



**Minutes**  
**Student Success Committee Meeting**  
**Virginia Beach Campus – Provost Conference Room**  
**December 12, 2013**  
**2:00 p.m. to 5 p.m.**

**Members in attendance:**

Frank Dixon, Virginia Beach – Student  
Marilyn Hodge, Virginia Beach – Chair  
Naomi Riddick, District – LRC Representative  
Emily Hartman, Virginia Beach – Student Activities  
Marc Wingette, Chesapeake – Faculty  
Ted Tyler, Portsmouth—Student Services  
Percy Dean, Chesapeake—Student  
Gaye Ewers, Norfolk—Student  
Michele Barnes, Virginia Beach—Counseling

**I. Call to order**

The meeting was called to order at 2:00 p.m.

**II. Minutes approval**

The minutes were distributed for review. A motion for approval of the minutes was made with the revisions suggested, seconded and approved.

**III. Introduction of New Committee Members**

**IV. Old Business**

Faculty Mentoring Re-Cap

- i. As per the faculty contract, faculty is responsible for advising.
- ii. Looking in terms of mentoring, past the first year, after 24 credits, these students will be advised by their faculty in their major curriculum.
- iii. Chesapeake-ADJ, Horticulture, Engineering
- iv. Norfolk—Culinary, Early Childhood, Human Services
- v. Portsmouth—Nursing, Welding, Visual Arts
- vi. Virginia Beach—Engineering, Health Professions, ADJ, Early Childhood

## V. **New Business**

### Faculty Advisement/Mentoring Literature Review

- i. Committee members reported back on the articles that they were given at the last meeting.

- ii. Marc Wingette discussed his articles.

1. Key components included: training, clearly defined expectations for the mentors, giving faculty time to adjust to the idea of the faculty mentoring, and a rewards structure for the mentors.
    2. The Chair made a comment to approach faculty members who are already working in that capacity to assist with the faculty mentoring. Peer members would work hand in hand with the students during registration. Have designated times and places where these various majors will be located for specified periods of time, would be able to speak directly with their faculty advisor and counselors.

- iii. Ted Tyler discussed his articles.

1. Key components included: training, retention, leadership, responsibilities, construct a shared commitment of faculty, staff, and students, clearly determined goals, advisors/mentors are responsible for certain items—students are responsible for certain items—the University is responsible for certain items, an evaluation system, an articulate mission statement, institutional rewards and integrating with the first year success counselors.

- iv. Michele Barnes discussed the advising handbook that she was assigned.

1. The manual talked mainly about the advising caseloads and gave different journals and quotes from different populations, not necessarily pertinent to a literary review.
    2. Michele recommended finding more current data to pull from.

- v. Frank Dixon discussed his literature assigned.

1. Key components included: formal evaluation process, clear expectations of the groups involved, clear direction and responsibilities.

- vi. The Chair discussed her literary review.

1. Key components included: Academic advising is a key factor in assisting students in making a clear transition to college. Faculty play a key role in the overall development of the whole student by providing the mentoring component. Faculty advisors also, if structured, could also provide the inroads for the students for their professional development and internships. Linking faculty advising with mentoring to student engagement. It would be wise to carefully discuss the relationship with students and faculty outside of the classroom. Both are equally important. The faculty

- mentoring experience should allow for opportunities to engage in shared out of classroom experiences, that are not tied to a grading system.
2. A memo from Dr. Summers' faculty advising research, from Jackie Dessino, Electronics Services Librarian from February 7, 2008, volunteered for the committee and stated that she endorsed the concept of faculty advising.
- vii. The Chair proposed that going beyond the academic planning component, to go beyond and assist with career development, goal planning, and outside of the classroom and polled the student representatives.
1. Gaye Ewers discussed the WISE program through the Norfolk Campus Women's Center and how beneficial it was to have the speakers and to see them out of the classroom was refreshing.
  2. Frank Dixon discussed, under the umbrella of academic advising program, it would be difficult to expand beyond academic goals without getting into almost wasting efforts that other offices already deal with. These efforts would be duplicitous in nature and therefore not a necessary role for academic advisors.
  3. Percy Dean discussed being split between the two, liking the idea of having an academic mentor that did include extending outside of the classroom. Additionally, allow for the faculty mentors to recommend various offices and resources on campus.
- viii. The Chair proposed that the faculty advisors must have a clearly defined role when the proposal is created.
1. Ted Tyler discussed the need for the clear need for a defined role for the academic advisors versus counseling.
- ix. Emily Hartman discussed her literary review.
1. Key Components included: creating a clear mission statement, goals and expectations of the faculty mentors, a clearly distinguished role between the faculty mentors and the other types of advisors or mentors on campus, creating an assessment piece for both the mentor and the student.
- x. The final key components that were decided upon included: mission statement, roles and responsibilities, training component and assessment piece, and that a handbook is needed to be drafted.

## I. Action Items

- i. Michele Barnes will research the Valencia model and report back at the next meeting. Mark Wingette and Holly Estrada will report back on the Northern Virginia Model at the next meeting.

- ii. The Chair has asked that everyone who has participated in the literature review to forward any and all key components to the secretary for collection.
- iii. The secretary will combine all of the articles into one document to present at the next meeting to push through the faculty advising model.

**VI. The semester meeting schedule was discussed and decided and the meetings are as follows:**

- a. 1/23/2014-Chesapeake
- b. 2/20/2014-Norfolk
- c. 3/06/2014-Virginia Beach
- d. 3/20/2014- Portsmouth
- e. 4/03/2014-Chesapeake
- f. 4/17/2014-Norfolk

**VII. Meeting adjourned.**

Respectfully submitted by:

Emily Hartman  
Committee Secretary