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 underutilized in all stages of student success strategy. Here are six key ways that academic units and individual faculty members can help students successfully navigate their academic careers.

Addressing Curricular Barriers to Completion

Decisions about curricula are often made within departmental silos, underestimating or even ignoring the institution-wide impact on student success. How can we make academic units work to effect change in modular curricular reform?

Recommendations

1. Arm our units with data
2. Create Role-Based Working Groups
3. Skip the "Water Phase"

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

4. Balance Forgiveness with Proactive Advising
5. Use Degree Plans as Guardians
6. Incorporate Timely Progession

Evoking Evolving 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 in all phases of their career. How can we prepare our departments for these broader expectations?

Recommendations

7. Outline and Differentiate Roles
8. Leave Faculty in Advisor Trainings
9. Center Units' Unique Advising Needs

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

10. Harness Graduate Activity
11. Reduce the Risk of Adoption
12. Focus on Critical Courses

Flagging Signs of Student Risk

By tracking student attendance, performance, and involvement, in class, faculty can help inform your early intervention strategy. How can we detect greater awareness and utilization of early learning systems?

Recommendations

13. Make it Simple
14. Make it Flexible
15. Communicate the Impact

Mentoring Rising-Risk Student Groups

Tailored, high-achieving student groups are a powerful way for students to discover 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

16. Target Less-Engaged Students
17. Monitor Transcript Requests
18. Conduct Exit Surveys

Academic Affairs Forum

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