

Academic Advising Task Force

Status Report

To

Dr. Michael Harris, Vice-President of Academic Affairs

March 22, 2006

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Executive Summary

Academic Advising Task Force Charge

Vice President for Academic Affairs Michael Harris assigned University College with the task of forming a task force to begin a review of academic advising at Ferris State University during 2005-06. He gave the task force the following charge:

1. Recommending University-wide advising mission and goals
2. Building a campus-wide academic advising leadership team
3. Developing and offering appropriate advisor training materials and processes
4. Planning for the assessment of advising outcomes based mission and goals
5. Identifying ways to recognize and reward academic advising at Ferris
6. Creating a web presence for academic advising at Ferris

After meeting regularly throughout the year, attending a national conference of the National Academic Advising Association (NACADA), and exploring available models, this Task Force makes six recommendations.

1. The Task Force supports having all faculty embrace the proposed advising mission statement and goals. Therefore, beginning fall semester 2006, we recommend that each college develop a method to disseminate the mission statement, solicit feedback and complete a University-wide mission statement and goals.
2. The Task Force recommends that the Academic Advising Task Force become a Presidential Task Force or a standing VPAA Academic Advising Council comprised of two representatives from each college in Big Rapids and for **FSU and UCEL**. The Task Force encourages the University to continue reviewing the current faculty-based academic advising model for improvement.
3. The Task Force suggests that advisor training can be facilitated best by assessing the needs of faculty and students through a needs survey. Also recommended is centralizing training workshops for consistency **in providing accurate** University information. In addition to training, the mentoring of new faculty advisors can be enhanced by using senior faculty in program specific areas or in FSUS courses. A model can be piloted fall 2006.
4. The Task Force urges assessment of academic advising for continued improvement of these services. Multiple measurements, including nationally normed and Ferris developed instruments, should be used by faculty and students. Additionally, advising portfolios may be a way to measure and identify specific strengths or weaknesses. An outcomes based system should be developed and utilized.
5. Rewarding advising is a key element in encouraging pride and responsibility in faculty advising and confirming advising as a significant faculty responsibility. Since many new awards have been initiated through Academic Affairs recently, recognizing exemplary faculty advising is suggested.
6. The Task Force supports greater utilization of Internet related technology to improve advising training and delivery. Continuous improvement of the current Academic Advising Guide and implementation of a FAQ/best practices database are recommended. Access is best provided through web based tools. The Task Force also recommends implementation of Internet capabilities to improve off-site access to advisors and advising resources. The Center for Teaching Learning and Faculty Development is interested in providing advisor training through Web CT. These would complement initial group workshops. A Web training modules would provide on-demand access for both on-campus and off-campus advisors. This initiative can begin as early as summer of 2006.

Introduction

Task Force Leadership Team

- Paul Blake - Education
- Mary Cline – Education
- Julie Coon – Allied Health
- Deb Cox – University College, Chair
- Jay Hettiarachchy - Business
- Reinhold Hill – Arts & Science
- Becky Kowalkoski - Business
- Rick Kowalkoski – Arts & Science
- Ron McKean - Technology
- Kevin Miller – Arts & Science
- Mary Steeno – Allied Health
- William Potter – University College
- Ben Upham – Technology
- Fred Wyman - Education

Task Force Support

- Monica Frees – University College

The charge to develop an effective advising committee was undertaken by the chair of the task force, Debra Cox, in August, 2005. Members were chosen from undergraduate colleges, including those with many years of experience and those who were new to the process, but had indicated an interest in this area. The broad areas investigated and reflected in this report are:

Mission Statement and Goals
Advising Models
Training and Development
Mentoring
Technology in Advising
Assessment
Rewards

To tackle the expansive areas included in academic advising, the committee was divided into teams and assigned different topics to investigate as indicated in our charge. To learn more about academic advising in general and to develop a leadership team, a trip to the National Academic Advising Conference (NACADA), in Las Vegas, Nevada was organized. This conference provided the group with a rich environment to research and listen to experts across the country. Many of the presentations provided the framework for the reports in this document and models that may be used in the future at Ferris.

Academic Advising Mission Statement

Deb Cox & Kevin Miller

Ferris State University promotes advising as a process in which the advisor and student share the responsibility of obtaining appropriate academic information and planning student educational and career goals.

University:

- *To this end the University will:*
 - *provide an advising infrastructure [counselors, referral services, FSUS, role definitions]*
 - *develop and publish advising tools and materials [website, advising guide, registration and record systems, checksheets, etc.]*
 - *provide training/professional development [workshops, faculty orientation, FSUS, faculty & peer mentoring]*
 - *implement continuous improvement through assessment*

Advisor:

- *The Advisor will:*
 - *participate in training and professional development*
 - *provide appropriate academic information to their advisees [office hours, e-mail, FSUS, etc.]*
 - *refer students to necessary support services*
 - *assist students in developing educational and career goals*

Student:

- *The Student will:*
 - *be responsible to seek academic and career information*
 - *initiate advisor contact at appropriate times*
 - *maintain advising materials related to educational and career goals [check sheets, assessments, etc.]*
 - *utilize available training and support services [orientation, FSUS, website]*

This committee recommends the above mission statement as a place to begin discussions with the faculty. Each college should use this model to contribute to a University-wide mission statement embraced by the majority of the faculty starting fall 2006. A thorough examination of the advising procedures currently being used by the University needs to be addressed before developing a comprehensive advising system. Ferris has a strong history of academic advising delivered through a faculty model. The following report provides a glimpse of how the University provides academic advising services.

Academic Advising Models

At Ferris State University, 2005-2006

William Potter & Ben Upham

Overview. The academic advising process is contained in the *division of Academic Affairs* and staffed, for the most part, by *faculty advisors* who include instructors, program coordinators, department chairs, and department heads. These advisors may have received training, either through formal University College sessions or less formally from the educational counselors in their respective colleges, but there is no requirement for training. Front line advisors are *supported by educational counselors* in the five degree-granting undergraduate colleges and by an advising coordinator in University College. In greater detail, using the NACADA list of advising models, academic advising at Ferris can be described as follows

- **Decentralized** (there is not a central office of advising)
- **Supplementary** (students, after initial registration, are assigned to a departmental advisor who is supported by professional staff in the college)
- **Shared or split** (some student cohorts such as undecided and under prepared are advised by a central unit while the rest are advised in the major department)
- **Satellite** (each college has established its own approach to advising)
- **Dual** (students are advised by both a primary and a secondary – usually content area – academic advisor)
- **Total Intake** (all incoming students receive advising from the appropriate administrative unit – for example, summer registration)

The following outline describes the academic advising models used by each of the colleges at Ferris, listed in reverse alphabetical order.

A. Undergraduate Colleges at Big Rapids

1. University College

- a) summer advising and registration follows the *total intake* model wherein students arrive and are scheduled by UC staff for fall semester
- b) subsequent advising and registration is *supplementary* with students being advised by their FSUS instructor who is supported by central office staff
- c) Career Exploration, Directed Studies, and University College Program students are advised using a *shared* or *split* model due to their unique academic needs
- d) General Studies students are advised by their FSUS instructor in conjunction with the degree program advisor and/or counselor (this is known as a *dual* model)

2. Technology

- a) summer advising and registration follows the *supplemental* model wherein students arrive by program cohort and are scheduled by program faculty with assistance from the educational counselor for fall semester
- b) subsequent advising and registration continues the *supplemental* model
- c) technology students with minors in other colleges receive advising from both colleges using the *dual* model

3. Education and Human Services

- a) summer advising and registration follows the *total intake* model wherein students arrive and are scheduled by EHS faculty and staff for fall semester
- b) subsequent advising and registration varies by degree program, but follows the *supplemental* model in general
 - i) PCJ students are advised by CJ grad assistants
 - ii) CJ students are advised by CJ faculty
 - iii) ELED students are advised by ELED faculty
 - iv) SECED students receive *dual* advising by EDUC faculty and A&S faculty in content areas
 - v) TDMP students are advised by TDMP faculty
 - vi) RMLS students are advised by RMLS faculty

4. Business

- a) summer advising and registration follows the *total intake* model wherein students arrive and are scheduled by selected COB faculty and staff for fall semester
- b) subsequent advising and registration rely primarily on the *supplemental* model with several variations as identified below
 - i) students in specialty programs such as Hospitality Programs, PGM, PTM, GRDE, and MIMG are advised by their respective faculty program coordinators
 - ii) students who are completing other business degrees are advised by faculty from their respective degree programs when possible and by generalist faculty as needed

5. Arts & Sciences

- a) summer advising and registration follows the *total intake* model wherein students arrive and are scheduled by A&S faculty and staff for fall semester; this process includes the large cohort of Honors students, most of whom are in A&S
- b) subsequent advising and registration rely primarily on the *supplemental* model with several variations as identified below
 - i) pre-pharmacy and pre-optometry students are advised by generalist advisors from the faculty who are trained to deal with those programs
 - ii) students who are completing A&S degrees are advised by faculty from their respective degree programs

6. Allied Health Sciences

- a) summer advising and registration follows the *total intake* model wherein students arrive and are scheduled by AHS faculty and staff for fall semester
- b) subsequent advising and registration varies by degree program, but follows the Supplementary model with students assigned to a departmental/program advisor who is supported by professional staff in the college
- c) waitlisted associate level students are advised by their program advisor for that degree and by a B.S. advisor in a the complementary (this is known as the *dual* model)

B. Undergraduate Programs Elsewhere

1. FSU-GR

- a) centralized advising for CJ and EDUC, respectively
- b) advisors are faculty from BR, except for medical records (person is on-site)

2. UCEL

- a) centralized advising for EDUC, but CJ will have adjunct faculty advisors
- b) advisors are faculty from BR

C. Graduate Programs

1. Nursing – MSN coordinator in BR provides advising

2. Business – advisors and department secretary via email, phone or in person.

3. Criminal Justice – advisors are faculty from BR

4. Education – advisors are faculty from BR

D. Professional Colleges

1. Optometry – *total intake method* through Assistant Dean; faculty advisors are assigned to each entering cohort

2. Pharmacy – *total intake method* through Assistant Dean; faculty advisors are assigned and students consult them as needed

ADVISOR TRAINING

Mary Cline & Becky Kowalkoski

1. A model advisor training program is based on a:
 - a) Clear articulation between the mission of advising and the institutions mission statement.
 - b) A needs assessment of current faculty which would be done by using:
 - i. surveys
 - ii. focus groups
 - iii. evaluations by current advisees, SAI, or other student satisfaction surveys
 - iv. the needs assessment needs to be utilized based on a specific model of advising delivery
 - v. the needs assessment is based on the mission and purpose of the institution.
 - c) Incorporate advising documentation as part of the tenure/post-tenure and promotion policies.
2. Training advisors should be based on:
 - a) the model of advising delivery
 - b) results of needs assessment
 - c) existing evaluations
3. Training workshops for advisors:
 - a) should be centralized to offer more uniform information from a variety of campus offices/services
 - b) provide case studies; interactive information; icebreakers; informative 'games' or quizzes; pre-test/post-test
 - c) be on-going to provide professional development on an 'on-going' basis. Workshops could incorporate having guest speakers such as the speech teachers to discuss interpersonal communication, or interviewing skills, etc.; specific technology training (i.e. Banner); program specific information
 - d) incorporate stand alone advisor Web CT courses for on-going training
 - e) provide refreshments
4. Participating/attending the workshops should be rewarded by:
 - a) campus recognition luncheons
 - b) providing certificates for tenure/post-tenure documentation
 - c) monetary award to attend a NACADA conference
 - d) "update" training could be a requirement in order to get monetary award and plaque for "Outstanding Advisor Award"

Mentoring/Peer Advising

Paul Blake and Jay Hettiarachchy
A Possible Peer-to-Peer Mentoring Advisement Model

University College: Advising Center for First and Second Year

Paid Peer-to-Peer Mentoring Positions

Focus: Formal Advisement

Concerns: Mission Statement

Advisement at the University level would allow an advising focus on issues directly related to the Advising Mission Statement of the University. Peer-to-Peer mentoring would provide an information base for issues related to General Education. Student mentors would be trained and supervised by the professional advising staff. Beyond training and management responsibilities, professional advisors would be free to pursue career exploration and career information with students as well as address remediation, retention, and academic success issues. Staffing for the mentoring could easily be achieved through on-campus organizations such as Honors College as well as off-campus and community organizations.

College Level: First Year to Graduation

Faculty Advisors

Focus: Formal Advisement for Declared Majors/Minors (Registration Holds)

Concerns: Major/Minor program requirements, Internships/Student Teaching, etc.

Advisement at the College level would continue to be done by faculty advisors once a student has declared a major/minor. Comprehensive advising booklets within the College would allow faculty advisors to address issues related, most importantly, to their individual program areas and expertise as well as to provide meaningful information relative to related programs within their academic college.

Program Level: First Year to Graduation

Peer-to-Peer mentoring Volunteers (two-year commitment)

Focus: Informal Advisement

Concerns: Major/Minor Program Requirements & Concerns and Program Involvement

Peer-to-Peer mentoring at the Program Level would be strictly on a volunteer basis and discretionary selection by Program Directors. The student mentor should be required as much as possible to adhere to a minimum of a one-year commitment. This type of informal mentoring would potentially provide more and earlier academic and social involvement within a chosen academic program as well as the type of informal advisement that reminds students when to take courses; when deadlines are near to withdraw from classes, apply for internships, take state mandated tests, etc; what networking to tap into and when; etc.

Note: The Task Force noted after reviewing the subject of peer mentoring they did not feel that it was feasible to develop as a University-wide structure or to have paid positions for mentoring. Several specific programs have developed their own peer mentoring programs that seem to be working. Current examples of peer mentoring are in the programs of Criminal Justice, English Education, Dental Hygiene, and SCHOLAR program. Peer mentoring can enhance the retention of students.

Web Presence and Technology in Advising

Ron McKean & Fred Wyman

The University will utilize technology to facilitate optimal advising.

- University will create and make available technology directed toward advisor training.
- Technology based training could include:
 - Access to a searchable FAQ database (possibly wiki based)
 - On-line accessible video training
 - Distributable interactive CD training
 - Print material (manual, one page topical tip sheets)
 - On-line resource guides (i.e. database of knowledge contacts at other institutions, community resources, Ferris contacts for special advising concerns, usable Ferris catalog, Career guidance information, etc.)
 - Fast access web guide to handling advising and safety related student issues (i.e. physical, emotional, substance, violence, suicide/depression etc.)
 - Emergency action procedures and instant access to public safety.
- University will create and make available technology directed toward student training.
 - Technology based training could include:
 - General guide to resources and how to access
 - Expectations and responsibilities of the student
 - Technology update information distributed during semester advisor visits (i.e. DVD's, CD's, etc.)
 - WebCT administered advisee facts and test required to clear hold.
- University will create and make available technology tools that enable advisors to
 - Contribute experiences/knowledge to searchable FAQ database (possible wiki based)
 - Communicate with advisees
 - Determine transfer credits
 - Properly direct advisees in academic coursework
 - Enable four year academic planning templates (possibly including *what if* scenarios)
 - Perform course auditing
 - Provide career guidance direction
 - Provide direction for student personal guidance
- University will create and make available technology tools that enable students to
 - Communicate with adviser (myFSU is advisor listed)
 - Properly direct advisees in academic coursework
 - Determine transfer credits
 - Perform course auditing
 - Needs to be user friendly

Technical Tool Box might include -

- MyFSU
- Interactive DVD – training, forms, etc
- Wiki documents for FAQ
- Web site interface updates (in particular for perspectives)
- On-line collaborative video /audio/software channel
- to enable off-site advisor/student interface with on campus advisor/faculty
- Interactive (achievable) on-line training modules

Advising Web Based Tools

Blog - Faculty postings

Blog - Student postings

Wiki

Web CT, Training, How to do..., Definitions,...

PaperClik (Remotely hosted PDF document imaging system for marketing materials and other types of information that frequently changes. The program provides an instant availability to personalized documents produced by non-technical professionals. The University catalog is produced with this product.

Training site

Downloadable training sessions/presentations

Downloadable CD content

Downloadable Video

Collaborative software for off-site advising. Links on-site to off-site student sessions.

Admission/Transfer/Articulation/Banner and advising related software links.

Assessment of Advising

Reinhold Hill & Rick Kowalkoski

Challenges Assessing Advising

“Because academic advising is a multi-dimensional field in higher education, the assessment of advising has some unique challenges. Advising is multi-level (from individual appointments to campus-wide programs), multi-disciplinary (from student development theories to specific curricular fields), and multi-functional (from conducting degree audits to teaching credit classes). The method of delivery of advising services can vary from institution to institution (from centralized to decentralized) and advising may be provided by a variety of sources (from peer mentors to faculty advisors). This unique multi-dimensionality offers both excitement and frustration to those wanting to develop or refine their assessment activities.”

Assessment of Advising Commission

<http://www.nacada.ksu.edu/Commissions/C32/index.htm>

Current Institutional Practice

- NSSE
- Program Review
 - Graduate Surveys
 - Exit Interviews

Institutional Assessment Recommendations

- Use multiple measurements- NACADA web site has many examples
- Continue NSSE
- Continue Program Review Focus
- Institute Satisfaction Survey for summer advising and registration
- Institute FSUS survey
 - Educate and measure

Individual Advisor Assessment Recommendations

- Advisor assessment program should begin as a voluntary program
- Institute as part of awards program and promotion/merit system
 - Faculty should document claims about advising in promotion/merit application

Individual Advisor Assessment Plan

- Satisfaction surveys
 - Advisors should be encouraged to request advising satisfaction surveys each semester.
 - Surveys should be forwarded to advisors in groups of five or more
- Advising Portfolio

Advising Portfolios

“An advising portfolio provides a rich and diverse way to document advising expertise. . . . Portfolios provide flexibility; advisors can use both quantitative and qualitative measures and can customize their portfolio to fit their particular advising situation. So using a portfolio to document advising performance puts advisors in the mainstream of assessment activities which are becoming more demanding as well as more sophisticated in their call for accountability.”

Vowell, F. N. and Wallet-Ortiz, J. (2003, February). Using a Portfolio to Document Advising Effectiveness. *The Academic Advising News*, 26(1). Retrieved February 21, 2006 from the *NACADA Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/worth.htm>

Portfolio Recommendations from Vowell and Wallet-Ortiz Continued

“Evidence of Advising Outcomes: Qualitative and Quantitative

- Self-assessment tools using rubrics with specific concrete goals and scales can identify obstacles and measure progress in overcoming them. Timelines for projects met or deadlines delayed (and reasons why) could be recorded and submitted. The results from advising evaluations can be collected, analyzed, and presented.
- Summaries of advising stories can be a focus, in addition to such things as numbers of advisees, number of times an advisor is requested, and the number of advisees retained from year to year.
- Evidence of various efforts to address student needs can demonstrate concern for student validation inside the advising session. Letters of support from colleagues can attest to your willingness to "go the extra mile" to find answers for advisees. Advisors could also include copies of any training/development certificates, awards, honors, presentations and/or publications.
- All of the above could be woven into a reflective statement or essay that would showcase the advisor's baseline and subsequent growth in various specific areas used in evaluation or demonstrate mastery in job responsibilities.”

Portfolio Recommendations from IUPUI

I. Personal Information

- This section provides important background on you and your professional career.
- **Resume**
- **Description of Career:** A personal narrative that outlines your professional experience and how it has led you to a position/career in academic advising. In addition, please include your career goals for the future.
- **Statement of Advising Philosophy:** A descriptive statement of your advising philosophy that is a reflection on your approach to advising which may be coupled with what you have read or learned from professional conferences and literature on academic advising and student success. The statement should be a formal description of your approach to academic advising.

II. UNIVERSITY COLLEGE AND ADVISING CENTER

III. PROFESSIONAL DEVELOPMENT AND SERVICE

IV. UNIVERSITY AND COMMUNITY SERVICE

V. FEEDBACK AND EVALUATIONS

VI. ACCOMPLISHMENTS AND CHALLENGES

VII. PRIORITY GOALS AND OBJECTIVES FOR THE NEXT ACADEMIC YEAR

VIII. SUPPLEMENTARY COMMENTS

Good Advising Systems are characterized by:

1. A high percentage of trained advisors
 - Program information
 - General education
 - Techniques in advising
 - Banner trained
2. A selection process for advisors
3. An understanding of advising
 - Campus Resources
 - Advising Guide
 - Career Counselors
 - Course materials
4. Reasonable advising loads
 - Accessibility
 - Determined within the College/program faculty

Good Advising Results In:

1. Higher student persistence from term to term
2. Higher student satisfaction as validated by
 - Focus groups
 - Surveys, and
 - Tracking/verifying complaints
3. Increased student knowledge of
 - Rules,
 - Deadlines and procedures
4. High completion rates of degree programs
5. Lower rates of probation/dismissal
6. Higher GPA's
7. Increased enrollment towards areas of good advising
8. Lower rates of financial aid probation

Advising Rewards Report

Mary Steeno & Julie Coon

Assumptions:

We recognize the strong desire of faculty to be excellent in their teaching, advising, scholarship and service. We believe that many faculty will avail themselves of advisor education / training opportunities because they will see this as a way to develop in one of those areas.

In view of this developmental process as we move toward the goal of improving advising at Ferris State University, we advocate a timeline of the following order: 1) Education / training in advising 2) Assessment of the quality of advising outcomes and then 3) Rewards for excellence in advising. This represents a three tiered approach or continuum from supporting faculty development and assessing to finally acknowledging excellence with a reward system.

Purposes of a Faculty Reward System:

1. To provide a framework that promotes advising excellence as an integral part of the faculty role at Ferris State University.
2. To provide a framework and system for the recognition of outstanding faculty advisors

Purpose # 1 (University Culture) Reward Components:

- Advising is promoted as not only an expectation, but a point of pride for the University:
 - Students are regularly surveyed / polled regarding their advising experiences at FSU to convey the importance the University places on their perceptions about advising
 - Specific data / outcomes of advising efforts are made public on a regular basis to the University community
 - Public awards are publicized related to outstanding advising on the same scale as “Distinguished Teacher” or “Academic Excellence” awards each year.
- Advising is specifically addressed within the tenure and promotion / merit & post-tenure review processes within each College:
 - Specific “advising” behaviors are identified in the college policies related to tenure, post-tenure & promotion / merit that carry the same weight as “teaching excellence” does.
 - Advising IS Teaching should become part of the culture or a mantra for faculty.
 - No one can be granted tenured without demonstrating minimal advising skills – to be determined by each college
 - The “Scholarship of Advising” is actively promoted as a venue for developing a record of scholarship for tenure track faculty; i.e., master faculty advisors disseminate knowledge regarding advising success models outside of the University community.
 - Faculty are provided with the resources needed to develop as “master advisors”

- An advising mentor is assigned for all new tenure track faculty
- Training for new faculty includes a concentrated immersion into the advising role in the second year of appointment. Again, “Advising IS teaching” should be an underpinning of this system.
- Outstanding faculty advisors (award recipients) provide University presentations on advising models that are successful

Purpose # 2 (Individual Recognition) Reward Components:

- Establish annual Faculty Advisor Award(s) to include such categories as:
 - Outstanding Faculty Advisor from each College each year
 - This allows for each College to recognize a colleague each year, but also to motivate other faculty to emulate this role.
 - The winner gets a cash rewards:
 - \$ or credit for continuing education (such as the NACADA Advisor Summer Institute or other NACADA event) and / or
 - \$ to spend on their program’s advising program the next year, thereby recognizing the programs that support faculty advising
 - Outstanding University Faculty Advisor- i.e., “Advisor of the Year”
 - Plaque inscribed and presented during the Spring Awards Banquet
 - News release
 - Other recognition as consistent with Faculty Awards in the University

Ferris State University
Advisor Orientation, Training and Ongoing Support
By William Potter, Dean, University College
September 17, 2001

This report reflects the thoughts of many campus constituents including Rick Kowalkoski, Becky Kowalkoski, Carole Jones, Mary Cline, Mary Steeno, Vordyn Nelson, Mike Ryan, Terry Doyle, Joan Totten, Nada Broderick, Bill Potter, and several students. The report was prepared by Nada Broderick and edited by Bill Potter. It attempts to present a realistic picture of what advisor orientation and training look like across campus and to offer a view of what ongoing supports are in place for academic advisors.

History

Advisors across campus have typically advised students within their discipline. Advising has been thought to be a reasonable and expected work assignment for faculty. In fact, because advising is listed as one of the required Professional Responsibilities in Section 7.1.B of the current FSU-FFA Agreement, faculty are not generally compensated for advising in addition to their salary. However, some faculty who carry extensive advising loads are offered a reduction in teaching load to accommodate the increase in student contact time. Moreover, in cases where faculty advise students enrolled in their section of FSUS 100, they may count the one credit toward their normal load OR receive overload compensation if the seminar exceeds the normal load. The range of advising load varies between disciplines. Some advisors at Ferris report advising 3 students, others 83. There is a tradition at Ferris of faculty getting advisor training from a trusted colleague and/or from a department head, academic counselor, associate dean or dean. Until recently, there is no record of formal advisor training at Ferris.

Current Practices

CTL&FD Workshops

For the past two years, The Center for Teaching, Learning and Faculty Development has offered two sessions on academic advising each year for new faculty. One session discusses the process of advising (encompassing connecting to the students, building a relationship, etc.). The other session introduces new faculty to the SIS system. These sessions will be reprised for this year's class of new faculty.

University College/CTL&FD Academic Advisor Training Workshop

In response to the recommendations from the Recruitment and Retention Task Force, Dean Bill Potter and Professor Terry Doyle offered an academic advisor training workshop during faculty welcome week in 2001. This workshop was targeted at second year faculty scheduled to begin work as academic advisors, but was open to all faculty and staff who wanted to attend. Sixteen of the 26 second year faculty attended and were joined by approximately 24 senior colleagues.

The 4-hour workshop covered a number of generic topics including the differences between advising and counseling, a comparison between the developmental and prescriptive models of advising, common problems, and an introduction to campus referral services. The PowerPoint presentation used at this workshop is attached. This workshop is to be followed up by college-specific advisor training about requirements, procedures, and issues during the academic year. The details about those college workshops appear later in this report.

The Advising Handbook

The Educational and Career Counseling Center of University College has created an advising resource notebook, *Academic Advising* (at times referred to as the advising guide or the advisor handbook). This resource is updated on an annual basis and is shared among new advisors in each undergraduate college through the good offices of the Educational and Career Counselors in those colleges. This book includes segments on advising philosophy, policies and procedures, program referrals, service referrals, and a set of requirement check sheets for all programs in that college. (The book is no longer published but is available on Ferris' web site.)

Student Comments Regarding Advising

Students have commented that they have difficulty discovering who their faculty advisor is and some have noted that they could not find their advisor when they (the student) were ready to utilize advising information.

In the 2000-2001 FSUS Evaluation, students rated **having their instructor as their advisor** a 3.7 overall on a 4.0 scale.

On a recent benchmarking survey, students stated that one of the things they liked about their freshman experience is their connection and relationship with their advisor (these students had FSUS... most had their advisor as their instructor for their class).

Analysis and Concerns Identified

First, although much is being done across campus to offer orientation, training and ongoing support to advisors, there is no one protocol for topics to be covered. While tailor-made training is encouraged, there needs to be a common set of information and procedures that reaches *all* advisors. This foundational level of advisor training will enable academic advisors to deal effectively with their advisees, provide consistent information about policies and procedures to students, and thus support student learning and retention.

Second, some advisors are asked to advise when they are new to campus and perhaps new to the profession of their own discipline. Advisors need time to get to know the campus and to establish themselves professionally before taking on an advising load. The current trend toward deferring advisor assignments to the second year should be made uniform.

Third, it may be important to help students identify their academic advisor at the beginning of the semester to make sure that they can find the person who will help them make important

decisions about class load, dropping classes, and even staying in school during the first few weeks.

Overview of Academic Advising by College

Except for the aforementioned new advisor training workshop during Kick Off Week, there is no one protocol or source on campus for orientation, training or comprehensive support for advisors. However, each undergraduate college on campus offers its own advisor orientation, training, and ongoing support for the academic advising process. The Educational and Career Counselor assigned to each college coordinates the college-specific training.

Allied Health

Mary Steeno meets with each new faculty person and reviews the Advisor Handbook individually. She meets with department heads to determine common training needs. She offers training by department unless there are common training needs.

Education

For new faculty, Mary Cline sets up individual appointments by department and spends at least an hour with each new faculty member. That time is spent reviewing the advising book, general education requirements, and the appropriate programs in depth. At least three sessions are scheduled with the CJ grad students who are hired each year to advise the PCRJ students. In addition to the first comprehensive session, the grad students are given files to review and asked what courses they would recommend each student to consider for the following semester. Further meetings are held to discuss the recommendations and other advising concerns .

A series of pop quiz questions will be sent to all faculty this fall via E-mail beginning in October and continuing through early registration. These will be of a general nature designed to jog faculty memories on items such as general education requirements common to all programs.

Mary meets with the departments as a whole whenever the need is felt - so far, one department has requested an advisor refresher training session for this fall. Additionally, faculty are encouraged to call or drop in with concerns and questions.

Technology

A series of departmental level meetings are held on a continuing basis regarding advising topics. New faculty members do not have advisees for the first year, as they are mentored during that time.

A continual stream of information regarding advising (including the Advisor Handbook) is also forwarded through the Dean's Office.

Arts and Sciences

Rick Kowalkoski provides the Advising Guide to first year faculty, holds a meeting with new faculty in the Spring, and sends reminder notes throughout the semester to all faculty on a variety

of topics including student advising issues. He invites faculty to his office for consultations and has offered the following schedule of topics.

College of Arts and Sciences New Faculty/Faculty Advisor Training Program (advising topics in italics)

1. New Faculty Program
 - a. Establish Presence
 - i. SIS, Lotus, HRD, Pipeline, Faculty Web, etc. Sign ups
 - ii. Office Materials
 - iii. Departmental assignments (mentor, etc)
 - b. Classroom information
 - i. Class rosters
 - ii. Locations
 - iii. Contacting Media Support
 - c. Student Affairs Procedures
 - i. College of Arts and Sciences Policies and Procedures book
 - ii. Academic Warnings
 - iii. Grading
 - d. Introduction to the Faculty Advisor Role
 - i. Provide and review the Faculty Advising Guide notebook
 - ii. Discuss the role of advisor and the advising network in A& S
2. Continuing Faculty Information Programs (Some items include new faculty).
 - a. Providing updates to the Faculty Advising Guide
 - b. Providing accurate information on program requirements
 - c. Electronic “reminder” system
 - i. Registration Week
 - ii. First Week
 1. Departments to clean up SIS class assignments
 2. Faculty and class list sequence
 3. Pre-requisite check
 - iii. Second Week
 1. Official Class list explanation to faculty
 2. Drop and Add explanation to departments
 - iv. Third Week
 1. Excessive absence to faculty
 2. Advisor materials to faculty
 - v. Fourth Week
 1. Excused Absence Policy to faculty
 - vi. Fifth Week

1. Disruptive behavior policy to faculty
- vii. Sixth Week
 1. Academic Warnings request to faculty
 2. Winter only- Request to teach FSUS 100 to faculty
- viii. Seventh Week
 1. Last W date info to faculty
- ix. Eighth Week
 1. Academic help offer to students to faculty
 2. Early registration/faculty invite student for advising
- x. Ninth Week
 1. Release of student information policy to faculty
- xi. Tenth Week
 1. Academic Dishonesty policy to faculty
- xii. Eleventh Week
 1. Transportation of sick/injured policy to faculty
- xiii. Twelfth Week
 1. Career search and referral info to faculty
- xiv. Thirteenth Week
 1. Incomplete grade policy to faculty
- xv. Fourteenth Week
- xvi. Fifteenth Week
 1. Submitting grades and grade book policy to faculty
- xvii. Sixteenth Week
 1. Attendance policy statement to faculty
- d. Reviews at Department meetings
- e. Special programs when needed
- f. Providing information on early registration

Business

Becky Kowalkoski has offered the following schedule of topics (advising topics in italics)

Date	Time	Event	Location	Who & Details
30-Aug	11 a.m.	Welcome, Announce.& orient. prg.	Bus ##	D. Nicol, Laine, Becky, Linda
13-Sep	11 a.m.	<i>Advising: Develop. vs Prescriptive</i>	Bus ##	Becky
27-Sep	11 a.m.	Recruiting/Retention Grids & Goals	Bus ##	Becky & Linda
11-Oct	11 a.m.	Web Grading (hands on)	Bus ##	Becky & Jo Gerst??
25-Oct	11 a.m.	<i>Early Registration & Advisee Contact</i>	Bus ##	Becky
8-Nov	11 a.m.	<i>Student Advising/Guide</i>	Bus ##	Becky
17-Jan	11 a.m.	Prof. Develop. or Advising topics	Bus ##	Becky
31-Jan	11 a.m.	Professional Develop & portfolios	Bus ##	D. Nicol, Linda
14-Feb	11 a.m.	Prof. Develop. or Advising topics	Bus ##	Becky & Linda
28-Feb	11 a.m.	Prof. Develop. or Advising topics	Bus ##	Becky & Linda
14-Mar	11 a.m.	Prof. Develop. or Advising topics	Bus ##	Becky & Linda
28-Mar	11 a.m.	Prof. Develop. or Advising topics	Bus ##	Becky & Linda
11-Apr	11 a.m.	Prof. Develop. or Advising topics	Bus ##	Becky & Linda
25-Apr	11 a.m.	Prof. Develop. or Advising topics	Bus ##	Becky & Linda

Faculty Advising Topics

Academic Dishonesty

Academic Polices

Accessing student records

Advising Handbook

BCT

Campus Resources

Class Roster

Classroom equipment/security

Disruption/classroom behavior

Office hours

Responsibilities of Advisor/Advisee

SIS/WebCT/Lotus notes/Campus Pipeline

student complaint procedures/grade complaint

Syllabus

Tools for Advising

Transporting Sick/Injured students

Warnings/Incompletes/Grading on-line

Certificate of completion for portfolio
Evaluation of training program
Offer pizza during sessions??? (Money in budget???)

University College

Individual ongoing advisor orientation, support and training are made via contact with Joan Totten. University College Advisor training for faculty and staff who teach FSUS and advise students is conducted annually by the Dean of University College. Students are informed who their advisor is via enrollment in FSUS. Students are trained in FSUS how to utilize the web technology to locate their advisor. Joan Totten and Nada Broderick distribute advising and registration items of interest to advisors as issues surface. This is done via lotus notes, personal contact and a prominently displayed common space bulletin board. Nada Broderick offers back up advising for faculty who are unavailable. Nada Broderick Distributes the Academic Advisor Notebook and/or updates each September at the first DP&C department meeting. Ongoing advisor spotlights are conducted by Nada Broderick in Developmental Programs and Curriculum Department meetings as listed below:

September

You are NOT expected to know everything- We can, as Einstein said, keep our “brains in a book”.

Advisor Book updates

Checksheet Updates

Referral of students

 Students with disabilities

 Program changing students (Cover: new referral guide)

CARE, COSK, DIST & FSUS Program Nuts & Bolts (Any new developments in the programs that may impact this years advising).

October - Review current technology for faculty and advisors

November - Current Program Change Process and Current Registration Process

December - Faculty Recommended Topic

January - FA and other student services Update

February - Referral of Students to Personal Counseling Center

March - CARE, COSK, DIST Program Nuts and Bolts

April - Faculty Recommended Topic

May - Connecting with next years advisees early on and 130 random acts of advising kindness towards students

Communications to Students in UC

Faculty Advisors are posted outside UC Student Services.

Students are trained in FSUS how to locate and contact their faculty advisor on line.

Advisors for non-degree students are educational and career counselors from the ECCC.

Advisors for intensive English students are the faculty in the IEL program.