Worksheet 2.1

**Faculty Engagement in Student Advising**

Chapter 2 discusses a range of ways for faculty, Student Affairs professionals, and other key administrators and staff to collaborate to support student success. Engagement in student advising is one critical way for faculty to support student success and, as the chapter suggests, faculty work in this domain is often strengthened by their relationships with colleagues across the college.

This Worksheet guides you to consider the extent to which full-time and adjunct faculty engage their students in informal advising and formal advising, how the college supports this work, and the ways in which faculty engagement in student advising presents opportunities to build or deepen collaborative working relationships.

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| Informal advising interactions*Examples include spontaneous conversations initiated by faculty or students just before or after class, in the hallway, or when students stop by for a chat during office hours and the conversation moves beyond course content.* | In what ways do our faculty have informal advising interactions with their students? When and where do these interactions occur? How frequent are they? To what extent do faculty consider these to be acts of teaching? |
| Are our responses true for our full-time faculty and adjunct faculty? If yes, why? If not, why not? |
| What professional learning supports could the college offer to faculty to strengthen the quality of their informal advising interactions with students? How could a professional learning process be designed to also build/deepen relationships between faculty and Student Affairs professionals? |

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| Formal advising interactions*Examples include advising conversations by appointment, or Advising Days in which students may meet with their faculty advisor before registration each semester; faculty may be required to do a certain number of advising hours per term; students may be required to have this advising appointment before they can register.* | In what ways do our faculty provide formal advising for their students? When and where do these interactions occur? How common are they, across the college? Is this a requirement for faculty (e.g., a required number of advising hours per term, a required number of students to advise)? To what extent do faculty consider these to be acts of teaching? |
| Are our responses true for our full-time faculty and adjunct faculty? If yes, why? If not, why not? |
| What professional learning supports could the college offer to faculty to strengthen the quality of their formal advising interactions with students? How could such professional learning be designed to also build/deepen relationships between faculty and Student Affairs professionals? |

Worksheet 2.2

**Faculty Roles in Supporting Students
Beyond the Classroom**

Worksheet 2.1 asked your team to focus on faculty engagement in student advising. We now ask that you build on those discussions to consider the wider range of ways your college looks to full-time and adjunct faculty to support students beyond the classroom.

To begin, please make a list in the left-hand column of any student support service in which your faculty should have a role (we have provided several common services). Then, thinking about one service at a time, consider the ideal role of faculty in connecting students to the support service, delivering the support service to students, and evaluating and refining the service.

Finally, reflect as a group on the questions at the bottom of this chart.

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|  | Ideal Faculty Role In … |
| Services | Connecting Students to the Support Service | Delivering the Support Service to Students | Evaluating and Refining the Service |
| ***Example:*** *Food pantry* | *- All faculty include pantry information in their course syllabi and raise awareness of it in their first class meeting.**- All faculty refer students they find out are experiencing food insecurity to available supports.* | *- Many faculty help stock the pantry by bringing in food to donate or donating via their paycheck.* | *- Faculty members serve on the team/committee that analyzes the data related to food pantry use and decide on refinements and resource allocation.* |
| **Academic advising and planning** |  |  |  |
| **Career advising and planning** |  |  |  |
| **Emergency aid** |  |  |  |
| **Financial planning and coaching** |  |  |  |
| **Childcare supports** |  |  |  |
| **Public benefits access** |  |  |  |
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**Questions for reflection and discussion:**

1. Do formal roles and responsibilities for full-time and adjunct faculty outline the ways in which they are expected to contribute to student learning and success outside the classroom? How are these roles embedded in structures for faculty hiring, professional learning, evaluation, recognition, and reward?

2. Do these roles reinforce opportunities for faculty and Student Affairs colleagues to collaborate to ensure student learning and development? How does your college demonstrate that these collaborations are valued?

3. How are faculty given preparation and support to excel in these roles? What kind of professional learning process would be helpful and appropriate?

Worksheet 2.3

**Identifying Opportunities for Partnerships
and Collaboration**

What is the current state of collaboration between faculty and Student Affairs professionals at your college? What collaborations focus on advisement and other holistic student supports? What collaborations focus on evidence-based classroom learning and teaching practices?

Worksheets 2.1 and 2.2 focused on the roles of faculty in supporting student learning and success beyond the classroom and the opportunities these roles present for collaboration with colleagues across the institution. We now ask you to dive deeper into thinking about how partnerships and collaboration happen at your college.

To begin, please make a list in the left-hand column of existing partnerships/collaborations or opportunities to form something new. In the next two columns, respond to each of the prompts as a group, sharing what you know about how these partnerships or collaborations function.

Then, in the next blank row, think about potential future collaborations, focused either on classroom learning and teaching or on holistic support. What collaborations would be useful to advance your initiatives? As you address this, be sure to consider the professional learning and support needs you identified in Worksheets 2.1 and 2.2. In this part of the worksheet, respond to the prompts as you would envision or hope these collaborations would take shape.

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| Opportunity for partnership or collaborationFor each partnership listed, briefly identify its goal(s). | Who is involved?How frequently does this group come together? What do we know about the quality of their partnership or collaboration? | What could we do to advance quality in this area?Could shared professional learning strengthen this group’s work? What would be helpful?What are we learning from this work that could inform how other partnerships and collaborations are created and organized? |
| ***Example:*** *Cross-division professional learning communities**Each year the college’s Center for Teaching & Learning collaborates with the Student Affairs Professional Development Council and Human Resources to form cross-division professional learning communities (PLCs) designed to advance work on self-selected projects related to the College Strategic Plan.* | *These are open to all faculty, staff, and administrators. The organizers structure the PLCs so that each cohort has a mix of roles represented. Each cohort meets monthly for the academic year. The primary goal is around professional learning and each PLC produces a product of some kind (e.g., a manual or handbook to support work on a specific student success issue) that will be of use to colleagues across the institution. These collaborations are typically of a high quality because the groups are working toward an explicit goal.* | *These PLCs are usually given their focus by college leadership. This is often useful, but we should also have opportunities for faculty, staff, or administrators to propose topics/focus areas for these PLCs.**We have learned that it is helpful for the PLCs to be co-led by two people with different roles on campus. This helps to model the cross-division partnership needed to further our success.* |
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**Questions for reflection and discussion:**

1. What areas of student support on our campus would most benefit from the engagement of full- and part-time faculty?

2. How could we use professional learning to engage faculty in advisement, strengthen our student supports, and build partnerships linking faculty and Student Affairs professionals?

3. What makes such partnerships work? What obstacles would we need to consider? What strategies might be particularly effective? What ideas do you have? What are your questions?

Please take notes on your team’s discussion of these questions, and save them for future reference.

Worksheet 2.4

**Making the Case**

Imagine that you are having a conversation with other leaders at your college who are not part of your working team. You want to make a case for collaborative partnerships linking faculty and Student Affairs professionals around one or more of the issues facing your college (teaching and learning improvement, holistic student supports, etc.). Take a minute to think about it and make some notes, using the following reflective prompts as your guide.

1. What evidence or arguments presented in this chapter did you find particularly persuasive? Why? What are the implications of this evidence or argument? What ideas, references, or sources would you want to remember and be able to use in your work?

2. Sketch a two- to three-minute “elevator speech” arguing for the value of your proposed collaboration. What key points would you include?

3. What ideas or issues discussed in this chapter would you want to know more about? Are there references you’d like to explore in greater depth? How else might you deepen your knowledge base on the issue(s) you’ve identified?