

University Advisory Council Meeting Minutes  
 Friday, February 12, 2021  
 1:30 p.m. via Teams

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**Attendance:**

| Name             | Attended | Name              | Attended | Name              | Attended |
|------------------|----------|-------------------|----------|-------------------|----------|
| Kameron Brooks   | ✓        | Lyric Mitchell    | ✓        | John Short        | ✓        |
| Albert Delia     | ✓        | Amy Nightengale   | ✓        | Cynthia Smith     | ✓        |
| Noah DeMichele   | ✓        | Bradford Nixon    | absent   | Jessica Thayer    | ✓        |
| Johnston Hegeman | ✓        | Benjamin Norris   | ✓        | Artie Travis      | ✓        |
| Erica Kennedy    | ✓        | Ronald Nowaczyk   | ✓        | Donnell VanSkiver | ✓        |
| Michael Mathias  | ✓        | Chelsea Schrader  | ✓        | Leon Wyden        | ✓        |
| Liz Medcalf      | ✓        | Gregg Sekscienski | ✓        |                   |          |

- I. Call to Order at 1:31 p.m.
- II. Updates from Governance Leadership
  - a. Staff Senate
    1. Second Annual Climate Survey is out and closes next week.
    2. Will have a staff emeritus nomination ready for submission.
  - b. Faculty Senate
    1. Voted to suspend the environmental analysis major. Changes will also be coming to some other majors.
    2. Proposal to bulk-update the course frequency language.
    3. Approved an emeritus nomination.
    4. Curriculum proposals from the CoB have been presented.
    5. Faculty Concerns Committee continue to discuss how evaluations are done during the pandemic.
    6. Discussion of the emeritus nomination process.
    7. Workload subcommittee working on the Faculty Workload policy.
    8. The IPR Committee is preparing to do low-degree productivity review.
  - c. SGA
    1. Starting to work on the Frostburg First survey.
    2. Elections are coming up March 23rd and 24th. Those seeking nominations will record 1-2 minutes videos to campaign.
- III. Updates from Vice Presidents
  - a. Dr. Mathias
    1. Classroom technology upgrades are currently in process.
    2. Preparing to roll out DEI trainings for faculty. A group will also be attending the AACU Conference on DEI.
    3. Searches for new faculty are going well in general.
    4. Working on filling vacancies in the Academic Success network.
    5. Significant renovations will be taking place on the 3rd floor of the library. Upgrades will be made to make it more welcoming and more usable.
    6. Have entered into several articulation agreements with community colleges. Continue to expand partnerships with international institutions as well.
    7. A memo was sent out earlier in the week discussing expectations for Fall 2021 in anticipation that instruction will return to in-person.

- b. Dr. Travis
  - 1. Information on the upcoming "staycation" will be coming out next week.
  - 2. Working with Finance on plans for housing for Fall 2021.
  - 3. VPSA meeting today. Discussed the possibility of having a few mental health days added to the fall semester. Highlighted the Volunteer Civic Engagement program at FSU.
  - 4. Have added a part time case manager to the CAPS Center.
  - 5. A notice was sent out outlining the leadership changes in Brady Health.
  - 6. SA Crisis Emergency Fund continues to seek donations.
- c. Leon Wyden
  - 1. FY22 will not see any additional budget cuts. The \$4M cut will remain, however.
  - 2. Salary reductions were rescinded and showed on paychecks on 2/3.
  - 3. Looking at regulations for the Higher Education Relief Fund.
  - 4. Another \$9-12M may come in from the new stimulus bill.
  - 5. Approximately 130 students that were on campus in the Fall are now fully online. This reduced auxiliary revenues. Working on revenue projections.
  - 6. Working with USM on testing supplies from Abbott Labs. It has been challenging trying to get this contract completed. USM has now signed an agreement and we are able to order testing supplies. Awaiting a copy of the agreement from USM.
  - 7. Working with Al Delia on the Research Park Foundation.
  - 8. Working with Randy Lowe on an IPR request. Should be ready to present something to them on 3/8.
- d. Al Delia
  - 1. Research Foundation for FSU has been established. As of yesterday afternoon, this has been incorporated. This will be a non-profit that will solely benefit FSU. It will be known as RF2.
  - 2. There are about 4 companies ready to sign leases at the Research Park.
  - 3. Received a \$100,00 grant last year to create a plan for energy efficiency resiliency and to establish a microgrid on campus. We are in the last 4-5 months of that plan.
  - 4. Working with a Canadian company to manufacture green cement products.
  - 5. Secured \$380,000 for development of Phase 1 of the Advanced Technologies Center at Innovation Park.
  - 6. The Challenger Center is in the works to be put in the old Frostburg City Hall building. This will attract students interested in STEM careers. A request is in with the State to try to obtain funding for this.
- e. John Short
  - 1. \$1.6M raised so far.
  - 2. Fuller House is now open with the movement of some programs moving to other buildings. Those currently working the Lyric Building will now be able to move into Fuller House.
  - 3. Foundation Board meets in 2 weeks.
  - 4. Ologie will be making a presentation next week. A survey will be coming out to employees, students, potential students, alumni, guidance counselors, etc. to gain additional data.
- f. Dr. Nowaczyk
  - 1. Provost Search: Dr. Michael Laney and Dr. Melanie Hulbert have been invited to come to campus over the next few weeks to see the campus and meet with select small groups of Academic Faculty Leadership.

2. The plan for Fall 2021 is to be open and have face-to-face instruction. If things continue to progress, we will be a residential campus in the fall, still under social distancing and state guidelines.
- IV. Other Updates
- a. EAA (supporting documentation attached)
    1. Moving forward on adopting a new model on academic advising. Will be hiring new employees to support this initiative.
    2. Currently interviewing finalists for the Director of Academic Advising.
    3. Attended NACADA conference this week to gather ideas for academic advising.
  - b. Federal Assistance
    1. Some CARES Act from 2020 funds had been set aside as we did not know there would be a second award.
    2. New funds will be divided into 3 groups: Housing Awards (\$375 each), Tuition Assistance (one-time awards to help retain students), and an Emergency Expenses Fund.
    3. The Supplemental CARES Act increases the number of ways that funds may be used but also tightens the criteria for students.
  - c. COVID Testing Update: have already administered as many tests at this point in this semester as we did all of last semester. Faculty have been asked to make sure that students are checking in each morning.
  - d. Vaccine Plan has been developed. We are not aware of getting the vaccine any time soon but a plan is in place none-the-less. There are 4 groups designated to be vaccinated in phases.
- V. Adjournment at 3:04 p.m.

Next meeting: March 12, 2021

Submitted by: Donnell H. VanSkiver, CAP, MEP, OM  
Executive Administrative Assistant III

## An advising model at Frostburg State University

The advising model we are working towards at FSU is a revised dual model. This will require that we:

- 1) Centralize all professional advising services through reporting lines to a centralized advising office. Academic advisors who report to the office would provide professional academic advising services to all students, with possibly some exceptions, for all majors. Actual office locations for some advisors may continue to be located in close proximity to students in the colleges.
- 2) Students would be assigned a faculty mentor to provide advising support in addition to their primary role advisor.

|             | Modified Dual Advising Model (Staff and Faculty)  |
|-------------|---|
| Description | <ul style="list-style-type: none"> <li>• “Students have two advisors . . . A departmental advisor for the major and a staff member in a central office for general education issues, college policies, and academic procedures” (Pardee, 2000).</li> <li>• “Undecided students are served at the central office until they declare a major” (Pardee, 2000).</li> <li>• Small to midsize institutions</li> </ul>   |
| Strengths   | <p>The model has the following strengths:</p> <ul style="list-style-type: none"> <li>• Provides undecided students the services they need</li> <li>• Allows for contact with faculty and advisors</li> <li>• Advisors are less specialized than in a split model, but more so than in a self-contained model</li> <li>• Costs are higher than in a faculty only model but lower than in a split model</li> <li>• The centralized advising function has the following strengths:               <ul style="list-style-type: none"> <li>○ Trained staff</li> <li>○ Consistent quality of advising</li> <li>○ No duplication of services</li> <li>○ Easy general accessibility (One-Stop)</li> <li>○ On site supervision</li> </ul> </li> <li>• The decentralized faculty mentoring role has the following strengths:               <ul style="list-style-type: none"> <li>○ Proximity of mentoring services to classroom and curriculum</li> <li>○ Ensures student connection with faculty</li> <li>○ Provides strong discipline-specific information and support</li> <li>○ Mentoring relationships for student professional development</li> </ul> </li> </ul> |
| Limitations | <p>The model has the following limitations</p> <ul style="list-style-type: none"> <li>• Communication and cooperation between the decentralized faculty role and the centralized advising role</li> <li>• Ill-defined boundaries of responsibility</li> <li>• Students may just go to whomever they like best</li> <li>• Students must go to two places to get answers to their questions</li> <li>• The centralized advising function has the following limitations               <ul style="list-style-type: none"> <li>○ Limited contact with departments and faculty</li> <li>○ Need for high communication and collaboration</li> </ul> </li> <li>• The faculty mentoring role has the following limitations:</li> </ul>   |

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|                                 | <ul style="list-style-type: none"> <li>○ Advisor availability</li> <li>○ Variability of faculty commitment and skill, combined with accountability limitations, results inconsistent quality</li> <li>○ Generally used to save costs, which results in limited resources to ensure quality advising</li> <li>○ Distracts faculty from other concerns (seeking tenure) without rewarding involvement</li> <li>○ Collaboration</li> </ul>  |
| Structural Implication for FSU  | <ul style="list-style-type: none"> <li>● All professional advising would need to be centralized under a single Director or Executive Director role.</li> <li>● Current advising positions that report to departmental or college structures would have to be reorganized along with resources supporting those positions</li> <li>● Lateral liaison relationships would have to be established and managed between academic departments and central offices</li> <li>● Differences in job duties and descriptions would need to be standardized</li> </ul>   |
| Means of addressing limitations | <ul style="list-style-type: none"> <li>● While reporting lines would need to be addressed, the actual physical location of services may remain decentralized.</li> <li>● Centralized academic advisors would need to meet regularly with faculty mentors and departments to stay on top of changes and manage relationships to avoid limitations due to poor coordination and collaboration.</li> <li>● The Academic Advising Council, consisting of faculty and full-time advisors with representation from other stakeholders would promote communication and collaboration</li> <li>● The central advising office should have representatives on various curriculum committees and the Academic Standards Subcommittee to remain current on curriculum and academic policy</li> <li>● An overarching structure would need to exist to ensure that training and accountability for faculty mentors is consistent and collaboration is taking place</li> <li>● Faculty mentor roles would not be required of all faculty to avoid the limitations of individual commitment and skill. This would require addressing workload issues for those who take on this additional role to incentivize those who do it. In doing so, we need to deal with the issue of advising as a teaching role as opposed to reassigning it to service.</li> <li>● Advisor and mentoring roles would need to be assessed and evaluated and improvement processes and reward structures implemented to insure accountability and continuous improvement</li> <li>● Job descriptions for advisor would need to be standardized. We recommend a career ladder that allows for advisors to be developed internally and advanced in their career through education, training, and experience.</li> <li>● Advisor and mentor roles would need to be clearly articulated and managed</li> </ul> |
| Implementation                  | <p>Due to the budget implications associated with CoVid 19, a phased implementation will be necessary.</p> <p>Fall 2021:</p>   |

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|            | <ul style="list-style-type: none"> <li>• New advising staff are hired in central office to begin implementation of the new advising model. Current staff outside of office remain in place to serve other students in old model.</li> <li>• <u>All</u> new first-time, full-time students (FTS) are assigned an academic advisor from the office.</li> <li>• Current and transfer students from Sophomore to Senior continue under the current model</li> <li>• Training begins for staff advisors. Faculty assist in the training of advisors</li> </ul> <p>Fall 2022:</p> <ul style="list-style-type: none"> <li>• Existing staff outside of central office are either relocated or split time between previous position and new position.</li> <li>• Additional staff advising positions are hired as needed.</li> <li>• All new FTS are assigned an academic advisor from the office.</li> <li>• Current and transfer students from Junior to Senior continue under the current model</li> <li>• Training begins for faculty mentors</li> <li>• Faculty mentors are assigned as needed</li> </ul> <p>Fall 2023:</p> <ul style="list-style-type: none"> <li>• All current staff have been converted to central office.</li> <li>• Additional staff advising positions are hired as needed.</li> <li>• All new FTS are assigned an academic advisor from the office.</li> <li>• Current senior and senior transfer students continue under the current model</li> <li>• Faculty mentors are assigned to junior students</li> </ul> <p>Fall 2024</p> <ul style="list-style-type: none"> <li>• Additional staff advising positions are hired as needed.</li> <li>• All students are advised based on the new model</li> </ul> |
| Exceptions | <p>Exceptions to this model may need to occur in some areas: engineering, nursing, USMH, etc. These exceptions will be made based on need while still striving to ensure that student needs are met in a way that is consistent with the intentions of the model.</p>   |

As we do this, one of the central issues that must be addressed is the role distinctions between professional advisors and faculty advisors. In general, the literature supports the need for both types of advisors, but suggests that establishing strong relationships between students and faculty is an essential element of effective retention programs (Light, 2001). The role of faculty is generally that of a discipline-specific mentor as opposed to a traditional full-service professional advisor (Light, 2001; Reinartz, 2000).

Faculty advisors struggle with issues of accessibility, maintaining up to date on campus policies and procedures, and having the time and effort to dedicate to more intrusive and holistic approaches of advising. They are also rarely provided with the training, resources, and support structures necessary to facilitate success in these more comprehensive advising roles. While the latter can be addressed through intentional effort on the part of the institution, the issues of diffusion of attention and time availability seriously limit the potential for faculty to meet all of the needs of students in the role of a primary role academic advisor.

Consequently, there is a need to articulate the different roles and responsibilities of both full-time advisors and faculty mentors. Based on a review of previous data collected at FSU and our analysis, we

suggest the following role distinctions. These have been aligned with proposed training outcomes and learning outcomes as indicated.

It is important that terms used to describe roles are clear and consistent with the roles being played. This must be done to avoid confusion for students, faculty, and staff. The term academic advisor is best suited to the role of the staff advisor. This is because the role of this individuals is more aligned with the current role of academic advisors as it is articulated by NACADA and other professional organizations. The faculty role is not a true academic advisor role according to this same model. The role is more consistent with a mentoring role. To use the term advisor for both could create confusion. The coach term is being utilized elsewhere on campus and, so, it could also create confusion. We recommend use of the term mentor.

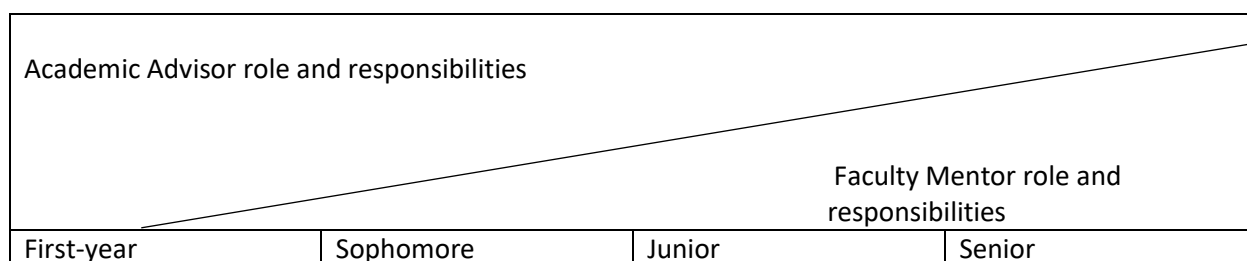
|                           | Academic Advisor  | Faculty Mentor  |
|---------------------------|---|---|
| Role Description          | The role of the professional advisor is to coach and assist students to make the transition into the university, define and develop academic, personal, and professional goals, and to assist the student to pursue and achieve success in relation to these goals.   | The role of the faculty mentor is to encourage develop and maintain a professional relationship with students to encourage and support them as they pursue their academic and career goals within their discipline by mentoring them in relation to their discipline specific selection of classes, academic success, and career planning.  |
| Student learning outcomes | <ol style="list-style-type: none"> <li>1. Establish and maintain a trusting relationship with an academic advisor or other university personnel</li> <li>2. Identify their personal strengths, skills, and interests</li> <li>3. Articulate personal, professional, and academic goals that can be fulfilled by the pursuit of higher education</li> <li>4. Select an academic major which aligns with their goals, strengths, skills, and interests</li> <li>5. Understand the academic requirements, policies, and procedures needed to track their degree progress as outlined in the university catalog</li> <li>6. Create and pursue an academic plan for on-time degree completion</li> <li>7. Demonstrate awareness of campus resources and use these resources to achieve goals and promote on-time degree completion</li> <li>8. Identify and participate in both co-curricular and extra-curricular activities that align with their personal, professional, and academic goals</li> <li>9. Design a <i>résumé</i>, cover letter, and/or other discipline specific career readiness documents for the job search process</li> <li>10. Recognize crucial gaps in their knowledge, skills, and experience as it relates to attainment of their personal and professional goals</li> <li>11. Develop an awareness of the professional organizations and opportunities available</li> </ol> | <ol style="list-style-type: none"> <li>1. Establish and maintain a trusting relationship with an academic advisor or other university personnel</li> <li>2. Demonstrate awareness of campus resources and use these resources to achieve goals and promote on-time degree completion</li> <li>3. Identify and participate in both co-curricular and extra-curricular activities that align with their personal, professional, and academic goals</li> <li>4. Design a <i>résumé</i>, cover letter, and/or other discipline specific career readiness documents for the job search process</li> <li>5. Recognize crucial gaps in their knowledge, skills, and experience as it relates to attainment of their personal and professional goals</li> <li>6. Develop an awareness of the professional organizations and opportunities available within their discipline for continued growth and development</li> </ol> |

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|  | within their discipline for continued growth and development   |   |
| Examples of roles and responsibilities | <ul style="list-style-type: none"> <li>• Support Preview advising</li> <li>• Teach ORIE classes as needed</li> <li>• Advise undeclared Transfer students</li> <li>• Update advisor checklists and academic plans</li> <li>• Monitor financial and successful academic progress Conducting schedule and degree audits</li> <li>• Navigating university policies and procedures</li> <li>• Holistic success coaching</li> <li>• Coordinate the advising support network for students</li> <li>• Oversee gate keeping processes</li> <li>• Assist in academic and career planning and decision making</li> <li>• Refer students to campus resources as needed (Career counselors, financial aid, billing, etc.)</li> <li>• Monitor students on academic probation</li> <li>• Possess basic knowledge of financial aid process and concerns related to financial aid and academic progression</li> <li>• Use Early Alert System (Beacon) and follow up with students on warnings as needed</li> <li>• Clear students to register</li> <li>• Conduct schedule and degree audits</li> </ul>  | <ul style="list-style-type: none"> <li>• Conduct Preview advising and ORIE instruction as needed</li> <li>• Meet with potential students</li> <li>• Career mentoring as it relates to the major</li> <li>• Grad school coaching</li> <li>• Assist with research efforts</li> <li>• Discipline specific academic success coaching</li> <li>• Experiential learning/internship encouragement guidance, and support</li> <li>• Knowledge application</li> <li>• Use Early Alert Systems (Beacon) to support students</li> <li>• Refer students to campus resources as needed</li> <li>• Transfer advising for students with a major</li> <li>• Conduct degree audits</li> </ul>  |
| Training outcomes for advisor types    | <ol style="list-style-type: none"> <li>1. Be able to use PAWS to respond to student needs</li> <li>2. Assist students to understand and navigate policies and procedures at the University level</li> <li>3. Effectively communicate information to facilitate student understanding and action</li> <li>4. Demonstrate effective advising and counseling skills</li> <li>5. Effectively develop and maintain productive working relationships with students</li> <li>6. Demonstrate a knowledge of the resources available on the FSU website, Beacon and other technological tools</li> <li>7. Encourage and assist students to define and integrate their educational and career goals</li> <li>8. Facilitate effective referrals to resources in relation to student needs at an institutional level</li> <li>9. Have a knowledge of advising that informs your practice</li> <li>10. Manage student records and data</li> <li>11. Perform transfer credit evaluations</li> <li>12. Assist students to develop effective degree plans</li> <li>13. Coach students in developing behaviors that contribute to success in college and life</li> <li>14. Understand the context of higher education, FSU, and the Maryland System and be able to</li> </ol> | <ol style="list-style-type: none"> <li>1. Be able to use PAWS to respond to student needs</li> <li>2. Assist students to understand and navigate policies and procedures within the academic major</li> <li>3. Effectively communicate information to facilitate student understanding and action</li> <li>4. Demonstrate effective advising skills</li> <li>5. Effectively develop and maintain productive working relationships with students</li> <li>6. Demonstrate a knowledge of the resources available on the FSU website, Beacon and other technological tools</li> <li>7. Encourage and assist students to pursue their educational and career goals</li> <li>8. Facilitate effective referrals to resources in relation to student department and career needs</li> <li>9. Have a knowledge of advising that informs your practice based on faculty mentor role</li> <li>10. Manage student records and data</li> <li>11. Understand and explain how credits transfer</li> <li>12. Encourage students to pursue and make effective discipline specific decisions in relation to academic plans</li> <li>13. Coach students in developing behaviors that contribute to success in academic discipline and career field</li> </ol> |



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|  | effectively guide students and perform your job within it<br>15. Demonstrate ability to adapt advising approaches to meet the needs of diverse student populations | 14. Understand the context of one's discipline, academic department, and career field be able to effectively guide students and perform your job within it<br>15. Demonstrate ability to adapt advising approaches to meet the needs of diverse student populations |
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We envision a structure where students would have a full-time primary role advisor who supports them throughout their academic career along with a faculty mentor that provides increasing support in specific aspects of the advising relationship as each student progresses towards the culmination of the program. Very likely this will mean that the responsibility to approve students for registration could shift as the student reaches the junior/senior year and the role of the faculty Mentor becomes more pronounced.



In order to address issues of communication, it is recommended that academic advisors specialize in a specific area of advising while still serving as generalist. Advisors would develop and maintain liaison relationships with the departments and programs related to their specialties and attend department meetings, participate in curriculum committee meetings, meet with department chairs and program coordinators, etc. on a regular basis to insure effective communication.

While this model would represent the general rule for undergraduate students, most graduate programs and some undergrad programs, due to the uniqueness of their student populations or programs (nursing for example), may merit an exception to these structures.

#### Administrative oversight

The advising structure would be vertically organized with all staff advising personnel directly reporting to the Director of Academic Advising. This position would oversee the central advising office and supervise directors in related offices. Dean's office would oversee the faculty mentor role in each of the colleges.

#### Option 1:

An advising council would coordinate the work of advising at the institution. Members of the advising council would include key advising constituencies across campus. The Director of academic advising would oversee the training, coordination and support of academic advisors directly and faculty mentors in the academic departments in collaboration with the Dean's Offices in the colleges.

#### Option 2:

The individuals with faculty mentoring oversight responsibilities from the colleges and the Director of Academic Advising would report to the Associate Provost with responsibilities for advising. The Associate Provost would chair the academic advising council. This council would include key advising constituencies across campus. This Director of academic advising would also oversee the training, coordination and support of faculty mentors in the academic departments in collaboration with college advising leadership structures in the colleges. The Associate Provost would also oversee the training, coordination and support of faculty mentors in collaboration with the Associate Deans and academic advisors with the Director of Academic Advising.

## Conclusion

In conclusion, we recommend the implementation of a dual model of advising with full time professional advisors housed in a central advising office that provide comprehensive holistic advising services for all students from enrollment to graduation. As students commit to an academic discipline, they would also be assigned a faculty mentor who would assist as discipline specific and career-oriented mentors. These individuals would work in a collaborative way to ensure student success under the direction of a vertically integrated advising leadership structure that works collaboratively with college leadership to ensure high quality advising experiences for all students.

## References

- Light, R. J. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.
- Reinarz, A. (2000). Delivering academic advising. In V. N. Gordon, Habley, W. R., and Associates (Ed.), *Academic advising: A comprehensive handbook* (pp. 210-219). San Francisco: Jossey-Bass.