4.4 There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

a. Description of the school’s advising services for students in all degree programs, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.

Academic advising in the SPH-B is a comprehensive, collaborative teaching, and learning process designed to facilitate student success from orientation through degree attainment. All students are assigned advisors within their specific major area of study. Each student is required to meet with his or her assigned academic advisor before registering for classes each term. However, academic advising is more than program planning. Academic advisors continuously help students understand the nature, purpose, and potential of higher education. The SPH advisors mentor students as they explore and clarify their values, and educational and life goals. They provide accurate information about degree requirements, program benchmarks, and policies and procedures, so students can make responsible, informed decisions.

Undergraduate Advising

Advising for undergraduate students is provided by full-time professional academic advisors as well as faculty advisors in certain programs. The majority of academic advisors are co-located in a central advising and career services suite in the SPH main building; advisors are aligned with the academic departments, resulting in a high degree of connectedness to faculty within degree programs for which they advise, and ensuring a high level of expertise about the curricular matters of the degree programs in their home department. During the 2013-2014 academic year, the SPH had a total of nine full time academic advisors for undergraduate education plus additional faculty that participated in advising of select programs.

All professional full-time academic advisors are members of the Bloomington Academic Advisors Council and participate in campus-wide professional development activities annually. Advisors meet with both current SPH students and well as prospective students.

The school maintains a comprehensive online presence for matters related to undergraduate advising. Via the academic advising section of the school’s website, students can access detailed information regarding policies and procedures, scheduling appointments, and an array of academic support resources. Academic advising resources include departmental advising resources and school wide forms, examples of which are linked by department or general advising topic below.

Applied Health Science Advising
Environmental Health Advising
Epidemiology & Biostatistics Advising
Kinesiology Advising
Recreation, Park, and Tourism Studies Advising
Academic Advisor Registration Approval Form
Application for Graduation
Course Substitution Request Form

The school adheres to school-wide advising policies including: mandatory semester advising, course load requirements, standard and customized four-year advising plans, and SPH
probation and dismissal guidelines. The SPH strives to maintain a 300:1 ratio of students to an advisor each academic year to stay in accordance with the National Academic Advising Association (NACADA) recommended advising standards.

Mandatory Academic Advising
Students are required to meet with an assigned academic advisor before registering for classes each term. During these meetings, a student and advisor identify and evaluate a degree timeline, evaluate academic progress, review supplemental high-impact learning experiences (such as overseas study or internships), and discuss the next semester’s enrollment. The advisor records key counsel in Advising Records (AdRx), a university system. Students, campus advisors, and recorders, may all access AdRx, thus amplifying communication among all the key participants in a student’s degree progress.

Online academic advisement reports and printed degree requirement tab sheets are two effective tools used by advisors and students to track academic progress. Academic advisement reports (AAR's) are available to admitted Indiana University students at onestart.iu.edu. AAR’s allow Indiana University students to view their completed and enrolled course credits in a context that shows completed academic program requirements, as well as those requirements that remain unfinished. In addition, requirements for each degree program are outlined on degree requirement tab sheets (details of these are provided earlier in the self-study within their respective sections of 2.0). The tab sheet for each academic program specifies such requirements as total credit hours needed for completion of the degree, courses to be taken, GPA requirements, suggested electives, and other information. These advising tools are used by students and their academic advisors to guide the selection of courses and monitor progress. Adhering to stated requirements is the student's responsibility. The program requirements in this bulletin are listed in the same order as found on the tab sheets.

Over the next year, the school will be transitioning to a new degree mapping advising system. This system will provide students and advisors an eight semester interactive planning map whereby the student will have immediate feedback on remaining requirements and course sequences at each registration cycle. This mapping will allow students and advisors to monitor credit hour progression for timely completion of their degree.

Academic Probation
Students are placed on academic probation for the semester following the one in which they failed to earn a C (2.0) average. Students remain on probation as long as they fall below a C average in a given semester or if their cumulative grade point average drops below 2.0.

Academic Dismissal
Students will be dismissed from the school when, in the judgment of the Scholarship and Probation Committee, they have ceased to make academic progress toward their degrees. Students who fail to attain a minimum grade point average of 2.0 in any two semesters and who have a cumulative grade point average below 2.0 will be dismissed automatically. (Note that these students will have been placed on probation at some point before their dismissal). Academic misconduct (cheating, fabrication, plagiarism, interference, violation of course rules, or facilitating academic dishonesty) may also result in a student's dismissal from the school.

A student who has been dismissed will be prevented from enrolling for classes through the school for at least one full semester. During this absence, a student may submit a petition to the committee for readmission.
Course Load
A student is expected to carry from 12 to 17 credit hours of academic work a semester. Permission to carry fewer than 12 credits may be obtained only in special cases from the dean of the school. The maximum number of credit hours to be carried by a student is 19.

Course Load for International Students Monitored by SEVIS
The U.S. Immigration and Naturalization Service (INS) has created the Student and Exchange Visitor Information System (SEVIS) to maintain current information on nonimmigrant students, exchange visitors, and their dependents (i.e., all those in the F or J visa status). Students monitored by SEVIS must maintain full-time enrollment (at least 12 credit hours for undergraduates) during fall and spring semesters.

Academic Advising Engagement
The school collects and monitors data related to undergraduate advising. Table 4.4.1 below provides a summary of engagement data related to undergraduate academic advising for the 2012-2013 and 2013-2014 academic years.

Table 4.4.1. Summary of SPH Undergraduate Academic Advising 2012-2014

<table>
<thead>
<tr>
<th>Advising Interactions</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>2012-2013 TOTAL</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>2013-2014 TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising appointments</td>
<td>1495</td>
<td>1536</td>
<td>3031</td>
<td>2357</td>
<td>2228</td>
<td>4585</td>
</tr>
<tr>
<td>Drop-in advising sessions</td>
<td>797</td>
<td>688</td>
<td>1485</td>
<td>689</td>
<td>567</td>
<td>1256</td>
</tr>
<tr>
<td>TOTAL INTERACTIONS</td>
<td>2292</td>
<td>2224</td>
<td>4516</td>
<td>3046</td>
<td>2795</td>
<td>5841</td>
</tr>
</tbody>
</table>

Graduate Advising
All members of the graduate faculty are eligible to advise master’s level students and serve as mentors on master’s level scholarly products (e.g., to chair thesis committees). In order to serve as advisor to a doctoral student, chair a doctoral advisory committee, or chair a dissertation committee, a member of the graduate faculty must have an additional endorsement. This “doctoral endorsement” is granted separately from graduate faculty status and is provided subsequent to review and approval by one’s peers; hence the category of “endorsed” graduate faculty status. Additionally, all tenured or tenure-track faculty are appointed to the IU graduate faculty upon appointment to the university.

Advising for graduate students is the responsibility of the members of the graduate faculty within the school. At the time of admission, each student is notified of, and provided with contact information for, their academic advisor. Graduate advising assignments are made based upon the following criteria:

- Advisors are full-time, 100% appointees in the SPH.
- Advisors are members of the graduate faculty of Indiana University.
- Advisors are assigned to work with students who are enrolled within the specific major or degree program for which the advisor serves as a member of the primary faculty.
- For doctoral students, advising relationships are established during the admissions process; a faculty member agrees to serve as the primary academic advisor for a specific student based upon mutual scholarly interests.
• For all master’s students, advising assignments are based upon a range of factors including: mutual scholarly interests between students and faculty, a student’s preference for a particular advisor as expressed in the application, current advising load of a faculty member, and the professional background of faculty and consistency with students’ articulated professional goals. Students are able to change their academic advisor should they desire. The school maintains a general change form that is used for this purpose and that is available to all students via the school’s website.

Students are required to meet with their academic advisor at least once per semester, which is regulated by the current school process that mandates students meet with their academic advisor prior to being cleared for registration.

Advising load per faculty member varies across the majors in the school, and is dependent upon a range of factors including consistency between faculty and student areas of interest, faculty responsibilities (e.g., level of research, service or teaching obligations), and the number of advisees a faculty member has at the time an initial advising appointment is made. During fall 2014-2015, the typical MPH primary faculty member had approximately 3 advisees, but that number ranged from as few as one advisee to as many as nine advisees.

The Office of the Dean makes available orientation and training on matters of graduate studies to all new members of the graduate faculty.

b. Description of the school’s career counseling services for students in all degree programs. Include an explanation of efforts to tailor specific services to specific needs in the school’s student population.

The IU School of Public Health Office of Career Services offers career services in a welcoming, inclusive, and respectful environment in which each individual is able to develop a meaningful career path. The office provides career advising, resources, programs, and employer connections to students and alumni that enable them to become contributing members of the workforce and community. Job opportunities for SPH majors are diverse and expanding as the emphasis on living a healthy lifestyle grows around the world.

Career Services professionals provide one-on-one advising; resources; and career events to assist students with career development and job preparation. In addition, they offer individual career advising, career and major exploration, workshops, career fairs, employer information sessions, on-campus interviews, networking opportunities, job search guidance, internship assistance, resume and cover letter preparation, interview skill development, and graduate school preparation.

Career advising is available to all students within the school as well as to alumni. Students may schedule individual appointments (typically thirty minutes in length) through an online system or come in during designated drop-in times. Career Services also offers on-line, video advising upon request for students and alumni located off campus. Students may set individual meetings with the Director of Career Services or Associate Director of Career Services to discuss their career plans and get guidance with career-related tasks. Undergraduate students may also meet with career specialists and academic advisors designated within their departments.

In addition to individual appointment opportunities, a Career Resource area is open to all students on a daily basis. Peer mentors are available to help students get started by
demonstrating online career tools, assisting with a general resume or cover letter critique, or providing printed handouts and books to review. The career resource area has open computer terminals and a printer, a library of career-related books, and helpful handouts.

The Office of Career Services also plans and hosts a variety of events, such as workshops, career fairs, information sessions, and on-campus interview opportunities on a regular basis for both undergraduate as well as graduate students. The office promotes these events to students through e-mail, print materials, in-class announcements, messages to faculty, and social media. Members of the career services team are also invited by faculty in a number of courses to give presentations on career-related topics. The Office of Career Services offers an extensive compilation of career resources via the [Careers and Internships](#) website to meet the career planning needs of diverse student populations.

Table 4.4.2 provides a summary of data related to activities with students and employers via the SPH Office of Career Services for the past two academic years.

### Table 4.4.2. 2012-2013 & 2013-2014 Summary of SPH Career Services Engagement

<table>
<thead>
<tr>
<th>SPH Career Services Summary</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>2012-2013 TOTAL</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>2013-2014 TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employers recruiting on campus (career fairs and interviews)</td>
<td>66</td>
<td>71</td>
<td>137</td>
<td>73</td>
<td>116</td>
<td>189</td>
</tr>
<tr>
<td>Interviews</td>
<td>35</td>
<td>66</td>
<td>101</td>
<td>35</td>
<td>27</td>
<td>62</td>
</tr>
<tr>
<td>Career fairs offered</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Employers at career fairs</td>
<td>60</td>
<td>63</td>
<td>123</td>
<td>67</td>
<td>114</td>
<td>181</td>
</tr>
<tr>
<td>Students at career fairs</td>
<td>353</td>
<td>393</td>
<td>746</td>
<td>404</td>
<td>559</td>
<td>963</td>
</tr>
<tr>
<td>Job postings (full time, part time, temp)</td>
<td>224</td>
<td>270</td>
<td>494</td>
<td>160</td>
<td>153</td>
<td>313</td>
</tr>
<tr>
<td>Internship postings (intern and co-op)</td>
<td>81</td>
<td>159</td>
<td>240</td>
<td>76</td>
<td>123</td>
<td>199</td>
</tr>
<tr>
<td>Employer information sessions</td>
<td>10</td>
<td>13</td>
<td>23</td>
<td>8</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Students attending employer information sessions</td>
<td>200</td>
<td>110</td>
<td>310</td>
<td>84</td>
<td>136</td>
<td>220</td>
</tr>
<tr>
<td>Career Development Opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career advising contacts</td>
<td>592</td>
<td>681</td>
<td>1273</td>
<td>812</td>
<td>582</td>
<td>1394</td>
</tr>
<tr>
<td>Mock interviews</td>
<td>45</td>
<td>45</td>
<td>90</td>
<td>65</td>
<td>45</td>
<td>110</td>
</tr>
<tr>
<td>Career resource room usage</td>
<td>104</td>
<td>103</td>
<td>207</td>
<td>134</td>
<td>140</td>
<td>274</td>
</tr>
<tr>
<td>Career events (workshops, panels, seminars, networking)</td>
<td>13</td>
<td>14</td>
<td>27</td>
<td>17</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>Students attending workshops, panels, seminars, networking</td>
<td>372</td>
<td>320</td>
<td>692</td>
<td>482</td>
<td>184</td>
<td>666</td>
</tr>
<tr>
<td>Invited class presentations</td>
<td>13</td>
<td>11</td>
<td>24</td>
<td>15</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Students attending class presentations</td>
<td>583</td>
<td>286</td>
<td>869</td>
<td>818</td>
<td>556</td>
<td>1374</td>
</tr>
<tr>
<td>Students enrolled in career courses</td>
<td>117</td>
<td>145</td>
<td>262</td>
<td>191</td>
<td>158</td>
<td>349</td>
</tr>
</tbody>
</table>

A wide range of materials related to career services is available to SPH students. The documents below are provided in the identified sections of the electronic resource file.

- Resume Writing: [Electronic Resource 4.4.a](#)
- Cover Letters: [Electronic Resource 4.4.b](#)
- References, Letters of Recommendation: [Electronic Resource 4.4.c](#)
- Interviewing Guidelines: [Electronic Resource 4.4.d](#)
- Interviewing from a Distance: [Electronic Resource 4.4.e](#)
- Internships: [Electronic Resource 4.4.f](#)
- Networking: [Electronic Resource 4.4.g](#)
- Writing an Effective CV: [Electronic Resource 4.4.h](#)
- Career Fair Preparation: [Electronic Resource 4.4.i](#)
c. Information about student satisfaction with advising and career counseling services.

Data regarding levels of engagement and satisfaction with student services are tracked utilizing two complementary data management systems that provide for: (a) tracking of student appointments for advising and career services, and (b) student satisfaction with advising and career services. Regarding satisfaction with such services, the SPH initiated the Student Services Satisfaction Survey beginning in fall 2012. This survey aims to collect data that enable the SPH to assess student perceptions of the quality of advising and career services available within the school. Participation is requested from all enrolled SPH majors via an email that is distributed near the end of each academic semester.

Reports describing student’s engagement and satisfaction with student services are made available to faculty and staff each academic year. Data from the 2012-2013 and 2013-2014 academic years are available as Electronic Resource 1.2.e, respectively.

d. Description of the procedures by which students may communicate their concerns to school officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

All academic personnel (faculty, part-time instructors, and advisors) are expected to conform to the Code of Student Rights, Responsibilities and Conduct (Electronic Resource 4.4.r). Students who believe that they have been treated unfairly by an instructor may lodge a complaint by following these steps:

1. Discuss the matter with the faculty member or instructor.
2. If step 1 fails to resolve the situation, discuss the matter with the chairperson of the department or the coordinator of the program in which the faculty member is employed. The departmental chairperson will discuss it with the faculty member and seek resolution.
3. If step 2 fails, the student may discuss the matter or file a written, signed complaint with the Student Academic Fairness Committee of the SPH Academic Council. Such written notice is submitted to the Dean’s office. Anonymous complaints will not be entertained. A copy of any written complaint will be forwarded to the faculty member, who may respond in writing.
4. The Student Academic Fairness Committee will evaluate the complaint on the basis of university policy and may recommend to the dean that the instructor be sanctioned. If the committee finds the complaint to be unfounded, a letter to that effect may be placed in the student’s file.
5. Should the student wish to appeal the decision of the Student Academic Fairness Committee, a written appeal may be filed with the Dean of the school, through the Executive Associate Dean. The Executive Associate Dean will review all documents, and will issue a decision regarding the complaint.

6. Should the student disagree with the final disposition of all school-related entities, the student can pursue further review with the IUB Student Advocates Office.

Table 4.4.4 provides a summary of student grievances submitted to the Academic Council’s Student Academic Fairness Committee over the past three years.

Table 4.4.3. Summary of Student Grievances submitted to Student Academic Fairness Committee 2011-2014

<table>
<thead>
<tr>
<th>Year</th>
<th># Grievances</th>
<th>Basis for Grievance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>1</td>
<td>Appeal of academic misconduct charge</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1</td>
<td>Appeal of academic misconduct charge</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1</td>
<td>Appeal of academic misconduct charge</td>
</tr>
</tbody>
</table>

This criterion is met.

**Strengths**

The school maintains clear and accessible systems for academic advising and career counseling. An important characteristic of the delivery of these systems is a focus on personalized service and a commitment to meet the individual and unique needs of students via the school’s continuum of services and through well-formed connections between advising and career services staff and those who administer support programs on campus and in the community.

At the undergraduate level, advising is delivered largely by a professional staff of academic and career advisors (and some individual faculty). Advisors have been described by students as “knowledgeable,” “friendly,” and capable of assisting students with individual needs and concerns. Services are provided in a centrally located student services suite. Academic advisors are assigned to work with students in specific academic majors. All undergraduate students within the school are required to meet individually with an advisor each semester.

At the graduate level, all students are assigned an advisor who is a member of the university graduate faculty within the student’s specific area of study. In addition to the primary advisor, graduate students also benefit from access to the school’s available career services and expertise of other members of their advisory and research committees.

The school has devoted significant energy to the expansion of its career advising services throughout the transition to a school of public health. Career services offerings include a range of in-person sessions, group events, and digitally available materials. The Office of Career Services also actively engages in employer relations activities and alumni outreach to increase the recruitment of our graduates into the workforce.
Beginning in fall 2012, the school initiated a process to collect data related to student perceptions of the quality of advising and career services available within the school. Participation is requested from all enrolled majors within the school via an email that is distributed near the end of each academic semester. These data are summarized following the administration of each survey and are distributed to all faculty and student services staff within the school.

The school has a formal and articulated process for responding to student grievances that is embedded within the structure of the faculty governance body; only one formal grievance has been filed during each of the past three academic years, an incredibly low number given the large numbers of students who complete coursework within the school. Each of these student grievances was a student dispute of sanctions imposed by faculty as a result of student academic misconduct (e.g., plagiarism, cheating).

Our commitment to and value of matters such as advising and career counseling are evidenced by the establishment of the Committee on Student Affairs, which is a formal standing committee of the school’s faculty governance group, the SPH Academic Council.

Weaknesses
While the school maintains comprehensive systems for academic advising and career services, one identified weakness related to these and similar services is that the school does not have a defined “division” that attends to student academic affairs. In 2013, the school appointed its first Assistant Dean for Student Academic Affairs in an effort to initiate the development of a more formal “division of student academic affairs” that is branded and known to our prospective, current, and former students and that has efficient and effective points of entry into the comprehensive range of student academic support structures that are more coordinated. The lack of such a division has not systematically impacted the school’s ability to deliver comprehensive and quality advising and career services, however those services will be integral components of the newly forming division of student academic affairs and we anticipate that once such a division is implemented, it will only facilitate further connectedness.

While the school is able to maintain extremely accurate records related to advising for undergraduate students (given the formal infrastructure that exists) we do not have such similar systems for graduate students. During the 2012-2013 academic year, the school piloted an electronic system that enabled graduate advisors within the MPH program to contribute details about graduate advising interactions to a school-wide database. Faculty found the system cumbersome and inconsistent with the school’s philosophy about graduate advising which seeks to facilitate more spontaneous access to faculty advisors. As a result, faculty were not able to contribute data following each of these more spontaneous advising interactions and the school decided not to implement the system across all graduate programs. During the 2014-2015 academic year however, graduate faculty advisors will begin to use the Advising Records (AdRxn) system which will result in more reliable data about formal academic advising with graduate students, but will not fully capture the ongoing and spontaneous advising and mentoring activities that are characteristic of the work of our graduate faculty advisors.

Future Plans
The school will migrate graduate faculty to the Advising Records system during the 2014-2015 academic year which will result in more reliable and valid data related to graduate advising interactions. For undergraduate students, the school will also be transitioning to a new degree mapping advising system. This system will provide students and advisors an eight semester interactive planning map whereby the student will have immediate feedback on remaining
requirements and course sequences at each registration cycle. This mapping will allow students
and advisors to monitor credit hour progression for timely completion of their degrees.

The school plans to continue its efforts toward the establishment of a more defined and branded
division of student academic affairs. As this work continues, staff responsible for the core
functions that will be included within this division have identified a range of priority activities,
including:

- Improving advisor-student ratios in both academic and career advising.
- Providing leadership among academic advisors by appointing a Director of Academic
  Advising.
- Continuing to develop mechanisms that ensure unique, targeted, and ongoing support to
  students who find themselves on academic probation.
- Providing additional continuing education and formal training programs for SPH-B
  advisors.
- Simplifying the advising appointment scheduling process and decreasing wait times for
  walk-in appointments.
- Increasing awareness of the continuum of services.
- Building and enhancing relationships with employers and continued outreach to public
  health organizations.