesis students</td>
</tr>
<tr>
<td>Publication of scholarly work</td>
<td>Instruction</td>
<td>Faculty senate</td>
<td>Supervising student organizations and community projects</td>
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<tr>
<td>Contribution to professional organizations</td>
<td>Office hours</td>
<td>Faculty union</td>
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<tr>
<td></td>
<td>Grading and attendance</td>
<td></td>
<td>Academic advising</td>
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</table>
“How Do You Feel About Advising?”

Interviews Reveal Diversity of Faculty Attitudes

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

We just don’t have time to know everything.

It feels like we have too many bells and whistles... technology is not going to be a magic solution for advising.

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

To me, advising is teaching. It’s not about getting it over with, but about doing it well.

I’m better prepared to advise juniors and seniors. I don’t know how to deal with students that are lost, or don’t know what they’re doing.

Advising conversations need to be more intellectual than just what courses to take...it’s a poor use of the faculty and the student’s time”

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

Bleeding Hearts

Highly Engaged
Service-Centered
Personally Motivated

Discouraged Majority

Inconsistently Engaged
Under-Trained
Bothered by Systemic Issues

Over-Burdened
Invested in Some Students
Fearful of “Getting It Wrong”

Faculty Purists

Strongly Resistant
Anti Hand-Holding
Focused on Other Work
What Does the Data Show?

Bi-Modal Faculty Engagement Evident in SSC Utilization Data

Elementary Education Department, Primarily Faculty Advising Institution
Average Monthly Utilization of SSC Features Across 2015

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Monthly Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Member A</td>
<td>121.3</td>
</tr>
<tr>
<td>Faculty Member B</td>
<td>30.9</td>
</tr>
<tr>
<td>Faculty Member C</td>
<td>0</td>
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<tr>
<td>Faculty Member D</td>
<td>0</td>
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<tr>
<td>Faculty Member E</td>
<td>0</td>
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<tr>
<td>Faculty Member F</td>
<td>0</td>
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<tr>
<td>Faculty Member G</td>
<td>0</td>
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Behind the Numbers

Potential to Increase Engagement by Pinpointing Faculty Personas

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</table>

**Bleeding Hearts**
- Likely to increase engagement with the right structure and incentives

**Discouraged Majority**
- Will engage if approached in right way
- Will engage if trained on SSC features
- Would engage, but feels overburdened

**Faculty Purists**
- Unlikely to ever engage with SSC

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Roadmap

Three Key Steps to Activate Faculty

**Bleeding Hearts**

**Work with the Willing**

Strategically leverage and incentivize top faculty utilizers

**Discouraged Majority**

**Leverage Peer Influence**

Rely on faculty to teach, train, and engage other faculty

**Discouraged Majority**

**Make It Manageable**

Remove barriers and find ways to fit SSC into existing processes
Roadmap

Three Key Steps to Activate Faculty

- **Bleeding Hearts**
  - Work with the Willing
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  - Leverage Peer Influence
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- **Discouraged Majority**
  - Make It Manageable
  - Remove barriers and find ways to fit SSC into existing processes
Small Group of Faculty Already Stepping Up

Utilization Among Engaged Faculty on Par with Professional Advisors

Elementary Education Department, Primarily Faculty Advising Institution

Average Monthly Utilization of SSC Features

- Faculty Member A: 121.3
- Faculty Member B: 30.9

School of Business, Primarily Professional Advising Institution

Average Monthly Utilization of SSC Features

- Professional Advisor A: 328.0
- Professional Advisor B: 187.3
- Professional Advisor C: 109.6
- Professional Advisor D: 24.1
Positioning “The Willing” for Greater Impact

Division of Advisees by Risk Accounts for Faculty Preference and Skill-Level

UMass Dartmouth’s Psychology Department
Reorganizing Around Specialized Advising Caseloads

**Probationist**
Responsible for intensive advising conversations and contracts for probation students
20 students in each caseload

**Auditors**
Proactively identify off-path students and connect them with an advisor
0 students in each caseload

**Freshmanists**
Advise freshman Psychology majors and meets with students interested in declaring
30 students in each caseload

**Transferists**
Support transfer students with complex articulation needs
25 students in each caseload

**Generalists**
Advise a larger cohort of lower risk students
40 students in each caseload

*Proactive, High Engagement*
Strategically Leveraging SSC-Savvy Faculty

Subset of Engaged Faculty Share Responsibility for Advising Underclassmen

Biology Department Uses Group Sessions to Maximize Effectiveness

Group Advising Session Agenda

1:00 pm-1:15pm  Informational presentation to all attendees
1:15pm-2:00pm  Concurrent one-on-one sessions (5-10 min. each)

Group Advisors Use SSC to:

Pre-Assess
Plan for one-on-one student sessions by looking for red flags

Prepare
Gather support resources and plan referrals in advanced

Order
Plan to allot more time for higher risk students

Manage (Future)
Schedule and track advising sessions in SSC-Campus
Could We Offer Incentives for Faculty Advising?

Three Options for Rewarding and Encouraging the Willing

1. Include Advising in Tenure Review
   As part of tenure and post-tenure review, assess faculty on commitment to and quality of advising

2. Provide Course Release
   Grant teaching credit to faculty who advise a larger cohort or “riskier” population

3. Offer Higher Pay, Bonuses, or Stipends
   Tie increases in pay, annual bonuses, or small stipends to advising that goes above and beyond
Three Key Steps to Activate Faculty

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The Need for Peer Influence

Tepid Response to Training When It’s Led by Outsiders, Higher-Ups

People Faculty Are Willing to Learn From:

- Admin and Leadership (X)
- Student Support Staff (X)
- EAB Consultants (X)
- Other Faculty (✓)

“...It is obvious that the EAB staff have not worked in higher education...We don’t appreciate outsiders trying to tell us how to do our jobs.”

Webinar Feedback from a Faculty Member
Collecting Faculty Input and Building Grassroots Influence Prior to Rollout

Point Loma Identified Faculty Representatives to Serve on “Beta” User Committee

After participating in initial training with chairs in May, faculty reps meet twice a semester to:

- Troubleshoot issues and suggest product enhancements
- Share practices and ideas generated during the discovery process
- Discuss ways SSC might help improve advising campus-wide
- Brainstorm next steps for full rollout, including expectations for other faculty

Tips for Recruiting Your Faculty Reps

Make the ask in person

“Could I buy you a cup of coffee and talk to you about a new advising tool and how we might use it?”

Ask faculty to partake in a discovery process and share findings with peers

Frame the responsibility as an honor, but one that is informal

“Think of it as being the first person in your department with an Apple computer. We need your help to allay fears and answer questions.”
Faculty Peer Training at Hamline University

Designated EAB Coordinator with Dual Role Drives High SSC Engagement

Mike Noreen, Faculty Peer Trainer

- Assistant Director of Advising and EAB Leadership Coordinator
- Supported by a second faculty trainer and 1.5 professional advisors

Plays Key Role in SSC Training

1. During rollout, hosted five one-hour sessions in computer lab
2. Leads “Advisor Refresher Training” series throughout the year
3. Available for in-person, on-site trainings by request

Acts as a Peer “Consultant”

1. Listens to faculty member’s unique challenges related to advising
2. Presents SSC as a solution to problems, rather than mandating how all faculty should use it

Seeing High SSC Engagement Relative to Other Faculty Advising Schools

Average Monthly Logins Per User (2015)

- Primarily Faculty Advising Institutions
- 4.0
- 6.2

Faculty view Mike as a credible problem-solver and ally
A Different Approach

In-Person Training Tailored to Solving Each Department’s Unique Problems

What Mike Heard

- Faculty complaining about the difficulty of navigating Banner to find student information
- Psychology department chair wanted to create lists of advisees without waiting for the registrar’s office
- Faculty frustrated at lack of shared information across departments
- Biology department needed a way to find and reach out to scholarship candidates

Mike’s Approach

- Trained faculty on student overview and 30-second gut check
- Trained chair on filters and list creation
- Trained them on shared notes and statuses
- Trained Biology faculty on filters and list creation

Key Insights About Faculty Training

- Focus on solving problems rather than delivering one-size-fits-all training
- Take advantage of difficult questions to create “a-ha moments”
Roadmap

Three Key Steps to Activate Faculty

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Remove barriers and find ways to fit SSC into existing processes
Unmanageable Peaks and Valleys

Advisor Workload Highly Concentrated Around Registration Periods

Peaks
- Multiple hours of appointments every day, 15 to 30 minute sessions
- Focused on course registration and reactive intervention
- Faculty often frantic and in need of quick information or help

Valleys
- Sporadic appointments at student request, 30 to 60 minute sessions
- Focused on academic performance and long-term planning
- Faculty largely focused on priorities outside of advising
Centralize Faculty Advising Resources

Online Portals Curated by Peers Provide Support During Peak Times

Comprehensive Online Toolkit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Resource</th>
<th>Department(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>Accessibility Services</td>
<td>Counseling Center</td>
</tr>
<tr>
<td>Advising</td>
<td>Advising Center website (Get</td>
<td>Various</td>
</tr>
<tr>
<td></td>
<td>Advised)</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>GradesFirst</td>
<td>Center for Academic</td>
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<td>Success</td>
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<tr>
<td>Career</td>
<td>Career Counseling</td>
<td>Career Services</td>
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<tr>
<td>Major exploration</td>
<td>Advising Center website</td>
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SSC-Specific Resources Page

- Instructions for Accessing SSC
- SSC e-Learning Modules
- 61 Campaign Ideas
- Advising Tools — Which to Use When
- Suggested Guidelines for Using Advising Notes
- SSC Advisor Platform Bookmark
- A Dozen Common Searches to Explore
- Monthly Tips for Using SSC

Alphabetical list of topics centralizes disparate resources to help faculty during advising conversations

Removes barriers to accessing and effectively utilizing SSC
Proactive Nudge Emails

Lowering Barriers to Engage with Reminders/Resources in Real Time

**Nudge emails** provide faculty members with an explicit ask or reminder related to proactive advising, along with the resources they need to complete it.

**Leadership Prompt Faculty at Key Moments in the Semester**

- Identify outreach or action that would benefit a particular student population
- Create a template email for faculty to send to advisees in this population
- Use the SSC platform to export the targeted list
- Contact faculty asking them to send outreach, providing the template and list
- Follow up to discuss outcomes

Hi [Faculty Name],

As a retention initiative this semester, I’m asking for your help: please email your advisees listed below who have not registered for spring classes.

This list was generated with the new SSC 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).

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Johnson</td>
<td>345354323</td>
<td>dj@whitehurst</td>
</tr>
<tr>
<td>Jamie Studwell</td>
<td>097568904</td>
<td>js@whitehurst</td>
</tr>
<tr>
<td>Ryan Grail</td>
<td>853409852</td>
<td>rg@whitehurst</td>
</tr>
</tbody>
</table>

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!
Nudge Emails at Shippensburg

Program Owner Launches “Just-in-Time Tips” Email Series to Full Campus

Sample Email Calendar

Week 1

“New advising tool saves you time to have more meaningful conversations with advisees…”

“How to create a work list of your advisees and view other important information…”

Spring Break

“How to view midterm grades…”

Registration

“How to identify and email students who should be registered but aren’t…”

“How to create a work list of your advisees and view other important information…”

“Pilot Faculty’s favorite ways to use SSC vs. how SIS and degree audit should be used…”

Week 16

Key Ingredients

**Urgency in Messaging**

Frequent emails with timely messaging motivate faculty to act in real time

**Clear Action Steps**

Content includes step-by-step guides and links to other detailed resources

**Behavior Reinforcement**

Constant reminders reinforce the value SSC brings faculty and students

**Peer Validation**

Featuring quotes from other faculty users validates the utility of SSC
Faculty Highly Receptive to “Micro-Campaigns” as a Way to Scale Support

Indiana Univ. of Pennsylvania’s Pilot Micro-Campaigns

**Designed**
AVP of Student Success met with 7 pilot teams to design campaigns

**Executed**
Faculty executed campaigns using SSC resources

**Evaluated**
AVP sent survey to faculty in May to collect feedback and results

April 1, 2015

May 1, 2015

Why Micro-Campaigns Work

**Manageable**
A campaign list of less than 10 students is not daunting, especially with available SSC templates and resources

**Humanizing**
Faculty can feasibly connect with and mentor each individual student in the campaign

**Immediate Impact**
Faculty see positive results within a matter of weeks, building trust in SSC and a more proactive approach
SSC Resonating with IUP Faculty Pilot Groups
Positive Survey Responses After Completion of Micro-Campaigns

"Prior to my first becoming involved [in a campaign] early this spring, SSC was unknown to me. I believe that, if adopted here, SSC will help our faculty to work with our students to better ensure their success.

Faculty Advisor"

"Since the training, I have advised nine students and documented all nine in [SSC]. I love it! I set reminders for the day each student registers, so I can check in with them to see if they get the courses they need. It's going to be so nice to be all ready and up-to-date with them when they walk in the door!

Faculty Advisor"
Summary of Practices

Three Key Steps to Activate Faculty

Work with the Willing

Strategically leverage and incentivize top faculty utilizers
- Specialized advising caseloads (UMass Dartmouth)
- Strategic group advising (UNC)
- Options for and Incentivizing Faculty

Leverage Peer Influence

Rely on faculty to teach, train, and engage other faculty
- Faculty representatives (Point Loma)
- Faculty peer trainer and “consultant” (Hamline)

Make It Manageable

Remove barriers and find ways to fit SSC into existing processes
- Faculty Resource Portals (UWG, IUP)
- Nudge Emails (Shippensburg)
- Micro-Campaigns (IUP)