

**Proposal: Create FSCUE Ad Hoc Subcommittee on Undergraduate Advising**  
**Passed by FSCUE on**  
**February 11, 2025**

Academic advising provides an essential function for undergraduate education. The purpose of this FSCUE ad hoc subcommittee is to assess the overall undergraduate experience of advising as conducted by both faculty and professional staff, propose clear roles and responsibilities for various advisors, and identify ways to improve the effectiveness of advising and the overall student experience.

CWRU currently has three major legs to its undergraduate advising model: Four-Year Advising (professional staff, through the Undergraduate Advising Support Office in Student Affairs), Pre-Major Advising (faculty, organized by the Office of the Associate Provost for Curriculum), and Major and Minor Advising (mostly faculty, though in some areas professional staff, organized by individual departments and schools/College).

Two of these three legs experienced significant change during 2023: Four-Year Advising was introduced following a reorganization of the Division of Student Affairs, and its new Undergraduate Advising Support Office took on functions previously undertaken by the Office of Undergraduate Studies, Student Advancement (the Navigator program), and elements of other existing offices, plus some new work as well. This organizational change was developed with input from Faculty Senate leadership and representatives from dean's offices of undergraduate schools/College, but was largely an administrative reorganization.

Additionally, Fall 2023 saw the rollout of the new Pre-Major advising system as part of the new Unified General Education Requirements (UGER). Previously, the pre-major advising role belonged to the instructor of a first-year student's SAGES First Seminar, which all students took in their first semester of enrollment. Since the new UGER allows the successor introductory writing course, the Academic Inquiry Seminar (AIQS), to be taken during *either* of a student's first two semesters, we had to separate the advising role from the writing instructor one, and now Pre-Major Advising is a stand-alone function performed by faculty.

The final leg of undergraduate advising is major (and minor) advising. This role is mainly performed by faculty in specific departments and schools. In some programs, this advising is conducted or supported by professional staff.

In addition to these three major legs of academic advising, undergraduates also receive various forms of academic advising and mentoring from other places as well. These include other offices in Student Affairs, like the Career Center (for both career advising as well as the range of pre-professional advising) and the Office of Education Abroad (for study abroad programs), [among](#)

[other offices](#), as well as the general mentorship students receive from faculty as course instructors, lab directors, and general advocates for students.

While each of these components of advising currently plays an important role for students, we have not yet undertaken a systematic and comprehensive review of the collective advising and support ecosystem here, especially after the two big changes in 2023, to see what we can still improve, where we can define roles and responsibilities more clearly, and where we can strengthen cooperation, collaboration, and understanding between the various advising roles. Most succinctly, what does academic advising look like and feel like to undergraduate students, and how can we continue to improve it and provide students with the best possible mentorship and guidance? And how can we best utilize faculty and staff capacity in terms of time, effort, and expertise?

The Undergraduate Advising Subcommittee will:

- Examine the First-Year advising experience, including the roles performed by Pre-Major and Four-Year Advisors, and make recommendations to FSCUE for clarifying roles and responsibilities (both distinct and shared) and/or modifying the Pre-Major Advising structure to improve the student experience and support staff and faculty;
- Examine the collaborative relationship between major/minor advisors and four-year advisors as they support students in understanding sometimes multiple major/minor requirements and university degree requirements that lead to degree certification.
- Recommend how to best communicate roles and responsibilities for advisors;
- Consider any specific recommendations about the advising experience as it relates to student retention, with attention to identifiable populations with distinct needs;
- Recommend metrics and assessment tools for academic advising by faculty (or advisors designated by faculty), and how to best incorporate academic advising into faculty activity reports;
- Recommend metrics and assessments beyond retention that could be collected by the university to demonstrate the success of the advising model;
- Recommend any additional advising policies to FSCUE that would best support students, faculty, and staff.

This ad hoc subcommittee is expected to begin its work as soon as fully constituted and complete its charges and report to FSCUE within one year.

### **Membership of Advising Sub-Committee:**

- Co-Chairs: Dean of Undergraduate Advising and a faculty member nominated by FSCUE  
Chair
- School Representatives: 1 voting member of the university faculty from each of the six Undergraduate Program Faculty units (College of Arts and Sciences, Case School of Engineering, FPB School of Nursing, Weatherhead School of Management, the Department of Physical Education, and the departments of Nutrition and Biochemistry in the School of Medicine), representing and recommended by each school Executive Committee
- Immediate Past Interim Dean of Undergraduate Advising
- Associate Provost for Curriculum
- 1 Senior Associate Dean from Undergraduate Advising Support
- Student Representative: 2, recommended by Undergraduate Student Government

Terms will be for one year, renewable as needed. After beginning work, co-chairs may propose to FSCUE adding additional members.