Memorandum of Understanding (MOU)

Between Office of Academic Affairs
And
College of Liberal Arts & Sciences
Reference: Faculty Advising Initiative

I. Purpose

This MOU outlines partnership roles and responsibilities for implementation of the Provost Challenge project: Faculty Advising Initiative

II. Project Description and Key Project Outcomes

Overview:
Creation of an integrated professional and faculty advising based on formalized training; an online faculty resource guide for advising; and comprehensive online advising tutorials for faculty advisers.

Key project outcomes (as agreed by Project Lead and Vice Provost):
1. Increased faculty understanding of non-major graduation requirements (BA, BS, BFA, BM, and University Studies)
2. Increased faculty competence in reading and understanding DARS
3. Increased faculty referrals of students to campus resources due to improved understanding of university resources
4. Improved faculty and student satisfaction with overall advising experience

III. Funding
The project team will be funded up to $8,980 to achieve the outcomes established for this project. Vice Provost for Academic Innovation in consultation with Provost and the appropriate dean may increase, reduce or terminate funding for this project.

IV. Funding Agreement Terms
The funding agreements in this document are contingent upon completion of the proposed project as describe above. Changes to the agreements, timetables or funding will be based on written agreement between the College/Department and Office of Academic Affairs designees. OAA will provide an index code that will be used for funding of this project. There will be no transfer of funds.

V. Resolution of Disagreements
In the event of a disagreement that cannot be resolved by the parties, resolution will be through agreement of Vice Provost for Academic Innovation and the Dean of the Department’s College or Director of the Unit.
WITNESS WHEREOF, the representatives have signed this Memorandum of Understanding on the 29th day of August, 2013.

Martha Dyson, Project Lead, Academic Adviser, CLAS  
Robert Mercer, Assistant Dean, CLAS

Sukhwant Jhaj  
Vice Provost for Academic Innovation and Student Success  

Sue Beatty, Dean, College of Liberal Arts & Sciences

Enclosures:
   • Copy of reThink PSU: Provost Challenge project proposal
#88 Faculty Advising Initiative

Last modified: February 20, 2013 – 10:52am

Project Lead
Martha Dyson
Academic Adviser
Liberal Arts & Sciences, College of

Primary Collaborators
Daniel Fortmiller
Associate Vice President Academic & Career Services
Student Affairs
Karen Kennedy
Academic Adviser/Intl Student Liaison
Advising & Career Services

Additional Collaborators
Robert Mercer

Challenge
Inspiration Challenge

Abstract/Summary
Creation of an integrated professional and faculty advising based on formalized training; an online faculty resource guide for advising; and comprehensive online advising tutorials for faculty advisers.

Introduction

At present, there is no coordinated effort to provide the necessary advising tools and training to faculty advisers. Consequently, students are having vastly different advising experiences based on the advising preparation and skills of their major department. What we need is a coordinated campus-wide effort that provides the tools and the appropriate training to all faculty members responsible for academic advising.

Impact/Significance

A comprehensive advising initiative for faculty advisers would provide more consistent advising across the university and greatly improved student success and retention. It’s particularly important for faculty to have the advising resources they need now that we have moved to a mandatory advising model for all incoming students.

Approach and Strategy

1) Developing a formal training for faculty advisers so that they all have access to the same material for advising which would include not only advising for major requirements, but also training for comprehensive advising which includes UNST as well as BA/BS/BFA/BM requirements

2) Online faculty resource guide for advising

3) Online tutorials for faculty advisers

4) Development of advising relationships between faculty and professional advisers
Milestones
Fall 2013 – begin on-ground training sessions for all faculty on a college by college or school by school basis
Winter 2014 – continue on-ground training sessions for faculty
Spring/Summer 2014 – develop online training resources for faculty to use as reference tools

Benefits
Training and workshops of this kind would increase communication and help to identify advising issues among professional advisers, academic units, and Student Service units.

Faculty would be more confident and competent in their role as advisers.

Students would receive accurate and consistent information from EVERY department, not just those departments whose faculty currently do academic advising well.

Every incoming student (freshman and transfer) would be directly impacted by this proposal since they ALL have to receive first year mandatory advising. If this advising is done well, students will be more likely to come back to see their adviser after their mandatory session. The ripple effects from this proposal could positively benefit every PSU student and dramatically increase student success and retention.

Consequences
Students would continue to receive inconsistent advising from department to department based on faculty knowledge about degree requirements. Some departments have great faculty advising, some have none or inadequate faculty advising. The lack of consistent, accurate advising makes students less likely to come for academic advising and damages student success and retention.

Needs Assessment
Download (http://www.rethink.pdx.edu/sites/default/files/FAneedsassessment%20%28%29.doc)

Inspiration Challenge Only

My proposal would support the following SS initiatives:

Intentional Advising and Charting a Pathway to Degree Completion – having faculty advisers who are trained to advise in a consistent and accurate manner in all departments will increase the goal of intentional advising and provide a clearer path to graduation for students.

Identification of Students at Risk – better-trained faculty will have a greater ability to recognize a student at risk and will be able to intervene with appropriate strategies in a timely manner.

Tags
Degree Completion, New Models, Student Success, Undergraduate, advising, retention

Comments
Robert Mercer — January 3, 2013 – 1:54pm

Great idea.