To: Dr. James Lubker  
    Interim Provost  
    University of Northern Iowa  

From: Jayne Drake  
       Rich Robbins  
       NACADA’s Consultants’ Bureau  

Date: June 6, 2007  


We would first like to thank you, Provost Lubker, for the invitation to visit your campus and for giving us the opportunity to speak with the faculty, students, professional advisors, department chairs, deans, and other key members of central administration at UNI about the efforts underway on your campus to transform advising services. Through a range of what we would characterize as very productive and instructive meetings, we observed (and are pleased to report) that your stakeholders share a strong, common commitment to student success.

We would also like to express our thanks and gratitude to the Implementation Team for the extraordinary amount of collaborative effort put into the preparation for our visit to UNI. The reports that we received in advance of our visit provided the foundation upon which we built our consultation, and, more importantly, they provided a foundation upon which to continue university-wide conversations about the delivery of quality advising services.

While each of the meetings during our visit began with a conversation about the proposed changes to UNI’s advising structure, the conversation often turned to broader conversations about those things at UNI that seem to detract from the thoughtful and efficient delivery of advising services. The following report, then, summarizes the issues that surfaced during those discussions and offers recommendations directly relevant to the proposed reorganization and to those distractions that have the real potential of getting in the way of important, needed changes.

Please feel free to contact us at any time with any questions or observations you may have. It has been our pleasure to work with you, President Allen, and your UNI colleagues.
University of Northern Iowa

Consultation on Campus Academic Advising Services

NACADA Consultation
May 24-25, 2007

Jayne Drake, Ph.D.
Rich Robbins, Ph.D.
NACADA Consultants’ Bureau

Report Submitted June 8, 2007
Executive Summary

Dr. Jayne Drake of Temple University and Dr. Rich Robbins of Cornell University were invited to the University of Northern Iowa (UNI) to conduct a review of advising across campus, to suggest how advising services to students might be improved, and to provide advice on how the academic major advising units and proposed reorganized central advising units can work together to promote student success. The consultants, both members of the National Academic Advising Association’s (NACADA) Consultants’ Bureau, based their report on consideration of initial issues communicated prior to the consultation combined with a review of relevant information provided by the Provost, the Reorganization Implementation Team, and staff from the respective academic major advising units, information reviewed on the UNI web site, and a site visit. The formal two-day consultation May 24 – 25, involved in-depth interviews with various and relevant staff and faculty from the academic colleges, schools and departments and centralized academic and student services units, as well as with the University President and the University Provost. Additional materials were also collected at the time of our visit and reviewed.

The report that follows discusses in detail the observations and conclusions of the consultants. All recommendations are intended to promote the seamless navigation of the student experience from pre-orientation through graduation. With that in mind, the following are offered:

- That central administration be more proactive in communicating decisions and working collaboratively with appropriate constituencies in shared decision making.
- That such decision-making processes be data driven.
- That together the President and Provost announce the inauguration of a new advising initiative at UNI that stresses the importance and centrality of all advising in contributing to students’ growth and development.
- That a campus-wide group of advising stakeholders come together to shape a definition of advising for UNI, to collaborate on the development of an advising mission statement followed by a statement of the vision for academic advising and delineation of the shared goals of advising at UNI, all the while honoring schools’ and colleges’ individual advising cultures and practices.
- That clear, strong lines of communication be opened among all advising stakeholders, including, e.g., the professional and faculty advisors in the colleges and schools, all centralized advising units, the Admissions and Registrar’s Offices. Any barriers that prevent the free exchange of information and ideas must be faced squarely and removed in a spirit of collegial cooperation, good will, and with the clear acknowledgement that the institution puts students first.
- That a council advisory to the Provost be formed, comprised of all relevant stakeholders and charged with reviewing and assessing advising services, as well as serving as the body to promote the professional development, evaluation, and reward and recognition of both professional and faculty advisors (e.g., UNI ACADA).
- That this advisory council collaborate with all academic and student affairs offices to ensure the smooth coordination of all activities and events across campus involving advisors.
• That colleges and schools make available as appropriate the human and financial resources necessary to decrease the student to advisor ratios.
• That the AACS shift into Academic Affairs makes good academic and programmatic sense.
• That the McNair Program be relocated to The Graduate College and that Student Support Services maintain its current reporting line and relationships with other Trio and Educational Opportunity Programs (EOP) services.
• That Academic Services, Student Support Services, and the Center for Academic Achievement join the AACS and the other units to be re-established in Gilchrist Hall.
• That units within the Gilchrist Hall center have names that readily convey to students their function and services.
• That UNI undertake a comprehensive assessment of intake models for freshmen and transfer students to determine a model that functions most sensibly for student success.
• That there be an executive position established in the Provost’s Office whose primary charge is to guide and oversee campus-wide advising services and initiatives and to ensure that students’ academic advising needs are being met.
• That all appropriate offices be consulted in advance of informational publications in order to ensure accuracy and to eliminate redundancies.
• That UNI establish an on-going, systematic professional development program that targets both new and seasoned faculty and professional advisors.
• That UNI develop a web-based “Advising Handbook” for use by both new and seasoned faculty and professional advisors.
• That UNI institute a university-wide, on-going faculty, professional advisor, and advising program review process.
• That UNI develop a recognition and reward program for excellence in advising.
• That a university-wide e-advising/orientation/special events calendar be drawn up annually and made available to all well in advance as a way of viewing and rescheduling competing events that pull advisors and staff away from other competing imperatives.

The above recommendations are discussed in detail in the following report.
Purpose of the Consultation

A request for consultation by a team from the NACADA Consultants’ Bureau was originally received by NACADA from Interim Provost James Lubker at the University of Northern Iowa (UNI) on March 21, 2007. The consultation was scheduled for and occurred on May 24-25, 2007.

The purposes of the consultation were to 1) review advising across campus, 2) suggest how advising services to students might be improved, and 3) provide advice on how the major advising units and the proposed reorganized central advising units can work together to promote student success. The final consultation was based on consideration of initial issues communicated prior to the consultation, combined with review of relevant information provided by Interim Provost Lubker, the Reorganization Implementation Team and academic major and centralized advising units at UNI, information reviewed on the UNI web site, qualitative information provided by the relevant units’ staff prior to the consultation, and a two-day site visit to the University. The consultation visit itinerary is included in Appendix 1.

In addition to information available on the UNI web site, the materials provided to the consultant team prior to the site visit included:

- A description of the four the individual units, one currently under the Division of Education and Student Services, which have been reorganized along with the existing Academic Advising and Career Services under the Division of Academic Affairs (see Appendix 2)
- Qualitative questions posed to staff from these proposed reorganized units as well as other centralized academic advising units (see Appendix 3)
- Descriptions of current academic advising practices in centralized units (see Appendix 4)
• Qualitative questions posed to staff from the academic major units (see Appendix 5)
• Descriptions of current academic advising practices in the academic major units (see Appendix 6)

**Preliminary Findings and Observations**

Based solely on the preliminary information received and a review of the University’s web sites prior to the actual consultation visit, several observations can be offered. First, responses to the preliminary qualitative questions – including many additional unsolicited comments - suggested that the majority of those responding from both the reorganized units and the academic major units do not support the reorganization. Second, there is similarly little support for either the proposed new Assistant Vice Provost position or the persons identified as likely candidates to be promoted or appointed to that position. There were, in fact, more than several reasons provided why such persons should not be placed in charge. Third, qualitative responses from the staff of the units involved in the reorganization suggested little involvement of individual staff in any discussion or planning leading to either the reorganization per se or the selection of the person to head the new reorganized unit, while qualitative responses from the staff of the academic major advising units were concerned mainly with how such reorganization can benefit their major students. Fourth, responses from both groups offered that this plan will be another of a series of reorganizations over the past several years, and that rather than reorganizing, the institution should look inward to assess what is lacking regarding the academic advising of students rather than simply conducting another reorganization.

A fifth preliminary observation is that there is no clear common understanding of or mission statement for academic advising at the institutional level. Sixth, no advisor evaluation process currently exists in any of the local advising units across campus. Seventh, there are no
outcome assessment programs in place to determine whether the goals and objectives of the individual advising units are being met. This includes no identification of process for student learning outcomes and no identified outcome measures for any individual units. Since there is no common institutional mission statement for advising, there are no institution-wide outcomes, objectives, or assessment processes in place at that level either.

**Findings and Observations Based on Site Visit**

The consultation visit involved a series of visits with all constituencies relevant to academic advising at UNI. Each meeting began with the consultants describing their charge, with information regarding the anonymity and confidentiality of the meetings emphasized before discussions began.

A series of qualitative questions were posed to begin topical discussions, and information resulting from these discussions as transcribed both by hand and via a laptop computer. These general qualitative questions can be found in Appendix 8.

The most apparent observation during the site visit was the level of commitment and dedication to the institution communicated and demonstrated by the faculty, staff, and administration at UNI. Such passion for the institution suggested that whatever issues may exist, this devotion will provide the common thread to allow various constituencies to work together to improve academic advising and the student experience. A related observation was the expressed appreciation for the consultation visit. Nearly every person with whom the consultants interacted articulated the need for improvements in academic advising for students and for the institution to address related issues affecting students’ abilities to receive adequate and timely advising services and seamlessly navigate their way through their education at UNI.
Additional findings include the general perception among UNI units that top-down decisions that affect these units are being made and announced with no warning and no inclusion of those affected, and that these decisions are based not on any needs assessment or data but only on opinions and ideas by executive decision makers.

Not only was top-down communication cited as an issue, but a major issue identified by a majority of those interviewed was communication among all academic advising, student services, academic, administrative, and other units at UNI. Decades of institutional decentralization have resulted in a compartmentalization of units and services, resulting in redundancy of services, lack of knowledge of other services, and absolutely no shared philosophy, definition, mission, vision, or goals for academic advising.

A lack of academic advising resources exists within several academic colleges and schools, resulting in an advisor:advisee ratio of 1:1500 or more. While centralized academic advising units and other college academic advising units fare better, there is a general feeling that if the administration wants academic advising to be a priority, then resources need to be pumped into advising services. The idea of streamlining of services for students was applauded, including the one-stop shopping concept. However, it was repeatedly reported that many of the units providing academic advising and related services to students possess vary similar names and provide similar services, which often leads to student confusion.

Finally, the College of Education, the College of Business, and the Enrollment Management/Admissions Office all reported their inability to obtain simple placement statistics from the AACS. The former two colleges need this information when talking to various constituents including parents, students, and employers, while the ability for students to obtain employment after graduation is a basic question asked of Admissions staff during recruitment
events and activities. This information should be readily available and ideally housed on a central web site that can be accessed by everyone.

**Recommendations**

Before discussing specific recommendations, it is important to note that prior to the consultation visit, a self-inventory of needs for academic advising at UNI was provided based on a NACADA Clearinghouse article “51 Recommendations for Completing an Advising Audit” (Crockett, 1998) (see Appendix 7). This self-inventory clearly identified many of the needs for advising at UNI, as did much of the qualitative information also provided prior to the consultation. Thus, it is evident to the consultant team that there are many individuals at UNI who are very aware of the existing issues and needs regarding academic advising at UNI, and who have valid ideas for improvement. The recommendations below will tend to echo many of these ideas. Further, and possibly most significant, is the fact that many of the issues and recommendations delineated in the report by the 1996 UNI Task Force on Academic Advising are again identified here. This evidences a lack of institutional consideration of and support for the findings of that Task Force, and little-to-no action based on those findings. Eleven years later, and no improvements have occurred.

**Recommendation 1**

*That central administration be more proactive in communicating decisions and working collaboratively with appropriate constituencies in shared decision making.* This lack of early notification and/or inclusion of those who will be affected by decisions were often heard complaints. In order for central administration to be perceived as proactive rather than reactive, inclusive rather than exclusionary, and caring rather than dismissive, stakeholders need to be kept in the loop and, when appropriate, consulted in the decision-making process.
**Recommendation 2**

*That such decision-making processes be data driven.* Self-study, benchmarking, and assessment are absolutely necessary to determine whether the needs of students and goals of programs are being met. Central administrative decisions regarding academic advising and putting “students first” need to be based on data demonstrating the discrepancy between where advising services are (the real state of things) and where advising services need to be (the ideal state). The same is true at the level of local academic advising units as well. Other than the federally grant funded Trio programs and some preliminary work being done in the AACS, no unit (centralized or in the colleges) could provide any evidence of evaluation or assessment being performed or any data supporting their advising model, services, or programming. Decisions made regarding academic advising of students are based on tradition, what other institutions are doing, or simply just “what sounds good.”

**Recommendation 3**

*That together the President and Provost announce the inauguration of a new advising initiative at UNI that stresses the importance and centrality of all advising in contributing to students’ growth and development.* This needs no further elaboration.

**Recommendation 4**

*That a campus-wide group of advising stakeholders come together to shape a definition of advising for UNI, to collaborate on the development of an advising mission statement followed by a statement of the vision for academic advising and delineation of the shared goals of advising at UNI, all the while honoring schools’ and colleges’ individual advising cultures and practices.* Given the perceived institution-wide lack of communication and the complete absence of any shared understanding of any aspect of academic advising, common
ground must be built before any further planning or programming is initiated. This process will not be quick or easy, and will involve disagreement and reluctance along the way. However, it is an absolute necessity that this process occur first, and that it involves a collaborative team effort with representatives from all stakeholder cohorts included. The starting point for this shared vision should be an initial review and utilization of the Council for the Advancement of Standards in Higher Education (CAS) Standards and Guidelines for Academic Advising (2005), the NACADA Statement of Core Values (2004), and the NACADA Concept of Academic Advising (2006). Possibly most importantly, this effort will require the leadership of a person who can bring all parties together in a collaborative manner to achieve a common goal, and the appointment or hiring of this person needs to be given very serious consideration (see Recommendation 14 below).

Recommendation 5

That lines of communication be opened among all advising stakeholders, including, e.g., the professional and faculty advisors in the colleges and schools, all centralized advising units, the Admissions and Registrar’s Offices. Communication, or perceived lack thereof, was the dominant theme of the consultation. The need for increased communication was evidenced in the preliminary information provided prior to the site visit, and was the one single issue that was most identified during the visit. Increased communication in the form of phone calls, e-mails, electronic newsletters, hard copy materials, and most importantly face-to-face meetings among all stakeholders must occur in order to reduce the “we versus them” or “in-group – out-group” mentality that currently exists. If “students first” is truly the goal of everyone at UNI, then communication is the foundation for collaboration toward that goal.
Recommendation 6

That a council advisory to the Provost be formed, comprised of all relevant stakeholders and charged with reviewing and assessing advising services, as well as serving as the body to promote the professional development, evaluation, and reward and recognition of both professional and faculty advisors (e.g., UNI ACADA). The consultation visit was just the first step in what needs to be a process involving a more thorough review of current academic advising practices followed by the development of an continuous advisor training and development program, development of an overall assessment program for academic advising at UNI that includes advisor evaluation, identification of student learning outcomes for academic advising, identification of process and delivery outcomes for academic advising, multiple measures for each identified outcome, and purpose and use of data, and a reward and recognition process for academic advisors. Once the goals and outcomes for academic advising at UNI are identified, then all academic advising entities will need to identify how their respective units are meeting these goals and outcomes, and how such outcomes are being measured. This will serve as baseline data to determine exactly which outcomes are being met, how they are being met, how they are measured, and what is lacking.

In addition, this group would serve as an advisory council to the Provost on all matters of academic advising. This group would be chaired by the person in the position described in Recommendation 14, which again emphasizes the need for an appropriate person to fulfill that role.

Recommendation 7

That this advisory council collaborate with all academic and student affairs offices to ensure the smooth coordination of all activities and events across campus involving advisors.
There needs to be a campus-wide focus on academic advising involving a common mission and goals, a shared vision, continuous evaluation and assessment, and continued communication among all involved. This will require an oversight group to begin the process and maintain the process, as well as advise central administration, coordinate advising activities, and serve as the keeper of the momentum.

**Recommendation 8**

*That colleges and schools make available as appropriate the human and financial resources necessary to decrease the student to advisor ratios.* The recommended advisor:student ratios are 1:300 for full-time professional academic advising staff and 1:20 for faculty serving as academic advisors (Habley, 2004). Serious efforts toward these ratios, including dedication of resources, need to be made. The current ratios in some colleges are so high that the likely consequences are lack of sufficient time to work with students, lack of the ability to provide developmental advising, and advisor burnout.

**Recommendation 9**

*That the AACS be moved from Student Support Services into Academic Affairs.* The centralized academic advising unit for undecided students and students in transition should indeed be part of Academic Affairs. Making this shift makes good structural sense and should provide important efficiencies in the delivery of their services.

**Recommendation 10**

*That the McNair Program be relocated to The Graduate College and that Student Support Services (SSS) maintains its current reporting line and relationships with other Trio and Educational Opportunity Programs (EOP) services.* Because the McNair Program focuses on preparation of specific student cohorts for graduate education, the logical home for this unit is
with graduate programs. This physical relocation will allow students served by the McNair Program to be referred easily to prospective graduate programs for information, as well as allow for increased interaction and therefore a deeper relationship between the McNair Program and the graduate programs at UNI. Finally, while SSS provides academic advising as part of its various services, this federally-funded program must meet specific criteria and outcomes to remain funded. Combined with the facts that SSS has developed excellent working relationships and collaborative efforts with other Trio and EOP programs, and that these programs have a history of success, to make any changes in this existing effort does not seem feasible. It does make sense, however, from the “students first” perspective, to have SSS housed centrally with other units who serve the same students as does SSS to provide a more seamless, one-stop shop for students. (See Recommendation 11 below).

**Recommendation 11**

*That Academic Services, Student Support Services, and the Center for Academic Achievement join the AACS and the other units to be re-established in Gilchrist Hall.* The goal of the UNI initiative that brought the consultants to campus is to provide a seamless experience for students navigating their educational experiences at UNI. Thus, to have centralized units that serve the same students housed in a single building makes sense. Not only will this shift reduce student runaround and confusion, but will allow more daily interaction among the various units housed together, which will lead to increased communication with and understanding of other units, and increased collaboration among units.

**Recommendation 12**

*That units within the Gilchrist Hall center have names that readily convey to students their function and services.* The current names of services (e.g., Academic Achievement,
Academic Services, Academic Advising, Student Support Services, Jump Start, Educational opportunity programs, etc.) are confusing not only to students but also to staff working at UNI. The names at times include similar terms, and often do not clearly convey what services are offered. Having the units housed together will help in that students will be more easily referred within one building, but the task remains to educate staff and students so any one person knows when and to whom to refer. Name changes to clarify specific services would help.

**Recommendation 13**

*That UNI undertake a comprehensive assessment of several intake models for freshmen and transfer students to determine a model that functions most sensibly for student success.* Several possible models to serve freshman and transfer students were discussed during the consultation visit. Various models have had success at other institutions, but a comprehensive assessment needs to be conducted to determine which model works best for UNI students. All too often models and services are introduced because they sound good, or they work elsewhere, or they are the most popular ones employed at other campuses. However, UNI needs to determine which model will work best for its students on its campus in its culture. A good place to start is to look at what peer institutions and other similar institutions (similar in size, student population, institutional mission, etc.) are doing. This effort may also require an empirical piloting of two or more different models with specific groups of students to determine which model would be best for all students.

If a total intake model is piloted or adopted, it is then suggested that academic advisors in the centralized intake unit no longer serve as generalists required to know each and every major curriculum at UNI. Rather, some of these academic advisors need to be specialized in a reduced number of specific majors in order to be experts in several areas rather than possess a general
idea of all majors, while other academic advisors will work only with undecided students who require different consideration and different strategies than do pre-majors.

**Recommendation 14**

*That there be an executive position established in the Provost’s Office whose primary charge is to guide and oversee campus-wide advising services and initiatives and to ensure that students’ academic advising needs are being met.* The person filling this position will need to be a seasoned academic advising administrator with knowledge of and experience with academic advising theories, models, practice, delivery systems, and evaluation and assessment paradigms. Further, he or she will need to be a tactful and engaging change agent with a skill set including but not limited to inclusive decision making, mediation, conflict resolution, team-building capabilities, patience, and leadership experience enabling him or her to work encouragingly with different constituencies from the grass roots level to higher administration.

**Recommendation 15**

*That all appropriate offices be consulted in advance of informational publications in order to ensure accuracy and to eliminate redundancies.* Any publication containing information about an entity at UNI should be provided to that respective entity during the review and revision stage of the publication, with ample time available for review and revision. Effort needs to be made to ensure that all UNI publications provide the same accurate information about any given entity on campus. It is suggested that the oversight body recommended in Recommendation 6 initiate this effort as part of the overall increased communication and collaboration at UNI.
Recommendation 16

That UNI establish a professional development program that targets both new and veteran faculty and professional advisors. An integral component of any successful advising initiative is a professional development program for all those who advise students. UNI might, for example, mount advising workshops at regular intervals throughout the academic year, a brown bag lunch series, blogs, e-advising newsletters, etc. that address advising issues pertinent to all constituencies. This initiative should have the strong endorsement and monetary support from the Provost’s Office but be organized and executed by the UNI advising stakeholders themselves (UNI ACADA, e.g.). It should target new faculty as part of their orientation, perhaps using senior faculty advisors as leaders/mentors, and above all, it should over time become integral to the campus advising culture. We would also like to suggest that advising stakeholders be provided the opportunity to attend professional development conferences and seminars offered at opportune moments throughout the year. Folks will return to campus with new ideas as well as a renewed and sustained commitment to quality advising.

Recommendation 17

That UNI develop an on-line “Advising Handbook” for use by both new and seasoned faculty and professional advisors. This handbook, perhaps based on the existing AACS Advising Handbook, should be available in a web-based format. As part of a sustained professional development program for faculty and professional advisors, the Advising Handbook will become an important resource for key information needed for effective student advising. It might, among other things, include the UNI-crafted definition of advising, a statement on the expectations of both advisors and advisees, information on orientation programs, rules, regulations, policies, and procedures relevant to student advising and student services. One person should be charged with
coordinating, maintaining, and updating this important advising tool, with periodic advice and consultation from relevant stakeholders.

**Recommendation 18**

*That UNI institute a faculty, professional advisor, and advising program review process.* In the same way that teaching is evaluated regularly and systematically at UNI, so too should advising. This review process can take many forms, including evaluation instruments that measure student satisfaction with advisors, peer evaluations, exit interviews/surveys, etc. The results of such evaluations must then be presented consistently and systematically and should be considered in reappointment decisions, merit, promotion, and tenure decisions—and used as measures to improve advising services over time. Because UNI’s current faculty union contract does not specifically designate advising as a function of teaching or service, the university is in an opportune position to shape just how advising “fits” within the expectations of faculty and line advisors’ professional performance. The university’s advising council/stakeholders would be the body, in consultation with the Provost’s Office, to determine what a comprehensive program review process might look like for UNI.

**Recommendation 19**

*That UNI develop a recognition and reward program for excellence in advising.* In order to enhance the visibility and signal the importance of advising across the university, an annual awards program should be instituted. During the consultation visit, the Provost was cautioned that any recognition and reward program should be established in concert with the two other prime elements of a comprehensive advising program, namely professional development and advisor and advising program assessment. Provost Lubker seemed to indicate that recognizing and rewarding excellence in advising would be an important positive step in demonstrating the
institutional commitment to advising that the campus seems to need. With that in mind, it is recommended that an annual “Advisor Appreciation Day” or “Advising In-Service Day” be inaugurated in advance of the other elements of an advising program so long as the following take place: 1) that all of the appropriate stakeholders are involved in planning and executing the event; 2) that they determine what sorts of recognition and rewards are appropriate for your campus (e.g., Outstanding professional advisor award, faculty advisor award, advising administrator award); and 3) that they respond to the following questions as prelude to any event or recognition being put in place: Whom do you want to recognize/reward? Why to you want to recognize/reward them? How are candidates to be nominated? What criteria will be used to determine the awardees? Who will evaluate the nomination packets? What will the recognition/reward(s) be? At what venue (if any) will the awardee(s) be recognized?

**Recommendation 20**

*That a university-wide advising/orientation/admissions/special events calendar be drawn up annually.* As a strategy for resolving complaints about inadequate communication among units across the university, as a way to reduce the “redundancies” that seem to occur in printed literature and promotional materials, and as a way to eliminate competing demands on faculty and staff members’ time, we urge the Provost’s Office to designate a person to assume responsibility for creating, maintaining, and distributing a university-wide master calendar of events and activities.

**Additional Recommendation**

There exist several professional development opportunities offered by NACADA in the form of intense, working institutes that would benefit the staff and others working toward the above recommendations. The NACADA Summer Institute would serve as an opportunity for the
front-line professional advising staff to be exposed to developmental and advising theory, including topics such as diversity in advising, working with students in distress, basic assessment information, advisor training, working with faculty, customer service orientation, communication, and other topics, and it includes an action plan component that allows for identification of an issue (e.g., how to get students to take greater ownership of their educational experiences) and focused effort for a week on that issue resulting in an action plan to take back to campus. As such, advisors from different areas and units at UNI would share a common experience and take away a common understanding and shared philosophy of academic advising. The NACADA Administrators’ Institute would provide those in charge of the advising units at UNI a detailed overview of the aspects and issues involved in administering an academic advising unit. Again, this would allow for these administrators to share a common experience and take back a common view of advising administration. Finally, the NACADA Assessment Institute would serve as an opportunity for a team to work on the development of a common mission and vision, strategic goals and outcomes (including both student learning outcomes and process/delivery outcomes), identification of outcome measures, gathering and reporting data, and the overall processes involved in further developing and utilizing an assessment program for all of the academic advising services and programming at UNI.

Of the above recommendations, the following can be implemented immediately or in the very near future:

- The President and Provost announce the inauguration of a new advising initiative at UNI that stresses the importance and centrality of all advising in contributing to students’ growth and development, an initiative that promises improved communication among all advising units (see Recommendation 3)
• Identification of representatives from each academic advising unit/area to serve as members of the oversight group/council (see Recommendation 6)

• Relocation of the McNair Program to the Graduate College (see Recommendation 9)

• Begin work on the e- “Advising Handbook” (see Recommendation 17)

• Create a recognition and reward program for professional and faculty advisors (see Recommendation 19)

• Draw up a university-wide advising/orientation/admissions/special events calendar (see recommendation 20)
Appendix 1: Consultation Itinerary

**WEDNESDAY, 5/23/07**
6:30 p.m. Dinner with Co-Chairs of Implementation Team, Linda Corbin, Coordinator College of Business Administration Undergraduate Programs and David Marchesani, Career Development Coordinator/Academic Advisor

**THURSDAY, 5/24/07**
7:30 - 8:00 a.m. Meeting with James Lubker, Interim VP of Academic Affairs and Provost
8:00 - 8:45 a.m. Meeting with Implementation Team
9:00 - 9:50 a.m. Meeting with Kathy Peters, Director of the Center for Academic Achievement, Inez Murtha, Director of Student Support Services, Dennis Irons, Director of the McNair Scholars Program
10:00 - 10:50 a.m. Meeting with Reg. Green, Director of Academic Services
11:00 - 11:50 a.m. Meeting with College of Education Faculty/Advisors
12:00 Noon Lunch with Students
1:00 - 1:50 p.m. Meeting with College of Business Administration Faculty/Advisors
2:00 - 2:50 p.m. Meeting with College of Natural Sciences Faculty/Advisors
3:00 - 3:50 p.m. Meeting with College of Humanities and Fine Arts Faculty/Advisors
4:00 - 4:30 p.m. Meeting with Karen Cunningham, Coordinator of Individual Studies Program, College of Continuing Education & Special Programs
4:30 – 5:00 p.m. Meeting with Mike Mixsell, Coordinator of Academic Administration Services

**FRIDAY, 5/25/07**
7:30-8:20 a.m. Meeting with Bob Frederick, Director of Academic Advising and Career Services
8:30 - 9:20 a.m. Meeting with Jean Neibauer, Associate Director of Academic Advising and Career Services and Academic Advisors, Michele Peck, David Marchesani, and Tony Smothers
9:30 - 10:20 a.m. Meeting with College of Social and Behavioral Sciences Faculty/Advisors
10:30 -11:15 a.m. Registrar's Staff
11:15 - 12:00 noon Admissions/Enrollment Services Staff
12:00 Noon Lunch on own
1:00 -1:30 p.m. Open Session
1:30-2:20 p.m. Meeting with Jan Hanish, Interim Vice President Education and Student Services and Jon Buse, Director of Orientation
2:30-3:00 p.m. Meeting with Benjamin Allen, President
3:00 - 4:00 p.m. Meeting with James Lubker, Interim VP of Academic Affairs and Provost
Appendix 2: Description of Proposed Reorganized Units

Center for Academic Achievement. This Center already reports to the Provost and Vice President for Academic Affairs and is supported by General Fund dollars. It provides tutorial and academic support in a variety of academic areas.

Student Support Services. Also already reporting to the Provost and Vice President for Academic Affairs but supported by a Federal Grant. Provides tutorial and academic support to no more than 200 low-income and first generation college students.

McNair Program. Also already reporting to the Provost and Vice President for Academic Affairs and supported by a Federal Grant.

Academic Services. This unit currently reports to the Vice President for Education and Student Services and is supported by General Fund dollars. This unit provides certain testing services and some academic and tutorial support.

Each of the above four units has a separate Director and staff. These four units will be combined into one unit with a common, new, name with a single Director, selected from among all of the staff currently employed in those units.

Academic Advising and Career Services. This is a very large unit with a Director, an Associate Director and a number of Directors, Coordinators, Specialists, and so on.

The Reorganized/Combined Student Support Unit and the Academic Advising and Career Services unit will both report to Academic Affairs. Advice is needed regarding how to fit the four units providing student academic support together under one director, and how to best fit that new single unit into the overall advising and career services structure.
Appendix 3: Qualitative Questions Posed to Staff from the Proposed Reorganized Units and Other Non-academic Major Advising Units

**Proposed Reorganization Structure #1**
*The Director of the Student Support Services Unit to report to the person who is now Director of Academic Advising and Career Services since that person will most likely be made an Assistant Vice President for Academic Affairs and will report directly to the Provost.*

1. What do you see as the benefits resulting from this specific restructuring/reorganization?

2. What do you see as the issues resulting from this specific restructuring/reorganization?

**Proposed Reorganization Structure #2**
*The Student Services Director reporting to the Associate Provost*

1. What do you see as the benefits resulting from this restructuring/reorganization?

2. What do you see as the issues resulting from this restructuring?

Additional Comments

1. If you were to propose a restructuring/reorganization of the University advising units, what might that be?

2. Any additional input regarding other ideas for the best new structure and why?
Appendix 4: Descriptions of Current Advising Practices in Centralized Units

Academic Advising & Career Services

1. Current Administrative Structure and Mission of Academic Advising & Career Services:
   History of the Structure
   Prior to July 2004, both offices of Academic Advising and Career Services reported directly to the Vice President of Educational and Student Services. In 2004, Academic Advising and Career Services were combined, originally reporting to the Associate Vice President of ESS/Dean of Students, and in 2006, to the Vice President of Educational and Student Services. As of July 1, 2007, Academic Advising & Career Services (AACS) will report to the Assistant Vice President for Academic Affairs, currently the Director of AACS.

   Mission of Academic Advising and Career Services
   “Our mission is to advise and empower individuals as they develop meaningful educational plans and skills to succeed in their life and career goals. We foster academic and career development, support self-exploration and effective decision-making, and provide resources to help individuals make successful academic and career transitions. Integral to our mission, we coordinate University advising, build partnerships within and outside of the University, and provide group and individual services.”

   As defined in the mission, student engagement, student development and success are the primary motivations in all our work at the university.

   Structure of Academic Advising & Career Services
   Functions:
   Staff from the two functional sides or our combined office, Academic Advising and Career Services, collaborated early on to develop a common focus in our message to students, faculty, staff and employers. The foundation of our vision for services is the idea of “From Orientation to Graduation.” This concept is illustrated by a continuum for students:

   ACADEMIC ADVISING ↔ CAREER DEVELOPMENT ↔ CAREER MANAGEMENT

   The current reporting and organizational structure of academic advising at UNI serves both centralized and decentralized functions:
   - Centralized functions:
     ✓ We serve as the facilitator of University experiences for students in transition.
     ✓ Provide leadership to promote and support academic advising and career development at UNI.
     ✓ Serve as a point of contact to organize and coordinate the delivery of campus-wide academic advising and career development events.
     ✓ Our approach is holistic with both the student and the institution:
     ✓ It provides a balance to, and complements a more discipline based advising approach in colleges and departments by highlighting the Liberal Arts Core and the variety of
major, minor, and certificate choices available to students. (over 120 majors, 112 minors, and 38 certificate programs)

- It meets the needs of new, deciding and transitional students who are by their circumstance interested in a more holistic perspective.
- Decentralized academic advising functions in each major are delivered in a manner determined by each department or college in a way that best meets the needs of their area.

Staffing for Academic Advising & Career Services:
Academic Advising is staffed by three full-time advisors and one Associate Director, one clerical staff person, and one graduate assistant. The minimum qualification for an academic advisor in Academic Advising is a master’s degree plus three years experience at the university-level. We also manage a Peer Advisor in Residence Program (PAIRS) with collaboration with Residence Life Coordinators.

Career Services is staffed by nine full time staff and one Director along with two clerical staff. Minimum requirements for career advisors are a master’s degree. There is also a group of 12 Career Peers.

Academic Advising & Career Services Shared Approach with Students:
- Help students find their passion through self-assessment and goal setting.
- Focus on academic/discipline/curriculum/career issues as well as consideration for the specific developmental needs of students.
- Encouraging students to be “smart” in their decision-making and actively engage and reflect with the information, and providing opportunities for continued communication, learning and connection.
- If possible, encourage students to take time to thoroughly consider and connect with their options, and return to the academic or career services advisor for further discussion, or be given an appropriate referral so they move on to the next level of (specific) knowledge, understanding and connection.

2. Tasks and Actions to Meet the Mission: Academic and Career Advising, and Other Requirements
A. Academic Advising & Career Services: Student Advising Focus
Student engagement, student development and success are the primary motivations for the advisors in AACS. In addition we are required to be aware of the entire curriculum, not only one discipline. Academic Advisors focus on students in transition:
- deciding students
- freshmen and new transfers
- students changing majors
- students seeking options to enhance career objectives (informational, curricular, experiential)
- nontraditional students
- students in academic difficulty (warning, probation and suspension)
- students on Financial Aid suspension in developing long-range academic plans
- students seeking assistance with official student requests regarding academic exceptions
The primary focus of AACS academic advisors is on our assigned deciding students and students changing majors. General outcomes for student appointments:
- Teach students how to assess themselves and
- Gather information (including contacts with departments)
- Set goals in the areas of personal, academic, and career development
- Make decisions

The advisors practice developmental and academically centered advising, integrating the intellectual, personal and career development of students. We do this through:
- individual appointments
- group meetings
- Major and Career Fairs
- coordinating orientation advising
- teaching a course in Career Decision Making
- web advising tools (Academic Advising [http://www.uni.edu/acs](http://www.uni.edu/acs) and the Nontraditional Student web page [http://www.uni.edu/nontraditionalstudents/])
- emails to assigned deciding advisees and nontraditional students
- peer advising in the residence halls with our Peer Academic Advisor In Residence program.

Statistics about Academic Advising in AACS:
Estimated number of student contacts annually:
- 2200 in office (appointments, walk-ins, phone appointments, does not include email)
- 3000+ through new student orientation advising and campus wide advising events (Major Meetings/Major Fairs)

Statistics about Career Services in AACS:
Estimated number of student contacts annually:
- 1800 scheduled office appointments
- 2850 through Career Fairs
- 1245 through the Iowa Communications Network (ICN)

Examples of the AACS Academic Advising Approach
Example 1: Working with a freshman “Deciding” student with an interest in the biology majors or a biologically-related pre-professional program:
After assessing and understanding the needs and interests of the student:
- Our goal is to engage and transition students to colleges and/or departments
  ✓ with an understanding of personal interests and goals,
  ✓ a beginning understanding of the skills developed and careers that an academic program could lead them to, and
  ✓ an established interest/connection to the curriculum.
- To reach this we focus the student on understanding the course and curricular issues in such programs and work with the student to see the connections between the coursework and their long-range goals. In this case we would use:
✓ Pre-professional guide sheets (developed from our office in consultation with Biology office)
✓ Major course information
✓ Major Handouts / web-based sources of information about career options
  • Student develops a schedule which balances appropriate liberal arts core courses, major courses and courses for the pre-professional interests.
✓ Degree Audit
✓ Student ACT scores and discussion of background
  • Discussion of experiential opportunities (internships, clubs, organizations, jobs) as well as appropriate departmental contacts.

Early exploration and discernment benefits students by avoiding the “fourth semester trap” or finishing all liberal arts courses but still not having an academic direction. It is important for the student to have time to consider and connect with their academic options, and to be critical, rational (and realistic) and reflective in their decisions.

Example 2: A student comes to see an academic advisor in AACS to “drop a class”
Although this student is looking to simply complete a transactional process, the issues and outcomes that come from this request can be extensive. An academic advisor in our office would talk about the positive and negative outcomes of their decision to drop a course through the following discussion:
  • First ask if the student has communicated or discussed the situation with their professor. This may lead to a discussion about how to talk with an instructor.
  • Challenge the student to be thoughtful and reflect on the reasons for dropping the class.
  • Encourage the student to consider the learning outcomes of the course, and where they are falling short in meeting these expectations. This process could better prepare the student to talk to the instructor about specific needs and concerns, or what other resources the student should use that would help the student succeed.
  • Ask the student to consider how dropping the course will impact their progress in their academic program or completion of the degree. Also ask the student to consider how dropping the course affects other issues such as scholarships, insurance, and financial aid.
  • Assess how factors outside the class are affecting their performance and make appropriate referrals to take action to improve these.
  • Discuss study skills and habits and possible resources or approaches and encouraged to take action and learn from the experience.

B. Centralized Administrative Functions:
In order to carry out the six administrative functions listed below, Academic Advising & Career Services advisors have developed strong ongoing relationships with both Academic Affairs and the division of Educational and Student Services (ESS).
  • In the area of student services, we work with many units to assist students in making transitions and securing academic support. Our advisors know the services offered through ESS to make good referrals and to collaborate on the many university-wide programs/services available to students in transition. We collaborate on student programming such as:
✓ Preview UNI presentations to prospective students
- UNI Up-Close – program for prospective students
- UNI Leadership Institute initiative

- AACS advisors have longstanding relationships with departments in Academic Affairs. Through our reorganization and combining with Career Services, we have developed outreach teams to each college with liaisons. The outreach team consists of one academic advisor and one career services advisor. The liaisons serve as a means to provide a direct two-way communication and learning process to the specific college in ways such as:
  - Providing information to faculty or staff advisors that would be useful to students
  - Understanding the curricular and procedural issues in the college
  - Making staff aware of any changes that are occurring in the college
  - Establishing a referral connection for student changing or declaring or exploring majors/minors
  - Presenting academic or career related topics in classrooms or to meetings/organizations in the college
  - Create opportunities for departmental advisors to interact with each other across colleges (Major Fairs, Orientation advising, faculty in-services)

- Academic Advising & Career Services advisors want to understand departmental advising processes and curricular advising issues so we can provide a seamless transition to the department for the student.

- In order to provide further connection, integration and relationship with Academic Affairs and Student Services, advisors in Academic Advising & Career Services serve on diverse campus committees including:
  - Faculty Senate
  - Committee on Admission, Readmission and Retention
  - Liberal Arts Core Committee
  - Program of Study Committee
  - Honor’s Advisory Board
  - Intercollegiate Athletic Advisory Council
  - University Assessment Committee
  - Teacher Education Scholarship Committee
  - Warning and Probation Focus Group
  - President's Campus Advisory Group
  - Professional & Scientific Council
  - Council on Teacher Education
  - Multicultural Coordinating Council
  - Wellness and Recreation Services Committee

1. Academic Advising & Career Services coordinates 27 campus-wide advising events in which 34 undergraduate academic units participate:
   - Freshman Summer Orientation
   - Transfer Orientation throughout the year (June, August, December, January and April)
   - International Student Registrations (August/December and January/April)
   - Palo Alto Community College Orientation
• Major Meeting Pre-registration Coordination for undergraduate academic departments (November and April)
• Exploring Majors and Student Activities Fair (Coordination with 50 academic, student services and 282 campus organizations)
• UNI Up-Close Newly Admitted Student Day (Coordinated the all-campus Major Fair, 887 attendees/350 prospective students)
• Career Fairs (September, February, March, and April)
• Coordinate and teach a two credit hour Career Decision Making course
• Career Development Coordination for AACS and Outreach to Colleges
• Resource Development for AACS: Web, programs/events/information for advisors
• New faculty and Residence Life Coordinator advisor training. (Residence Life Coordinators are offered the professional development opportunity to advise 5-15 new freshman deciding students living in their own residence hall.)

Academic Advising & Career Services also coordinates a diversity of on and off-campus activities including career fairs, employer interviews, and development of employer relations.

In the areas of new student orientations and registrations listed above, Academic Advising & Career Services academic advisors provide training and coordination for student and faculty advisors, developing advising manuals, as well as hire summer faculty advisors.

2. Academic Advising & Career Services facilitates dissemination of advising information to University undergraduate departments and students throughout the year.
   Academic Advising Publications:
   Academic Advising & Career Services (Who we are, what we do)
   Advisor Handbook
   Faculty Advising Wheel (Desktop advisor resource for easy referrals)
   New Student Handbook/Transfer Handbook
   Manuals:
   Summer Orientation Advisor and Student Staff Manuals
   Peer Academic Advisor in Residence Manual
   PAIR Resources poster
   Referral Resources
   New Student Calendar
   Advisor’s Calendar
   Pre-Professional/Graduate Studies Guide Sheets
   College Major and Career Information Handouts
   Field of Study Sheets
   Transfer Major Guide Sheets
   Campus Resources for Student Success
   Second BA Departmental Advising Resource (for Registrar to send to students)
   Major Worksheet/Plan of Study (web page collaboration with academic units, the Registrar and Information Technology Services)
   Educational Success Assessment (used with all warning/probation students)
Career Publications
What are you waiting for? (majors, internships, and career development advertising series)
Job Postings through UNI Career Link
Post Graduation Follow-up Data
Purchased magazines/journals: Job Choices, Hispanic Collegian, Black Collegian, Job Postings, AAEE Handbook

3. Advising Council Coordination with ongoing development of the yet to be official UNI Academic Advising Association (UNI ACADA) with national affiliation with NACADA.

4. Partner with Enrollment Services (Admissions & Financial Aid), Registrar, Dept. of Residence, Orientation, the Office of the Dean of Students, Provost’s Office, Deans, department heads and departmental advising coordinators to facilitate student programming for new and returning students, expeditious policies and procedures for students, and faculty advising.

5. Collection and dissemination of university-wide advisor information:
   - Freshman advisor assignment (All students with 11 hours or less are considered prospective majors. Academic Advising asks departments to identify advisors who would be effective in working with new freshmen and then we assign advisors based on designated advisors during orientation.)
   - Annual University Academic Advisor Roster (Over 400 advisors from all graduate and undergraduate academic units)
   - Advisor/Advisee lists sent to over 400 undergraduate advisors each semester.
   - Distribute Lists of First and Second Majors to all academic units (Fall, Spring, Summer)

6. Coordination of Peer Academic Advisors in the Residence Halls (PAIRS) targeting students in transition to provide programming and support around transitional issues (adjusting to college academic expectations, facilitating access to academic tools/resources required of all students.

3. Benefits and Challenges with the Current Structure:
   Academic Advising & Career Services is concerned with students’ university experience. Benefits should first be considered asking the following questions:
   - How does the structure facilitate the student’s experience from recruitment through graduation and beyond?
   - How does the administrative structure impact recruitment, first-year experience, and retention, as well as staff?

   A. Benefits:
   Academic Advising & Career Services serves as a “go-to” office to field advising questions from faculty/staff advisors, provide in-service and support to develop advising programs or procedures with them.
Benefits that Facilitate Student Experience

1. Needs of Transitioning Students: The strength of the current structure allows for a central office devoted to the transitional needs of students. Around 60% of our Academic Advising student traffic consists of students who are deciding or changing majors. Without our office students would not have a central resource to meet transitional needs: major changers, GPA issues, student academic progress, and career development questions.

Many students in transition also need additional services/consultation with a number of other student services offices, most of which have been located in the Sue Follon Student Services Center in Gilchrist Hall. The common location facilitates contact with Admissions, Orientation, Financial Aid, Registrar, and Business Operations. Student “run-around” has been greatly diminished. Ease in resolving student issues among these offices has been greatly facilitated by locating them in one building.

A holistic perspective important to students in transition is facilitated by a centralized structure. Students in transition would not benefit from a narrow discipline specific perspective fostered by a decentralized structure. Concerning the university curriculum, the AACS advisors need to be generalists to be able to work with students exploring majors (50-75% of students). AACS advisors must understand the total curriculum and be in communication with academic units to remain current on over 120 majors, 112 minors, and 38 certificate programs. Our office considers advising to be:

- a comprehensive learning process addressing students from a holistic perspective
- concerned with any aspect of students’ lives that affects their academics.

Academic Advising & Career Services wants students to maximize their undergraduate experience, through curricular choices, experiential learning, and understanding the resources the University provides to facilitate their personal growth.

2. Impact on Recruitment, First Year Experience, and Retention

The current structure creates an advising support network with organized and communicated services available to students and advisors. From our perspective the focus of this network is in support of student development. (Academic development is not separate from this.)

Recruitment: The offices of Admissions, Orientation, Financial Aid, Registrar, contribute to the recruitment and initial registration of students. AACS advisors collaborate with many offices to facilitate and enhance this process:

- Orientation student staff training in academic advising
- The Registrar and Office of the Provost in managing initial course enrollment,
- Advisor in-service for freshman summer orientation advisors and selected new faculty

First-Year Experience: Although the university does not have a course devoted to FYE, our office contributes to the overall first-year experience by facilitating integrated services for transitional issues. Our office actively collaborates with staff from the
Department of Residence, Academic Services, Student Support Services, Academic Achievement, Counseling Center, Financial Aid and the Registrar to enlist their expertise in helping student resolve problems. This collaboration promotes student retention.

Retention:
Although UNI enjoys high retention compared to many institutions, we feel that it can always be better. (81.4% Students direct from high school retained after the first year; 65% six-year graduation rate) New statistics from ACT indicate a growing population of under-prepared high school students entering universities. We believe our new affiliation with Academic Affairs places us in a position to work directly with academic units to accommodate this population. Retention is a campus wide effort that engages everyone. A centralized structure for Academic Advising & Career Services, (along with Academic Services, Student Support Services, Center for Academic Achievement, as well as continued relationships with the division of Educational Student Services) would contribute greatly to new initiatives in retention efforts.

B. Challenges with the Existing Structure
a. No institutional mission and goals for academic advising
b. Transition from one major to another difficult for students
c. Lack of understanding for the resources needed to fund and staff adequate advising across campus

Needs of Transitioning Students: Students find it difficult to navigate through administrative procedures and form relationships across campus. Procedures and philosophies of advising vary across campus so students don’t know what to expect. Examples of problem processes include how to declare a major, waiting lists, even what they can expect from an advising relationship. Students are confused.

We believe we have a problem with the flow of transitioning students to colleges. Entering students are allowed to express a preference of major and receive an advisor in their department/college. Currently academic advisors in Academic Affairs report to the dean of their college or their department heads. Their discipline specific focus, while important to help students meet the demands of the major or professional area, can overwhelm beginning and transitioning students. New students who may have a tenuous attachment to the major, or experience difficulties because their choice of major was not a good one, might find themselves awash in failing grades, advised to study harder, remaining in the major until it becomes apparent that it is not possible to complete the major, then find their way to our office to scrape together possibilities for completing a UNI degree.

There is room for differences in delivery style, however, students could benefit from some efforts to standardize the flow of students to colleges, as well as basic expectations for advising across the university. Perhaps a campus-wide mission statement with both student and advisor rights and responsibilities defined. We believe that if we asked UNI students what makes the best professors as well as what makes the best advisors, we would find differences but most certainly many significant similarities. The idea that
“advising is teaching” is one that puts academic advising as part of the discussion of what makes excellence in teaching at UNI. It also connects faculty and staff advisors in Academic Affairs.

The advisors in Academic Advising & Career Services, like professors who want students to engage in the classroom, want deciding and students in transition to be active learners by participating fully in the advising experience. There is a time, place, and manner for prescriptive advising and developmental advising. Instead of simply receiving information through prescriptive advising, students are expected and encouraged to fully engage themselves in the advising relationship.

Implementing advising as teaching in some academic units, presents a problem due to unrealistic advising loads (1 advisor:up to 2000 students) This is the high end of an advising load. There is a wide inequity in advising loads across campus. Perhaps this is due to lack of funding and a common vision for academic advising at UNI.

Impact on Recruitment, First Year Experience, and Retention
The first year at the university is pivotal for retention. UNI retention efforts for first year students are currently disjointed, and generally considered the responsibility of Academic Services, Student Support Services, Center for Academic Achievement. This is because most people consider retention to be an academic preparedness issue, instead of a multifaceted issue requiring engagement from all sectors of the university. Our consideration of advising structure at UNI should be based on what structure will build in supports for first year/transitioning students to enable them to progress through the institution without encountering obstacles in learning about and securing the services they need.

Academic Advising for Athletics

1. Please describe the current administrative structure and mission of your advising unit.

Currently we have one advisor in this area which serves approximately 450 student-athletes. I dual report to the Assistant Athletic Director for Compliance (Steve Schofield) and the Director of Academic Services (Reginald Green). This type of set-up is to help ensure compliance with NCAA certification rules that the Athletic Department is required to abide by. I am housed in Academic Services because I am in close proximity to many support services that are utilized by the student-athletes. Our goal is to help ensure our student-athletes are on track to graduate and are meeting all NCAA eligibility rules regarding academics while they are at UNI. My office is also responsible for running the NCAA “CHAMPS” Life Skills program. This program focuses on the overall development of the student-athlete to help them achieve success while in college as well as beyond. Our student-athletes also play an important role in the community and my office helps to coordinate several community service and outreach programs for the Athletic Department. One other main function my office is to collect, organize and disseminate information from faculty, coaches, and students to help address concerns or relay new information to these different groups.
2. Please list or describe the tasks and actions you must do to meet the mission of your advising unit.

To meet the expectations for my area I must complete the following:

- Assist student-athletes at freshmen/transfer orientation sessions with registration
- Assist student-athletes with registration for classes
- Assist student-athletes with declaration/change of major(s)
- Assist student-athletes obtaining tutor help for classes they are having difficulty in
- Coordinate tutoring for the student-athletes
- Assist coaches with study table (if needed)
- Collect grade information from faculty specified points during the semester (midterm) as well as collect weekly updates from faculty for all student-athletes who are considered “at-risk” academically.
- Complete weekly meetings with over 60 student-athletes who are academically “at-risk”
- Coordinate with the Athletic Compliance office and the Registrar’s office to monitor eligibility per NCAA rules and contact students if there are problems
- Coordinate a CHAMPS Life Skills course for all incoming freshmen student-athletes (125 students) for the fall semester
- Partner with various groups on campus to promote speakers who fit with the CHAMPS program and advertise these programs to the athletes and coaches
- Coordinate the MVC “Just Read” program with local elementary schools
- Coordinate the Honorary Sideline Coach Program
- Coordinate Lap Computer check out for team travel
- Assist student-athletes and faculty to resolve any issues or concerns that are raised. These range from personal issues to plagiarism and usually require additional referrals and follow-up with another office on campus such as the counseling center
- Update coaches and student-athletes on new NCAA legislation regarding academic eligibility (this is done in conjunction with our Compliance Office)
- Collaborate with advisors on campus regarding student-athlete registration, major requirements, etc.
- Organize the annual Athletics Senior

3. Describe the benefits and challenges you see with the present administrative advising structure.

Benefits
The primary benefit for the current advising structure that I am involved is that I have more support and resources because I dual report. I am directly involved with both entities and I am able to better serve the needs of the student-athletes because I am connected to both the Athletic Department and Academic Services.

Challenges
The challenge to my dual reporting structure is finding the time to attend double staff meetings and to participate in other departmental activities. I think that the effort needed to do this is well worth it because I certainly see the benefits outweighing the challenges.
Please describe the current administrative structure and mission of your advising unit.

The University of Northern Iowa established the Office of Educational Opportunity Programs (EOP) to fulfill the commitment of providing quality education to financially disadvantaged and minority students. Reporting to the Provost’s Office, the EOP programs are designed and coordinated to meet students’ educational, social, and financial needs by providing supportive services that enhance the successful completion of the student’s collegiate experience. There are currently eight (8) components within EOP, of which the Center for Academic Achievement (CAA) is one. We are one of the two state-funded programs, whereas the other six (6) programs are federally-funded through the TRIO programs.

The Center for Academic Achievement provides the University community with supportive services that will enhance students’ academic achievement and persistence throughout their undergraduate years. Staffed with full-time professionals and part-time student assistants, the Center currently provides the only Writing Center and is one of the two Math Labs on campus to potentially serve the entire campus population. CAA also provides program participants study/life skills in the form of a credit-bearing class and various workshops, tutoring for classes, and advising services. The Center’s goal is to provide long-term, transferable learning skills that can be used both in and out of the classroom. Resources for faculty and staff to support student learning are also available.

Please list or describe the tasks and actions you must do to meet the mission of your advising unit.

To meet the mission of the Center’s advising unit, a broad-spectrum advising approach is provided that includes academic, financial, personal, and life issues. A combination of developmental, prescriptive, and intrusive advising theories are implemented. Many CAA advisees enter the program through the University’s Jump Start Program, a collaborative effort from Academic Affairs and Educational and Student Services to acquaint new students with UNI in the Fall semester. This five-day orientation program is ethnically diverse and students are required to participate as advisees in either the Center for Academic Achievement or Student Support Services Program.

Other advisees enter our program via faculty or staff referral, student recommendation, admission requirements, etc. Students tend to be ethnically diverse, experiencing academic difficulty, and/or transfer students. These populations are not typically served in such a cohesive manner by other programs in the University system. Advising appointments can vary from one to many topics in one session – all depending upon the needs of the student. New students are scheduled for more frequent and regular advising appointments in an effort to establish a sense of connection and trust with faculty and staff. Returning students may see their CAA advisors this often or less frequently depending on their needs and interest. By the time students have declared a major, they are encouraged to work closely with their major advisor. However, major advising across campus varies among colleges and departments. CAA advisors assist students
with issues major advisors can’t or won’t advise, i.e., liberal arts core requirements, financial aid, future career and life possibilities, tutors, other academic experiences, etc.

Mid-term evaluations are prepared and sent to all advisees’ professors each semester. Individual meetings are scheduled for advisees to discuss the mid-terms and determine the course of action the rest of the semester. If needed, additional academic help is referred or found for the student to improve the grades. The student is also given financial and academic information on the consequences of dropping classes. The goal is to empower the student to make an informed decision based on their current circumstance.

Weekly e-mail notifications are sent to CAA advisees informing them of academic deadlines, resources, study tips, announcements, etc.

Describe the benefits and challenges you see with the present administrative advising structure.

Benefits
For CAA, the benefit of the present administrative advising structure is that we are able to monitor our students for the entire duration of their undergraduate tenure. Files are maintained that document contact made with the student via an appointment, e-mail, phone call, mail, etc. The personal connection made with students throughout their undergraduate career is a rewarding experience for both advisor and advisee.

Challenges
A challenge of the present administrative advising structure is that even though there are various colleges/departments/areas that perform academic advising functions, there is no common thread that weaves us together to maintain a separate but united academic advising process. Lack of communication among the various advising groups presents challenges in effectively advising students. There used to be an Academic Advising Council that brought the different advising entities together approximately 4-6 times per year, but the direction of that committee was dominated by Academic Advising staff and this year the name changed and there were only two meetings.
Appendix 5: Qualitative Questions Posed to Staff from the Academic Major Units

1. Please describe the current administrative structure and mission of your advising unit.

2. Please list or describe the tasks and actions you must do to meet the mission of your advising unit.

3. Describe the benefits and challenges you see with the present administrative advising structure.

Proposed Reorganization Structure #1
The Director of the Student Support Services Unit to report to the person who is now Director of Academic Advising and Career Services since that person will most likely be made an Assistant Vice President for Academic Affairs and will report directly to the Provost.

1. What do you see as the benefits resulting from this specific restructuring/reorganization?

2. What do you see as the issues resulting from this specific restructuring/reorganization?

Proposed Reorganization Structure #2
The Student Services Director reporting to the Associate Provost

1. What do you see as the benefits resulting from this restructuring/reorganization?

2. What do you see as the issues resulting from this restructuring?

Additional Comments

1. If you were to propose a restructuring/reorganization of the University advising units, what might that be?

2. Any additional input regarding other ideas for the best new structure and why?
Appendix 6: Descriptions of Current Advising Practices in Academic Major Units

1. Please describe the current administrative structure and mission of your advising unit.

College of Business Administration
All undergraduate business majors, freshmen – seniors are advised by CBA faculty and professional advising staff who reside and work together in the Curris Business Building to provide advising services to 2700 business majors. This is about 25% of the majors on campus.

The staff in the CBA advising office provides advising support for both students and faculty. Whereas the faculty provides more of a mentoring role to CBA students, the small professional advising staff provides the bulk of technical advising for all students in the business college. The professional advisors directly report to the CBA Dean and Associate Dean of the College of Business Administration. The advising staff includes:

- One full-time Coordinator of CBA Undergraduate Programs who directs the advising office, advises business majors, and performs many administrative functions for the Dean and Associate Dean
- One full-time Coordinator of Minority and Student Diversity Programs whose main job is to recruit, advise and retain minority students in the CBA (120)
- One half-time professional advisor who advises students as well as supports and aids the coordinator
- Five-six work-study students who perform the required secretarial functions of the CBA advising office

In addition to the above named staff, the University’s centralized Academic Advising and Career Services unit has assigned one career service advisor to spend approximately 70 – 75% of her time in the CBA advising office. This advisor meets with CBA students to provide career service advice relating to co-op/internships, resume writing, job searching, interviewing, etc. The career service advisor reports to the Director of Academic Advising and Career Services. This arrangement works and would be a good model to follow by having a designated centralized academic advisor housed in the CBA.

The CBA mission includes the following:

“Our College is characterized by a learner-centered approach to education, considerable student-teacher interaction, a varied and relevant curriculum, state-of-the-art facilities, experiential learning, and high academic standards. Our faculty and staff are committed to student development, scholarly activity, and sharing of expertise through service to others.”

The CBA is dedicated to the development of business professionals. We recruit students with good work ethic, provide them with a sound business education, which includes practice as well as theory, and in addition, help them develop the contemporary professional business skills necessary for success in the corporate world. These three components work together to make up a UNI business professional – good work ethic, sound business education, and contemporary professional business skills. Our role as CBA advisors, faculty and administrators is to teach, promote and directly support students as they develop professionally.
College of Education

Supervisor: Advisors report directly to Associate Dean for the College of Education.

The College of Education Advising Center (COEAC) is housed under the Office of the Dean of the College of Education. The advising staff reports directly to the Associate Dean of the College of Education. Members of the advising staff are evaluated by the Associate Dean and accountable to both the Associate Dean and the Dean. COEAC Advisors work closely with Deans, administrative Department Heads and faculty to ensure that the mission, objectives and goals of advising are aligned with those of the College of Education, Teacher Education and the Department of Curriculum and Instruction. We strive for consistency in philosophy, language and action when communicating policy and procedures to students. The advising process is not accomplished apart from the curriculum, but rather, in concert with it. The focus of advising scaffolds student learning and supports faculty in their mission to Educate for Reflective Practice by emphasizing learning, studying, curriculum, interaction with faculty and professional dispositions. For the above reasons, the present reporting/organizational structure works to the benefit of all: students, faculty and staff.

Additionally, it should be noted that advisors are impacted by the goals and objectives of other administrative structures on campus. For example, one of the central goals of our President is to step-up recruitment efforts in order to increase enrollment. Another example involves the Office of Admissions and their objectives as they relate to new student programming. Just these two examples alone have had a major impact on events scheduled in the University calendar. Work assignments connected to the goals and objectives of other administrative campus structures often filter down to advisors through the Dean, Associate Dean or Department Heads and Advisors are held accountable for their involvement, organization, preparedness, etc. with these assignments as they arise.

School of Health, Physical Education, and Leisure Studies

Housed within the College of Education, I believe the School of Health, Physical Education and Leisure Services (HPELS) is one of only two schools on campus (HPELS and the School of Music.) Within the School of HPELS are four divisions: Athletic Training, Physical Education, Leisure Services and Health Promotion. I work as a professional advisor for all four of these programs in the School of HPELS. (All four of our programs are physically housed within the Wellness and Recreation Services Building.)

The mission of the School of HPELS is to educate professionals who will serve both in school and non-school settings, as well as be committed to providing service in their communities. Our goal is also to enhance an individual’s well-being through the promotion of physical, mental and social development (wellness) by providing programs and leadership opportunities within each of our four divisions. We believe strongly in the benefits of service learning.
Because HPELS is a School, we have our own administrative structure. Under this structure, I report directly to the School’s Director, Dr. Edginton. I work alone as the Undergraduate Advising Coordinator to approximately 850 majors, plus several hundred minors. My position is 87% time. I do not have a secretary. The remainder of our administrative team consists of: the Assistant Director, four division coordinators, our Personal Wellness (a course in our liberal arts program) Coordinator, and our office coordinator. Each year, I meet with my Director to determine the following year’s goals and objectives. These goals and objectives are then updated throughout the year to reflect the needs of each division.

Outside of my School, I believe I am also impacted by a variety of other administrative structures on campus. Over the past year, we as professional advisors, have been involved with a variety of new programs (UNI Up Close, Preview Day, etc). Although we are not involved directly in the planning of such events, we do coordinate the services on our end of things, and are evaluated on our efforts. For example, UNI Up Close was an event designed to encourage incoming freshmen to visit our campus with their families to learn more about our programs. Approximately 1100 people attended this event, with 20% of them attending a session in my School. One of the difficulties I encountered was not being able to get up-to-date information that I needed to assist in the planning for this event (i.e. the number of students who would be visiting) which made it very difficult to plan for rooms, campus tours, etc. The communication was just not there with our Educational Student Services unit.

College of Humanities and Fine Arts

There are eight departments within the College of Humanities and Fine Arts (CHFA): Art, Music, and Theatre in the Fine Arts and, in the Humanities, Communication Studies, Communicative Disorders, English, Modern Languages, and Philosophy and Religion. Undergraduate majors in each department are advised by its faculty who may also advise graduate students in those departments with graduate programs.

In two departments, Communication Studies and English, majors and minors receive academic advising from a central office, though in Communication Studies, faculty in distinct areas such as Communication Studies-Teaching, Public Relations, and Electronic Media also advise their own majors. Within other CHFA departments, while some assign all prospective majors to one or two advisors, declared majors are generally distributed to appropriate faculty members within the department according to their specific major or emphasis (for example, a performance or studio area, a particular language, or teacher education).

Academic advising of majors within CHFA departments seeks to assist students with academic program planning as this relates to successful and timely completion of their BA degrees, to exploration of vocational goals and possibilities, and to preparation for graduate or professional programs and opportunities. Departmental advising of CHFA majors also helps individual students to identify and develop their distinctive interests and abilities through our academic programs. And advisors consult and collaborate with other student support units to assist students with a wide array of opportunities and concerns (for example, internship placements, financial aid eligibility, learning skills, medical issues that affect coursework, academic standing).
College of Natural Sciences

Advising within the College of Natural Sciences is handled at the departmental level. Two departments employ staff members that have advising as all or part of their responsibilities, while the others have faculty assigned to freshman advising, transfer advising, or general advising.

The mission of all our advisors is to provide students with the support and counsel needed for them to make wise decisions on the courses and programs they take, to help them deal with the mechanics of registration, and to meet the requirements of the programs so that the students can successfully graduate.

Biology employs a staff person whose responsibility is advising its 500+ majors.

Industrial Technology has a staff person whose responsibilities include recruitment of students, initial advising for entering students, and dealing with technical questions regarding student requests and university requirements.

In the other departments, students are assigned to faculty advisors. The advisors routinely seek counsel from the University advising centers, as appropriate, whether from the College of Education, the College of Business Administration, or Academic Advising and Career Services.

Chemistry and Biochemistry

The Chemistry and Biochemistry department uses faculty advising. Summer orientation is usually handled by Dr. Shoshanna Coon and/or me. I assign new majors to a specific faculty advisor. Some faculty members handle specific majors within our department. For example, all the Chemistry-Marketing majors (862) are advised by Dr. Jeff Elbert. All the Chemistry-Teaching majors are advised by Dr. Dawn Del Carlo. Dr. Nancy Simet does advising for Allen students. Many of the pre-med students are advised by Dr. Ira Simet or myself.

These faculty members "specialize" in handling the issues and needs for students in those program or interest areas. They may also have other advisees not in those areas. Our other students are advised by the rest of our faculty.

We believe that in being assigned a faculty advisor from the moment a student becomes a major in our department helps us know them better and, therefore, the advisor can provide more useful information (beyond what courses to take) and help students to consider opportunities and think through their needs and goals with greater clarity and effectiveness. The result is an excellent retention of students to our major and our students are successful in developing clear career goals that they accomplish after graduating.
College of Social and Behavioral Sciences

Structure: The College of Social and Behavioral Sciences (CSBS) is comprised of 6 departments: History, Political Science, Geography, Psychology, Sociology/Criminology & Anthropology, Social Work and Design, Textile, Gerontology and Family Studies who each has a department head who reports directly to the Dean (Julia Wallace) of CSBS. The Social Science major advisor is not attached to a department and reports directly to the Dean. Each department is responsible for their own advising and assigns students to each faculty member based on several factors: experience, program expertise and equality of numbers. All faculty members have advisees assigned to them but varies based on number of students in major. There a couple of specialized areas which see all those declared majors no matter how many are declared: Social Science and History Education, Design, Social Work, and others.

Mission: Provide students a mentoring relationship that develops over time to help students with:
- Resources for academic and non-academic needs
- Information for a choice of major, minor and certificates.
- Which classes to take
- Path to graduation
- Graduate programs
- Resource for current opportunities and trends in the field.

2. Please list or describe the tasks and actions you must do to meet the mission of your advising unit.

College of Business Administration

- Advise all pre-business undecided students (150 – 300) as well as CBA minors (350) and certificate students
- Provide additional assistance and guidance to CBA minority students
- Advise and teach all business majors how to understand the logic of their curriculum and be able to use the curriculum to meet their educational and professional goals
- Arrange and coordinate 2+2 transfer programs with international schools
- Work with CBA academic departments to schedule CBA classes each semester and direct CBA course registration for all students
- Provide technical advising information for all business majors such as:
  - reading and interpreting a degree audit and advisement report,
  - developing an individualized plan of study,
  - understanding the CBA prerequisite structure
  - meeting CBA admission, retention and graduation standards
  - assisting students with registration and class scheduling
  - assisting students with other issues relating to their academic success and professional development
- Administer the CBA Admission Policy
  - Directly and conditionally admit students to the CBA
Process contracts for conditionally admitted students
- Conduct orientation programs and provide registration/scheduling information to all new business majors, freshmen and transfers
- Serve as a liaison between the CBA and
  - other offices on campus
  - community colleges
  - international programs
  - minority programs
- Provide information and reports to faculty, administration and other staff relating to students and/or CBA matters, AACSB standards, and campus wide initiatives
- Serve on University committees and attend meetings with other advisors to enhance communication among other colleges and departments on campus
- Make 30 - 40 presentations annually to groups of high school students and their parents for the UNI Admissions Office regarding CBA academic programs
- Edit and publish CBA registration, curricular materials and information to aid in professional development
- Maintain all CBA announcements and electronically send announcements each week to all CBA majors/minors
- Read and study current advising literature to keep abreast of new ideas
- Implement more efficient methods to facilitate CBA and university advising processes
- Work closely with the CBA record analyst in the Registrar’s Office regarding grade analyses, student requests, and graduation checks.
- Attend conferences and workshops
- Provide career information regarding internships, co-ops, full-time employment, resume writing, interview techniques, and proper business attire.
- Collaborate with alumni and business professionals at the local, state, and national level to educate students regarding contemporary business practices

College of Education

**Primary Function:** Responsible for advising all students majoring in Elementary Education and Early Childhood Education; confers with individual students concerning University’s Teacher Education Program, course requirements, registration, and other procedures; organizes and coordinates presentation of new major and transfer student orientation sessions as well as prospective student/parent visitation and preview sessions; reviews and evaluates course credits of students; aids advisees in developing and monitoring plans of study; and establishes and maintains student in-take records; manages enrollment for courses in the Department of Curriculum and Instruction as well as professional licensure courses in the Department of Educational Psychology and Foundations; develops, coordinates and executes most programs and functions of the COEAC; and performs all clerical aspects/duties involved in the above functions.

**Percentage Of Time:** Characteristic Duties and Responsibilities:
(The following duties overlap and, therefore, do not add up to 100%)  

50% 1. Advises all students majoring in Elementary Education and Early Childhood Education; meets with prospective and declared education majors, second bachelor degree students, and added certification students concerning the University’s Teacher Education Program; advises as to professional education core and course requirements; responds to student inquiries concerning course and grade point requirements, registration procedures, Praxis I (PPST) and Praxis II; revises schedules for students who have achieved minimum required grade point; and assists current and new transfer students with program planning and revisions.

25% 2. Instructs University courses as assigned by the Associate Dean/Department Head(s) in the College of Education.

10% 3. Organizes and coordinates presentations for new major orientation and transfer student orientation sessions; updates and arranges for printing of session materials; advises session participants as to major/minor degree requirements, sequence of course enrollment, CLEP credit, registration policies and procedures, and student teaching schedules; familiarizes students with student services, state licensure, and University course requirements; reviews related matters concerning education program offerings and requirements; and participates in activities related to community colleges and reach programs through the Admissions Office.

20% 4. Confers with individual students concerning registration procedures, course selection, and class schedules; ensures recognition of course prerequisites and progress toward degree and certification; counsels students relative to grade point deficiencies (i.e. proper course sequence, repeat courses, alternative courses of study); encourages students to attend scheduled group informational meetings and/or arrange individual advising appointments. Regularly communicates (electronically/phone/mail/face-to-face meetings) with faculty, staff, students, prospective students and parents.

10% 5. Reviews and evaluates course credits of students pursuing majors in one of the education degree components; consults with appropriate Record Analysts concerning progress of individual students, degree credits, and advisement report information; aids students in the development and monitoring of their Plan of Study; responds to student inquiries and concerns relative to their academic and career goals, class scheduling, special requirements of programs, courses required for coaching endorsement, Summer Session class offerings, etc.; and advises as to course offerings limited to Fall or Spring semesters and evening classes.

10% 6. Directs and assists in the establishment and maintenance of student in-take file records (i.e. Declaration of Curriculum form, plan of study,
grade reports, advising notes); updates file records in accordance with student progress, and advising session data; trains and directs peer advisors; prepares special and scheduled reports, surveys and studies; and performs general administrative support duties as directed; assists the Associate Dean, Department Heads or Faculty to troubleshoot problems or concerns involving specific students and/or the COEAC.

20% 7. Works under the direction of Deans, Administrative Department Heads, Faculty and the Office of the Registrar regarding the multiple aspects of enrollment management including maintaining appropriate optimum, maximum and room capacity numbers in Curriculum and Instruction courses on the University mainframe during registration and enrollment periods; responds to administrative or faculty requests regarding the maintenance/circumstances of specific courses; and responds and/or prepares information for faculty regarding enrollment, the history of enrollment and the projection of student numbers as it relates to the determination of course sections, scheduling and offerings for upcoming semesters.

10% 8. Develops innovative approaches/practices for managing large advising case loads. Prepares materials, schedules rooms and presents information to large groups of student advisees in order to disseminate general and pertinent information regarding Teacher Education, plans of study, reading student degree audits, registration procedures, etc. Works with the appropriate Clerks in the Office of the Registrar and ITTC to establish listservs in order to effectively distribute information to advisees in a timely fashion as needed.

Additional 9. Professional Activities and Contributions: Service work on committees and professional organizations; development of program materials; professional writing and publications.

School of Health, Physical Education, and Leisure Studies

In HPELS we follow a dual method of advising, which utilizes both the services offered by a professional advisor and our faculty. Upon either officially being admitted into a program and/or declaring a major, students are assigned to a faculty advisor. There are about 850 majors at this time.

Under our current system, I work very closely with the faculty. In our School, faculty advisors provide students with mentoring opportunities and content information. My role as a professional advisor is to remain abreast of curriculum changes so that I may provide detail on our majors, minors and certificate programs, assist with long-term planning, update students on service-learning opportunities and provide guidance regarding course sequencing. Communication between the professional advisor (myself) and the four divisions is excellent, because of where I am physically located, and I participate in discussions involving curriculum changes, planning and execution of goals and objectives,
addressing student concerns, and dissemination of advising information. I must also remain abreast of regulations/standards and how our students are impacted (i.e. National Association of Athletic Trainers, National Council for Therapeutic Recreation Certification, Council for Teacher Education, etc.)

My goals are accomplished through a variety of methods, depending on the needs/standards of each program. Let me break down the advising tasks by program:

**Athletic Training** –

*Note: Students in this program are tentatively accepted as “prospective,” meaning that they are intending to formally apply for admission to the program. Until that time, they are assigned to me.*

- Individual advising appointments
- Parents weekend – the students are divided by year and must attend an advising session
- Registration – I handle the registration for these students during the fall and spring semesters
- Peer mentoring – I serve as a contact person for this program.
- Advising holds – all prospective majors have advising holds. To have them removed, they must visit with me first.
- Electronic newsletter – I send out a weekly newsletter to all majors once a week with information about full- and part-time job openings, upcoming conferences, info on the student club, advising notes, and volunteer opportunities.
- Major worksheets – I maintain all information related to the major requirements.
- Pre-Physical Therapy – developed and maintained advising materials

**Leisure, Youth and Human Services (LYHS)** –

*Note: I am assigned to work with all “prospective” students. They remain assigned to me until they are formally admitted into the program.*

- Admission applications – I review all applications for the students who are applying for admission into the program. We have two admission deadlines: October 15 and March 15.
- Prospective student meeting – all students who have applied for admission must attend this mandatory meeting. Students who do not attend are not allowed to register for major classes until after everyone else has on campus. I monitor this process.
- 430:010 – Intro to Leisure Services. I visit with everyone in this class several times each semester to disseminate program information, review application requirements, and hold a session on resume writing.
- Advising holds – all prospective majors have advising holds. To have them removed, they must visit with me first.
- Academic probation – Each semester, I check each student’s academic performance. Those students who receive lower than a C in a class or whose major GPA dips below a 2.5 are placed on academic probation. I sent out letters to these students each semester and then monitor their progress thereafter.
- 430:188 – Student Leadership Practicum. This is a class that I teach to train our peer advisors. We meet every week for 2 hours. Outside of class, the peers and I
coordinate the fall Agency Awareness Day, fall and spring poster sessions for our graduating seniors, the Spring Banquet, advising for prospective students, staff the office, attend the Majors Fair, and other service projects.

- Accreditation team visit – meet with the accreditation team to discuss advising services/peer advising program
- Electronic newsletter – I send out a weekly newsletter to all LYHS majors once a week with information about full- and part-time job openings, upcoming conferences, info on our student clubs, advising notes, and volunteer opportunities. I serve as the point of contact for each of the four student clubs.
- Faculty meetings – I attend all faculty meetings which are held twice each month.
- LYHS retreat – each semester, I attend an all day retreat with the faculty.
- Major, minor and certificate program worksheets – update these yearly

Health Promotion & Education -
Note: I am assigned to work with all “prospective” students. They remain assigned to me until they formally declare their major. To declare, students must have a 2.5 gpa and sophomore standing.

- Advising holds – all prospective majors have advising holds. To have them removed, they must visit with me first.
- Electronic newsletter – I send out a weekly newsletter to all majors once a week with information about full- and part-time job openings, upcoming conferences, info on our student clubs, advising notes, and volunteer opportunities.
- Faculty meetings – I attend all faculty meetings which are held sporadically throughout the semester.
- Club COACH – I have been participating in this group’s monthly meetings to help them get this new club going.
- Major, minor and certificate program worksheets – update these yearly
- Back-to-School Picnic/Socials – attend as many as I can

Physical Education –
Note: I am assigned to work with all “prospective” students. They remain assigned to me until they formally declare their major.

- Major meetings – I hold group advising meetings throughout the semester to work with our PE Teaching majors and our Movement and Exercise Science majors. With the teaching majors, I focus on reviewing requirements for admission to Teacher Ed specifically and with our Movement & Exercise Science majors, I focus on choosing a concentration area within the major. Both groups receive information on long-range planning and other online tools, such as reading degree audits, using MyUniverse, etc.
- 420:186 – Studies in Physical Education: Careers and Professional Development. I have co-taught this class, along with a faculty member, for the past few semesters. My contribution to the course is on providing career related info to the students—resume writing, preparing for the job search, utilizing the internet to look for jobs, writing an effective cover letter, etc. Two sections of this course has been offered each semester—20 students per section.
• Advising holds – all prospective majors have advising holds. To have them removed, they must visit with me first.
• Electronic newsletter – I send out a weekly newsletter to all majors once a week with information about full- and part-time job openings, upcoming conferences, info on our student clubs, advising notes, and volunteer opportunities.
• Faculty meetings – I attend all faculty meetings which are held twice each month.
• PE Club – attended a number of meetings to provide input to the group
• Pre-Physical Therapy – developed and maintained advising materials
• Major, minor and certificate program worksheets – update these yearly
• Assisted in coordinating the Chicago trip to see the Body Worlds 2 exhibit

General HPELS activities:
• Strategic planning - attend coordinators’ meeting weekly for 2 hours
• Enrollment management – monitor class sizes; provide the Director with monthly enrollment figures
• Recruitment activities – staff the following: Preview Days – Fall 2006 (13) and Spring 2007 (7), UNI Up Close, Exploring Majors Fair, Transfer Day at Hawkeye Community College, Autumnatic Wellness Fair.
• Professional development - attend campus wide advising meetings – once per month
• HPELS website – responsible for monitoring and providing current program material.
• HPELS brochure – worked with Public Relations to develop this.
• Orientation – staff new student registration, freshmen orientation, transfer orientation
• Camp & Rec Fair – assisted in the coordination of this fair
• Contribute to the annual report

College of Humanities and Fine Arts

• hold conferences with advisees for program planning (for degree completion and vocational or graduate/professional school preparation), course selection and sequencing, scheduling of courses, prerequisite approvals, and analysis of transfer credit (mainly during advanced registration periods and also at other times)
• meet with current and prospective students interested in our majors and minors and discuss program requirements and vocational possibilities
• conduct group advising meetings for declaration of major and application for student teaching
• assist students as needed with various concerns ranging from internships to financial aid eligibility to late withdrawal from courses for medical considerations
• as needed, consult with (and/or refer students to) other offices including Academic Advising and Career Services, Admissions, Cooperative Education, New Student Orientation, Student Support Services, International Services, the Records Analysts in the Office of the Registrar, Financial Aid, Teacher Education, and Student Teaching
• prepare and maintain advising materials including statements of program requirements and on-line sample plans of study
• prepare and distribute to majors announcements of advising activities, deadlines, and information related to students’ academic programs

College of Natural Sciences

As Dean, what I must do is provide adequate resources to the departments so that they can carry out their advising function for students.

As a transfer advisor myself for the Department of Mathematics, I must
• remain informed of University requirements,
• remain informed of scholarship, internship, and work-experience opportunities,
• remain informed of industry, business, and education needs of the state, region, nation, and world as they impact what my students should know or think about during their time with us,
• pass on information to the students about the topics mentioned above (at one time, this was accomplished by forwarding a newsletter from AACS),
• invite the students to talk with me concerning their schedules,
• visit with them about their work this semester, their plans for the future, their plans for next semester and for the remainder of their time at UNI,
• use my experience at UNI to suggest ways that they can overcome any perceived obstacles with scheduling, classes, or their experience at UNI in general,
• suggest their involvement in campus extracurricular activities,
• cheer for them as they proceed through their time at UNI and beyond.

College of Social and Behavioral Sciences

• Require all freshmen & some majors to meet with their advisor before registration thus developing the mentoring relationships.
• Faculty has posted office hours for face to face advising along with e-mail dialogue including weekly advising notes.
• Provide students with information on the college or department website.
• Faculty and staff run new student orientation, major meetings and major fairs.

3. Describe the benefits and challenges you see with the present administrative advising structure.
College of Business Administration

Benefits
The present administrative structure and office location for CBA professional advisors works great for them because:

- It fosters a good working relationship with CBA faculty whereby the advisors are able to meet frequently with faculty, be present at faculty council meetings when curriculum changes are discussed, and understand the ideas and professional skills faculty want their students to learn and develop
- CBA students are better served by informed advisors who provide advice relating to faculty intentions
- The CBA advisors have established credibility with CBA faculty and a trusting relationship has developed between professional advisors and faculty
- When changes need to be made in the CBA advising process to better serve students, CBA administrators, faculty and professional advising staff work as a team to initiate positive change
- Being able to house a professional career service advisor in the business advising office has been of great benefit to students, because they are able to schedule appointments and receive career service advice without leaving the building where they spend most of their time. Even though the career service advisor does not report directly to the dean, her mere presence and forming of close relationships with faculty and staff in the Curris Business Building has done wonders for assisting us in meeting the final piece of our CBA mission – helping students develop their contemporary professional skills.

Challenges
- There have not been enough resources to provide additional professional CBA advising staff to meet the escalating advising needs of all CBA students

- Since advising resources have previously been spread across two divisions, (i.e. college advisors have been housed in the division of Academic Affairs and centralized advisors housed in Educational and Student Affairs), the uneven distribution of advising resources hasn’t been readily transparent to the college deans. For example:
  - Currently four full-time centralized professional staff are advising less than 500 undecided students
  - Whereas, 1 – 1½ professional advisors presently assigned to colleges are expected to serve a much larger advising load (i.e. CBA has 1 ½ professional advisors serving the needs of 2700 majors and 350 minors)
  - When resources have become scarce, the college deans have cut professional advisor lines from colleges expecting the centralized University advising office to pick up the advising slack for their majors. However, the advisors in the centralized office are unable
to help because they do not advise majors. They focus only on undecided students and do not know the details of major programs. Some deans think we should be more efficient in the use of our campus wide advising resources.

- There has been some redundancy of services and information provided by the centralized academic advising office that presently exist in the colleges

- There is a disconnectedness and lack of adequate communication with the centralized advising office and the colleges when planning and implementing advising activities

- In an effort to maintain consistency across colleges, the centralized advising office, without notification or consultation, sends out advising information and instructions to all students and faculty that causes confusion with some of the established advising processes developed in the colleges

College of Education

Benefits:
At the Department level, I am quite satisfied with the present administrative advising structure for the COEAC. It is cohesive and student-oriented. Faculty and staff function as a team in a relationship of trust. Communication is ongoing. Advisors work closely with faculty, Deans and Department Heads to stay current on changes in the curriculum. Advisors get involved in projects at the Department level. There is a strong sense of connectedness which enhances the advising process. As problems, needs, concerns or changes arise, they can be handled immediately because everyone is working closely together for the benefit of students and to maintain the quality of programs provided.

Challenges:
At the Department level, challenges revolve around lack of resources. COEAC advisors manage over 1,800 advisees and handle the enrollment management for the Department of Curriculum and Instruction and Teacher Education courses without the aid of clerical assistance. Additionally, one advisor carries a partial teaching load.

From a campus-wide standpoint, there are challenges involving collaboration between Educational Student Services (ESS) and Academic Affairs as it relates to the University calendar of events. Often, changes or additions occur with little advance notice. Lack of communication, poor communication or last minute communication seems to be an ongoing issue. For example, ESS coordinated a campus-wide event for prospective students; Departments (faculty, staff and advisors) were assigned the task of hosting students and families for one day. Communication was a struggle which made planning difficult. ESS coordinators seemed unable to get a handle on the number of visitors and the distribution of those numbers to the various colleges until just a few days before the event was to occur. Plans, with regard to the flow of events and the transition between activities, also remained unclear up to the day of the event. Departments struggled to
plan for an appropriate room size and appropriate numbers of materials without knowing exactly
the number of students and families involved. Faculty and staff used cell phones to alert each
other to last minute changes that were not clearly communicated by ESS coordinators before this
event. Later, it was discovered that some key administrators failed to receive any information
and were left out all together.

ESS organizes and hosts many new student events throughout the course of the year.
Departmental advisors are obliged to work at those events, but ESS dictates agenda and
procedure. At times, the agenda or procedures have presented issues of concern for departmental
advisors. Although ESS sometimes extends the professional courtesy of allowing departmental
advisors to voice their concerns, change or compromise does not necessarily follow. There seems
to be a parallel in philosophies and goals between the ESS and Academic Affairs structures.
Ultimately, advisors have had to accommodate ESS. It is worth noting that advisors spend
considerable time away from their departmental offices in service to ESS; yet, salary is paid
through the departments. ESS is drawing extensively from both labor and resources at the
department level. It seems that, under those circumstances, ESS should be more accountable to
Academic Affairs. Instead, ESS seems to be in the position to dictate which results in a sense of
disconnectedness between the two structures. There is a separateness with some costly outcomes
in terms of duplication of materials, redundancy in information and conflicting information—all
of which contributes to student confusion. Another layer to this issue, involves the centralized
advising office—Academic Advising and Career Services. The four advisors in that office work
extensively within ESS and respond to that administrative structure. Because the goals and
philosophies of the ESS and Academic Affairs structures are disconnected, it stands to reason
that advisors who are evaluated and accountable to administrators within these two structures are
going to find that they are at odds when trying to work together. Frustration seems unavoidable
when the goals and expectations are different.

School of Health, Physical Education, and Leisure Studies

Benefits

The current administrative structure I am under in HPELS works well for me. I like our
current dual system of advising (faculty + me) because it gets the faculty involved in the
advising process. However, having said this, I still find that students seek me out in
addition to meeting with their assigned faculty advisor. I see my role as being very
technical; that is, I can provide students with information on available majors, minors and
certificate programs, I can assist them with long-term planning, etc. whereas the faculty’s
role is more of a mentoring relationship. The faculty are there to work with the students
to further develop them as professionals.

Because I am housed in the Wellness and Recreation Center, I am available to see
students as needed. I can also easily interact with the faculty, both to answer any
questions they may have about advising, to keep abreast of curriculum changes, etc. I
cannot imagine doing my job from any other location nor can I imagine doing my job
without being an expert on our curriculum (so to speak).
Challenges

Challenges?  Yes, there are numerous challenges.  I would like to identify what I would consider to be our five challenges on campus:

✓ Resources – staff, salaries, # students, time/effort.  Of course, we all want more than we currently have, which I do not think is going to happen in these tight budget times.  I do, however, feel that the current resources could be better distributed.  Under our current model, there are advisors serving large numbers of students (CBA-2700-with 1 ½ advisors, COE-2600-with 1 full-time, 1 three-quarter advisor, and 1 87% time advisor).  In contrast, we have four full-time advisors in our centralized advising office (plus 6 hall coordinators) who work with less than 500 deciding students.  Plus, they have secretarial help as well.  In our Career Services area, I think I counted 8 professional staff.  This is a good example of how disproportionately our current resources are being allocated.  This particular problem, as it relates to Academic Advising & Career Services, I blame on the lack of leadership there.

✓ Redundancy – I see a lot of services on campus that are redundant.

- Example #1 – I believe that under the current leadership of their director many of the current services being provided by our centralized advising office are redundant.  Examples include printed materials on majors, career information, etc.  When students visit our centralized advising office and express an interest in one of my majors, the advisors there will sit down with the student and map out their schedules with them.  What I would prefer to have happen is that they would immediately refer the student to my office.  There is no need for our centralized advising office to have materials on the programs that I work with; I see this as being redundant.  My materials are always the most up-to-date because of my close connection with the curriculum.

- Example #2 – the Educational Student Services Summer Orientation Program is out-of-date.  Our students receive a student handbook at orientation that has information that can be found in the schedule booklet, college catalog, and/or online.  To me, printing these materials is redundant; I think the resources could be better spent by providing each student with a schedule booklet, a catalog and training on online resources.

- Example #3 – the School of HPELS uses their faculty to coordinate student’s internships.  This is a duplication of the services provided by our Career Services folks.

- Example #4 – the School of HPELS offers its own fairs—Agency Awareness Day, for example.  This is redundant because our Career Services folks offer fairs as well.
- Major meetings – Academic Advising coordinates major meetings, which are scheduled during the middle of registration, after I have already held a number of advising for my students. Redundant.

Confusion – both staff and students are confused. The students do not know where to go. Quite often, the information they receive can be confusing, particularly for the students currently labeled as “prospective” in my programs. Because they are listed as prospective, they receive information from several sources: me, Academic Advising, the Registrar’s Office, etc. so they don’t know who to turn to for advising.

In addition, if one of my students does visit Academic Advising, the advisors will sit down to work with them, often providing them with information that is out-of-date. Then when the student visits with me, we have to make changes to their schedule and/or long-term plan, thus creating significant confusion for the student.

In many ways, I think the staff is confused also. Because there is one advisor from Academic Advising and one career counselor who have been assigned to work for the College of Education, I think the faculty assume I am receiving help from these offices. In reality, I cannot think of one example as to how they help me in my everyday efforts. How frustrating! What I need from them is for them to have a physical presence in my building.

Communication – I think our Academic Advising Office has tried to improve communication over the last year with HPELS; however, I don’t have too much to discuss with them. I view their referrals as a one-way street quite honestly; that is, they refer students to me and I do not have any opportunities to refer students to them. When a student is interested in changing their major to something outside of my School, I bypass our Academic Advising Office and send them straight to that department.

Disconnectedness – In many cases, we have had a situation of what I could call “the tail wagging the dog.” As professional advisors on campus, I would guess that we work with 95% of the total student body; however, there are a number of actions that occur without our knowledge. For example, a committee was recently assembled to address some retention issues. Not a single professional advisor participates on this committee and yet we work with the majority of the students.

Let me provide another example—the advising calendar/events, assembled by the Educational Student Services staff, does not meet the needs of professional advisors. The dates are not convenient/do not work for the advisors/students. Example—orientation held on the day
before classes start. Although we have provided feedback on these issues, we have never felt like anyone is actually listening to us. This causes great stress.

Another example—Preview UNI—scheduled by our Admissions Office. It has become quite difficult, not only to find the time to staff these events, but to switch from advising students to recruiting potential high school seniors. In addition, the dates/times are not convenient to professional advisors, particularly during registration. For those of us who work alone, we feel conflicted between serving current students and recruiting potential new ones.

College of Humanities and Fine Arts

Survey of faculty advisors in CHFA departments establishes that there is strong and unqualified support for departmental advising of majors: advising done by a professional in the field of each student’s major insures knowledgeable guidance, counsel, and support. This said, different benefits result from “centralized” and “distributed” departmental advising of majors.

In departments with a “centralized” advising office and one advisor with primary responsibility for advising the department’s majors, advising assistance may be more accessible and there may be greater consistency (for example, in applying academic regulations and interpreting program requirements). Further, when advising responsibilities are a major assignment for a “central” advisor, that advisor likely becomes more knowledgeable about the many different needs and issues that advisees present and also more knowledgeable about the wide range of helpful university resources.

In departments with major advising “distributed” among departmental faculty, students benefit from advising assistance from a faculty member with expertise in the student’s specific emphasis (a particular language or studio or performance area). Further, faculty members become better acquainted with both their students and the requirements of the programs in which their students are enrolled. Yet it may happen that not all departmental faculty have comparable interest in advising, and both faculty advising responsibilities and the advising received by students may now and then be uneven. Still, within CHFA departments, this appears to be an occasional and relatively slight concern, not a large problem.

In fact, whether “centralized” or “distributed” advising best provides for student advising needs seems to depend on the department and the range of its emphases. And some departments, in varying ways, combine the two approaches: while majors in Modern Languages are distributed to faculty in each of the languages, one advisor is responsible for such activities as the Major Meeting, Prospective Student Preview Days, and Transfer Registration; and in Music, one advisor serves the prospective majors who then are distributed, when they declare their specific major, each to a faculty member in the student’s emphasis.
College of Natural Sciences

Benefits
The involvement of faculty in advising gives them additional contact with the students – we think student-faculty interaction is critical to our mission. It also encourages faculty to understand more of the university and curriculum than only that within their own departments. (We view teacher education, for example, as a campus-wide responsibility; advising teaching majors helps reinforce this.)

The model used in Biology, with one principal advisor, relieves the faculty of some of the responsibility for learning the general university requirements, keeping up on changes in requirements, understanding the requirements of professional and graduate programs and the employment market. Students receive consistent and competent guidance through the university programs.

The model used in Industrial Technology encourages interaction of students and faculty at some level, while providing consistent and competent help with technical advising questions.

Challenges
Faculty don’t always take advising as seriously as they should, perhaps simply because of time constraints and other pressures. (It’s not that they want to do a poor job advising, simply that they may not always have the time. They may also not have the interest in keeping up with changing post-university requirements for their students.)

The model used in Biology reduces faculty contact with students. It also means that students don’t have alternatives if they do not get along with the one advisor – they can’t change advisors to one more compatible with their interests. It also means that a lot of advice is given by someone whose own educational background is not within the discipline, so that the person has not experienced the courses the students are taking. (This is in no way intended as a criticism of the current advisor, who does a wonderful job entirely. I’m simply trying to consider what possible challenges there could be.)

The challenges in the model used in Industrial Technology would include those shared in the two paragraphs above.

College of Social and Behavioral Sciences

Benefits
- Students are involved with people that are knowledgeable and passionate about their field.
- Mentoring relationships are developed that help foster growth of the student and faculty member.
Challenges

- Since all faculty members are expected to advise the quality of the advising varies from person to person.
- Getting the proper/updated information to all faculty members.
- Training new faculty on the advising process.
- Accessibility of faculty to advisees during registration times.
Appendix 7: Self-inventory of Advising Needs at UNI

Overview of Academic Advising
Perceptions from Academic Advising & Career Services
University of Northern Iowa
(Based on NACADA 51 Recommendations for Completing an Advising Audit)

To best serve students, the office of Academic Advising & Career Services needs to communicate and collaborate with all advising units and services across campus. Although there are many good aspects about advising at UNI, there are concerns with some of the processes and procedures. We used the NACADA document: 51 Recommendations for Completing an Advising Audit to provide an initial overview of our perception of advising issues at UNI.

Management of Academic Advising
1. No campus-wide agreement on an organizational model for the delivery of advising services.
   - Advising delivery decisions are determined not by student needs but expediency in many advising units
   - Students are confused about differing advising processes among advising units
2. No designated campus-wide director of academic advising
3. A campus proposal for an affiliate of NACADA (UNI ACADA) has been submitted to the President and Provost, but not yet approved.
4. The President and Provost have invited NACADA consultants to review academic advising at UNI to make recommendations to improve advising.

Advising Policy
1. No written statement of institutional philosophy and practice in relation to Academic Advising.
2. No campus-wide communication to students to help them understand what to expect from the advising process. (except in the New Student Handbook all students receive at orientation, published by AACS)

Evaluation
1. To this point, we do not have administrative support and commitment for a systematic campus-wide evaluation program for academic advising.
2. No activities to begin this effort are in place at this time.
3. Academic Advising & Career Services advisors have carried out assessments in the past, and have recently implemented a new one for our advisees to evaluate our services.

Advisor Contact and Load
1. “Intrusive” advising that makes advisor/advisee contact mandatory at specific decision points in a student’s academic career is in place in some advising units across campus.
2. There are no consistent guidelines on the ratio of advisees to advisor. (either full-time advisors, released time faculty advisors, or full-time faculty with advising duties)
3. Not all advisors schedule, post and keep regular office hours for meeting with advisees.
4. Group advising is implemented for oversubscribed majors on a limited basis depending on the advising unit and topic covered. (Ex. College of Business, College of Education, Biology,
Deciding) AACS coordinates campus-wide events for all academic units through pre-registration events (Major Meetings) and Exploring Major Fairs.

5. Peer advising is implemented in AACS, (Peer Academic Advisors in Residence Halls) Summer Orientation Student Staff (AACS trains them in advising) and the division of Health Physical Education and Leisure Services.

6. Advising Centers exist for Elementary and Early Childhood Majors, College of Business majors, and in Academic Advising and Career Services for students in transition (includes declared deciding students).

Delivery of Advising Services

1. No unified approach in identifying the special advising needs of certain sub-populations of students. Departments have hired:
   - One Athletic Academic Advisor serving 400 athletes. (She works 87% of the year – not full time. Funded by the Intercollegiate Athletic Department.)
   - Advisors in Student Support Services work with at-risk students meeting the federal requirements of their program.

2. Some aspects of our delivery system are reactive, resulting in decentralized processes that may meet the needs of advising units, but cause dissonance other advising units.

3. Peer advisors in AACS are carefully selected, trained, paid, and evaluated.

4. Advisor Assignment: All freshmen are assigned by AACS to a freshman advisor designated by each campus undergraduate advising unit. AACS collects this information annually.

5. Undeclared students, designated “Deciding Students” at UNI, are assigned to four AACS advisors, and some freshmen living in the residence halls, may be assigned to select Residence Life Coordinators. (Assignments limited to 5-15 freshman students (with no transfer work) per RLC. This is a professional development opportunity for RLC’s who have earned MA degrees. AACS trains them.)

6. AACS is integrated with many campus support services at UNI either through referrals, or in many cases, collaborative programming. We have working relationships with the following offices in our work with students:
   Academic Achievement, Academic Services, Continuing Education, Counseling Center, Maucker Union (Student Involvement and Activities), Department of Residence, Student Support Services, University Health Services, Wellness and Recreation Services, Admissions, Financial Aid, International Services, International Programs, and the Office of the Registrar. The last five offices and Business Operations will be moved back into the Follon Student Services Center in 2008 after renovations due to an arson fire in 2005.

Recognition and Reward System

1. There is currently no recognition and reward system for those involved in academic advising. At UNI faculty academic advising is considered part of “Service” not teaching. Faculty advising is not evaluated and has little or no bearing on tenure decisions.

2. The proposed UNI ACADA organization has a provision to reward quality advising annually by nominating a faculty/staff advisor for an award at UNI and nominating that person for the NACADA National Awards program.
Advisor Training and Development
1. The current Provost has encouraged Deans from the College of Humanities and Fine Arts, Natural Science, and Social and Behavioral Sciences, and the division of Health Physical Education and Leisure Services to send new faculty to an annual faculty advisor in-service to promote collegiality among new staff, and connection to AACS advisors as a resource. New faculty members are not required to attend. We have about a 50% participation rate. AACS has opened the annual in-service to second year advisors, because they often realize the value after being at UNI for a year. An evaluation is completed at the end of the in-service. Curriculum

2. The AACS faculty in-service also invites advising coordinators from the participating colleges in attendance to clarify advising in their college.

3. AACS has an annual Residence Life Coordinator advising in-service. AACS also has an RLC designated as advising liaison with our office to promote better communication and facilitate ongoing advising support. This relationship with the Department of Residence is also reinforced by the Peer Academic Advisors In Residence hired and trained by AACS who provide advising programming and support in the residence halls.

4. AACS advisor in-services include topics to help advisors connect with advising resources and utilize the online Advisor Handbook effectively.

5. UNI has not conducted a needs assessment to determine topics of greatest interest to advisors.

6. In the past AACS has published a weekly electronic newsletter, “Your Advising Times” distributed to all UNI advisors with permission to forward to their assigned advisees. Though extremely effective, this newsletter was discontinued due to staffing time limitations.

Advising Information System
1. UNI has a mainframe records system accessible to all advisors, with their department head approval.

2. AACS has an online Advisor Handbook available to all advisors.

3. UNI has an online degree audit available to all advisors for their assigned advisees. AACS advisors are able to access records related to advising for all UNI students. Students also have access to their degree audits and can create hypothetical degree audits for different majors. Students can also create online long-range plans of study for their major. Some departments use this as a group advising program to assist in delivering accurate prescriptive advising in the major and in empowering students to take responsibility for their academic programs as they progress to graduation.

4. AACS annually collect information and publishes the online Referral Resources listing campus referrals, names, phone numbers and addresses. Available to all university offices.

5. All new freshmen advisors are provided with the ACT/SAT scores at orientation and registration. This year AACS is working with ACT to provide us with an institutionally specific course placement service for Liberal Arts Core and select major courses typically taken by first semester freshmen. We are doing this as part of a retention effort on the part of AACS, the Registrar, and the Office of New Student programs.

6. The advisors in AACS have always used career development resources in advising deciding students and students changing majors. Since 2004 and the merger of Academic
Advising and Career Services into one department, we have increased our collaboration and mutual support in the orientation to graduation continuum concept:

Academic Advising <-> Career Development <-> Career Management

We have formed teams of one academic advisor and one career advisor to provide outreach to advisors in colleges.

Selection of Advisors
1. Academic Advisors in AACS are selected on the basis of a minimum MA degree and three years experience in academic advising. Advising in other units have different criteria, and varies from one unit to another.
2. Students are free to change advisors at any time, except in the case where only one advisor is assigned to a unit.

Advising Center
1. AACS is proposing to the NACADA Review Team an advising model that would establish our office as a centralized academic advising center, serving as a focal point for academic advising for first year students and students changing majors. In 2008 we will be relocated to the Follon Student Services Center along with Admissions, Financial Aid, International Services, International Programs, the Office of the Registrar, and Business Operations. The Follon Student Services Center is a single location, easily accessible, offering a variety of services to students. This center facilitates staff collaboration on student issues.

Summary:
We believe that the fundamental points that would transform advising at UNI are:
1. A common mission, vision or goals for academic advising at UNI
2. A campus-wide agreement on an organizational model and standardized processes for the delivery of advising services that would clearly map out to students the roles of advisors and expectations for students.
3. A formal structure that would facilitate advising communications across campus and facilitate advisor training, and allow for focus on first-year issues campus wide.
4. A systematic campus-wide advising evaluation program based on student outcomes assessment.
Appendix 8: Qualitative Questions Posed to Begin Meeting Discussions

1. What is the current model of academic advising in your unit? (if an academic advising unit)
   What is your interaction with students? (if not an academic advising unit)

2. How do you interact with the academic advisors in the Colleges? (if a centralized academic advising unit)
   How do you interact with the centralized academic advising units? (if a College or major academic advising unit)

3. What are your thoughts on the proposed reorganization of several centralized academic advising units with other centralized units?

4. What are your thoughts regarding the proposed new Assistant Vice-Provost position to oversee these combined units as well as academic advising in general university-wide?

5. What are your thoughts regarding the persons proposed to be placed in the Assistant Vice-Provost position to oversee these combined units as well as academic advising in general university-wide?
References


