

UNDERGRADUATE ADVISING TASK FORCE

Report and Recommendations

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Campus Senate
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Section I: Task Force Goal and Charges

The Undergraduate Advising Task Force was convened by the UIS Campus Senate in fall 2010. The Campus Senate provided the following Goal and Charges to the Task Force:

Goal: Make undergraduate advising efficient and effective for students.

Charges:

- Map the existing different advising for undergraduate students and/or different practices in undergraduate advising across campus.
- Identify current roles, responsibilities, and interactions between professional advisors, online coordinators, and faculty regarding undergraduate advising.
- Examine the transition issues for undergraduate advising at different stages, such as transition from general education to major for the 4-year students and transition faced by the transfer students.
- Examine the issue or complexity of dealing with multiple advisors for major, minor, pre-professional, general education, transfer, and even post-graduate planning.

The Task Force met regularly between October 2010 and March 2011 and offers the following report and recommendations.

Section II. Institutional Context

For the last ten years or so, UIS has undergone substantial change as it aspired to be a leading public liberal arts university. Those changes have had a profound effect on the institution's undergraduate advising system.

In developing the vision of being a leading public liberal arts university, an institutional identity or "brand" has emerged that focuses on the individual attention students receive as well as on the affordability of that attention in relation to our status as a public institution. At a Preview Day for prospective students in fall 2010, the interim chancellor repeated the often-heard maxim that UIS students receive "a private school education at a public school price." UIS is a place, we assure students, where "everybody knows your name." Small class sizes and personal attention are hallmarks of small colleges, and research indicates that such institutions are generally more student-focused. Pascarella and Terenzini claim that "a social context that enhances frequent student-faculty informal interaction is more likely at small, primarily residential colleges than at large universities"¹

UIS' identity is complicated by the fact that it is a small university with a mix of residential and commuter students, and it is an outlier in our peer group, the Council on Public Liberal Arts Colleges, in that regard. UIS is also unusual among COPLAC institutions in its mix of undergraduate and graduate students. The complexity of UIS' mission and student population is further complicated by its formerly upper division status and by the long process by which the campus has added traditional-aged, first-time, first-year students to the student population. Faculty and staff who traditionally dealt with adult learners are still learning to adjust to the more immediate needs of an ever-younger student body, regardless of whether the students are commuters or residential, native or transfer.

This distinctive environment makes the development of a single advising model for undergraduate students remarkably difficult. For most of the history of the institution, faculty members were solely

¹ Pascarella ET and Terenzini PT. 1991. *How College Affects Students: Findings and Insights from Twenty Years of Research*. San Francisco: Jossey-Bass Pub.

responsible for advising, just as they are at most smaller institutions. Advising of commuter transfer students with 60 or more hours, however, was almost exclusively focused on the major and its requirements, along with some “University Requirements” that had existed for many years and were well entrenched and well understood. Even the arrival of freshmen on campus in fall 2001 did not completely shift the prevailing advising model, in large part because the Capital Scholars Program was self-contained; advising of those native students was mostly done in the program, and most faculty did not really have to understand the requirements of the program. The notion of faculty advising as exclusively related to the “upper division” may still prevail in some departments on campus, but it no longer serves the needs of the total student population, most of whom now enter with fewer than 60 hours of college credit. Indeed the institution, its catalog, and its policies are migrating away from a 60 + 60 model. With a complete general education curriculum, with freshmen on campus, with transfer students entering the institution as undeclared majors, with comprehensive student information systems (Banner and DARS), and with the breakdown of the lower division-upper division dichotomy, the complexity and difficulty of advising at UIS has grown exponentially. Rightly or wrongly, the institution, including administrators, faculty, and staff, has responded to the new complexities of our curricular structures and student bodies by proliferating advising models. Faculty are no longer solely responsible for advising. Instead, like many larger institutions, UIS quickly adopted the idea that professional advising was necessary.

In 1999, UIS began offering online degrees and hired Program Coordinators to provide administrative support to these efforts. As programs began to understand the considerable amount of time required to teach, advise, and support online students, many—particularly those in the College of Arts and Sciences—welcomed the opportunity to expand the role of their Program Coordinators to include a shared approach to academic advising. Over time, advising became a larger part of the Program Coordinators’ responsibilities, including, for some coordinators, the addition of advising campus-based students.

In summer 2006, the Undergraduate Academic Advising Center (UAAC) opened. That unit took as its mission the advising of freshmen, sophomores, and undeclared students, and, in theory, limited its role with transfer students to serving as a resource to faculty in the departments, who primarily advise transfer students in the major with 30 or more hours of transfer credit. With the addition of professional advisors serving these new student populations, the institution moved from a faculty-only model of advising to what W.R. Habley and others call a “shared model,” with formal structures for both faculty and professional advising.² Had UIS maintained that formal two-part structure with some precision, the Undergraduate Advising Task Force might never have been formed and would certainly have had a different set of charges. However, both formal and informal sources of advising grew up like mushrooms in a forest, and it became less and less clear whose job it was to advise, much less what advising really is.

Perhaps the advising system had begun its breakdown long before the advent of freshmen and general education and 30-hour transfer students. Without required approval from faculty advisors prior to registrations and with a largely adult commuter population, a long and problematic history of student

² For discussion of the seven institutional models of advising in higher education, see King MC. 2006. Organization of Academic Advising Services. In *Academic Advising: A Comprehensive Handbook*. 2nd ed. San Francisco: Jossey-Bass Pub. p 242-252.

self-advising has been anecdotally reported. Moreover, there were many indications prior to 2006 that staff members across campus had taken on some responsibilities for advising. That may first have occurred with departmental secretaries, who often found themselves in the position of being in the office when faculty were not and being asked questions regarding the selection and availability of coursework, the requirements for graduation, and other related advising questions. Another early staff contribution to advising came from admissions counselors, whose job it is to “sell” the degree programs and academic offerings of the institution and who had always rightly played a role in helping prospective students understand how their prior coursework would transfer to UIS. Those standard roles for admissions staff were, however, in some cases augmented to include advising tasks that were the official province of faculty. Admissions staff, in part because there is no structure in place to ensure faculty availability, have for many years assumed advising functions by helping students select classes for their first semester, not always in full recognition of degree requirements and not always with a trained evaluation of the student’s readiness for certain courses.

These early examples of staff advising are limited compared to the current state of affairs, which might be termed a veritable “wild west” of formal and informal advising roles. In an informal audit of where advising and advice-giving occurs across campus, the UATF has noted nearly 20 offices or positions on campus that currently play some kind of role (See Appendix I). Online degree programs have coordinators that not only recruit students, but also serve in-take advising roles and often serve as advisors after the student is enrolled, particularly when the student cannot reach a faculty advisor. Recently online coordinators have taken on official advising roles. In the College of Liberal Arts and Sciences, advising of on-ground as well as online students has been added to the job description of online coordinators. The College of Public Affairs has created a “General Education Advisor” position that duplicates some of the functions of the UAAC, particularly for students with 30 or more hours, whether they are native or transfer. The College of Business and Management has a graduate student serving as a peer advisor to help students with DARS reports, initial scheduling of classes, and petition drafting. In the College of Education and Human Services, there are Initial Program Advisors in the Teacher Education Program and a clinical instructor who serves as the general education advisor for transfer students in the Social Work Department. In Student Affairs, advising occurs in an informal way, when students arrive at offices like the Career Development Center, Disability Services, and even Student Life with questions they believe have not been fully addressed by faculty or professional advising staff.

The current situation makes it difficult for students to understand where to go for the most reliable advising. In many cases students do not know who their advisors are or which one to go to for what service, and faculty have a similar problem in securing an accurate list of their advisees. Despite attempts to improve the transition from the Advising Center and Capital Scholars Honors to the major, students fall through the cracks. Making contact with advisors can be difficult and time-consuming. Faculty are pressured to do more to both recruit and retain students, even as their responsibilities rise in teaching, scholarship, and service, so that advising has become a burden for some. Professional advisors both in the UAAC and in online degree programs are uncertain of their roles, are caught between faculty and students, and are not always adequately trained or provided with professional development to improve advising skills.

Thus, the UATF has been charged with making recommendations to remedy the current tangle of roles and responsibilities related to advising and to improve communication between students and advisors, and between advisors. Task Force members have concluded that their responsibility also

includes suggesting a model of advising that could help remedy the problems while supporting faculty, students, and staff and promoting the mission and vision of the institution.

Section III. Advising Challenges at UIS

The UATF has attempted to identify the challenges the campus faces with regard to advising, and to categorize those challenges by faculty, students, professional advisors, and online coordinators. In seeking a common thread running through the many problems identified, it became apparent to the Task Force that the lack of a formal definition of advising and the lack of a roadmap for students seeking advising are key areas of concern. While those involved in advising have their own conceptions and definitions of advising and may even assume that others share that understanding of the process and its constraints, there is anecdotal evidence that UIS is operating under multiple conceptions of advising. One of the reasons for this is that advising, unlike teaching and other functions of the university, does not possess its own evaluation process and feedback loop. Whereas teaching, for example, is evaluated each semester and feedback provided to faculty by students, department chairs, deans and others, advising takes place without the benefit of effective evaluation. As a result, the problems experienced by students and advisors alike are apt to continue unresolved as there is currently no formal mechanism for identifying these problems nor for resolving them once identified.

The Task Force has done both formal and informal surveying of campus advising stakeholders to identify the most pressing challenges related to advising at UIS. Formal surveys include on-going surveys of faculty and students. Informal surveys were conducted by UATF members of staff and students in various units on campus.

Faculty Challenges

The Faculty Survey being conducted this spring asked faculty to identify the frustrations they face as advisors. The frustrations most frequently identified by faculty were the following:

- The value of advising is not adequately recognized at UIS (60%)
- Students do not prepare adequately for advising sessions (56%)
- Excellence in advising is not rewarded in the tenure and promotion process (55%)
- I do not have enough time to do advising (50%)
- Advising work is not consistently emphasized in annual performance reviews (50%)
- Students do not seek advising (45%)
- I have too many students to advise (44%)

The Faculty Survey also contained a number of substantive qualitative comments from faculty about the issues listed above as well as other ones. Those comments will need to be analyzed.

In an informal survey of faculty by UATF members, faculty reported the following additional problems with advising:

1. The transition from students meeting with Professional Advisors during their first two years to meeting with their faculty advisor after their second year is not always a smooth transition.

2. Students' expectations about faculty advising roles are unrealistic, and there is no process to mold student expectations about the role of faculty advising.
3. There is no Student Advising Handbook to explain the advising process and help students make the most of the advising experience.
4. Many faculty advising problems are caused by students taking courses out of sequence, especially in their major.
5. There is no formal process by which faculty advisors are mentored on or trained in specific advising responsibilities and roles.
6. The advising process is more cumbersome than it needs to be partly because the means of tracking students is fragmented. While DARS is useful for obtaining certain information, there is no overall software tool for tracking the concerns of faculty about individual students or the issues faced by individual students.
7. Communication between units on campus is haphazard, and faculty do not have clear points of contact with key units.

Student Challenges

Campus assessment data show that students perceive they are not receiving the advising they expect from faculty or professional staff. The Noel-Levitz Student Satisfaction Inventory was used in between 2001 and 2007, in odd years, and each administration indicated a gap between students' perceived need for faculty advising and their satisfaction with the services. Data from the National Survey of Student Engagement, which is administered to UIS freshmen and seniors every other spring, indicate concerns regarding the engagement of seniors on the benchmarks "Student-Faculty Interaction" and "Supportive Campus Environment," when compared to institutions with benchmark scores placing them in the top 50% of all NSSE schools in 2010 (See Appendix II). Student comments from the 2010 administration of NSSE are often negative about the advising services they have received:

I have had nothing but problems with UIS since day one. I do not feel like I had anyone help me pick classes, to help guide me towards a career path.

The transfer process at UIS is less than satisfactory. My assigned advisor was absolutely no help and left it up to me to complete all the necessary steps prior to starting classes. I was so unhappy with my assigned advisor that I requested a new one. The advisor I requested is currently my professor. He is an excellent professor but has not answered any of my questions I have asked concerning advising. The professors are wonderful at UIS. I am not sure why the advisors are not?

I do love this university but the academic advising, for freshmen at least, is horrible.

And the secretary in the office had to help me pick out my classes for the next semester.

As an online student, I see two major challenges: first since I have to communicate with faculty and administration via email, I often have trouble getting them to return my emails in a timely manner. I sent an email to my academic advisor more than a week ago, and other than the automated receipt that said he read my message, I have yet to hear from him.

Informally, students have identified the following specific problems with advising:

1. Many students do not know who their advisor is or how to find out.
2. Students who rely on professional advisors often find the Advising Office is too full and overwhelmed by the number of students attempting to access this resource.
3. Frequently there is a lack of communication between advisors and students.
4. Students sometimes feel advisors do not actually care about their individual needs and concerns, but are just trying to process them and push them out of the office.
5. A great deal of advising takes place informally and without an official, formalized structure.
6. The multiplicity of advisors dealing with fragmented parts of a student's academic career often means that no one advisor is overseeing the whole process and the student's overall needs.
7. Faculty advisors are not always available and are sometimes difficult to contact.
8. Catalog course descriptions are not always sufficient to allow students to adequately assess the nature of the course, time demands, and assessment measures employed.
9. While some departments or programs try to maintain predictable course rotations and publicize tentative class schedules for up-coming semesters, not all do.

The UATF has initiated a formal survey of students that is still in progress at the time the report is being delivered to the Senate Executive Committee. The results of the survey will be scrutinized and both preliminary and final reports will be released.

Challenges of Professional Advisors

1. The transition for first and second year students from their professional advisor to the advisor in their major or program is not always smooth or well defined.
2. Students often contact the professional advisors at the last minute or in response to a deadline and advisors are unable to give adequate time and attention to each student due to the increasing number of advisees served by a reduced/limited number of advisors.
3. Although advisors attempt to maintain their own advisees based on major, program or other criteria, when the number of students seeking advising outstrips the number of available advisors, students are often assigned to advisors unfamiliar with either the student or his or her program.
4. Advisors find it increasingly difficult to balance time dedicated to advising to time focused on other retention-related initiatives including programming, placement testing, and the Early Warning System.
5. When seeking specific guidance from departments or disciplines on particular curricular issues, some departments are responsive but others are not.
6. Summer advising is a particular problem because many faculty contacts are unavailable and it is not easy to know who is responsible for handling questions specific to a major or program.

Challenges of Online Coordinators

1. Documenting students' eligibility to take particular courses is problematic and time consuming since most classes with prerequisites do not use Banner's prerequisite checking feature.
2. Obtaining up-to-date information from programs can be difficult because even if they have advising guides, they can be out-of-date.
3. Need for up-to-date transfer guides for Illinois schools and regular out-of-state feeder schools for use in pre-admission advising.

4. DARS reports are overly complicated and can be confusing to even those who make their living using them. They seem designed to communicate information to record keepers rather than to students checking their degree progress.
5. Need for more information tools to allow for more effective intrusive advising.
6. Need to reduce the number of petitions by dealing with policy issues. Need for a more efficient, electronic process for monitoring petitions.
7. 200-level ECCE courses cause challenges for transfer students.
8. Students who work with multiple advisors may get conflicting advice, some of which may not be accurate or correct.
9. UIS does its best to identify freshman having academic problems as quickly as possible, but this effort is not made, at least in a coordinated fashion, for transfer students. Early Warning System should be expanded to all undergraduates.
10. Scheduling of general education coursework does not always factor in the needs of transfer students.
11. For the most part, coordinators have been hired to coordinate and not to advise. Most had limited or no advising experience before UIS. They have learned a lot through their experience, and have gained expertise in some aspects of advising, but some feel that they are lacking the knowledge and skill needed to work with certain populations. On-going professional development will be necessary.

Having identified challenges faced by faculty, students, and staff directly involved with advising, the UATF turned its attention to finding definitions, models, policies and practices to improve undergraduate advising.

Section IV. Literature Review

Once upon a time there was a university student. He (for back then they were all men) lived on the campus and walked to the library and went punting for fun. He would meet weekly with his professor for one-on-one discussions of readings, academics, and life. His professor also lived on campus and they ate in the same commons (though, of course, the professor sat at a separate table).

While our culture and the university has changed for the better since those days, advising has also changed, and not necessarily for the better. As universities became larger, research became more important and academic pathways became more complicated, making it difficult for faculty to devote time to advising. This climate gave rise to professional advisors, organized in a variety of advising structures. The discussion below includes the differing but often overlapping roles of faculty advisors and professional staff, as well as research on the importance of advising and literature on different advising structures.

Roles of Advisors

UNESCO has identified a number of functions for an academic advisor:

1. To assist students in developing educational plans that are consistent with their life goals.

2. To provide students with accurate information about academic progression and degree requirements.
3. To assist students in understanding academic policies and procedures.
4. To help students access campus resources that will enhance their ability to be academically successful.
5. To assist students in overcoming educational and personal problems.
6. To identify systemic and personal conditions that may impede student academic achievement and developing appropriate interventions.
7. To review and use available data about students academic and educational needs, performance, aspirations and problems.
8. To increase student retention by providing a personal contact that students often need and request, thereby connecting them to the institution.³

Ideally, there would be one contact to meet student needs, but in reality it is impossible for one person to perform all these functions effectively. Therefore, more than one person, with differing expertise and responsibilities, is needed to meet each student's needs.

Faculty as Advisors

Faculty continue to be the primary deliverers of academic advising at universities.⁴ Since faculty are responsible for developing and delivering the curriculum, they are familiar with the content of the curriculum and the philosophy behind curricular decisions. In addition, faculty are often the most familiar with career possibilities in their particular field of study.

Since teaching is the primary function of faculty at UIS, viewing academic advising as a teaching opportunity could be useful. Hemwall (2000) suggests that faculty develop a syllabus for advising, and use advising sessions to teach students the purpose of general education and the mission of UIS. Reflective activities for the students could help them learn about their own skills and how their academic choices can help expand and improve skills and pursue a career.

In order for faculty to be successful at advising, the institution must provide appropriate support and reward structures. These could include faculty training workshops, a faculty advising handbook, an online portfolio of a student's academic career, faculty release time, clerical support staff, and a central administrator to coordinate advising.⁵ In addition, advising must be seen as an important function for faculty within the traditional areas of teaching, scholarship, and service. Personnel policies and assessment of advising for personnel decisions need to be explicit and fairly implemented. For example,

³ *The Roll of Student Affairs and Services in Higher education: A Practical Manual for Developing, Implementing and Assessing Student Affairs Programmes and Services*. United Nations Educational, Scientific and Cultural Organization (UNESCO). Paris, 2002, p 25-26. Retrieved from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/UNESCO.htm>.

⁴ Hemwall MK. 2000. Advising Delivery: Faculty Advising. In *Academic Advising: A Comprehensive Handbook*. 2nd ed. San Francisco: Jossey-Bass Pub. p 255-266.

⁵ Hemwall MK. 2000.

the advising load for faculty needs to be distributed equitably: the literature suggests that a faculty member have fewer than 40 advisees.⁶ In the Faculty Advising Survey administered by the UATF in spring 2011, 38% of faculty who have taken the survey reported advising 25-50 advisees and 23% reported advising 51 or more.

Professional Advising Staff

Students would like to meet with an advisor when they want to, whenever they want to, as long as they want to. The ability of an institution to respond to this perceived need in a timely manner can improve the student's experience of the university, as demonstrated in benchmarked studies such as the National Survey of Student Engagement (NSSE). Imagine the potential student's impression of UIS, where we market ourselves as "engaged in your future," when he or she visits campus and cannot find an academic advisor.

Faculty, with their multiple responsibilities on and off campus, cannot always be available for student advising. So a staff person, dedicated to providing academic advising, can fill this important role while not usurping faculty responsibilities and roles for advising. Professional advising staff, as described by Self (2000), have additional advantages over faculty.⁷ They can keep up-to-date on the complex and changing curricular requirements on campus. They also can obtain training in best practices for advising, and can be familiar with the student support service providers on campus to give referrals.

The literature suggests that professional advising staff are usually full-time university staff. Clerical, technical, and administrative staff are needed to support the advisors, and peer undergraduate mentors can complement the work of the advisors. The institution needs to support the advising staff through providing opportunities for professional development and a structure for career advancement.⁸

Importance of Advising

Excellent academic advising results in positive outcomes, both for the students and for the institution. Survey after survey shows that informal student-faculty interactions reinforce academic programs,⁹ and for a still-predominantly commuter campus like UIS, advising sessions may be one of the only places for these interactions outside the classroom.

Student Success

⁶ Miller P and Williams C. 2003. Effective Program Reform: Establishing a Collaborative Environment of Shared Responsibilities for Student Success. In *Advising and Learning: Academic Advising from the Perspective of Small Colleges and Universities*. Manhattan, KS: National Academic Advising Association. p 55-64.

⁷ Self C. 2000. Advising Delivery: Professional Advisors, Counselors, and Other Staff. In *Academic Advising: A Comprehensive Handbook*. 2nd ed. San Francisco: Jossey-Bass Pub. p 267-278.

⁸ Self C. 2000.

⁹ Hemwall MK and Trachte KC. 2003. Learning at the Core: Theory and Practice of Academic Advising in Small Colleges and Universities. In *Advising and Learning: Academic Advising from the Perspective of Small Colleges and Universities*. Manhattan, KS: National Academic Advising Association. p 7-11.

Interestingly, Kramer and Spencer (1989) suggested that for optimal student academic success, colleges need to start advising students in the ninth or tenth grade!¹⁰ While this is clearly impractical, advising needs to start as early as possible—during the recruiting of students and in the summer or semester before they arrive on campus. Students need time and facilitators in order to accomplish the following tasks before starting classes:

- Develop an educational plan
- Develop a career plan
- Strengthen academic skills
- Learn decision-making skills
- Relate skills, interests, and life goals to available academic opportunities and resources
- Receive accurate information about institutional programs and resources
- Obtain referrals to institutional or community support resources.¹¹

Clearly, effective academic advising at UIS can help students accomplish a number of the learning goals and outcomes we have set for our baccalaureates.

Retention of Students

Besides improving our students' chances for success, academic advising can help UIS meet its mission. In addition, an obvious economic benefit to UIS would be to improve our retention rate (it is more expensive to recruit new students than to retain current ones). According to the literature, "inadequate academic advising emerged as the strongest negative factor in student retention, while a caring attitude of faculty and staff and high quality advising emerged among the strongest positive factors."¹²

An additional benefit to UIS from more effective academic advising would be educating the campus about our mission, values, and philosophy of general education. In 2005, UIS launched the new general education system, including the Engaged Citizenship Common Experience (ECCE). Some of the challenges to implementing this new system could be alleviated with improved advising, especially the model of advising as learning (described above). This is corroborated by the literature. "Perhaps the most urgent reform on most campuses in improving general education involves academic advising. To have programs and courses become coherent and significant to students requires adequate advising."¹³

University Advising Structures

¹⁰ Kramer GL and Spencer RW. 1989. Academic Advising. In *The Freshman Year Experience*. San Francisco: Jossey-Bass Pub. p 95-107.

¹¹ Davis BG. 1993. Academic Advising and Mentoring Undergraduates. In *Tools for Teaching*. 2nd ed. San Francisco: Jossey-Bass Pub. p 504-516.

¹² Faculty-based Advising: An Important Factor in Community College Retention. Retrieved from <http://www.nc-access.info/Faculty-based%20advising.pdf>.

¹³ Reynolds M. 2004. Faculty Advising in a Learner-Center Environment: A Small College Perspective. *Academic Advising Today* 24.2. Retrieved from http://www.nacada.ksu.edu/AAT/NW27_2.htm.

The literature describes several models in use by universities to provide academic advising services to students (King 2000):

1. Decentralized
 - a. Faculty-only (traditional)
 - b. Satellite (advising offices in each unit)
2. Centralized (one self-contained advising office for entire campus)
3. Shared
 - a. Supplementary (faculty advisors with professionals to provide support/training)
 - b. Split (initially split between advising office and units, then sent to units)
 - c. Dual (both faculty and advising office)
 - d. Total Intake (initially advising office, then sent to units),-advising office may be responsible for delivering curriculum.

Except for the traditional “faculty-only” model, all of the modern models use professional advising staff. The difference among the models is where to place the responsibility for advising between faculty and staff. Each model has advantages and disadvantages, depending upon the institutional structure and mission. In order to proceed with proposing a recommended model for UIS, the UATF discussed the current advising situation and the mission of and future growth potential for UIS.

Section V. Definitions of Advising

College advising has many definitions in the literature,¹⁴ but some institutions and scholars focus more on student development while others focus more on the “collaborative partnership” between the advisor and the student. The National Academic Advising Association (NACADA) shaped myriad definitions into a “Concept of Advising” that has three key components:

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare them to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).¹⁵

¹⁴ See NACADA. (2003). Paper presented to the *Task force on defining academic advising*. Retrieved from NACADA Clearinghouse of Academic Advising Resources web site:
http://www.nacada.ksu.edu/Clearinghouse/Research_Related/definitions.htm.

¹⁵ NACADA. 2006. NACADA Concept of Academic Advising. Retrieved from
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm>.

The curriculum of advising, according to NACADA, involves the integration of social sciences, humanities, and education fields, and involves the following topics:

- Institutional mission, culture and expectations;
- The meaning, value, and interrelationship of the institution's curriculum and co-curriculum;
- Modes of thinking, learning, and decision-making;
- The selection of academic programs and courses;
- The development of life and career goals;
- Campus/community resources, policies, and procedures; and
- The transferability of skills and knowledge.

UIS has tended to focus on curriculum, but really primarily on two main aspects: the selection of academic programs and courses and the development of life and career goals. The NACADA definition suggests that advisors at UIS should be trained to broaden the definition of advising to include other aspects.

UIS has focused very little on pedagogy or learning outcomes. Pedagogy "incorporates the preparation, facilitation, documentation, and assessment of advising interactions" and focuses on building an ethical, trusting, respectful relationship between student and advisor. Learning outcomes derive from the institutional mission and values and identify what a student will "demonstrate, know, do, and value" as a result of the advising experience. UIS will need to develop a pedagogy and learning outcomes for advising, as well as the means to assess them, to meet best practice.

Section VI. Roles and Responsibilities

The UATF was charged with identifying current roles, responsibilities, and interactions between professional advisors, online coordinators, and faculty regarding undergraduate advising, but the advising situation is actually far more complicated than those three roles suggest, as noted above in Section II. The Task Force argues that campus faculty and staff should play three major roles in advising, which it has labeled "direct advising," "consultation," and "referrals." **Direct advisors** perform essential advising roles, as identified in the UNESCO document cited in Section IV and in the NACADA "Concept of Advising" as cited in Section V. Examples of these essential roles include a faculty member helping a student select coursework based on a desired career path or an academic advisor in the UAAC advising a freshman before he or she can register for classes for the next semester and releasing an advising hold to allow that student to register. **Consultation** occurs when faculty or staff are asked questions that may be helpful in determining a student's path to graduation but are not formally advising. The English as a Second Language Program Coordinator, for example, may be asked which kinds of courses would best match a student's language skills, but the Coordinator is not responsible for actually advising the student regarding coursework or degree requirements. **Referral roles** relate to "advice" rather than advising, and can involve a Resident Assistant suggesting "good" courses or Office Support Specialists referring a student to advising or other services on campus without actually fulfilling that advising function themselves. Bluntly speaking, faculty and professional advisors, including the online coordinators, are the only employees on campus who should be in direct advising roles, and we must tame the "wild west" approach to advising that has proliferated on campus.

Appendix I is a matrix that identifies over 20 offices or positions on campus that are, at the current time, involved in advising or advice-giving on campus. Frequently, these offices and positions are called upon by students to engage in either advice-giving or actual advising, sometimes because students are unable to locate direct advisors and sometimes because staff have specific knowledge that is useful to students in preparing schedules and reaching degree completion. In some cases, staff may, with the best of intentions, take on advising roles that are inappropriate to the positions they hold.

The matrix uses the three roles defined above to limit the responsibilities of those offices and positions. The matrix, in other words, represents the UATF's *recommendations* regarding what those offices and positions *should do* related to advising, not what they are doing currently. As noted in the recommendation section below, this matrix needs further analysis through surveying of individual offices and positions, but it represents an initial effort to clarify roles and responsibilities related to advising.

Section VI. Shared Model of Advising

The UATF argues that we cannot return to a faculty-only advising model, nor is it appropriate that we do so, given the complexity of advising today. It is also inappropriate for us to undermine the importance of faculty advising in student recruitment, retention, and degree completion or to move to a model in which only academic professionals have advising responsibility. A shared model, as described in Section IV above is the only one that makes sense both financially and academically, given our many student populations and their complex advising needs. Our mission and size calls on us to be student-centered, but that does not mean that faculty alone should be responsible for advising. Professional advisors can and should play a central role.

The UATF discussed all four versions of the shared model described above: the supplementary model, the split model, the dual model, and the total intake model. The UATF also discussed the organic way advising has developed at UIS over the last ten years, acknowledging frequent calls for more professional advising that is more closely linked with the colleges and departments. Finally, the UATF heeded its charge to examine the various problems students face transitioning—into the institution, from general education and CAP Honors advising to the major, from the major to graduation—while acknowledging the confusion that may result from multiple advisors during the baccalaureate degree. The UATF recommends the “advising team” approach identified in the dual model, in which both faculty and professional advisors play an important role. The advising team approach ensures that faculty remain an important part of the advising process, while providing professional advisors to guarantee all undergraduates regular access to advising services. The team approach also encourages better communication across advisors regarding the progress of individual students. Please see the next section for more specific recommendations on this structural model.

Section VII. Recommendations

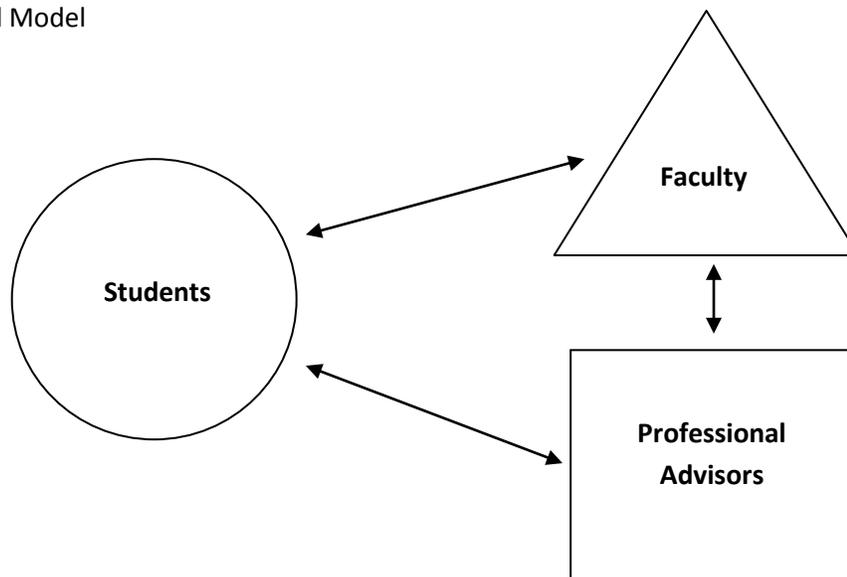
The UATF has been asked to provide both general recommendations for the improvement of advising at UIS and a set of specific recommendations for immediate action during the next academic year (2011-12). Please note that sub-section on general recommendations will be followed by recommendations for immediate action and a timeline for the next academic year.

General Recommendations

- *Employ a dual model of advising.*

A dual model of advising is a structured approach to the use of both faculty and professional advisors, illustrated by the figure below:

Figure I: Dual Model



Students would have an advising team that consists, at a minimum, of two advisors, one faculty advisor and one professional advisor. In such models, faculty typically provide guidance on the academic program and career mentoring while professionals typically advise regarding general education requirements, registration procedures, academic policy, and the like. The advising team members will be expected to develop collaborative and highly communicative relationships. Such a model builds on the strengths of both types of advisors and takes advantage of the model we are already employing. Roles should be articulated clearly in advising handbooks, so that advisors and students understand their roles. When students have multiple majors and/or minors, advising teams will increase in size. Training will be necessary for both faculty and professional advisors to ensure an atmosphere of mutual support and respect. The UATF recommends that the relationship between faculty and professional advisors be assessed regularly. The dual model of advising will work better if students do not have to switch advising teams often, but UATF recognizes that students will switch majors and that early declaration of a major can be an important factor in the retention of students. Policies should be implemented that students go in and discuss the major with an advising team before registering

for classes in the major. Students should be required to obtain approval prior to changing majors.

The CAP Honors Program students are already served by a mix of professional and faculty advisors within the living-learning community, although the Honors Program may need to develop closer ties with faculty and professional advisors in the colleges to fully implement the dual model suggested in this document.

- *An Academic Success Center should serve undeclared students and students at risk.*

The Undergraduate Academic Advising Center would be reshaped as the Academic Success Center and should have responsibility for undeclared students and students at risk. The Center would also administer the Early Warning System and placement testing (placement testing could be moved to a Testing Center if and when that is funded). That Center should be staffed by a small staff of professional advisors as well as by Faculty Fellows, who should receive incentives as well as recognition in the personnel process for the time spent in the ASC. Included among the responsibilities of the staff in the ASC should be the operation, implementation, and training of the STARFISH software program, the management and implementation of additional academic programming in coordination with other campus constituents (i.e. Housing, CTL, Student Life), development and implementation of additional academic support services to ensure increased retention of at-risk student populations. Staff in the ASC might also provide service to and coordination for the faculty and staff teaching the Freshman Seminar courses.

CAP Honors students who are undeclared and at risk will continue to be offered advising services through the Honors program advisors.

The Director of the ASC, not one of the professional advisors, would be supervised by the Associate Vice Chancellor for Undergraduate Education and would have primary responsibility for employing the model of dual advising on campus and should oversee the development of policies and procedures, handbooks, and other training materials, and should administer faculty development programs (in collaboration with the Center for Teaching and Learning), professional development programs for non-faculty advisors, and assessment of advising, among other administrative responsibilities.

Supervision by the Director of the ASC will ensure consistency of policies, procedures, and evaluation across colleges. The Director would seek the input of faculty advisors, department chairs, and other relevant staff in the colleges at the time of annual evaluation, as well as for periodic assessment of advising services. The Director of the ASC should optimally have a terminal degree of Ph.D. to facilitate the relationship with faculty and academic colleges, but resources would need to be identified for this new position.

Two Faculty Fellows would be assigned to the ASC for one-third of their time for one year. The Fellows would advise undeclared and at-risk students and would ensure that the team approach to advising is carried out for these populations of students. They would serve as a valuable conduit of information to faculty regarding best practices for advising as teaching and would have the opportunity to engage in the scholarship of teaching during their time in the ASC.

There will need to be some discussion about the implementation date for the Faculty Fellows program, which could begin in fall 2012 or fall 2013.

- *Professional advisors, except in the Academic Success Center, should be placed in colleges, but should be supervised by the Director of the Academic Success Center.*

UATF recommends that professional advisors be placed physically in the colleges to facilitate communication with faculty regarding advising and to answer questions for walk-in students. This physical location would ensure that students receive help during regular office hours and would allow office support staff to hand off advising questions to those professional advisors. Central supervision of professional advisors ensures standardization of policies, procedures, assessment, and evaluation. It will also facilitate communication between faculty advisors and professional advisors and reinforce the team approach prescribed by the model.

Space issues would need to be examined to ensure that professional advisors are located in each college in proximity to the departments they serve. The current UAAC space on the 4th Floor of Brookens will work in the short term for the Academic Success Center, but the issue of space for the ASC will require further consideration and attention in the next couple of years.

- *Advising loads should be reasonable and should be monitored regularly for effectiveness and efficiency.*

Advising loads are a contentious issue in the advising literature. There is little consensus and only vague guidance from NACADA and the CAS standards for academic advising. CAS suggests that "(t)he academic advising program must be staffed adequately by individuals to accomplish its mission and goals." In addition, the standards recommend that "(s)ufficient personnel should be available to meet students' advising needs without unreasonable delay. Advisors should allow an appropriate amount of time for students to discuss plan, program, course, academic progress, and other subjects related to their educational programs." Advising loads for professional advisors differ markedly across type of institution, with heavier advising loads at public universities and at community colleges and lighter loads at private universities and four-year institutions. A NACADA report on advising load indicates that "many 'experts' in the field of academic advising suggest that a target advisor load for full-time advisors should be about 300/1." Advisors who work with at-risk students, undeclared students, and other students with special needs (including students in transition such as freshmen), should, however, be assigned fewer advisees.¹⁶

Advising loads for faculty also differ widely by institutional type and the role of faculty in advising, and ranges in the literature, with some sources claiming 40/1 as the standard load and others claiming 20/1. A majority of faculty responding to the Faculty Advising Survey claim to advise between 26 and 50 advisees each year. UATF acknowledges, however, that faculty advising loads vary markedly across departments at UIS, with departments that have large

¹⁶ Habley, W. R. (2004). Advisor load . Retrieved from the NACADA *Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/advisorload.htm>.

numbers of majors having a disproportionately higher load, but the dual model proposed above should assist both professional advisors and faculty in sharing and managing loads.

- *An Implementation Team should be created to manage the transition to the new advising model.*

The current members of the Task Force include faculty from the four degree-granting colleges, as well as an administrator, professional staff, and civil service employees whose positions are directly related to students' academic pursuit. UATF members have invested considerable time in their exploration of undergraduate advising and should serve on the implementation team so that their effort need not be repeated. In addition to faculty and staff UATF members, the implementation team should include two students (one freshman and one transfer), an Office Support Specialist, a staff member from Student Affairs, and a representative of Information Technology Services (to be called on when needed).

For the immediate duties of the Implementation Team, please see the *Recommendations for Immediate Action* section below.

- *The Faculty Personnel Policies should be revised to include recognition for excellent advising, to clarify the role of advising in teaching, service, and scholarship, and to develop an evaluation process for faculty advising.*

Advising should be a teaching responsibility, but other contributions to service and scholarship could be developed. It is clear that advising has been considered part of a faculty member's teaching responsibilities, and to a lesser extent service, but at this point it is unclear how it could contribute to faculty scholarship.

Advising should be actively considered as part of retention, promotion, tenure, and post-tenure policies. Up to this point, advising has taken a backseat in the evaluation process, with faculty mentioning how many students they have been assigned (whether they actually advise them or not) and if they held regular office hours. The UATF recognizes that the Personnel Policies are not the place for specific procedures, but they should clarify the value of providing excellent advising in the retention, tenure, promotion, and post-tenure processes, as is currently done with excellence in teaching, and they should provide impetus for the evaluation of faculty advising. Faculty portfolios should include evidence of effective advising practices.

Advising should be a required part of the Annual Performance Review for faculty in all colleges, with faculty analyzing student evaluations, demonstrating that they are making regular contact with advisees, and indicating improvements they have made in their advising processes as a result of UIS sponsored training they attended.

- *Clear institutional standards for the evaluation of advising should be developed. Such standards should address, at a minimum, the following issues:*
 - Availability for advising. Faculty should be required to address the number of physical or virtual office hours they have made available to students for face-to-face or email advising. For online students and students who prefer online or email advising, there

needs to be agreement (in policy) as to what would be considered a “reasonable” response time to students’ inquiries.

- Regular feedback from students. Feedback or assessment instruments need to be available to students to evaluate their advisor-specific advising experiences.
 - Recognition/incentives for professional advisors. Standards of excellence should be established and a clear recognition structure initiated that will ensure long-term retention of advisors.
 - Roles for faculty and professional advisors. It is important that the primary responsibilities of faculty and professional advisors be clearly defined.
- *An assessment process should be developed to measure student learning outcomes in advising and to improve advising services.*

Assessment should include the development of student learning outcomes and a process for gathering and evaluating data. Indirect measures of advising should be developed, including surveys of students as well as surveys of faculty and staff. Assessment of the effectiveness of the advising team approach should be a prime focus.

- *Electronic resources should be used to maximize advising efficiency and utility.*
 - Advising handbooks for faculty and professional advisors should include user manuals specifically related to Banner and DARS;
 - Training on basic applications and requested refreshable reports should be offered to faculty and staff with security clearance to Banner;
 - Training on DARS summaries, including the running of audit and transfer reports, should be offered to advisors, and all advisors should be required to attend key training sessions;
 - Each academic department as well as relevant units should have an identifiable process for entering advisors into the Banner;
 - An annual review between the DARS supervisor in the Office of Records and Registration and department heads would help improve the system for all users;
 - New retention management software from Sunguard should be employed to improve advising services;
 - Newly contracted Starfish Retention Solutions should be employed to improve advising services and communication regarding students at risk;
 - Document imaging should be employed to expedite sharing of the most current information regarding student records (within FERPA guidelines) and to allow advisors to see the “physical transcripts” submitted by students to UIS;
 - Prerequisite checking should be expanded as possible given the constraints of the system;
 - DARS should be reformatted to allow advisors and students to find out quickly which degree requirements are unmet; the DARS Office is currently working on this issue.
- *Communication regarding advising should be improved.*

- A comprehensive communication plan should inform campus constituents of advising processes and their roles in those processes. This communication should take place through a variety of channels, but should include training offered to those directly involved in the advising process as well as detailed instructions on referral procedures for those who are not. All advisors, consultants, and referrers should be trained to identify scenarios in which a student needs to meet with an advisor.
- Advising faculty/staff should have access to a correct and regularly updated list of their advisees in order to facilitate improved and regular communications with their advisees. This report has been created and will be distributed for the first time this spring. A regular distribution schedule for the report should be established.
- Best practices regarding communication strategies between departments and students should be shared. Strategies should be developed to encourage students to maintain regular contact with their advising team.
- Advising handbooks should be developed for advising teams and the Academic Success Center, as well as for students. Faculty and staff handbooks should include up-to-date advising guides for all majors and minors, as well as detailed instructions addressing common advising issues. The handbook will also include information on various advising-related procedures as well as contact information for other departments whose services are often vital to the advising process. This single-point-of-contact list will include at least one person in each department or unit who can be available for questions and concerns regarding advising.
- A regular report should be issued to all advisors regarding changes to curriculum, placement testing, and other advising issues that may impact advising.
- Clear communication regarding summer and holiday advising processes should be developed. Some portion of each advising team, as well as full-time advisors housed in the ASC should maintain communication with students regarding summer and holiday advising and should be available for students during these times.
- An advising flowchart that clearly documents who students see for advising should be developed. This flow chart should be shared across campus.
- A training plan should be developed for both students and advisors.
 - Students: Training for students should occur both in coursework and through advising teams. Student training should include the development of realistic expectations about advising, descriptions of the roles of the advising team, and information about what services are available and when. Students should be educated on their responsibilities within the advising process and should be made aware of the various resources available to them. Student training should include effective use of DARS. Students should also have opportunities to understand and discuss the value of ECCE. Students should be involved in pre-advising programming intended to help prepare them better for advising sessions.

- Faculty and professional advisors should receive training on the following:
 - Using DARS for advising purposes;
 - Understanding student development issues;
 - Understanding diversity issues as they affect advising;
 - Advising for lower division general education and ECCE;
 - Being proactive in advising (how to do online group advising; how to get schedules ahead of time; intrusive advising);
 - Utilizing the Advising Handbook, including the point-of-contact list included in the handbook;
 - Providing mentoring;
 - Working with and utilizing Peer Advisors.

Recommendations and Timeline for Immediate Action (Spring 2011 to Spring 2012)

Spring 2011

- April 8: UATF Report to Senate.
- By May 6: Undergraduate Advising Implementation Team (UAIT) members should be named and the first meeting of UAIT should occur.
- By May 6: Preliminary reports on Faculty and Student Advising Surveys should be provided to campus.
- By May 6: Banner report that lists students who have a declared major should be disseminated to department chairs. This will be the first step, to be continued in the fall 2011, for improving communication between students and their advisors by formalizing regularly-updated advisor listings (see 2011-2012 below).
- By May 6: A single point of contact for general and student-specific questions about DARS (in the Office of Records and Registration) should be identified for faculty.

Summer 2011

- Office of Undergraduate Education should work with Banner support staff to develop templates for communicating with students in the new SunGuard-Banner Enrollment Management system. That communication should regularly provide students with information regarding their declared majors and minors, their advisors as listed in Banner, and other pertinent advising information.
- Assigned representatives from the Office of Undergraduate Education, the Undergraduate Academic Advising Center, and various units in Student Affairs should work together to develop an online orientation module for transfer students. This orientation module will help set expectations regarding student responsibilities towards advising, clarify faculty and professional advising responsibilities, identify support services, and help students understand graduation requirements--including general education, ECCE, the major, and electives.

- The Associate Vice Chancellor for Undergraduate Education should work with the Office of Institutional Research to fully analyze Faculty and Student Advising Surveys from spring 2011.

Academic Year 2011-12

- The Office of Undergraduate Education should educate faculty and staff regarding the staged implementation of *Starfish Connect*, a system that will allow advisors and other key personnel to track specific advising issues for each student and note recommendations and actions taken (within the limits of FERPA).
- The Personnel Policies Committee should confer with the UAIT and should begin discussions on changes to Faculty Personnel Policies to re-emphasize the role of advising as a teaching responsibility. Discussions should ensue about how to recognize excellent advising, how to clarify the role of advising in teaching, service, and scholarship, and how to develop an evaluation process for faculty advising including specific student feedback.
- UAIT should initiate a regular meeting schedule.
- UAIT should draft a student satisfaction survey on advising to be implemented by the end of fall 2011. Consideration should be given to whether the ACT Advising Survey or another normed instrument should be used instead of a specially developed survey.
- In collaboration with CASL, UAIT should discuss assessment of advising. That discussion will include drafting an advising syllabus that includes learning outcomes for students (use advising syllabus already developed by the UAAC).
- UAIT should develop documents that explain and differentiate the roles of faculty and professional advisors.
- UAIT should consider the implementation of an advising chat service to answer questions for students.
- UAIT should work with the Center for Teaching and Learning to develop a schedule of training sessions for faculty and professional advisors. Faculty from all departments should be expected to attend training sessions. UAIT should develop training materials for faculty and professional advisors, and for staff in consulting and referral roles. Included in these materials should be
 - a set of best practice guidelines for advising, including recommendations regarding regular communication to advisees about an advisor's availability for face-to-face, email, phone, or other kinds of advising;
 - guidelines on use of DARS and other information systems to support advising;
 - information on obtaining reports from Banner.
- UAIT should develop and administer one or more staff surveys regarding advising that help clarify what advising responsibilities units across campus are currently assuming.
- UAIT should develop a template for the creation of the Academic Success Center including personnel needs and realignment of current advising-related services.
- UAIT should develop a job description for the Director of ASC, to be delivered to the Associate Vice Chancellor for Undergraduate Education. The Associate Vice Chancellor should initiate the approval process for the position. The search process should begin in spring 2012 for a July 1, 2012 start date.
- UAIT should develop a job description for professional advisors in the colleges, to be delivered to the Associate Vice Chancellor for Undergraduate Education. The Associate Vice Chancellor

should initiate the approval process for the positions. The search process should begin in spring 2012 for an August 1, 2012 start date.

- UAIT should develop a job description for faculty fellows for the ASC for a fall 2012 or fall 2013 start.
- Advising faculty/staff should have access to a correct and regularly updated list of their advisees in order to facilitate improved and regular communications with their advisees. This report has been created and will be distributed for the first time this spring. A regular distribution schedule for the report should be established.
- UAIT should work with academic department chairs to begin developing department-level procedures to improve advising (the discussions can begin during the 2011-12 academic year but would likely extend into 2012-13). Some tasks to be accomplished include:
 - Establishing a uniform procedure for assigning students to advisors and determining how this information is to be continually updated and by whom;
 - Identifying department-specific concerns related to advising;
 - Developing best practice guidelines for communicating department-specific issues to students;
 - Developing an annual meeting between DARS staff in the Office of Records and Registration and department chairs to share concerns and ensure that DARS is useful to and effectively used by faculty advisors.
 - Developing and refining summer and holiday advising processes and ensuring availability of specific faculty for advising services.
 - Exploring the roles of departments in the advising team model.
- UAIT should examine data regarding advising loads by department and advisor to determine if there are inequities that can be resolved with current staffing.
- UAIT should begin drafting Student and Faculty Advising Handbooks.
- UAIT should work with current UAAC Advisors and other professional staff such as online coordinators to determine what roles those staff members might play in the new advising system;
- UAIT should work with CAP Honors Program staff and professional advisors to determine how the Honors Program students can benefit from the new model, particularly regarding the relationship between Honors Program advising and advising in the colleges;
- UAIT should continue to explore how technology and software tools in current or proposed use might improve advising by providing better and more detailed data;
- Advising faculty/staff should have access to a correct and regularly updated list of their advisees in order to facilitate improved and regular communications with their advisees. This report has been created and will be distributed for the first time this spring. A regular distribution schedule for the report should be established.

Section VII. Resources

UATF, working in collaboration with Associate Provost Aaron Shures, has developed projections for resource allocations needed to improve advising at UIS. UATF recognizes that allocation of new resources in a time of fiscal crisis will be difficult, but increased student retention rates could offset some of the expenses. The most substantial resource enhancement will be necessary in personnel, but

UATF understands that adding professional advising staff in the colleges will need to be gradual. Online coordinators and professional advisors in the colleges could be at least partially redeployed.

Director of Academic Success Center, Professional Advising Staff, and Support

The Director of the Academic Success Center would be a new position. Given the UATF's recommendation that the preferred terminal degree of the Director be a Ph.D., the UAIT should consider, in collaboration with the Access and Equal Opportunity Officer, whether that position will be advertised as an internal search among faculty or will be advertised regionally or nationally as an administrative position or a clinical instructor position.

In order to implement the proposed changes to UIS' advising system, we will need to create and staff an Academic Success Center (with 3 FTE professional advisors) and increase the number of professional staff in the colleges. With a projected undergraduate enrollment of 3,500 by 2014, we would need at least 13 FTE professional advisors, divided as follows among the colleges and the Academic Success Center¹⁷:

• CBM	3.0 FTE
• CEHS	0.5 FTE
• CLAS	5.0 FTE
• CCAA	1.5 FTE
• Academic Success Center	3.0 FTE

There are currently approximately 7.0 FTE professional advisors and online coordinators in undergraduate programs on campus (in the UAAC, CLAS, CCAA, CEHS, and CBM), but not all of those FTE could be used exclusively for advising, particularly since the online coordinators have responsibilities beyond advising (UATF estimates that no more than 6.0 FTE are actually dedicated to advising currently, including 3.0 FTE in the UAAC).¹⁸ The schedule for and financing of additional staff resources is developed in the "Phase-In Process" below. The order of the position allocations to the colleges should be determined by the Provost's office in consultation with the deans.

Staff Support can be provided by the Office Manager position that is attached to the UAAC. That position has been advertised and is being filled during spring 2011, so funding has already been allocated.

Phase-In Process

Phase I: AY2011-12 (Total personnel cost increment= \$160,000 for FY 2012-13)

¹⁷ The college projections are based on projected enrollments in the colleges up to 2014, with an advisor-student ratio of 300:1. The Academic Success Center would likely have an advisor-student ratio of 100-150:1.

¹⁸ The UAAC currently has 3.0 FTE. CCAA currently has .5 FTE in professional staff already committed to academic advising. All of the online coordinators in CLAS have advising in their job responsibilities, but the actual time that is or could be spent on advising will need to be evaluated. The other two colleges have online coordinators and/or in-take advisors, but again the actual time that is or could be spent on advising will need to be evaluated.

- Director position should be developed in collaboration with the UAIT, and that position would actually begin in AY2012-13.
- 2 FTE professional advisors should be hired for placement in the colleges. Positions would actually begin in AY2012-13.

Phase II: AY2012-13 (Total personnel cost increment= \$100,000 for FY2013-14)

- 2.5 FTE professional advisors should be hired for placement in the colleges. Positions would begin in AY2013-14.

Phase III: AY2013-14 (Total personnel cost increment= \$100,000 for FY2014-15)

- 2.5 FTE professional advisors should be hired for placement in the colleges. Positions would begin in AY2014-15.

Training and Professional Development

Successful implementation of a new advising system will require training current and new faculty, staff, and students. In order to support the on-campus training efforts, we will need to produce handbooks on advising for faculty/staff and students (sample contents in Appendix III). These may be printed but would be available online. Training workshops for faculty and staff would be organized and administered in cooperation with the Center for Teaching and Learning. Training of students would be organized and administered by the Academic Success Center in cooperation with the Orientation Committee. Additionally, the advising staff need opportunities for professional development (workshops and conferences) and so funds need to be available for professional staff, in addition to the faculty professional development funds in the Colleges. At least partial funding will be needed in FY2011-12 for the handbooks and professional development.

Software and Commodities

We are proposing a number of software-based solutions to our current problems in advising situations. Implementing these solutions will require ITS staff hours and may require software purchasing/upgrades. Based upon recent expenses in this area, we suggest an annual budget of \$5,000.

We will also be implementing surveys to assess the effectiveness of advising on campus. Home-grown surveys for students would be most cost-effective, but there is an ACT Advising Survey that is nationally normed. If that survey were used, the ASC would need to pay for it. Additional surveys may be needed for faculty and staff, but would likely be home-grown and therefore require no new resources. Funding needs would start in FY2012-13.

Events

Advising needs to be available year-round, both on-campus and online. During the summer, when first-year orientations are held, most faculty are not on contract. So the ASC would need funding to pay faculty to assist with advising during the summer. For online students, we could have a chat link similar

to that provided by Library staff. Advising staff would need to have scheduled hours available to respond to chat requests. There may be software expenditures for this, as well.

Many students come to college undecided about their major. To help students with this important decision, they need information. We propose that the ASC sponsor a “majors fair” each semester, similar to what the CAP Honors Program currently organizes for their students. To make these fairs special events, the ASC would need to provide food and publicity. Funding needs would begin in FY2011-12.

Table 1. Summary of Funds Needed for ASC Annual Budget by 2014

Staff	Current	Need	Cost/FTE or Individual Unit	Total
Director (Stipend)	0	1	\$70,000	\$70,000
Office Manager*	1	1	\$28,000	\$28,000
Professional Advisors**	6	13	\$40,000	\$520,000
Faculty Fellows (NIAs)	0	2	\$5,000	\$10,000
subtotal				\$628,000
Training				
Publications	0	3	\$1,000	\$3,000
Professional Development	N/A	N/A	N/A	\$5,000
subtotal				\$8,000
Commodities				
Software	1	1	\$5,000	\$5,000
Surveys	0	1	\$5,000	\$5,000
subtotal				\$10,000
Events				
Summer Orientation Advising (Faculty Stipends)	0	4	\$200	\$800
Majors Fairs	1	3	\$500	\$1,500
subtotal				\$2,300
Total Annual Budget				\$648,300

* This position is already budgeted.

* Six of these positions will use currently budgeted lines.

