**Faculty & Institutional Affairs Committee (FIAC)**

**Tuesday, March 19, 2019 at 3:30pm**

**Chavis University Center 233**

**AGENDA**

**Committee Members**:

Heather Kimberly Dial (Senator)

Wendy Miller (Senator)

Nathan Phillippi (Senator)

Melisa Schaub (Senator)

Robin Snead (Senator)

Sally Vallabha (Senator)

Larry Arnold (Chair; Faculty Evaluation & Review Subcommittee)

Autumn Lauzon (Chair; Faculty Development & Welfare Subcommittee)

Walter Lewallen (Chair; Health, Safety and Environment Subcommittee)

Scott Billingsley (AVC for Academic Affairs)

Bryan Robinson (VC for Advancement)

Stewart Thomas (VC for Finance & Administration)

Ottis Murray (Chair; Faculty & Institutional Affairs Committee)

Order of Business

1. Call to Order
2. Approval of Minutes from February 19, 2019
3. Approval of Agenda
4. Report from the Chair
5. Reports from Administrators
   1. Vice Chancellor for Finance & Administration
   2. Vice Chancellor for Advancement
   3. Associate Vice Chancellor for Academic Affairs
6. Reports from Subcommittees
   1. Faculty Development & Welfare
   2. Faculty Evaluation & Review
   3. Health, Safety & Environment
7. New Business
8. Dr. Shilpa Pai – Chair of Advising & Retention

* Attachment 1- Edits to Academic Advisement section: Faculty Handbook (p162-163): <https://www.uncp.edu/resources/academic-affairs/faculty-handbook>

VIII. For the Good of the Order

IX. Announcements

X. Adjournment

The next meeting will be held at 3:30 pm, April 16, 2019.

#### Attachment 1

#### Academic Advising

Academic advising~~ement~~ is a campus-wide responsibility shared by both faculty and ~~the~~ staff of several administrative units devoted to student success~~the Advising Center~~. ~~Other departments on campus support the advisors by providing information, resources, opportunities and informal advising.~~ ~~Advising is assisting students in setting academic and professional goals and working with them to plan a suitable academic program based on those goals. Advisors assist students in interpreting the academic regulations of the University and direct them to the appropriate offices to ensure that the interpretation is correct.~~ The University College serves as the academic home for freshmen (including transfer freshmen) and academic advisors are assigned based on a student’s major. As soon as a student completes the appropriate academic milestone(s) for the chosen major, the University College will work with the Chair of the major department to transition the student to a faculty advisor. Transfer students are assigned to the Chair of the major department at the time of transfer to UNCP. The Chair of the department may delegate the responsibility of advising individual students to any faculty member of the department, but the basic responsibility for an effective advising program remains with the Chair.

**Mission Statement**

The University of North Carolina at Pembroke (UNCP) believes academic advising is a teaching and learning process dedicated to student success consistent with the university mission statement. Academic advising is a student-centered experience that engages students in developing a plan to earn their degree in a timely manner and to realize their career and life goals.

**Values Statement**

Academic advising at UNCP contributes to the institution’s commitment to changing lives through education. UNCP’s advising values are consistent with the values of the University and considered best practices in the field:

We actively communicate with students to form a reciprocal one-on-one relationship between advisor and advisee.

We refer students to campus and/or community resources and services.

We maintain up-to-date technologies such as advising and degree auditing software, early alert platform, and an electronic catalog, course registration system, declaration of major, and course withdrawals, to establish a digital environment that supports student retention and success.

We engage students in a process of self-discovery to develop the necessary skills to make their own intelligent choices relative to their academic goals, curriculum, and personal experiences.

We base relationships with students on shared responsibility and are committed to providing timely, accurate, and intentional advising.

Academic advising~~ement~~ at ~~The University of North Carolina at Pembroke~~ UNCP is ~~also~~ a continuous~~ing~~ process that, it is hoped, accomplishes five goals:

1. ~~Exploration of the student's life goals;~~
2. ~~Exploration of student's educational/career goals;~~
3. ~~Selection of an educational program;~~
4. ~~Selection of academic courses;~~
5. ~~Assessment of the student's academic progress and making appropriate referrals when needed.~~
6. Assist students in developing an educational plan consistent with their life and career goals, and in selecting, sequencing, and completing courses that will sustain their progress toward those goals.
7. Provide current information about institutional policies and procedures.
8. Refer students to institutional and community resources and services.
9. Inform students about student engagement opportunities.
10. Provide guidance, support, and encouragement.

Please note: The advisor’s role is to assist each advisee in planning a suitable academic program. However, students are responsible for following all applicable academic regulations and registering for their courses.

~~Activities of advising should include:~~

* ~~Informing and reminding students of their responsibilities in the advising process, including meeting graduation requirements and registering for appropriate courses.~~
* ~~Helping students understand the current academic policies, rules and procedures of UNCP and referring them to the appropriate office or resource for clarification if necessary.~~
* ~~Knowing the range of academic and other services for students and the process by which to refer students to them.~~
* ~~Discussing students’ academic performance and implications for progress to graduation.~~
* ~~Being knowledgeable about the programs and standards for which he/she advises~~
* ~~Giving advice each semester about course selection including prerequisite requirements, departmental course rotations and course loads prior to providing the PIN to register.~~
* ~~Posting and maintaining office hours with additional assistance during pre-registration periods.~~

~~Other activities that can be done based on student needs include:~~

* ~~Getting to know student goals and objectives.~~
* ~~Understanding student concerns that affect academic performance (job, family responsibilities, etc.).~~
* ~~Empowering students to advocate for themselves.~~
* ~~Assisting students in creating plans of study.~~
* ~~Participating in advisor development, such as completing online training modules, attending development workshops, and staying current on university policies through catalog review and email updates.~~
* ~~Utilizing experience and perspective in the discipline to offer insight to advisees.~~
* ~~Acting as a source for letters of recommendation.~~
* ~~Knowing how to refer for internship and career opportunities related to the major.~~
* ~~Assisting in advising at New Student Orientation sessions according to departmental needs and availability.~~

**Advisor Checklist**

This checklist/self-assessment tool can be used as you work with your advisees to examine your strengths in areas of availability, accountability, resourcefulness, and responsiveness.

**Registration**

□ I check my advisees’ midterm grades and discuss their academic progress with them during advising sessions.

□ I discuss with my advisees the GPA requirements for the major(s) they plan to pursue and possible scholarship GPA requirements.

□ I discuss with my advisees the courses they need to take to stay on track with their major(s).

**General**

□ I work on educational plans/degree pathways with my advisees, encouraging them to think beyond current semester planning to accommodate course sequencing, graduation expectations, and relevant work experience, while continuing to track their progress toward their plans.

□ I understand relevant university policy and communicate them effectively to my students.

**Availability**

□ I have opportunities for my advisees throughout the semester to meet with me.

□ I spend sufficient time with my advisees to answer their questions and address their concerns.

□ I publicize my availability in some way (e.g., EAB).

□ During the advising and registration period, I schedule sufficient time to meet with all my advisees.

**Accountability**

□ I am knowledgeable about resources and services on campus that can fill the gap for adequate student support.

□ When I tell an advisee to seek advice or help from another source, if appropriate I provide follow up information (e.g. career center)

□ I have available and can refer to notes form previous meetings.

□ When I find new information that might be helpful to an advisee, I take the initiative to pass it along to the student.

**Resourcefulness**

□ When working with advisees, I demonstrate the use of the online course catalog, Braveweb, degree audit, and academic calendar.

□ When one of my advisees has, in my judgment, set an unrealistic or impossible goal, I explore this with him or her.

□ When necessary, I have difficult conversations with my advisee about their academic progress, work-like balance, and any other circumstance that may be affecting them.

□ I recommend a major change that may be a better fit with their academic ability and/or interest and career aspirations.

□ I do not make decisions for my advisees but place most of my emphasis on helping them make decisions for themselves.

□ I adhere to FERPA guidelines and do not betray confidential information.

**Responsiveness**

□ I am able to be honest in communicating my opinions to my advisees even if those opinions differ from my advisees’ opinions.

□ When advisees consider changing institutions, explore the reasons why.

□ I am helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.

□ I am able to communicate realistic perceptions of my advisees’ strengths and potential challenges in relation to their majors and post-college plans.

□ With respect to abilities, I focus on my advisees’ potential rather than their limitations.

□ I follow up on commitments that I make to my advisees.

~~Freshmen are advised by the Advising Center during Freshman Orientation. As soon as a student decides on a major, the student should take a Declaration of Major Form to the Department Chair of the chosen major. The Chair will assign a faculty member in the student’s major as the new advisor. The student obtains the signature of the new advisor and submits the form to the Office of the Registrar in Lumbee Hall.~~

~~Transfer students are assigned to the Chair of the major department at the time of transfer to UNCP. The Chair of the department may delegate the responsibility of advising individual students to any faculty member of the department, but the basic responsibility for an effective advisement program remains with the Chair.~~ ~~Academic advisors will make every attempt to give effective guidance to students in academic matters and to refer students to those qualified to help them in other matters; but the final responsibility for meeting all academic requirements for a selected program rests with the student.~~