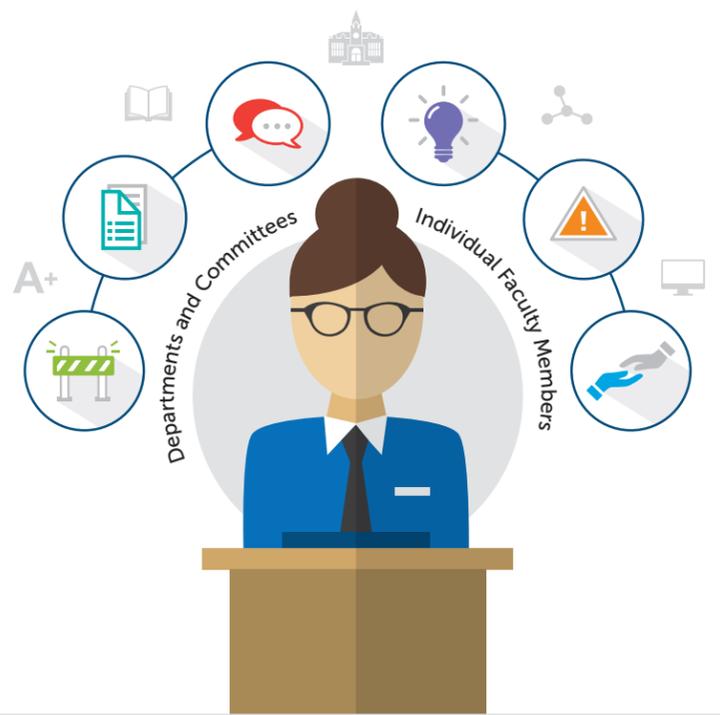


# Six Roles for Faculty in Student Success

How the academy can support institutional efforts to improve retention and completion

Faculty play a critical role in shaping the student experience but are surprisingly underleveraged as allies in student success strategy. Here are six key ways that academic units and individual faculty members can help students successfully navigate their academic careers.



## 1 Addressing Curricular Barriers to Completion

Decisions about curricula are often made within departmental silos, underestimating or even ignoring their institution-wide impact on student success. *How can we equip academic units to enact progression-based curricular reforms?*

### Recommendations

#### Arm Units with Data

On-demand enrollment analytics help faculty to assess the consequences of proposed curricular changes.

#### Create Role-Based Working Groups

Subcommittees with specific tasks make better use of faculty time (and expertise) than large task forces.

#### Skip the "Pilot" Phase

Curricular reforms are most effective when treated as full-scale, managed projects, rather than one-off experiments.

## 2 Redesigning Academic Policies

Rules and regulations that govern degree planning, course registration, and advising can unintentionally force students off track. *How can we identify and adjust these obstacles?*

### Recommendations

#### Balance Forgiveness with Proactive Advising

Course repeat and probation policies should encourage students to explore alternative pathways to graduation.

#### Use Degree Plans as Guardrails

Critical course and grade "milestones" can help faculty and staff evaluate students' academic risk.

#### Incentivize Timely Progression

Students are more likely to graduate on time if attempting (and completing) 30 credits per year is treated as default.

## 3 Evolving Academic Advising Models

Helping students register for courses is only the tip of the iceberg—faculty and staff advisors are now expected to counsel, coach, and intervene with struggling students on a regular basis. *How can we prepare our departments for these broader expectations?*

### Recommendations

#### Outline and Differentiate Roles

Faculty time is best spent on mentoring and academic consultation, not transactional or administrative activities.

#### Leverage Faculty in Advisor Trainings

Involving faculty in regular staff trainings builds mutual trust and collaboration.

#### Consider Units' Unique Staffing Needs

Moving to a centralized advising model requires an investment in distributed administrative support.

## 4 Enhancing the Learning Experience

It's clear that great teachers have an outsized impact on students' success in college and in their careers. *How can we encourage more faculty to innovate in the classroom?*

### Recommendations

#### Harness Grassroots Activity

It should be easy for innovative instructors to apply for course redesign grants and generate scalable pedagogical models.

#### Reduce the Risk of Adoption

Targeted support and recognition alleviates the pedagogical, technological, and social concerns of instructors.

#### Focus on Critical Courses

Courses with high failure rates should be prioritized to maximize the impact of funded reforms on student success.

## 5 Flagging Signs of Student Risk

By tracking student attendance, performance, and engagement in class, faculty can help inform your early intervention strategy. *How can we build greater awareness and utilization of early warning systems?*

### Recommendations

#### Make It Simple

Early warning systems should be easy for faculty to use, with a single referral point for academic and behavioral concerns.

#### Make It Flexible

Faculty should be able to determine the time period and performance threshold for early academic assessments, within reasonable boundaries.

#### Communicate the Impact

Messages about the importance of early alerts in helping to connect students with critical support services should come from senior academic leaders.

## 6 Mentoring Rising-Risk Student Groups

Talented, high-achieving students seek out mentorship opportunities on their own, but many don't establish connections with faculty until it's too late. *How can we engage more students in meaningful interactions with faculty mentors?*

### Recommendations

#### Target Less-Engaged Students

Faculty mentoring efforts should be focused on students who aren't already participating in honors programs or living and learning communities.

#### Monitor Transcript Requests

Students may reconsider transfer to another institution after connecting with faculty in their field of interest.

#### Conduct Exit Surveys

Information gathered from stop-outs and transfers can help to guide your intervention and engagement strategies.



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