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Advising and Mentoring at CSB/SJU: An In-Depth Review and Recommendations

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Advising and Mentoring at CSB/SJU: An In-Depth Review and Recommendations
May 30, 2019

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INTRODUCTION

The Advising and Mentoring Committee was formed in response to the 2017 Foundations of Excellence First Year Students Report and Recommendations, the passage of the new general education curriculum in 2018, Integrations Curriculum, and Strategic Directions 2020, which includes a call for us to become a “mentored-centered community.” Thoughtful, supportive, and intentional advising and mentoring of our students has always been central to our mission at CSB/SJU. We believe that strengthening and improving upon our advising and mentoring practices should be a primary focus of the work of the institutions in the coming years, since this kind of dedicated, individual attention to students will distinguish us from other institutions. We also acknowledge the need for a re-examination of our advising and mentoring practices in light of the demographic changes in our student population. Our student population is growing increasingly racially and ethnically diverse, more students are coming from cities and towns outside of the upper Midwest, gender identities are changing, and more of our students rely on accessibility services and mental health counseling.

The Advising and Mentoring Committee, chaired by Dr. Emily Esch and Director of Academic Advising Jason Kelly, began meeting in August 2018. One of the strengths of this report comes from the wide range of perspectives that informed it; the report is the product of a large committee, composed of members from across the institutions, including Admissions, Academic Advising, Athletics, Center for Global Education, faculty from a variety of academic departments, Financial Aid and Student Accounts, FYX, Residential Life, Student Accessibility Services, and XPD. Our purpose in constituting such a large committee was to allow for a comprehensive understanding and accounting of the varieties of ways advising and mentoring occurs across our campuses and to begin to articulate together a common language and framework for this advising and mentoring work. The Advising and Mentoring Committee met nine times over the course of the academic year, with many subcommittees working on assigned tasks between meetings of the whole committee. This report is the culmination of ten months of focused effort and attention by members representing perspectives from across the institutions and the authors deeply appreciate their commitment and engagement.

While we acknowledge that advising and mentoring occurs among faculty and staff relationships, our purview is advising and mentoring that involves students, and, thus, this report focuses solely on these types of relationships. And while we have several new initiatives around peer mentoring among students (for example, Advocates for Inclusive Mentoring and Peer Mentors in the College Success Course), we have not examined those types of mentoring programs and relationships in this report. Instead, we have focused on staff-student and faculty-student relationships. For the purposes of this report, we construed “advising and mentoring” broadly, trying to capture both the formal and informal ways the staff and faculty interact and build relationships with students. Furthermore, because advising and mentoring at CSB/SJU takes place within the context of a liberal arts and sciences education, we understand that at its core advising and mentoring is a form of educating.¹

¹ Wilcox, E. (2016). An end to checklist thinking: learning-centered advising in practice. Retrieved from NACADA Clearinghouse of Academic Advising Resources.

We believe that careful attention to our advising and mentoring practices at CSB and SJU will move us closer to our goal of becoming an inclusive and welcoming community, to which all students, no matter their background, life experiences, or social identities, will feel that they belong.² While we have many examples of superb advising and mentoring practices at CSB/SJU, at both the individual and the department and program level, we lack the kind of institution-wide initiative that would ensure that **all students** benefit from the opportunities provided by strong advising and mentoring relationships.

The Advising and Mentoring Committee recognizes that this report is merely a first step toward a new vision of the place of advising and mentoring at CSB/SJU. We see advising and mentoring as fundamental to the mission of these institutions, yet an area that has suffered from neglect at the institutional level. An intentional and institutional focus on advising and mentoring students touches on areas which the institutions have recognized as increasingly important to ensuring that our students succeed at CSB/SJU, including the development of cultural competence among staff and faculty, a growing awareness that learning takes place inside and outside the classroom, and the understanding that advising and mentoring is a craft that can be taught and improved through undergoing constant reflection and attention to the changing needs of the students.

We see opportunities to develop this vision alongside new programs, like FYX and the Integrations Curriculum, and the adoption of new technology platforms, like Starfish and Handshake. FYX shows us the promise and power of collaboration among a wide variety of departments in Academic Affairs and Student Development and provides a model for breaking down the siloes that have long existed in higher education. The Integrations Curriculum provides new opportunities for the integration of learning inside and outside the classroom, especially with its focus on a student-driven Integrations portfolio, which asks student to reflect intentionally on their whole education as it is happening, and again as they approach graduation. Starfish promises to change the ways that we communicate about our students and to make salient to the students that they have a network of advisors and mentors dedicated to making them succeed at CSB/SJU. Handshake is an online database where students and alums can browse for opportunities (jobs, internships, full and part-time service, fellowships and experiential learning), apply online, research companies and graduate schools, and schedule on-campus interviews. By incorporating student employment into Handshake, which is currently not part of the platform, we would create one access point for a broader range of opportunities on and off campus.

Refining and implementing this vision will require that someone take charge of leading professional development that brings staff and faculty together to discuss the role of advising and mentoring at CSB/SJU. The work of the committee this year has made it clear that a robust and cross-departmental series of professional development workshops is needed to raise the profile of advising and mentoring institutionally. But raising the profile of advising and mentoring is only the first step. We also note that individual

² Julia Lawton, "Academic Advising as a Catalyst for Equity" NEW DIRECTIONS FOR HIGHER EDUCATION, no. 184, Winter 2018

departments need to think collectively and intentionally about the advising and mentoring that occurs within their department and make plans for its ongoing improvement. Holding departments and programs accountable for this work will require institutional oversight that currently does not exist. As an *ad hoc* committee, which will dissolve on the issuance of this report, the Advising and Mentoring Committee is deeply worried about the fate of our recommendations. We urge the institutions to make furthering the work of this committee a priority in 2019-2020 and to appoint a person or group of persons responsibility for considering and implementing the recommendations of this report.

In developing this report and set of recommendations, the Advising and Mentoring Committee adopted the following set of guiding principles:

Be inclusive in our decision-making. Both including all the voices of the committee, but also thinking about all students, with their various needs.

Process our recommendations through the **lens of equity**. This is applied to the faculty and staff as we contemplate the distribution of responsibility and the development of professional support needed to carry out these responsibilities and to students as we ensure that each student is getting what he or she needs to succeed at CSB/SJU.

We have adopted an understanding of advising as foundationally **transformational**, not transactional. We think of advising as part of the education of our students, a process in which they: learn to make connections between their experiences inside and outside the classroom; come to understand the goals and value of a liberally educated person; reflect on who they are now and who they want to be; and learn to become the authors of their own lives.

Our process and recommendations are **student and learner-centered**. Our process begins and ends with providing a supportive, transformational experience for all of our students.

Our proposal needs to be **feasible** and in line with our current resources. This includes financial resources, but even more importantly, we strive to be conscientious about faculty and staff time and energy.

As part of our work, we used the CSB/SJU Foundations of Excellence First Year Students Comprehensive Report, the CSB/SJU 2016 National Survey of Student Engagement, and the CSB/SJU Senior Exit Survey. Recommendations specifically aimed at advising and mentorship from the Foundations of Excellence Comprehensive can be found in Appendix A. We also surveyed heads of departments and programs across the institutions about their advising and mentoring needs and practices. The results of this survey can be found in Appendix E.

Recommendations that are made throughout this report include:

Institutional Responsibilities – structural changes and accountability

1. We recommend that we begin using the language of an “advising and mentoring network” and intentionally adopt a learner-centered approach to advising and mentoring.

2. We recommend that all departments, programs, and offices³ be required to discuss the role of mentoring and advising for meeting their mission and, where appropriate, incorporate advising and mentoring expectations and responsibilities into their position descriptions.
3. We recommend the development of an Onboarding template⁴, which every department and program will amend to suit their particular needs. We further recommend that departments and programs be required to have documented plans for onboarding new faculty and staff.
4. We recommend that departments and programs with substantial advising responsibilities work with Office of Assessment and Institutional Research to develop assessment and accountability plans.
5. We recommend the development of a position or committee which has as part of its charge the coordination of advising and mentoring across the institutions, such as Director of the Student Success Network and/or the Director of the Teaching & Learning Center.
6. We recommend that Academic Affairs and Student Development develop the infrastructure required to hold departments and programs accountable for their advising and mentoring practices.
7. We acknowledge that the advising and mentoring of student employees is a missed opportunity which affects hundreds of students every year and recommend that someone be charged with creating a plan to address this oversight.

First Year Advising and Mentoring

8. We do not recommend revising the current process for registering incoming first-year students at this time, but we do recommend that FYX and Academic Advising begin to explore alternative options in the near future.
9. With the discontinuation of FYS, we recommend that first-year academic advising be incorporated into the College Success Course and that students be issued a secondary faculty or pre-professional advisor in a primary area of academic interest before fall semester begins.
10. We recommend that the Directors of FYX and Integrations Curriculum work together to take advantage of the opportunity the new curriculum has for introducing the purpose and value of a liberal arts and sciences curriculum to incoming students.

Professional Development

11. We recommend the development of a series of advising and mentoring workshops that will intentionally bring together staff and faculty across the institutions.

³ We use “departments, programs, and offices” to denote units across the institutions, including Academic Affairs and CSB and SJU Student Development.

⁴ While this language of “onboarding” is commonly used for staff across the institutions, many faculty might not be familiar with it. “Onboarding” refers to the process used when introducing and integrating new employees to an organization.

12. We recommend that the development and coordination of professional development opportunities for advising and mentoring be assigned to a person or group of persons. If we hire a Teaching and Learning Director, this would be a natural fit with that position.
13. We recommend that Office of Academic Advising be tasked with the responsibility of creating and maintaining a repository of resources for faculty and staff advising. This would include, but is not limited to: a four year generic, blank template for each major, minor, and pre-professional program; a four year plan developed from the generic template for each major, minor and pre-professional program completed individually by the department or program; an advising syllabus for first-year students; an advising template to be used in the majors; a list of strategies for first-year advising (which would include a list of the majors with the most inflexible requirements during the first and second years). See Appendix B for a draft of some of the resources that will be provided by the Office of Academic Advising.
14. We recommend that training in Starfish be required of all faculty and staff who have primary advising responsibilities.

1. STRENGTHS AND WEAKNESSES

We begin with an assessment of our strengths and weaknesses. One of our strengths is that staff and faculty from across the institutions, from all types of different departments, programs, and offices have acknowledged advising and mentoring as a core responsibility. And across the departments and programs we have a strong tradition of **student-centered** advising and mentoring practices. These strengths are illustrated in the following ways:

Indicators of **overall** good health:

- Very good retention (upper 80s for first to second year) and completion rates (low 80s for CSB and mid-70s for SJU).
- Strong student participation in many of our signature programs, like Athletics, Intercultural-Lead, Internships, Joint Events Council, Study Abroad, Student Senates and Undergraduate Research.
- 99% of CSB/SJU graduates are employed, continuing education, or volunteering full-time one year after graduation.

We have developed **areas of structural support** for advising and mentoring:

- Academic Advising does an excellent job of advising students, intervening with those who are struggling, and complementing FYS and major advisors.
- We have adjusted to changing student needs, for example, by creating a Student Accessibility Services Office, by combining Experiential and Career development into one office, by creating a robust, new First-Year Experience program, which includes a pilot College Success course.
- We have a strong Health Services team with specializations in mental health, wellness, and health promotions.
- Students living in the residence halls are receiving mentorship on a daily basis from their RA and/or area coordinator and Residential Life Directors meet with their student staff once a week.
- Student athletes get around 30 hours of face time with a head coach and/or assistant coach during any given week, with many one-one meetings with individual athletes.
- Several offices, including IISS, Student Activities and XPD, have developed mentorship and advising programs with their student employees.
- DegreeWorks provides a clear road map for students to navigate the requirements of their major, minor and the general education curriculum.
- Midterm grades provide an excellent check-in on first-years (when faculty turn them in).
- We are in the process of implementing Starfish, a software system that will help us communicate about and with students, provide an early-warning system, and improve information delivery.

Additionally, CSB/SJU is renowned for its **alumni/ae network**:

- Recent alums who are willing to communicate with current students about navigating career options/paths.
- XPD engages 300-400 alumni through programming/mentorship of students each year. XPD is also piloting new ways of engaging our alumni with students, including the [Student Exploration through Alum Mentorship \(SEAM\)](#) program and preparation for career-related events.

While our recommendations build on a strong foundation, we are also aware that we have areas where we need to improve. In the Foundations of Excellence student survey that was conducted by the FYX Committee in 2016, academic advising was identified as one of the categories with which they were least satisfied. The following are some of the key areas where we recommend focusing institutional attention.

Equity

- There is currently an imbalance in faculty workload regarding advising. Some faculty members spend lots of time advising students and others very little, even though the same faculty handbook sections apply to all faculty.
- Students' experiences are not equitable. There is no standardization of expectations around advising and mentoring, so students' individual experiences vary tremendously. This can be seen in the student surveys.
- Advising and mentoring approaches across the different departments and campuses can be very different.
- Less assertive students might not get the one-on-one attention they need from professors who have large rosters of advisees.

Timing and Information Delivery

- Students need to meet with advisors in majors/pre-professional programs earlier in order to create the most effective four-year plan.
- The advising structure is still primarily set up for students to come to various departments and programs. This is especially for career and internship advice, which means that students can miss opportunities.
- Inconsistencies across campus re: what information people have and what's being shared.
- Not all departmental website are to-date; students will try to seek out information and they get mixed information.
- Information delivery to students can be tricky. Communications frequently get lost in the volume of email that they receive.

- Information can be biased toward pushing students to a particular major or pre-professional program.

Expectations and accountability

- There is a gap in understanding across campus about what advising should do; many believe that advising is transactional; in reality, it should be transformational, even in the seemingly transactional interactions. The transactional and transformational are fully interwoven (i.e. student comes in to fill out a form and we have conversations simultaneously about self-advocacy and self-exploration).
- Clear expectations and subsequent evaluation around faculty advising and mentoring doesn't exist institutionally. And our PIN system makes it possible for faculty advisers to simply email students their PINs without actually meeting with them.
- The different roles of Academic Advising professionals and faculty are not clearly stated, which is a problem for students, faculty and staff.
- Many job descriptions do not include anything about advising and mentoring students, even when this is a significant aspect of the job.
- There is a general lack of accountability and reward structures, including who is ultimately responsible for holding people accountable.

Professional development

- Not all FYS instructors take advantage of the training and resources accessible to them.
- For instructors that do not teach FYS there is very little training in advising, even though it is an expectation of all faculty.
- Advising is very dependent on individual advisers within majors.
- There are few professional development opportunities around advising and mentoring for staff.
- Organized onboarding and ongoing training/professional development specifically related to mentoring students seems to be nonexistent in most departments and programs. (XPD is a notable exception.)

2. OUR VISION: AN ADVISING AND MENTORING NETWORK WITH A LEARNER-CENTERED APPROACH

Our common vision for advising and mentoring at CSB/SJU is still in its early stages, but there are two key features that we are committed to. First, as mentioned in the first section, we understand advising and mentoring wherever it is found on our campuses as *part of the education of our students*. We want all advisors and mentors no matter what their specific position to understand themselves as educators. In this, we understand ourselves to be following recent changes in higher education, as we explain in some detail below.⁵

Deep conceptual shifts have been occurring in how the advising and mentoring field sees itself, and particularly in academic advising, which is the source of most of the theoretical work behind advising and mentoring that informs this report.⁶ Unsurprisingly, the discipline of academic advising is being shaped by the same forces that some might be familiar with through the scholarship of teaching and learning. Elizabeth Wilcox sums up these influences succinctly:

These changes coincide with other important shifts in teaching and learning nationally: outcomes and competency based education (Spady, 1994), a focus on active learning (value on process over product) (Angelo, 1993), student-driven and personalized learning (Jones, 2007), an increased focus on high impact learning opportunities (Kuh, 2008), culturally relevant pedagogy (Ladson-Billings, 1995), and a focus on the importance of non-cognitive factors in student success (grit, growth mind-set, resilience, emotional self-regulation, etc.) (Duckworth, Peterson, Mathews, & Kelly, 2007; Dweck, Walton, & Cohen, 2014)... perceptions of the advising role from *service provider* to *educator* (Drake, Jordan, & Miller, 2013) continue to advance and evolve.⁷

This is an exciting time to be in higher education. At CSB/SJU “educating the whole person” has always been seen as a central part of our mission. But the explosion of research into how people learn gives us a much more explicit understanding of how we

⁵ Our report is informed by the work of NACADA, the leading professional organization for academic advising. See <https://www.nacada.ksu.edu/>. Our final report follows close their document called “NINE CONDITIONS OF EXCELLENCE IN ACADEMIC ADVISING” which was created with the Gardner Institute.
<https://www.nacada.ksu.edu/Portals/0/Resources/Excellence%20in%20Academic%20Advising/documents/NineConditionsofExcellence.pdf>

⁶ The primary author of this report is especially enamored with the work of Marc Lowenstein. See the following: Lowenstein, M. (2015). General education, advising, and integrative learning. *The Journal of General Education*, 64(2), 117-130. Lowenstein, M. (2005). If advising is teaching, what do advisors teach?. *NACADA Journal*, 25(2), 65-73. And “Academic Advising at the University of Utopia,” <https://dus.psu.edu/mentor/2011/09/university-of-utopia/>

⁷ Wilcox, E. (2016). An end to checklist thinking: learning-centered advising in practice. Retrieved from NACADA Clearinghouse of Academic Advising Resources.

might do this.⁸ Of particular importance to the work of this committee is the acknowledgment of how crucial the education happening outside the classroom is to what happens inside the classroom. While Wilcox is speaking specifically about academic advising in the above passage, it is clear that the factors she lists are recognizable to advisors, mentors, coaches, RAs, student employers, and anyone who works closely with students. For these reasons, we support adopting the view that advising and mentoring be seen primarily as a form of education.

The second key feature of our vision is based in our particular tradition of community. Taking inspiration from the honeycomb that adorn SJU, the committee has spent a significant amount of time trying to clarify the roles that different departments and positions play and, more importantly, how these roles relate to each other. There is still much work to be done in this area, but in the next section we sketch out a first attempt to bring together the wide variety of advising and mentoring that takes place on our campuses.

From these discussions, we realized that we need to adopt a new metaphor for how to think about advising and mentoring. Traditionally, some of the metaphors that have been used to illustrate mentoring are focused on one to one relationships: think journeyman-apprentice or guru-disciple. Most of us recognize the problematic nature of these kinds of metaphors – the assumption that learning goes only in one direction, the salience of the power imbalance, etc. Moreover, this model of advising and mentoring is damaging in other ways – one person cannot be all things to a student.

Furthermore, these types of intense one on one relationships cannot be equitably distributed – we have too many students. Instead, the Advising and Mentoring Committee favors thinking about advising and mentoring at CSB/SJU as the process of building a network, where students find mentors with differing expertise in a variety of places – their coach, teaching assistant, teacher, resident assistant, supervisor – as they move through their college career.⁹

Neither of these key features is new to CSB/SJU. We have long tradition of thinking about the faculty and staff who play such an important role in students' lives outside the classroom walls as being central to the students' education. And as we discuss in the next section of this report, we have a robust tradition across a variety of departments and programs of advising and mentoring students. We hope that by highlighting and naming these practices, it will allow us to continue the work we have already been doing in a more intentional manner and with a common language and understanding.

One note of a path not taken in this report. After some discussion, we decided that providing definitions of the terms “advising” and “mentoring” would not be particularly helpful for our purposes. Instead, we have chosen to focus on a broad understanding of these terms, acknowledging that there is a lot of overlap between them and with closely related words like “teaching” and “coaching.” You can see this in the national literature on the topic – there are no widely accepted definitions and there is much discussion about how vague the boundaries of these concepts are. We know that this will be disappointing

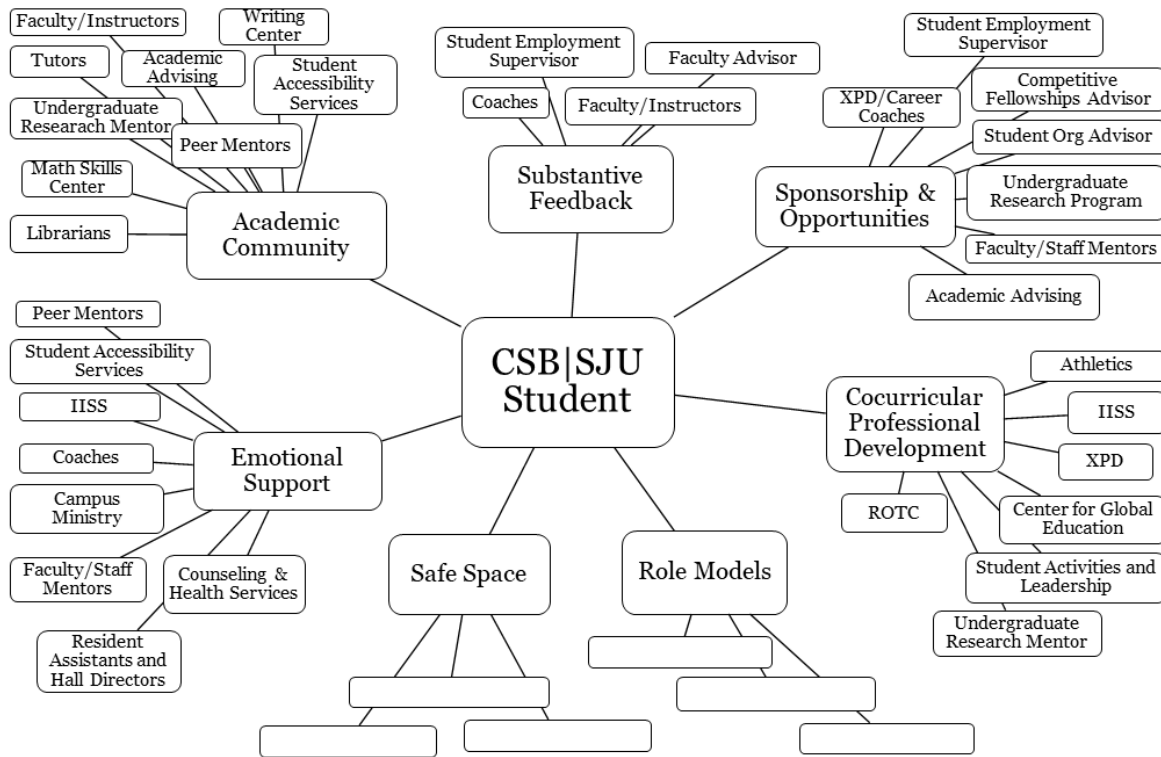
⁸ Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons.

⁹ The way that Starfish is graphically designed will make this network metaphor visible.

to some people, but we remain unconvinced that adopting precise definitions will move this work forward. However, for those who might want to develop some definitions for CSB/SJU, we believe that this report will provide a good starting point, particularly the next section, where we try to bring some clarity to the different kinds of advising and mentoring that is happening on our campuses.

We end this section with a mentoring map, which visually illustrates the network metaphor, and some examples of scaffolded advising curriculum that stretches across all four years:

SAMPLE ADVISING & MENTORING MAP FOR A CSB/SJU STUDENT



Several offices across campus have developed advising curriculum that is intentionally scaffolded over a student’s career at CSB/SJU. We offer examples from Academic Advising, Experience and Professional Development (XPD), and Residential Life at CSB and SJU that showcase a broad array of different models of what such scaffolding might be.

Office of Academic Advising - **Four Year Advising Curriculum: Transition, Explore, Navigate, Maximize**

<p>First Year - Transition</p> <ul style="list-style-type: none"> • Transition to college life • Establish effective time management skills and study habits • Engage in self-exploration to identify strengths, weaknesses, values and interests, goals, etc. • Research available campus resources and academic support services • Build a relationship with FYS professor • Become familiar with Banner, DegreeWorks and other academic planning tools • Utilize Career Services for major and career exploration 	<p>Second Year - Explore</p> <ul style="list-style-type: none"> • Build relationship with new departmental faculty advisor • Clarify and articulate educational goals • Select and apply to intended major through research, critical thinking and realistic self-appraisal • Apply to study abroad programs • Prioritize academic goals and prepare academic plan for degree completion • Continue relationship with Career Services to explore experiential opportunities
<p>Junior Year - Navigate</p> <ul style="list-style-type: none"> • Engage with departmental faculty to explore and apply for research opportunities, scholarship options, graduate programs, and other experiential opportunities • Review DegreeWorks for accuracy and progress toward degree • Submit Application for Degree 	<p>Senior Year - Maximize</p> <ul style="list-style-type: none"> • Apply for post-graduate opportunities (graduate school, volunteer opportunities, jobs, etc.) • Articulate the value of a liberal arts education • Verify degree completion with DegreeWorks and faculty advisor

XPD - Experience and Professional Development 4 Year Curriculum

First Year	Sophomore Year
<ul style="list-style-type: none"> • Take classes to explore possible majors; be open to new areas of interest. • Engage in self exploration and connect to your academic/career goals. • Meet with an XPD Coach to complete and reflect on activities that relate to your values, interests, and goals. • Research majors and related career options. • Attend XPD events to discover possibilities that fit your values, interests and goals. • Build a relationship with your first-year seminar instructor. • Get involved on campus, learn more about experience-based programs, and create a plan for gaining experience during your time at CSB/SJU. • Learn how your liberal arts education relates to career options. • Visit the Alum Profiles to learn how CSB/SJU grads have connected their interests and skills to careers. • Stop by the XPD Office for coaching on how to transform your high school resume into a professional resume. • Project your professional self by building your Handshake and LinkedIn profile. 	<ul style="list-style-type: none"> • Test out your interests and skills through classes, employment (student/part time), clubs and organizations, and service/volunteer experiences. • Explore major(s) and investigate careers of interest. • Meet with your faculty advisor to explore and discuss academic, experiential, and career goals. • Learn about and apply for experience-based programs through CSB/SJU. • Visit with XPD staff to connect with alums for career advice and mentorship in your areas of interests (CANE – alum career network). • Visit with the XPD staff to identify professionals for job shadow opportunities. • Attend Connections XPO and XPD events to learn about careers, explore internships, and meet alums and employers. • Utilize XPD’s resume and interviewing resources for your study abroad preparation. • Update your resume with new experiences and drop in for a resume critique. • Learn about the valuable transferable skills you can develop through your liberal arts education. • Update your Handshake profile and investigate internships and summer/part-time employment. • Update your LinkedIn profile, start making connections, and join interest/alum groups (including CSB/SJU Career Connections).

Junior Year	Senior Year
<ul style="list-style-type: none"> • Meet with an XPD Coach to: Create a strategy for gaining related experience, maximizing your last two years and developing post-graduation plans. Have your updated resume and LinkedIn profile critiqued. Participate in a practice interview. Learn how to articulate the value of your liberal arts education and transferable skills when presenting yourself to others. • Participate actively in Connections XPO and XPD events and meet with employers about internships and career opportunities. • Gain related experience and build your credentials through an internship, undergraduate research, fellowships, and service/volunteer experience. • Learn about and apply for experience-based programs through CSB/SJU. • Update Handshake, apply to internships, and participate in on-campus interviewing. • Take an active/leadership role in clubs/organizations, class projects, and work/service experiences; reflect upon your experiences with career mentors and faculty/staff. • Continue to connect with alums/career mentors using CANE (alum career network), LinkedIn, and XPD events. • Meet with faculty to discuss and investigate graduate programs; learn about timelines. 	<ul style="list-style-type: none"> • Meet with an XPD Coach to: Implement your strategy to move forward with your post-graduation plans, Have your updated resume and LinkedIn profile critiqued. Discuss resources focused on employment/graduate school/full-time service. Receive coaching on applications, successful interviewing strategies, and salary negotiations. • Discuss your goals for post-graduate opportunities (e.g. graduate school, employment, and full-time service) with faculty/staff and career mentors. • Take an active/leadership role in clubs/organizations, class projects, and work/service experiences; reflect upon your experiences with career mentors and faculty/staff. • Update Handshake, apply to positions, and participate in on-campus interviewing. • Participate actively in Connections XPO and XPD events and meet with employers about career opportunities. • Continue to build and leverage your career network using CANE (alum career network), LinkedIn, and XPD events. • Utilize Capstone opportunities to gain experience and create networks. • Complete the First Destination Survey. • Explore your future involvement as a CSB/SJU alum, including volunteering and career mentorship.

CSB Residential Life Curriculum

CSB First Year Residential Experience (FYRE)

The First Year Residential Experience (FYRE) supports first-year students in their transition to the College of Saint Benedict through initiatives focused on academic, social, professional and personal milestones within the first year.

There are traditional large-scale programs that are part of the FYRE experience as well as student-led initiatives. Resident assistants take the lead in building community and connecting students with each other. All programming initiatives are grounded in the residential curriculum and specifically focus on the development needs of first year students.

Examples of area-wide events in the first year area include:

- Fall Into Your Future resource fair
- Healthy Relationship workshops led by Professor Kari-Shane Davis Zimmerman
- The Game of Life career exploration, sponsored by XPD in conjunction with Residential Life

Smaller, student-led programs have included a campus scavenger hunt, yoga on the lawn, hikes to Lake Sarah or in the Saint John's Arboretum, floor dinners, "girls' nights in", and floor- and hall-wide art/crafting projects.

CSB Sophomore Residential Experience (S'moRE)

Programming efforts in Lottie, Margretta, and Brian halls specifically target the developmental needs sophomore students as they prepare to declare a major, study abroad, and prepare for the experience of their junior and senior years of college. Accordingly, the focus in this year is designing events and opportunities that further connect students to each other and the community—both at CSB|SJU, and the wider world—through large-scale programming as well as reoccurring, interest-based programs hosted by student staff members. As in the first year area, resident assistants for sophomores also connect with their residents through intentional conversations throughout the year.

Examples of programs for sophomores include:

- Welcome Back Bonfire
- Political & Civic Engagement Workshop
- Study Abroad Prep Night, with participation by XPD and the Center for Global Education

Reoccurring programs in the sophomore area include crafting/DIY nights, attending Bennie athletic events and arts performances to support community members, late night and weekend events as well as specific programs targeting transfer, exchange, and international students.

CSB Upperclass Residential Experience (Life Skills)

Life Skills programming is designed to assist junior and senior women in developing and fine-tuning life skills to ease their transition to life after college. Upperclass area community advisors (CAs) build community primarily through small group and individual gatherings, and serve as referral agents and resources for residents. Student staff in the apartments continue the model of intentional interactions and conversations.

Events hosted through Life Skills include:

- Career Expo Prep & Internship Workshops
- Money Management Seminar
- The Fault in Our Cars (Car Maintenance Workshop)
- Life Hacks

SAINT JOHN'S UNIVERSITY RESIDENTIAL CURRICULUM & PROGRAMMING MODEL FOR FIRST-YEAR STUDENTS

(Note: we include only first-year curriculum and programming, but SJU has a developmental model that covers each of the four years.)

Learning Outcomes

- Career Development & Exploration: Students will be introduced to the Career Services office and its resources.
- Community Engagement: Students will gain awareness of the positive impact of community engagement.
- Intercultural Competence: Students will recognize the value of diverse components of our community.
- Personal Growth: Students will be able to identify personal growth through participation in residential opportunities.
- Spirituality: Students will recognize opportunities to explore their spirituality.

Programs

The following programs are examples of activities or events that could be sponsored/encouraged/offered by residential life and another student development area. The intent is actively engage men in the life of campus and to promote the holistic learning.

CAREER DEVELOPMENT

F1 Participate in Collegebound

F2 Explore major and career options.

F3 Get involved with organizations, activities, and service that fit with my interests, values, and skills

COMMUNITY ENGAGEMENT

F4 Attend the annual Involvement Fair.

F5 Participate in a service-related experience.

F6 Participate in Outdoor Leadership Center activities.

F7 Participate in an Alternative Break Experience.

F8 Successfully interact with the many components of the surrounding CSB/SJU community, such as being neighborly, respectful and a good steward of this place.

INTERCULTURAL COMPETENCE

F9 Attend a U.S. Social Norms/Healthy Relationships session provided by International Student

Programming Office and Counseling & Health Promotion.

F10 Sign up for International Friends Program.

F11 Bring an International roommate or floor-mate home during a break.

Updated: June 2013

F12 Participate in at least one cultural event and/or activity, such as Festival of Cultures.

F13 Create a display for floor/lounge bulletin boards as a way to share culture and education about my country (monthly or weekly rotations between first-year floors).

PERSONAL GROWTH

F14 Participate in a Johnnie-to-Johnnie mentoring program, such as talking to a sophomore to better understand my first-year experience.

F15 Schedule two meetings with my Faculty Resident (FR) and a Faculty Member.

F16 Attend a speaker/event that enhances personal growth.

F17 Participate in an Intramural sport and on an Intramural team.

F18 Participate in “Year of Exploration”, which includes: Academic Spiritual, Free-time, Service, Leadership, Involvement Volunteer

F19 Stay active and take care of myself.

F20 Develop a realistic sense of how to manage time for academic success in college.

F21 Live cooperatively with my roommate in a way that supports and enhances academic success, social integration, and personal well-being for both of us.

SPIRITUALITY

F22 Attend a First-Year Retreat through Campus Ministry.

F23 Learn about Men’s Spirituality Groups.

F24 Attend a Men’s Retreat focused on healthy sexuality and relationships.

3. RESPONSIBILITIES: TWO LEVELS, DEPARTMENT AND POSITION

One of the difficulties this Committee faced was finding a framework which would be broad enough to encompass the wide variety of advising and mentoring activities that we collectively engage in. After much discussion, we realized that the learning goals adopted by the Student Success Network provides a set of categories that we can use institutionally to organize these efforts. (We have added one additional learning goal that focuses on personal growth and living in community.) Ultimately, the Committee hopes that clearly laying out our current efforts in an organized way that will provide a comprehensive overview of the advising/mentoring experiences of students as they move through their four years and expose any gaps or duplications in our current advising and mentoring efforts. Pulling all of this together in a single year, however, proved to be too ambitious for the Committee. Instead, we offer this section as a starting point for a comprehensive overview of the advising and mentoring efforts at CSB/SJU.

We hope that using the categories of the Student Success Network shows how valuable the idea of a Student Success Network is organizationally. The Advising and Mentoring Committee recognizes that an organizational structure built around the Student Success Network would be a natural place for the work suggested by this report to continue. The mission and learning goals of the Student Success Network have the power to bring together a wide array of diverse departments and programs as we focus on educating the whole student.

As a reminder, the Mission Statement of the Student Success Network is to:

Empower students to reach their academic, personal, and career potential through learning, reflection, and connection.

And the Learning Outcomes of the Student Success Center include:¹⁰

1. *Evaluate and develop academic skills*
 - Purpose:
 - Advancing lifelong learning and the liberal arts
 - Help students find a major that suits their skills
2. *Evaluate and develop self-management skills*
 - Purpose:
 - Time management, organization, using technology effectively
 - Motivation, accountability, tolerance of failure
 - Personal balance
3. *Utilize campus resources and navigate the community*
 - Purpose:
 - Inclusive access and knowledge of resources and opportunities

¹⁰ We have only included the learning goals most relevant to the work of advising and mentoring.

4. *Explore, Do, Reflect and Connect academic experiences with experiences outside of the classroom*

- Purpose:
 - Develop a personal and professional direction, assess what it will take to get there.
 - Who am I? What are my skill sets?
 - How does my choice of major fit with my values and skills?
 - Develop a four-year plan: what are the co-curricular needs?

5. *Engage in the post-graduate world*

- Purpose:
 - Inclusive access to post-graduate opportunities
 - Provide support for students to identify opportunities that align with the student portfolio

In addition to the five learning goals of the Student Success Center, the Advising and Mentoring Committee added a sixth goal.

6. *Personal growth and growing in community*

- Purpose:
 - Ability to engage, learn from, and work with people whose cultural identity is different from one's own, understanding and appreciating human differences, social responsibility, identity development.
 - Ability to view world through lens of gender, understand gender as important aspect of identity development, understanding of social constructs of gender.
 - Lead a balanced and healthy life, with physical activity, deep social ties, and spiritual growth.

We recommend that as departments and programs work on creating advising resources that they start with these learning goals. Having a common set of learning goals will move us closer to our ambition of an institution-wide understanding and language for the advising and mentoring of students. We have already started this work. In Appendices C and D, you will find tables showing how advising and mentoring efforts in Academic Departments and Student Development fit into each of these six categories.

Additionally, subcommittees of the Advising and Mentoring Committee used the tables in Appendices C and D as well as the CSB Student Development Analysis in Appendix G to develop the following descriptions of department and position responsibilities. The work of creating and collecting these descriptions took longer than anticipated and so the whole Committee did not have a chance to discuss and reflect on how they should be interpreted. Thus, we offer these descriptions as a first draft of an overview of advising and mentoring practices and responsibilities and a point for further discussion among departments and programs.

Academic Advising

The Academic Advising Office empowers students to explore academic interests and opportunities; address academic challenges; and develop educational plans consistent with academic, personal, and professional goals.

- Engage students in self-exploration to identify strengths, weaknesses, values and interests.
- Help students clarify and articulate educational, career and life goals.
- Assist students in choosing a major through research, critical thinking and realistic self-appraisal.
- Help students create an integrated plan consistent with academic, personal and professional goals (i.e. first-year registration, four-year plans, experiential opportunities).
- Promote student success by working with students on time management, academic expectations and resilience in addressing academic challenges (i.e. academic probation).
- Engage students to utilize campus resources, understand academic policies and procedures and complete graduation requirements in a timely manner.

Athletics – SJU

Athletics are uniquely positioned with incredibly engaged young men in a way that creates deep and rich four to seven year mentor/mentee relationships. Through these relationships and the backdrop of competitive sport coaches model in their actions and develop in their student-athletes many of the stated advising outcomes including but not limited to: time management, motivation, accountability, tolerance of failure, personal balance, and inclusiveness. The ongoing relationship between coach and student-athlete (which typically starts 1-3 years prior to them attending Saint John's during the recruiting process) also positions the coach to guide students to the abundant resources our campus has whenever the opportunity for growth present itself to the young men in our programs.

Job description (as it relates to mentoring & advising):

- Promote, teach & model a healthy lifestyle and wellness by engaging student-athletes through sport
- Promote, teach & model inclusive respect for others through teamwork, fair play, ethical conduct and competition
- Promote, teach & model the desire to personally grow academically, athletically, and socially as key elements of a well-rounded Benedictine, residential, liberal arts education
- Demonstrate awareness of both student needs and appropriate campus resources in a manner that best serves students that have growth opportunities as they avail themselves
- Promote, teach, & model both positive leadership and membership of an inclusive group striving for a common goal while maintaining respect for each individual and their role within the team dynamic

Center for Global Education

The mission of the Center for Global Education (CGE) is to deepen the level of global engagement and to enhance the global educational experience of every student at CSB/SJU. CGE plays a key role advising and mentoring students before, during, and after an international experience. In this advising role, CGE empowers students to develop academic, professional and personal goals around a global experience while at CSB/SJU. In addition, CGE collaborates with other offices and departments on campus to expand global engagement.

List of responsibilities.

- Identify, assess, and understand students' interests, academics and goals with selection of international opportunities
- Provide advising in the form of appointments, events, workshops, and classroom presentations, including program exploration, application assistance, cultural and intercultural orientations, international visa procurement, etc.
- Empower students to build skills to be successful while abroad, provide problem solving assistance, and answers questions from students, parents, faculty and staff;
- Coordinate timely response to student academic and behavioral issues before, during, and after study abroad
- Organize, deliver and coordinate - in collaboration with our campus-wide partners and external partners - a range of opportunities to engage students in a global experience on or off campus

Competitive Fellowships:

As advisors, we aim to connect students to merit based opportunities that align with their experience, goals, and future direction. Through ongoing mentorship and individual advising meetings, we encourage students to reflect upon academic efforts and student engagement, develop confidence in articulating aspirations, and to view the application process as a worthwhile learning experience. *This work is guided by the professional fellowship advising values identified by the [National Association of Fellowship Advisors](#), of integrity, collaboration, respect, and fairness.*

Experience and Professional Development (XPD)

XPD utilizes a coaching philosophy in advising students.

Each career coach in XPD has the following in his/her job description:

- Identify, assess, and understand students' interests, values, and skills, connecting self-knowledge with selection of academic major(s), opportunities, and career choices

- Provide career coaching in the form of appointments, career events, and classroom presentations, including major and career exploration, job and internship search strategies, resume reviews, practice interviews, job offer negotiations, graduate school preparation, etc.
- Facilitate creative approaches to engage students in the career development process
- Organize, deliver and coordinate - in collaboration with other office, campus-wide, and external partners - a range of opportunities to engage students in the career process
- Coordinate and conduct outreach activities to increase the number of students participating in high-impact practices and professional development activities

Faculty Advisors

The primary role of faculty involves the academic development of students.¹¹

- Guide students through the major curriculum and general education curriculum with appropriate course choices and four-year plans.
- Mentor students in scholarship and creative projects tied to a class or department.
- Recognize situations where knowledge of or referral to on-campus resources might be needed.
- Encourage student exploration of academic and long-term goals through coursework, volunteering, summer internships or research, and extracurricular or co-curricular opportunities.

Faculty Residents – SJU

Faculty Residents teach, mentor and coach students to develop and strengthen life skills promoted by the Saint John’s University Residential Curriculum. Through their ministry, Faculty Residents assist students in forming communities built on respect for others, respect for this place, and openness to diverse ideas and beliefs. They provide a friendly and welcoming presence among residents and work closely with other faculty and staff to encourage and promote strong academic performance and positive character-development in each resident student.

- Select, mentor, supervise, and assist Resident Assistants (RAs) on instructing resident students about the goals and expectations of the residential curriculum

¹¹ See Appendix F for the excerpt on Advising from the Faculty Handbook.

- Connect with each resident student for ongoing mentorship and assessment of goals and progress on personal and academic development as well as community engagement and responsibilities
- Providing direct instruction, mentorship, and supervision of assigned RAs through regularly scheduled staff meetings
- Teaching residents healthy coping, self-advocacy, and help-seeking strategies for managing stress and achieving goals
- Teaching skills for character development that are consistent with Benedictine values through the adjudication of alleged violations of student life policies
- Teaching about, promoting, and encouraging the use of various campus resources and opportunities for personal, academic, social and spiritual growth

FYX (First Year Experience)

FYX is responsible for coordinating all the activities, programs, coursework, and organizations that are devoted primarily to first-year students as they transition to college at CSB/SJU. FYX also has direct control over and responsibility for the College Success Course. The College Success Course is currently piloting a version in which primary advising responsibility for incoming students falls to the instructor of the course.

- Selecting instructors for the College Success Course.
- Working with the Academic Advising office to ensure that instructors of the College Success Course have access to the resources they need for first-year advising.
- Providing professional development for instructors teaching the College Success Course for the first time with information and training on their role as the primary advisor of record.

Student Accessibility Services:

SAS advises students by facilitating connections to the appropriate offices/resources on campus. We provide an access based perspective of our knowledge of programs/resources on campus. We work with students to promote self-advocacy and autonomy as it pertains to owning one's 4 year plan.

- Refer students to appropriate resources/offices on campus
- Provide a limited amount of time management advising/coaching
- Mentor students so that they may become self-advocates for their needs at CSB/SJU and beyond
- Encourage students to consider the functional impacts of their disability/ies when registering for classes
- Support students who are seeking diagnoses
- We train students on assistive technologies that can be used at CSB/SJU and beyond

Undergraduate Research:

Faculty selected to participate in our two grant programs (Summer Collaborative Grant and Emerging Scholars) are required to submit a plan for meaningful mentorship of their student collaborators. Faculty mentors are selected based on their ability to address the majority of the following criteria in their proposals:

- **Mentorship Goals:** The goals help to develop problem-solving and higher level skills in the student
- **Frequency:** Frequency is clearly articulated in a task-based or time-based manner. The frequency is often enough to provide a solid mentorship experience for the student. (This would likely be at least 1-2x per week, or more depending on the discipline. However, this may vary depending on the project.)
- **Platform:** Meetings should be face-to-face (either in-person or online)
- **Content:** Provides a purpose for, or plan of what will be discussed in, the meetings
- **Content:** Content of meetings helps to meet mentorship goals
- **Content:** Meetings promote student autonomy and provide collaborative support

As mentioned in the discussion of our strengths, there are many departments, programs and offices that understand advising and mentoring as a core responsibility. While we were not able to discuss the completed list, in the process of formulating and compiling this section, the Committee had several discussions about the need for being more intentional on how we do this work. As a result, the following recommendations are made to help guide us in this direction.

Recommendations

- We recommend that departments and programs discuss the role of mentoring and advising for meeting their mission and, where appropriate, incorporate advising and mentoring expectations and responsibilities into their position descriptions.
- We recommend that departments and programs work with the Office of Institutional Research and Assessment to develop assessment and accountability plans around the relevant learning outcomes.
- We recommend the development of a position or committee which has as part of its charge the coordination of advising and mentoring across the institutions.

4. ADVISING IN THE INTEGRATIONS CURRICULUM: A PROPOSAL

The adoption of a new general education curriculum provides us with an opportunity to rethink first-year advising. The Advising and Mentoring Committee, especially the Faculty subcommittee, explains its recommendations and rationale in the following section. We examined two areas for this report: registering for fall classes and first-year faculty advising.

We recognize that the following issues should be addressed by any new system for first-year advising. Many of these points are familiar from the beginning of this document when we explained the strengths and weaknesses of our current practices, but we believe they are worth repeating here.

We want our first-year advising practices to be *accessible and equitably distributed* to all students. We have interpreted this to require that we work to standardize advising practices across instructors when appropriate to ensure that all students receive an adequate baseline level of support and advice. In order to ensure that all students receive an adequate baseline level of support and advice, we need to establish clear lines of *accountability*, including clear descriptions of responsibilities of instructors, the FYX Directors, Academic Affairs, and the Academic Advising Office, and we need to provide meaningful training and ongoing professional development for instructors who are advisors.

The Advising Committee has also tried to address the issue of *delivering accurate, timely and unbiased information* to students, in particular students who are beginning rigidly structured majors. Finally, in developing our recommendation, the Advising Committee has kept in mind the need to *balance the advising workload*.

REGISTERING FOR FALL CLASSES

Our current system of having Academic Advising and the Registrar place entering first-year students into classes, has both strengths and weaknesses. These are nicely stated in the Academic Advising Office's Program Review from 2014 (pp. 10-11):

- Advance planning for course enrollment
- Ability to prioritize registration such that the most complicated schedules are created first
- Ability to “resection” student schedules for improved balance across course sections and assurance that students whose curricula require specific courses in the first term are enrolled in those courses
- Dramatic reduction of registration errors
- Effective use of course sections throughout the scheduled day
- Schedules that allow students to explore majors while satisfying Common Curriculum requirements

This all translates into a high quality schedule for each student, regardless of whether a student was the first or last to be registered. It also means that virtually every seat is utilized in entry level classes. The overhead savings for the colleges

is difficult to calculate but substantial. The savings to students and families is likewise an important benefit. Though about 75% of all CSB/SJU students will change their major in the first year, the thoughtful registration process is a major contributor to the high four-year graduation rates at CSB/SJU.

While this process is exceptionally effective and efficient, the Academic Advising Office recognizes there is one significant drawback: there is no one-on-one advising conversation nor guided discernment process for each student prior to registration. Schedules are created by taking students' intended major/minor responses at face value; pre-registration advising only occurs if there are significant conflicts or discrepancies in the information submitted on the ARF.

The Advising and Mentoring Committee agrees with both the strengths and weaknesses noted in this assessment in the Program Review. We also note the massive disruption that would occur were we to switch to a different registration process. Given that we are already in a period of tumultuous change, we are cautious about introducing more disruption during this time.

Recommendation:

- We do not recommend overhauling the current process for registering incoming first-year students at this point. However, we do think that it would be beneficial if we could include some pre-registration advising before Academic Advising does its placement. To that end, we recommend developing a pilot for pre-registration advising sessions over Summer 2020 with a targeted group of faculty and students. The details of the pilot would be left to Academic Advising and the FYX Co-Directors to work out.

FIRST YEAR ACADEMIC ADVISING

We discussed four different options for how to organize first year academic advising once FYS is gone from the curriculum in Fall 2020: attach advising to the Writing Foundations course, attach advising to the College Success Course, assign students individual faculty advisors in their area of interest, and assign professional advisors. All four of these options have been used at other institutions of higher education. We discuss the pros and cons of each option and provide our recommendation and rationale at the end of this section.

Attach to Writing Foundations

Students would be assigned their Writing Foundations instructor as their primary advisor. During the spring semester, they would be encouraged to find an advisor in their area of academic interest or a Liberal Arts advisor if they are still exploring.

Pros: most similar to old system, all faculty advisors; professional development in advising could be required to teach course; students see advisors at least twice a week in class

Cons: faculty must take time away from skill-building to do advising, lack of standardization across different sections, hard to teach multiple sections if advising is part of this (for faculty teaching 3/3), problems with students getting accurate information about four year planning

Attach to College Success Course

Students would be assigned their College Success instructor as their primary advisor. During the spring semester, they would be encouraged to find an advisor in their area of academic interest or a Liberal Arts advisor if they are still exploring.

Pros: new type of class so opportunity to rethink role of first year advising; professional development could be required to teach course; since course is already standardized can standardize expectations for advising and build into the content of the course, oversight by FYX Directors, assisted by Peer Mentors

Cons: includes staff as advisors (this can be seen as a pro), not sure how to compensate for work, only see students once a week

Assign faculty advisors by students' academic interests

Students would be assigned an advisor in their academic area of interest or, if they are exploring, a Liberal Arts advisor.

Pros: Departments complaining about lack of access would have it from beginning; could spread out workload by using departments without lots of majors for exploring students

Cons: without classroom presence hard to build relationship, lack of oversight for faculty advisors (would vary widely from department to department), difficulty in professional development, possible tendency to reinforce interest in narrow group of majors (many of our students come in still exploring or begin exploring when they realize broader range of subjects than they saw in high school)

Assign professional advisors

A final option would be to have first-year students assigned professional staff from the Academic Advising office.

Pros: Students would receive accurate and unbiased information, advising would be more consistent, there would be less need for professional development and initial training since the advisors would be working in their area of primary expertise, there would be oversight and accountability through the structure of the office.

Cons: This would be a big cultural shift for both faculty and current advising staff, it would be expensive – we would need to hire additional professional staff, and the work of the Academic Advising Office would undergo substantial changes.

OUR RECOMMENDATION FOR FIRST YEAR ACADEMIC ADVISING

After consideration of all four options, the Advising and Mentoring Committee recommends that we incorporate academic advising into the College Success Course (assuming it becomes mandatory for all students). The College Success instructor would remain the students' primary advisor until the student finds a faculty advisor in their area of academic interest during the spring semester. The goals of the College Success Course include Understanding the Goal of a Liberal Arts and Sciences Education and Developing a Meaningful Life Purpose, which fits with goals we have of developing a culture transformational advising and of taking advantage of the opportunity offered by the Integrations Curriculum. We believe the standardization of the course across all sections will help us address the issues noted throughout this section, including: having a common understanding of advising duties and responsibilities (because they will be built into the common syllabus), developing meaningful professional development around academic advising, and holding instructors accountable for their advising work (since they will all report to the FYX Directors). We believe the presence of the Peer Mentors in the College Success Course provides additional opportunities for mentoring first-year students that we are only beginning to recognize.

The Office of Academic Advising will play a crucial role in this structure. They will work with the FYX Directors to develop infrastructure around the advising components of the College Success Course, including an Advising Syllabus and group advising opportunities; they will help develop and facilitate professional development for all College Success instructors and training workshops for the new instructors; they will help facilitate the transfer from students' College Success advisor to a faculty advisor in their area of academic interest.

To ameliorate the concern some departments have about students not receiving accurate information about their four year plans, we also recommend that students be assigned a secondary advisor in their area of interest, if they have indicated one, when they are being registered for classes over the summer. College Success instructors and Peer Mentors will be aware that these secondary advisors are available for individual students to consult as they develop their plans for registration and will encourage first-year students to reach out to these secondary advisors.

FYX is running an advising pilot (5-6 sections of College Success Course) in Fall 2019 based on this recommendation. This will allow them to make adjustments before it is scaled up to reach all students in Fall 2020. We further recommend that the FYX Directors and the Integrations Curriculum Director work together with instructors of all first-year courses (not merely the College Success Course) on how to introduce new students to the purpose and value of a liberal arts education broadly and the Integrations Curriculum specifically.

ONCE A MAJOR IS DECLARED

We recommend that all majors be required to create an Advising Syllabus and Four Year Plan specific to their major. The Office of Academic Advising is in the process of creating generic templates for both Advising Syllabus and Four Year Plan that each department or program could then individualize according to their specific needs. (See Appendix B.)

5. PROFESSIONAL DEVELOPMENT

One of the main themes to come from this report is that we need intentional, structured training and professional development around the areas of advising and mentoring. We surveyed both academic and student development units and all indicated a desire for more professional development in this area. (See Appendix E for data from the surveys.) Historically, many faculty and staff were members of the monastic communities, so lived on campus with students and were easily accessible for formal and informal advising and mentoring. But the demographics of our faculty and staff have changed from monastics to lay people, with more employees commuting longer distances, who have increasing numbers of external obligations. Advising and mentoring practices have become more professionalized over the last decade or two. Finally, many majors and pre-professional programs are becoming increasingly scripted, so a knowledge of curricular options academic policies and an ability to find flexibility within our curriculum is essential. We need to respond to these and future changes with an intentionally designed approach to the professional development of faculty and staff in their advisory and mentoring roles.

In this section of the report, we provide some details about what kinds of professional development faculty and staff want and some ideas about how such opportunities might be offered. Besides wanting more professional development opportunities generally, faculty and staff all indicated that they would like to see professional opportunities that brought staff and faculty together. One of the advantages of having such a large and diverse Advising and Mentoring committee is that we found that we have much to learn from each other.

We have structured this next section into Onboarding Training¹² and Ongoing Professional Development. It's clear that we need both and that the two categories have different goals.

ONBOARDING TRAINING

We suggest that the following broad topics need to be covered for all newcomers to CSB/SJU or to the role of advisor or mentor, though the details of what different positions need might vary.

1. Technology: Starfish, DegreeWorks, Banner, Four-year planner, Handshake (We suggest the creation of training videos in addition to in-person training.)
2. Legal and ethical issues (FERPA, HIPPA, Title IX, parents); In addition to basic training, we need a list of contact people for these issues that is easily accessible as these issues come up for faculty and staff.
3. Integrations Curriculum – including a primer on the goals of liberal arts and sciences education. We suggest two different kinds of training here – one focused on faculty and one on staff.

¹² In our committee, it was noted that some faculty are unfamiliar with the term “onboarding.” This refers to the training that new staff and faculty receive when they first come to work at CSB/SJU (or, less frequently, as they move to a new department within CSB/SJU).

4. Explanation and discussion of the expectations around advising and mentoring for their position, including the Advising Syllabus where appropriate.
5. Using advising sessions as learning tools (We recommend making videos along the lines of the NACADA webinar we attended, which included recording actual or simulated sessions with students.)

We further recommend that departments consider incorporating shadowing into their Onboarding Training. Departments would find faculty/advisors/coaches that have been advising for a long time on campus that would allow newcomers to observe their practice.

ONGOING PROFESSIONAL DEVELOPMENT

Here is a list of topics and activities, in no particular order, that the Committee believes would be valuable to professional development opportunities that would include both faculty and staff. One of the benefits of working on this committee has been getting an overview of all the different ways that advising and mentoring is practiced on these campuses. In particular, the Committee would like to emphasize that faculty could learn a lot about advising and mentoring from staff, who typically have more training in this area. We present this list as a starting point for discussions of professional development and as an illustration of the rich discussions that occur around advising and mentoring when you gather a group with diverse professional perspectives on working with students.

“Unrewarded” Effort - Coaches are especially good at addressing the challenge of students putting in the work but not getting the results they wanted (i.e. not getting to start, getting enough playing time, etc.). The committee recognizes this as an issue that comes up in many different contexts and this would be a worthwhile topic to pursue, with Athletics leading the session.

Supervising Students - Residential Life Directors meet with their student staff once a week, then the students replicate this with their students on their floors. We believe that this model might be valuable to share with supervisors of student employees, TAs, and Peer Mentors. In general, the Committee believes that our work with student workers is an area that would greatly benefit from professional development opportunities.

Interpersonal Communication – the foundation of effective and transformative advising meetings is strong interpersonal communication. To assist faculty and staff in their further development and fine-tuning of their interpersonal communication skills, a series of workshops and resources should be created. The Office of Academic Advising is developing an advising syllabus that will be provided to all community members and should be used as a guide during advising and mentoring meetings. In addition to this physical resource, we envision tapping into the expertise of student development staff to develop training activities that will help faculty and staff understand what are the leading questions that advisors/mentors should be asking students that will result in a transformational conversation, rather than transactional.

Mentorship Panel - as outlined throughout this report, we already have a variety of departments and programs that have implemented advising and mentoring best practices into their everyday work. We envision capitalizing on their expertise to offer recurring mentorship panels that faculty and staff can attend during their onboarding training or ongoing professional development. These panels could include Academic Advisors, Coaches, Residential Life Directors, Career Coaches, Student Employee Supervisors, Student Success Network Staff, and more.

Utilizing XPD's Influencers Network – The Office of Experience and Professional Development is developing an Influencers Network that will provide resources to guide faculty and staff on how to advise students during their search for experiential learning opportunities and jobs that will ultimately help students reach their career goals. Our hope is that all departments and programs will capitalize on this opportunity by identifying someone that will join the network and serve as the liaison between that department's students and XPD. We envision XPD will lead a series of professional development workshops on this topic.

Approaches to Transformational and Inclusive Advising –given the varied student populations, variety of information to be delivered, different settings in which advising and mentoring occurs and the different needs of our students at different times in their careers at CSB/SJU, the best advisors will be able to use a variety of advising techniques and approaches. Examples would include but not be limited to: Prescriptive Advising, Advising as Teaching, Proactive Advising, Strengths-Based Advising, Motivational Interviewing, and Self-Authorship.

Coaching and Motivational interviewing – how can we help students answer bigger questions about their lives, goals, etc? The Advising and Mentoring Committee attended a NACADA Webinar in February called “Incorporating Coaching Conversations into Academic Advising” that was well-received and would be a good topic for more professional development.

Effective use of Group Advising—There times when group advising can help and advisor manage a large advising load, provide students with a sense of camaraderie, give them multiple points of view and be an effective way to communicate information so that individual appointments be more effective. We believe that we need to find ways to make the most of our limited time in one on one appointments with students and the use of effective group advising is a key part of this.

Using Peer Mentors Effectively—Sometimes it is not as much what is said, but who says it! Using Peer Mentors to carry your message can give your message added validation in the eyes of your students.

Advising Student in Crisis - Counseling Services session explaining topics like; when does the advisor's role end, what resources are available to refer a student to on campus and off, when its mental health and when its motivation. Hand out folder of resources.

Additional External Opportunities—many professional organizations offer advising conferences, speakers and consulting. Examples include: NACADA, NASPA, National Resource Center for FYE, Gardner Institute, ACPA, NACE, LSAC, and AACRAO.

ORGANIZATIONAL ISSUES PERTAINING TO PROFESSIONAL DEVELOPMENT

The charge of coordinating and designing professional development opportunities for advising and mentoring across the institutions needs to be assigned to a person or a group of persons. In our current organizational structure there is no position that is an obvious candidate for this assignment. However, there are two positions that have not yet been created, but have been discussed, that might take on this charge were they to be created, the Director of Student Success Network and the Director of the Teaching and Learning Center.

Recommendations:

- We recommend the development of an Onboarding template, which every department and program will amend to suit their particular needs. We further recommend that departments and programs be required to have documented plans for onboarding new faculty and staff.
- We recommend the development of a series of advising and mentoring workshops that will bring together staff and faculty across the institutions.
- We recommend that Academic Affairs and Student Development develop the infrastructure required to hold departments and program accountable for their advising and mentoring practices.
- We recommend that the development and coordination of professional development opportunities for advising and mentoring be assigned to a person or group of persons.

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APPENDIX A: RECOMMENDATIONS FROM THE FOUNDATIONS OF EXCELLENCE SELF-STUDY

Advising and Mentorship Recommendations

1. Provide orientation and on-going training and support for faculty serving first-year students, and strengthen the connections between faculty and first-year residential life to develop initiatives (learning communities, faculty mentors). a. Create an Advising Syllabus for faculty advisors teaching courses with a high percentage of first-year students and provide training in how to use it. b. Create incentives, faculty recognition awards, and reward systems that reflect the importance of first-year teaching and advising.
2. Create a campus-wide advising culture with articulated programs to help students learn to identify, value, and use the available resources for advising and career planning, and for developing the skills to make authentic and healthy academic and social choices. Possibilities include: a. One-on-one advising (with faculty, student development staff, academic advising). b. Peer-to-peer engagement or mentoring opportunities with student employees, mentors within athletic programs, multi-year student housing, to promote engagement among students across their time at CSB/SJU.
3. Implement a standardized program on personal motivations for pursuing higher education. Create opportunities for students to explore the reasons they chose to attend CSB/SJU, and to consider how best to thrive here. Possibilities include: a. Self-assessment of their experience, to make remaining here (or transferring) a conscious and informed choice. b. Build upon initial conversations (“What brought you in the door?”) about how to build resiliency, balance, perseverance, motivation, buy-in – Why am I here? Which CSB/SJU programs and resources match my skills and passions?
4. Work with academic departments to facilitate the nuanced exploration of self and of possible majors, so that students explore their major interests in a thoughtful, informed, and reflective manner. a. Create/invest in a four-year student academic/career development curriculum (like ATLAS). b. Communicate Major Requirements with standardized Departmental Curriculum checklists posted on website and included in the official catalog; clearly identifying the requirements for entry into and progress within the major.
5. Review current registration process for new students for fall and spring semester, including how students are placed in particular courses.

APPENDIX B: DRAFT OF CSB/SJU ADVISING SYLLABUS

Sample CSB/SJU Advising Syllabus

***The Academic Advising Office is continuing work on finalizing the advising syllabus and collecting resources to build a toolkit that can be used by all faculty and staff that advise or mentor students.*

Advisor Name: Academic Advising Office

Office Location: Quad 155 or Academic Services Building 2nd Floor

Office Hours: 8-4:30, Appointments normally occur on the hour and half hour from 9 to 11:30 and 1 to 3:30. If you are not available at those times, please contact us to find an alternate time to meet.

Phone: 320-363-2248 or 320-363-5687

Email: academicadvising@csbsju.edu

Advisor Philosophy: The Academic Advising Office empowers students to explore academic interests and opportunities; address academic challenges; and develop educational plans consistent with academic, personal, and professional goals. The office collaborates with faculty and staff to support student academic success.

Objectives for Student Learning

- 1) Students will engage in self-exploration to (introspection)
 - a. Identify strengths, weaknesses, values and interests
 - b. Clarify and articulate educational, career and life goals
 - c. Choose major through research, critical thinking and realistic self-appraisal

- 2) Students will appreciate the college experience... (maximize the experience)
 - a. Recognize the value of a liberal arts education.
 - b. Demonstrate resilience in addressing academic challenges
 - c. Design an integrated plan consistent with academic, personal and professional goals

- 3) Students will (tools)
 - a. Utilize campus resources
 - b. Understand academic policies and procedures
 - c. Complete graduation requirements in a timely fashion

Student Responsibilities

To achieve these objectives, the student will:

- Take ownership and responsibility for decisions, actions or inactions
- Initiate and engage in advising, consultation and research to make informed academic decisions
- Make use of the academic catalog
- Maintain individual academic records

Advisor Responsibilities

To achieve these objectives, the Advisor will:

- Value and respect students
- Serve as an information resource for students, faculty, staff and parents
- Maintain records and confidentiality
- Demonstrate use of online resources
- Monitor academic progress

Why would I *want* to meet with my advisor?

- to talk, take a break, sound out an idea
 - to discuss a situation and sort out how to handle it
 - to celebrate an accomplishment
 - to discuss my grades and performance in class
 - to work out my class schedule
 - to talk about major and career choices
 - to get the most from college
-
- **When *must* I contact my advisor?**
 - When you register for classes. You'll need a registration PIN, and these are available from advisors only.

Four-Year Advising Curriculum: Transition, Explore, Navigate, Maximize

First Year:

- Transition to college life
- Establish effective time management skills and study habits
- Engage in self-exploration to identify strengths, weaknesses, values and interests, goals, etc.
- Research available campus resources and academic support services
- Build a relationship with FYS professor
- Become familiar with Banner, DegreeWorks and other academic planning tools
- Utilize Career Services for major and career exploration

Sophomore Year:

- Build relationship with new departmental faculty advisor
- Clarify and articulate educational goals
- Select and apply to intended major through research, critical thinking and realistic self-appraisal
- Apply to study abroad programs
- Prioritize academic goals and prepare academic plan for degree completion
- Continue relationship with Career Services to explore experiential opportunities

Junior Year:

- Engage with departmental faculty to explore and apply for research opportunities, scholarship options, graduate programs, and other experiential opportunities
- Review DegreeWorks for accuracy and progress toward degree
- Submit Application for Degree

Senior Year:

- Apply for post-graduate opportunities (graduate school, volunteer opportunities, jobs, etc.)
- Articulate the value of a liberal arts education
- Verify degree completion with DegreeWorks and faculty advisor

QUESTIONS FYS ADVISORS COULD USE OR ADAPT IN THEIR WORK WITH FYS ADVISEES

There are some key times to encourage our advisees to reflect. I suggest providing prompts; what follows are some ideas. We can do this face-to-face during advising appointments, but expecting students to spend time preparing to meet with us may encourage more thoughtful responses....and provides a written record of students' responses and growth. I suggest posting these reflections on a course management system or in an advising folder.

10 reflection, self-assessment questions to use with new-to-college students

Asking students to respond to some of these in writing or on-line in a course-management system sends the message that students play an *active* role in advising and gets them thinking and reflecting **before** they come to campus or meet with us.

1. What were your favorite classes in high school? What are your academic strengths?
2. What are your goals for this term?
3. Are you considering fields of interest (or majors)? If so, what? What attracts you to it/them?
4. What do you intend to accomplish in your undergraduate education (or program)?
5. What do you most look forward to in college?
6. What is your greatest academic concern?
7. What academic skills do you intend to work hardest to improve? Why are these skills important to you?
 - Mathematical skills
 - Study skills
 - Writing skills
 - Reading skills
 - Oral communication skills
 - Time management skills
 - Other _____
8. What activities outside the classroom do you think you may pursue?
9. What brings out the best in you?
10. Is there other information you'd like your advisor to know?

**10 reflection, self-assessment questions to use
with students at mid-term**

Asking students to respond to these in writing or on-line in a course-management system may help students assess how their classes (and their lives) are going early enough in the term that they can make some mid-course corrections, and advisors can suggest resources to help them stay on track...or get back on track.

1. What things are going well for you?
2. What issues have emerged?
3. How are you doing on reaching the goals you set for the term?
4. Do you have concerns about any of your classes? If so, what are they?
5. What about the rest of your life--meeting new people, finding things to do, keeping things in balance, making time to eat, sleep, exercise, etc.?
6. What's your favorite class this term? Why?
7. What have you learned about yourself this term that surprised you? Or confirmed your ideas about your gifts and abilities? Or upset you?
8. What advice would you give yourself right now? Why?
9. How are you doing on improving the academic skills you targeted at the beginning of the term?
10. Is there anything else it would be good for me know?

Credit: Maura Reynolds, Mreynolds@hope.edu

10 reflection, self-assessment questions to use with students on academic probation or those not doing well

Asking students to respond to these in writing or on-line in a course-management system may help students think about the reasons for their difficulties and the ways they may be able to avoid these difficulties in future semesters. Their responses can be wonderful conversation starters for advisors.

1. What are the most important reasons for your academic difficulties? Why were they important?
2. When you've faced other kinds of difficulties in the past, how have you handled them?
3. If you could rewind life and return to the beginning of last term, what would you have changed about it?
4. What are your goals for the upcoming term?
5. What kinds of support will you need to reach your goals?
6. What academic resources do you intend to use to help you reach your goals?
7. How will you hold yourself accountable for the decisions you're making now?
8. How will you know if you're making progress in meeting your goals?
9. What are your long-term goals? Where do you imagine yourself in five years?
10. How can your advisor help you reach your goals?

Credit: Maura Reynolds, Mreynolds@hope.edu

10 questions to help students get the most from their education

These come from a brochure aimed at students published by the Association of American Colleges and Universities (AAC&U) in 2008: *Liberal education & America's promise: Excellence for everyone as a nation goes to college, an introduction for students.*

<http://www.aacu.org/leap/students/tenquestions.cfm>

1. Am I working hard and choosing an array of classes--not just those in which I know I will do well?
2. Am I working with my adviser to chart a pathway through college that challenges me and will ensure that I learn what I need to learn?
3. Am I pursuing opportunities, both in the classroom and beyond, to apply what I am learning to "the real world"--through internships, volunteer work, service activities, co-curricular activities, leadership, off-campus study, research with a professor?
4. Can I speak and read a foreign language? Am I taking courses about global issues and countries and perspectives outside the U.S.? Have I lived, worked, or studied in a cultural community other than my own?
5. Do I seek out my professors to discuss my work and how I can do better?
6. Does my college have learning communities and how can I get involved in one?
7. Does my college have an honor code? What does it mean for how I should pursue my work and college life?
8. Am I connecting my courses and my other out-of-class and work experiences? Have I thought about how all my experiences are preparing me for life beyond college?
9. Does my college have a career center with counselors and resources that can help me assess career options and learn the steps involved in applying for a job?
10. Can I explain how my education has helped me develop the skills that employers see as essential?

Credit: Maura Reynolds, Mreynolds@hope.edu

APPENDIX C: FACULTY ADVISING & MENTORING TASKS ALIGNED WITH STUDENT SUCCESS NETWORK GOALS

Learning Goal #1: Evaluate and develop academic skills (advancing lifelong learning and the liberal arts; major selection)

Curriculum Advising	Career Advising	Co-Curricular Advising	Academic Skills Advising	Life Advising
<ul style="list-style-type: none"> • Explore majors by interest and ability • Schedule within major (pre-reqs, proper semesters for limited offering courses) • Encourage liberal arts as more than just hoops to jump • Options to study abroad (particularly for large or highly sequenced majors) • Build schedule with level workload across semesters 		<ul style="list-style-type: none"> • Help students identify co-curricular activities (e.g., research, internships, leadership) that would enhance their education and prepare them better for grad school or the job market • Serve as faculty moderator for internships • Serve as faculty moderator for All-College Theses or Senior Theses • Mentor students in collaborative research • Serve as advisor to academic clubs/orgs. 	<ul style="list-style-type: none"> • Study strategies • Class participation strategies • Test-taking skills • Discipline-specific considerations • Cognitive strategies 	<ul style="list-style-type: none"> • Introduce Accessibility Services when appropriate • Explore majors in terms of student’s life priorities • Present common curriculum requirements as enhancements for personal life and civic engagement • Help students build academic confidence • Present strategies for coping with perceived failure • Coach students regarding connecting with professors

Learning Goal #2: Evaluate and develop self-management skills (time management, organization, tech, sleep, motivation, accountability, nutrition)

Curriculum Advising Tasks	Career Advising Tasks	Co-Curricular Advising Task	Academic Skills Advising Tasks	Life Advising Tasks
<ul style="list-style-type: none"> • Encourage students to schedule courses in a way that works for them (morning person? Gaps between classes or back-to-back? Etc.) 	<ul style="list-style-type: none"> • Deadlines • Organization 	<ul style="list-style-type: none"> • Emphasize importance of professionalism and self-management skills in internships, leadership roles, etc. • Model effective self-management skills in collaborative research and other mentoring roles • Help students weigh the costs/benefits of taking on additional roles 	<ul style="list-style-type: none"> • Time management • Goal setting • Organization • Brain function (sleep, nutrition, exercise, stress) 	<ul style="list-style-type: none"> • Have students complete time management exercise to assess where they are spending time • Talk with students about study habits to help them find strategies that work for them • Inquire about roommates/living situation and recommend resources/next steps as appropriate (talking with RAs, FRs, etc.) • Explain the importance of getting sleep, eating well

Learning Goal #3: Explore, Do, Reflect, and Connect in and out of the classroom.

Curriculum Advising	Career Advising	Co-Curricular Advising	Academic Skills Advising	Life Advising
	<ul style="list-style-type: none"> • Mock interviews • Resumes, personal statements, cover letters 	<ul style="list-style-type: none"> • Help students connect the knowledge/skills gained in co-curricular activities to that gained in their traditional coursework • Model life-long learning and intellectual curiosity in all mentoring roles 		<ul style="list-style-type: none"> • Refer students to Accessibility Services when appropriate • Help students find clubs/groups/intramurals relevant to them • Ask students questions about their involvement and connections to promote reflection

Learning Goal #4: Engage in the Post-Graduate World

Curriculum Advising	Career Advising	Co-Curricular Advising	Academic Skills Advising	Life Advising
	<ul style="list-style-type: none"> • Discipline-specific careers • Career exploration • Field-specific conferences 	<ul style="list-style-type: none"> • Encourage students to present their work at conferences • Encourage students to network 		<ul style="list-style-type: none"> • Present interview- and career-focused resources such as Career Closet • Write letters of recommendation

Learning Goal #5: Grow as an individual in community

Curriculum Advising Tasks	Career Advising Tasks	Co-Curricular Advising Tasks	Academic Skills Advising Tasks	Life Advising Tasks
<ul style="list-style-type: none"> When students have few requirements for a semester, encourage them to explore something new (through coursework) rather than take an easy semester. 		<ul style="list-style-type: none"> Help students develop leadership experience in clubs/orgs. Encourage students to challenge themselves with growth opportunities Model effective collaboration, listening skills, conflict resolution, etc. In all mentoring roles 		<ul style="list-style-type: none"> Help students navigate personal transition to Central Minnesota (particularly out-of-state, international, first-gen) Encourage membership to clubs/groups/teams

APPENDIX D: STUDENT DEVELOPMENT ADVISING & MENTORING TASKS ALIGNED WITH STUDENT SUCCESS NETWORK LEARNING GOALS

Learning Goal #1: Evaluate and develop academic skills (advancing lifelong learning and the liberal arts; major selection)

Curriculum Advising	Career Advising	Co-Curricular Advising	Academic Skills Advising	Life Advising
<ul style="list-style-type: none"> • Provide feedback when asked for advice or referral support • Explore majors by interest and ability 		<ul style="list-style-type: none"> • Provide feedback and referral support when questions are asked: Help students identify co-curricular activities (e.g., research, internships, leadership) that would enhance their education and prepare them better for grad school or the job market • Mentor students in discussion of options and offers • Serve as advisor to clubs/orgs. 	<ul style="list-style-type: none"> • Study strategies • Class participation strategies 	<ul style="list-style-type: none"> • Introduce Accessibility Services when appropriate • Explore majors in terms of student's life priorities • Help students build confidence for navigating the college experience • Present strategies for coping with perceived failure • Coach students regarding connecting with CSB community, staff, roommates, & professors

Learning Goal #2: Evaluate and develop self-management skills (time management, organization, tech, sleep, motivation, accountability, nutrition)

Curriculum Advising Tasks	Career Advising Tasks	Co-Curricular Advising Tasks	Academic Skills Advising Tasks	Life Advising Tasks
Encourage students to schedule courses in a way that works for them (morning person? Gaps between classes or back-to-back? Etc.)	<ul style="list-style-type: none"> • Deadlines • Organization 	<ul style="list-style-type: none"> • Emphasize importance of professionalism and self-management skills in internships, leadership roles, etc. • Model effective self-management skills in collaborative research and other mentoring roles • Help students weigh the costs/benefits of taking on additional roles 	<ul style="list-style-type: none"> • Time management • Goal setting • Organization • Brain function (sleep, nutrition, exercise, stress) 	<ul style="list-style-type: none"> • Have students complete time management exercise to assess where they are spending time • Talk with students about study habits to help them find strategies that work for them • Inquire about roommates/living situation and recommend resources/next steps as appropriate (talking with RAs, FRs, etc.) • importance of getting sleep, eating well

Learning Goal #3: Explore, Do, Reflect, and Connect in and out of the classroom.

Curriculum Advising Tasks	Career Advising Tasks	Co-Curricular Advising Tasks	Academic Skills Advising Tasks	Life Advising Tasks
<ul style="list-style-type: none"> • Plan well in advance when considering independent study or internship for credit (coordinate with XPD, department, off-campus advisor, etc). 	<ul style="list-style-type: none"> • Alum Contacts • Job Fairs • XPD – Career Center • Local businesses • Field-specific webpages • Field-specific career websites • Letters of recommendation and references 	<ul style="list-style-type: none"> • Help students connect with appropriate campus resources: XPD, including Internship Office, Career Services, Undergraduate Research, etc. • Help students navigate other aspects of co-curricular activities, such as submitting Learning Contracts for internships, IRB proposals for research, etc. • Club advisors 	<ul style="list-style-type: none"> • Libraries • Writing Center • Math Skills Center 	<ul style="list-style-type: none"> • Present Counseling & Health Promotion as an option/connect students as appropriate • Encourage students to visit Health Services/CentraCare St. John’s • Refer students to Accessibility Services when appropriate • Connect students who have experienced sexual assault or other crimes/aggressions to deans /human rights officer • Present lesser-known resources such as Career Closet

Learning Goal #3: Explore, Do, Reflect, and Connect in and out of the classroom (continued)

Curriculum Advising	Career Advising	Co-Curricular Advising	Academic Skills Advising	Life Advising
	<ul style="list-style-type: none"> • Mock interviews • Resumes, personal statements, cover letters 	<ul style="list-style-type: none"> • Help students connect the knowledge/skills gained in co-curricular activities to that gained in their traditional coursework • Model life-long learning and intellectual curiosity in all mentoring roles 		<ul style="list-style-type: none"> • Refer students to Accessibility Services when appropriate • Help students find clubs/groups/intramurals relevant to them • Ask students questions about their involvement and connections to promote reflection







Learning Goal #4: Engage in the Post-Graduate World






Categories from the Academic Success Center	Curriculum Advising	Career Advising	Co-Curricular Advising	Academic Skills Advising	Life Advising
Engage in the post-graduate world		<ul style="list-style-type: none"> • Discipline-specific careers • Career exploration • Field-specific conferences 	<ul style="list-style-type: none"> • Encourage students to present their work at conferences • Encourage students to network 		<ul style="list-style-type: none"> • Present interview- and career-focused resources such as Career Closet • Write letters of recommendation



Learning Goal #5: Grow as an individual in community

Curriculum Advising	Career Advising	Co-Curricular Advising	Academic Skills Advising	Life Advising
<ul style="list-style-type: none"> • When students have few requirements for a semester, encourage them to explore something new (through coursework) rather than take an easy semester. 		<ul style="list-style-type: none"> • Help students develop leadership experience in clubs/orgs. • Encourage students to challenge themselves with growth opportunities • Model effective collaboration, listening skills, conflict resolution. 		<ul style="list-style-type: none"> • Help students navigate personal transition to Central Minnesota (particularly out-of-state, international, first-gen) • Encourage membership to clubs/groups/teams

Appendix E: Advising & Mentoring Position/Department Survey – The committee surveyed Academic Affairs and Student Development Offices in the Fall of 2018; this table are the results from that survey.

About how many hours per week does this position dedicate to advising and/or mentoring students?		
		Response Percent
Less than 1		8.7%
2-5		39.1%
6-10		17.4%
11-15		13.0%
16-20		8.7%
More than 20		13.0%

Please select the top two areas this position spends the most time advising/mentoring students?		
Curriculum Advising		13.0%
Career Advising		30.4%
Co-curricular Advising		17.4%
Academic Skills Advising		4.3%
Life Advising/Coaching		73.9%
Other		0.0%

Do you offer professional development specifically related to student advising/mentoring?		
		Response Percent
Yes		25.0%
No		75.0%

Survey respondents were asked to identify the top three referrals they make when advising and mentoring students. Responses ranked by frequency:

- Academic Advising
- XPD
- Counseling/Health Services
- Dean of Students
- Residential Life
- Department Chairs
- Student Employment
- Instructional and Information Technology
- Financial Aid
- IISS
- Center for Global Education
- Academic Skills (Math, Writing Center, SAS)

Survey respondents were asked to identify the top three areas of required theoretical knowledge required to effectively advise and mentor students in their role. Below is a summary of these areas:

- Advising
- Communication
- Benedictine values
- Life skills
- Campus processes
- Coaching/counseling theories and strategies
- Advising theories
- Motivational Interviewing/Reflective questioning
- Student development theories
- Mattering & Marginality
- Social Justice theory

- Critical race theory
- International student development theory

Survey respondents were asked to identify the top three technology platforms that are necessary for successful advising and mentoring of students in their role. The following platforms were identified by several of the respondents:

- Starfish
- Handshake
- Forms manager
- DegreeWorks
- Banner
- SEVIS
- Nibraas

Survey respondents were asked to identify what kinds of interpersonal skills are needed to effectively advise/mentor in this role. The following interpersonal skills were identified by several of the respondents.

- Professional communication skills, along with sincerity & patience.
- Active listening
- Knowledge of and experience with career coaching/counseling theory, best practices, and trends
- Ability to engage constituents using a variety of communication, ranging from one-to-one settings to large group presentations
- Showcase adaptability to communicate to wide range of constituents
- Exhibit capacity to motivate people to embrace collaboration
- Empathy
- Positivity
- Patience
- Develop a culture of learning
- Model how to think and how to be.
- Conversation and writing skills
- Being able to ask questions to decipher what a student intends, listening, accommodating within the realm of the guidelines, and be helpful.
- Consistency, follow through, motivational interviewing, note taking

Department:	Title of Position Reporting On:	What are the responsibilities (formal and informal) regarding advising/mentoring?	How is advising and mentoring articulated in your job description?	What expectations related to advising and mentoring do you have for this position?
Library	Library Admin	my responsibility is to ensure that the student employee learns the professional skills required to succeed in an administrative setting.	Ability to supervise student employees.	
Libraries	Access Services Associates	Supervision of Library student employees. Hires, trains, schedules and supervises student employees.	It is assumed but not stated.	Supportive in the academic and personal lives of student employees.
Registrar's Office	Degree Auditor	This position is responsible to make sure students have all requirements done to earn their degree. This requires contacting students to check their Degree Works to make sure they are on track, to let them know their degree deficiencies, and what they need to do to be on track. This has become more and more complicated in that students take transfer credits to complete requirements, they need additional advising on adding credits their final semester, if they drop a course how does that impact them, and so on. It can take a lot more of our time and isn't as simple as look at your information on the computer and see where you stand.	The job descriptions do not go into great detail as to the depth of the conversations with students regarding graduation.	Knowing the CC and major requirements along with any other graduation requirements such as residency.

Department:	Title of Position You Are Reporting On:	What are the responsibilities (formal and informal) regarding advising/mentoring?	How is advising and mentoring articulated in your job description?	What expectations related to advising and mentoring do you have for this position?
Outdoor University	All in department	We put a lot of energy advising and mentoring our student employees. Student naturalists, land managers, Peer Resource Program leaders, Collegebound facilitators, office support employees, etc.	§ Coordinate and oversee the Outdoor Leadership Center in order to provide opportunities for experiential learning, leadership development, and socially responsible life skills through outdoor experiences. § Coordinate and oversee the Peer Resource Program in order to offer a variety of experiences for students to aid in personal development, group development, and positive risk taking while instilling environmental low impact ethics. § Coordinate and oversee the Challenge Course as an opportunity for CSB/SJU students, faculty, and staff to develop team building and leadership skills. § Coordinate and oversee the Collegebound Program, a pre-orientation outdoor experience for incoming first-year students.a. Ensure that CSB/SJU students and other visitors have a high quality experience when visiting and/or learning in the Abbey Arboretum.b. c. Assure opportunities for CSB/SJU students that develop their leadership, self-confidence, and academic skills.	We hold the professional development of our CSB/SJU student employees and volunteers as one of our departments highest priorities.

Department:	Title of Position You Are Reporting On:	What are the responsibilities (formal and informal) regarding advising/mentoring?	How is advising and mentoring articulated in your job description?	What expectations related to advising and mentoring do you have for this position?
XPD	Entire Department	The entire function of our office is about student advising and mentoring for both full-time and student staff. Advising/mentoring takes place in 1:1 appointments as well as small groups. Part of our work is to engage others in advising and mentoring, such as faculty and alumni.	<ul style="list-style-type: none"> • Identify, assess, and understand students' interests, values, and skills, connecting self-knowledge with selection of academic major(s), opportunities, and career choices • Provide career coaching in the form of appointments, career events, and classroom presentations, including major and career exploration, job and internship search strategies, resume reviews, practice interviews, job offer negotiations, graduate school preparation, etc. • Administer and interpret personality and career inventories appropriate to clientele • Facilitate creative approaches to engage students in the career development process • Organize, deliver and coordinate - in collaboration with other office, campus-wide, and external partners - a range of opportunities to engage students in the career process • Organize, 	Continuous and ongoing; again, advising and mentoring is at the core of our work. The expectation we're moving to is engaging others in the work. In the past, the philosophy has been how to get students to our office, and as the experts, we'd handle all related conversations. We are transitioning to a shared model; knowing students trust faculty, we are building a model where we train faculty on how to navigate initial related conversations and then to refer appropriately.

			facilitate, and assess - in collaboration with other XPD staff - a range of related opportunities for students to interact with XPD • Collaborate with key constituents - including academic departments - to build strategic partnerships for shared work opportunities • Provide partner - including faculty and key alumni - related training on developmental career needs of college students • Participate in opportunities to enhance skills and to stay current with trends in the field of career development, counseling, recruitment, and technology	
Security	Communications Coordinator	Leading and setting a good example. Resolve conflicts, such as work schedules.	Responsible for the supervision, hiring and evaluation of the student employees.	Set a good example. Be fair and consistent when dealing with students, while also holding them accountable for their actions/decisions.
Security	Security Officer	informal. Delegate shift responsibilities.	Supervision of students. Involves departmental training for shift work.	Be good role models, set good examples. Refer students to more qualified personnel in the issue they are experiencing.
Registrar's Office	Assistant Registrar/Transfer	One of the main responsibilities of this position is evaluating credits from other	Advising and mentoring are not specifically listed in the job	Be familiar with the requirements at CSB/SJU

	<p>Evaluator</p>	<p>institutions as to how they fit into the CC/elective credits. This is for potential transfer students, first year students with PSEO credits, and current students wanting to take summer classes.</p> <p>The advising and mentoring that comes into play has grown over the years wherein students want very specific questions answered, which course should I take that counts for a HM, for example. If I spend another semester at my current college, which courses should I take. We have high school students calling and asking which courses they should take, along with their parents. And current students want to develop plans to take summer courses and which is best to take. More advising and mentoring has crept into these questions, as it should really, because we don't want to have someone take a course that would not transfer if they are inquiring prior to enrollment (which is what we recommend for current students).</p> <p>Conferring with Academic Advising and Department Chairs is often required in this advising as well as knowing where to refer students for the next step. For example, if a major/minor substitution is required.</p>	<p>description.</p> <p>It is more the role of evaluating transfer credits and doesn't get as specific as to conversations via email, phone or in person.</p> <p>This should be addressed as often times this is a very significant part of the position.</p> <p>It is important to note that we see this advising in cycles throughout the year.</p>	<p>Know where to send students for additional guidance</p>
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Department:	Title of Position You Are Reporting On:	What are the responsibilities (formal and informal) regarding advising/mentoring?	How is advising and mentoring articulated in your job description?	What expectations related to advising and mentoring do you have for this position?
Student Activities	Associate Director of Programming & Orientation	I directly supervise 13 student employees along with 10 other student employees supervised by my co-worker. I meet with the 13 students every two weeks in 30 minute 1:1 sessions. We cover classes & academics, future plans, personal lives, office work & projects, etc. in these meetings. There have been several students that have expressed feeling like our office is their second home.	Below are the two pieces of my job description directly related to advising & mentoring:7.Supervise and coordinate the Joint Events Council as the primary campus programming board.8.In conjunction with associate director for finances and operations, advise and train Student Activities student employees to support campus and institutional programming both inside and out of the office environment.	This position has a lot of direct student contact and with that I have had to build a strong rapport with students. Because of the relationships I have built with the students, I am often one of the first people they come to when there is a problem (either related to work or not). The connection & relationship with students is huge in this role due to the sheer number of hours it takes to manage the work they do for campus.
SJU Athletics	Athletic Director	Coaches and athletic staff advise, coach and mentor student athletes, student employees, student fans, etc every day in both formal and informal ways.	Advising is not, mentoring is part of coaching so it is included in every JD.	They listen to students and direct them to the resources available on campus.

IT Services	Instructional Technology Assistant	Student Employment Supervisor, Trainer, Mentor	This position is responsible for hiring, training and supervising student lab assistants tasked with staffing and supporting the media labs and maker spaces in Clemens and Alcuin.	<ul style="list-style-type: none"> -Learn the skills necessary to run the video studios, media labs, and maker spaces -Provide excellent customer service to those coming to use Instructional Technology spaces and equipment -Demonstrate an ability to work independently and in a team -Explore and learn new possibilities for Instructional Technology spaces and equipment.
SJU Campus Ministry	Focus Missioners	Missioners mentor students enrolled in Bible Study as well as those students who lead Bible Studies		Ongoing support and formation

Department:	Title of Position You Are Reporting On:	What are the responsibilities (formal and informal) regarding advising/mentoring?	How is advising and mentoring articulated in your job description?	What expectations related to advising and mentoring do you have for this position?
SJU Campus Ministry	Campus Minister - Student Coordinators	Our student workers are considered "Campus Ministers" because of how they reach out to their peers with regards to their faith lives and callings.	<ul style="list-style-type: none"> • Liturgy: Plan all aspects of student liturgies including music selection, worship leaflet production, Mass set-up and clean-up; coordinate liturgical minister volunteers, and implements the procedures for student Mass collection responsibilities; • Retreats – Collaborate and work together to provide meaningful retreat experiences for the students at CSB/SJU. Team members are passionate about cultivating a prayerful space that nourishes spiritual growth on campus. • Service-Immersion – Design events and opportunities for students to engage social justice topics and actions for addressing those topics; primary activities include coordinating Hunger & Homelessness Awareness Week, CRS Rice Bowl initiative, and Prison Ministry Corps. • Faith Formation: Responsible for raising community awareness. 	I expect our student Campus Ministers to be the face of our office and therefore an extension of the mentorship that we provide; that they be seen as a listening ear, a loving heart, and a resource for faith exploration.

Department:	Title of Position You Are Reporting On:	What are the responsibilities (formal and informal) regarding advising/mentoring?	How is advising and mentoring articulated in your job description?	What expectations related to advising and mentoring do you have for this position?
SJU Campus Ministry	Graduate Assistants/ Ministerial Residents	At Saint John's Campus Ministry, our mission is to cultivate the faith life of the campus community - we do this through many programming initiatives and frequent mentoring. Our mission statement reads: While welcoming all students, we primarily focus on the spiritual and religious development of undergraduate men and the ministerial formation of graduate and undergraduate students. Our responsibilities are to meet regularly with staff to foster this formation and to be available and out-reaching to students who are open to this type of growth. The Graduate Assistants are part of a "Ministerial Resident Program" where through their grad education at the SOT, they are experiencing a practicum of ministry within our office, while also serving as graduate assistants. This means that they receive very intentional and ongoing mentorship, to prepare them for careers in service of the Church and World. They also offer intentional mentorship to the students in their program areas (~4 in each), advising on programming and formation for life.	"Two of the four examples: The goal of this residency is to help students, particularly undergraduate men, grow in awareness of their individual and communal callings. Supervises and mentors undergraduate employees assigned to this area."	"Two of the four examples: The goal of this residency is to help students, particularly undergraduate men, grow in awareness of their individual and communal callings. Supervises and mentors undergraduate employees assigned to this area."
Department:	Title of Position	What are the responsibilities (formal and	How is advising and mentoring	What expectations related to

	You Are Reporting On:	informal) regarding advising/mentoring?	articulated in your job description?	advising and mentoring do you have for this position?
SJU Campus Ministry	Office Coordinator	At Saint John's Campus Ministry, our mission is to cultivate the faith life of the campus community - we do this through many programming initiatives and frequent mentoring. Our mission statement reads: While welcoming all students, we primarily focus on the spiritual and religious development of undergraduate men and the ministerial formation of graduate and undergraduate students. Our responsibilities are to meet regularly with staff to foster this formation and to be available and out-reaching to students who are open to this type of growth. The role of the Office Coordinator advises/mentors students on day to day tasks, comings and goings, office responsibilities, and life issues, spanning the wide-range of circumstances that our college students face.	Not listed within the job description, though Cindy goes above and beyond!	Be sensitive to the needs of the students as they arise; refer them to the appropriate staff member.
Upward Bound	Director	As Upward Bound serves high school students, we have no defined responsibilities pertaining to mentoring or advising CSB/SJU students. However, we definitely advise and mentor our student employees.	It really is not addressed in our job descriptions. We refer to "supervising" student employees but do not cite advising or mentoring specifically. This should probably be changed.	Someone in this position is expected to serve as a supervisor and mentor to student employees and to oversee the job they are doing as an Upward Bound tutor. In fact, we work with our students to teach them to be good mentors/advisors.

Department:	Title of Position You Are Reporting On:	What are the responsibilities (formal and informal) regarding advising/mentoring?	How is advising and mentoring articulated in your job description?	What expectations related to advising and mentoring do you have for this position?
Honors Program	Director of the Honors Program	<p>The guidelines in the department chairs manual and faculty handbook aren't specific about responsibilities and there are few resources.</p> <p>Often students first seek advice from their major advisors about the Honors Program, but if their advisor doesn't know much about the program, they will come to me or to the Associate director. Most often, I see students who aren't sure how they will complete the Honors Program, especially those in STEM and professional majors that have accreditation requirements and heavy credit loads. We make 4 year plans with them and take into account the students' goals for college. High achievers can have a hard time making choices because they want to do everything. We do our best to help them figure out their priorities (which sometimes means they don't complete Honors.)</p> <p>In addition, I advise students who are invited to the Honors Program after their first semester to explain the program to them and help them determine if it is a good fit. We have approached and worked with departments that have credit-heavy majors (e.g. Education, Nursing, Biology) to help</p>	<p>Chapter 3: Chair Interaction with and Responsibilities to Students</p> <p>Advising</p> <p>A chair advises students in the major and minor and common curriculum and may assign students to departmental advisors, as needed. Assistance in advising is available from Academic Advising, the Office of the Registrar, Career Services and Counseling Services.</p> <p>That's the chairs' handbook--pretty bare-bones.</p>	<p>I'm not sure I understand the question-are you asking what advice I'd give to flexible and prepared to advise students from a variety of majors. We admit about 130 students into the Honors Program each year. There is no way I could advise all of them, though I tell all of them at orientation and at registration time that I'm available to work with them to figure out how Honors can fit in their program. So mostly, I work with students who seek me out. Students from every major graduate from the program so it is possible but not always easy. And sometimes faculty discourage them from trying. I've reached out to credit-heavy majors and pre-professional programs to advise them on</p>

		<p>them advise their majors about pathways to completing Honors.</p> <p>In addition, we advise the student group, Honors Program Advisory Council, who act as a liaison between the directors and the students and provide programming open to all students. We work with Admissions and give 5-6 presentations each year explaining the Honors Program to prospective students and their parents so they can decide if they want to accept our invitation to join the program. Faculty who teach Honors FYS advise students (as they do in regular FYS courses).</p>		<p>how to advise their Honors students. Academic Advising is a good resource along with past directors. With the redesign of the Honors Program, I expect that curriculum advising will be more straight forward since there will be clear requirements and a clear path.</p>
IISS	Assistant Director	<p>Advise F-1 international students in immigration, personal and academic needs. Assist in providing appropriate support services-such as mentoring and counseling-to students and refer them to appropriate academic, residential housing, financial and other resources as needed. Serve as a role model and mentor to students. Provide consultation, information, referral and mediation to students when needed.</p>	<p>Advise F-1 international students in immigration, personal and academic needs. Assist in providing appropriate support services-such as mentoring and counseling-to students and refer them to appropriate academic, residential housing, financial and other resources as needed. Serve as a role model and mentor to students. Provide consultation, information, referral and mediation to students when needed.</p>	<p>I would expect they would have a strong understanding of F-1 rules and regulations as well as good listening skills. They should know when it is appropriate to refer students and know the resources that are available.</p>

IISS	Director	student clubs student employees	<ul style="list-style-type: none"> • Serve as a liaison between (historically) underrepresented American and International student populations and administrative units of the institutions. • Provide appropriate mentoring and counseling to students and refer to appropriate academic and student services resources as needed. • Serve as advisor (directly or indirectly) and provide consultation, information, referral and mediation to students/groups when needed. • Collaborate and advocate in the recruitment and retention of International and (historically) underrepresented American students. • Manage a successful student mentor program for both International & (historically) underrepresented American Students. 	to meet regularly with students and connect them to resources as necessary and appropriate
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<p>CSB Campus Ministry</p>	<p>Director</p>	<p>Our first and primary "mentoring & advising" students is with our 21 Campus Ministers. working with our 4 ministry teams calls us to do a variety of mentoring ranging from personal issues to working with each of our campus ministers developing professional habits in the workplace.</p>	<p>The Director of CSB Campus Ministry must be particularly attentive to addressing the pastoral and spiritual needs of the undergraduate women who are students of the College of Saint Benedict. Recruit, select, train and provide on-going formation for all student volunteers and ministers by providing dynamic and knowledgeable leadership. Commit to development of leaders for the future by assisting the Campus Ministry team to coordinate engaging weekly formation sessions for all student campus ministers.a) Network appropriately on campus and intentionally create a pastoral presence in the lives of students and co-workersb)Provide for confidential Pastoral Counseling as requested for/by individuals and groups.f)Provide pastoral leadership, vision, and spiritual direction as it pertains to Faith Community and Companions on a Journey programming.g)Facilitate on-</p>	<p>In CSB Campus Ministry both myself as Director and the Assistant Director's primary role is to mentor our student employees in transitioning into the professional life and responsibilities of communication with supervisors, collaboration with team members and responsibilities of carrying through on a given event. Skills of organization, communication, attentiveness to details and follow through are primary focus for our mentoring. Developing skills that develop leadership skills for all campus ministers on our 4 teams. As supervisors we are also attentive to actions/behaviors/attendance that might indicate personal maturing issues that address these with individual students as needed. Mentoring the "whole person" is part of our Pastoral mentoring of</p>
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			<p>going formation and leadership development for campus staff and students, raising awareness and providing education, programming and theological reflection.Liturgy Teama)Lead and plan weekly liturgy team meetings with priest presider and student campus ministry team to plan music and ritual that enhances the celebration of mass on a weekly basis.b)Works with Campus Ministers on the liturgy team to train students to be leaders in their particular part of the ministry: music, Liturgical Ministers (scheduling, training), planning Sunday 6pm Masses, Reconciliation services, Vespers for Lent and Advent. c)Strive to have “best practices” of good liturgy d)Evaluate particular ministry areas and guide Campus Ministers to implement best practicesf)In collaboration with other Campus Ministry Staff, recruit, train, and provide on-going formation for all volunteer student liturgical ministers. Asst. Director-Supervise/Mentor/Advise for</p>	<p>employs.</p>
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			<p>Alternative Break Experiences (ABE) program</p> <ol style="list-style-type: none"> 1. Establish and maintain relationships with 11 service sites to ensure a mutually beneficial experience 2. Travel to the service sites on a rotation, traveling on at least one ABE trip per year, to maintain a mutually beneficial experience and to serve as the Advisor to the students. 3. Supervise and collaborate with 4 student employees to secure sites, recruit/train leaders, secure transportation, and fundraise. 4. Network across the campuses to recruit, supervise, and collaborate with 11 administrative employees to advise the 11 trips. 5. Supervise and collaborate with 22 student co-leaders to lead the 11 trips. <p>Justice (SSJ) Program</p> <ol style="list-style-type: none"> 1. Supervise and provide direction to 4 student employees to offer educational and experiential programs that are built on the Catholic Social Teaching. 2. Recruit/train Campus ministers to secure sites and transportation for the 	
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			<p>following; 3 local/state service immersions “Urban Plunges” each semester; Justice Walking twice a month; at least 3 social justice events per semester.3. Mentor students in programs that integrate a spirit of mindfulness, and reflection that helps student participants to integrate their immersion experiences</p>	
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APPENDIX F: FACULTY HANDBOOK: SECTION ON ADVISING

2.5.3 Advising

In this residential, liberal arts, college [university] established in the Benedictine tradition, faculty members should place a special significance on helping students to plan and integrate educational and career choices. In collaboration with the offices for academic advising, the residence hall staff, personal and career counseling services, and other college [university] student support offices, faculty members are expected to advise students concerning the following goals:

- a. exploration of life goals;
- b. development of an educational plan consistent with the accomplishment of education objectives appropriate to life and career goals;
- c. selection of a major/minor;
- d. selection and scheduling of classes, internship experiences, independent study, and course work abroad;
- e. identification of other college [university] services appropriate to a student's needs and goals; and
- f. reflective progress in an education plan toward identified life goals.

Evidence of excellence in the performance of the faculty advising responsibilities includes, but is not limited to, the following:

- a. self-evaluation;
- b. student letters;
- c. evaluation by department chair;
- d. evaluation by colleagues, if any, who have directly observed the candidate's advising;
- e. contribution to group advising events;
- f. participation in workshops and training sessions designed to improve advising skills; and
- g. evaluations by alumnae and alumni

**APPENDIX G: CSB STUDENT DEVELOPMENT MENTORING ANALYSIS
FROM DECEMBER 2018**

Introduction

Unlike faculty at CSB/SJU, Student Development offers a twist on the mentoring piece of student life in college. We are keen to understanding the academic portion of a student’s career is a primary focus. The next level of care for a student encompasses their out-of-class activities and responsibilities that build the whole picture of the college experience. This level of care is mentoring that can include any area of a student’s life from mental health care, life skills development, and day-to-day living needs. Anything a student will need support in discussing, deciding or pursuing can come to light as they navigate their memberships outside of the classroom. Coaching staff and resident assistants are often the first line of communication or relationship to the student while many others in these departments follow this, especially in cases of urgency or if a relationship is formed where the student feels safe to begin a dialogue. Below we begin to categorize these relationships and therein begins the work of a 4-year journey together.

Overview Summary by Position Title

Residence Life	Advising Role	Responsibility (Job Description)
Resident Assistant	day-to-day support	program execution; personal support at all levels; manage inquiries and ground-floor enforcement/crisis
Area Coordinator	personal advising; support to RA staff	oversight of day-to-day/granular issues of individual students; oversee floor culture; manage urgent issues
Residence Director	Oversight of building and all residents within	daily oversight of residence system and management of urgent/crisis matters and overall operation of housing issues and systems
Director	System oversight	oversee personnel, systems and outcomes of individuals in residence and in employment
Athletics		
Head Coach	Serve as primary teacher & mentor for 30 hours per week in-season varsity team	athletic development; leadership development, academic/personal support
Assistant Coach	support head coach in all teaching, mentoring and team activities & performance	athletic development; leadership development, academic/personal support

Athletic Trainer	medical/mental health care & referral	oversee urgent/acute/chronic physical and mental problems to provide care and referral where necessary; oversee student employees with similar support
Strength Coach	direct student support	physical development coach + personal skill development programming leader
Athletic Director	System oversight; staff support	intermittent personal support; oversee systems of leadership development
Assistant Athletic Director	System oversight/staff support	oversight of systems of support (operations, projects, events)
Operations Manager	student employee supervisor	oversight of systems of support (operations, projects, events); leadership development, academic/personal support

Campus Ministry	Advising Role	Responsibility (Job Description)
Director	oversight of program; 1:1 conversation; lead student teams	oversee department; develop structure for spiritual programming; infuse Benedictine values in student experience; provide guidance and programming within ministry roles
Assistant Director	program execution; 1:1 conversations; teach student teams	execute programs; provide spiritual support to students and student leadership teams on individual and group basis

Dean's Office	Advising Role	Responsibility (Job Description)
Dean	support student leaders within programs; oversee crisis mgmt. system on campus about Title IX & conduct	CSB student behavior oversight; lead Title IX programs & outcomes; oversee residence life
Assistant Dean	share oversight responsibilities with Dean of conduct & crisis mgmt.	support the work of the Dean; oversee conduct system with residence life leadership staff

IISS	Advising Role	Responsibility (Job Description)
Director	oversee student programming for intercultural and international programming	diversity & inclusion programming oversight; provide leadership and support for campus and designated student population; develop and support culture of inclusion on campuses through leadership
Assistant Director	support international students in all areas of their campus experience	provide mentorship and advising for international students

Health Services Advising Role Responsibility (Job Description)

Director	oversee and manage health services, counseling and health promotion teams; provide 1:1 support for students	provide individual support to students during mental health crisis; support counselors and health care providers doing similar work
Psychologists	counseling support to female students	provide individual support to students during mental health crisis
Physician's Asst	oversee health care of department; provide consult to other campus leaders regarding student health	provide support to students for health care need; direct support for wellness & medical recovery
Health Advocate Director	provide leadership and programming support for social behavior; oversee student leaders and health programs	provide mentorship to student leaders and support their work and development of promotional programming

Student Activities Advising Role Responsibility (Job Description)

Director	Supervisor & mentor student employees	Department oversight; develop schedule of activities with Asst. Dir.
Assistant Director	Supervisor & mentor student employees	assist in department oversight and execute annual student programming plans

Conclusion

Every staff and faculty member on our campuses are responsible to support our student population in a variety of ways. While most focus on the academic success of the student, the professionals in Student Development are responsible to support the student in all areas of need, both in and out of the classroom. The student experience relies on these staff, whether it is on an individual or group basis, to provide mentorship and advising. These interactions take the form of formal programming, leading teams, or in the realm of crisis management. These tasks are part and parcel of the overall responsibilities of staff within Student Development.