FOE Recommendations for the Advising Council

As stated in the institutional recommendation number six, the FoE Task Force believes it is essential to consider the needs of first-year students in other institutional improvement efforts. The FoE Task Force developed a number of recommendations of importance in the areas of academic advising, diversity, and the Liberal Arts Core. Since the Undergraduate Academic Advising Council, the Diversity Council, and the Liberal Arts Core Task Force already are engaged in significant improvement efforts in each of these areas, the FoE Task Force recommends these task forces or councils consider implementation of the relevant recommendations described in Table 13.3 and further recommends these bodies consult with the First-Year Council on its discussions and actions related to these recommendations. In addition, the FoE Task Force recommends these groups provide information to the First-Year Council about how these recommendations have been implemented, in order to keep the First-Year Council informed about the work of these groups, as it relates to first-year students and needs.

1. Initiate a discussion regarding the “value” of faculty advisement when considering matters of tenure and promotion throughout the campus.

2. A sub-committee or individual from the Undergraduate Advising Council should be designated to develop, monitor, and evaluate assessments related to academic advising. A written plan of administration and for potential utilization of results should be a prerequisite for inclusion of material in academic assessment instruments.

3. Implement a cohesive, collaborative, university-wide academic advising plan, involving academic advising and faculty advisors. This would allow for professional development for faculty and academic advisors and provide for hiring additional academic advisors so that the ratio of Office of Academic Advising advisors to students is capped at 1:150 and the ratio of faculty advisors to students capped at 1:20.

4. Develop a network of campus advisors to enhance communication, promote advisor development and share best practices.

5. Recommend a minimum standard of training for departmental advisors who may wield considerable influence on student scheduling as they progress into major coursework.

6. Create common learning outcomes for the first-year advising programs to help with delivery of services in a consistent manner and to provide a more effective means for assessment across advising models.

7. An advisor handbook should be developed which includes key points of information that should be covered with all first-year students. This could include suggestions for best practices as well as consistent learning outcomes for advisees.