Institutional Action Plan for Advising All Berkeley Students:

A Report Based upon Campus-wide Collaborations and

the NACADA Administrators' Institute.

Report Submitted by:

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To: Vice Provost Christina Maslach, Assistant Vice Provost Barbara Davis, Director Elizabeth Elliot, and Director Avis Hinkson
Fr: Director Eva Rivas, Director Derek Van Rheenen, Assistant Director Maria DePalma, and Assistant Director Susan Hagstrom
Re: Action Plan from NACADA Administrator's Institute: Campus-Wide Commitment to Advising for All Berkeley Students
Date: 2/25/08

BACKGROUND
In January 2007, the Council of Undergraduate Deans (CUD) met and discussed advising on the Berkeley campus. Notes from the meeting reflect Executive Vice Chancellor and Provost George Breslauer's inquiries as to whether and how CUD might play a more regularized role in two critical areas of undergraduate education: advising and curriculum management. Specifically he asked whether CUD might 1) articulate some campus-wide goals, principles, and/or objectives for advising and 2) identify specific practices and policies that need to be changed or instituted in order to meet those articulated goals, principles, and or objectives.

Acting in her dual roles as Vice Provost for Undergraduate Education and Interim Dean of the Undergraduate Division of the College of Letters and Science, Christina Maslach forwarded this information to the joint College of Letters and Science Office of Undergraduate Advising and Division of Undergraduate Education (LSDUE) administrative management team for discussion and consideration.

As a result, in early fall 2007, Derek Van Rheenen and Susan Hagstrom, members of this joint LSDUE management team, submitted a proposal for an advising communication plan that would:

- Create a more seamless and positive undergraduate experience for students.
- Break down silos of privileged information across student service units: Increase accuracy, consistency and appropriateness of information and referrals given to students.
- Provide a common vehicle for posting "official" student service staff announcements.
- Learn from one another: Increase opportunities for general discussion, professional dialogue, and community-building among student service staff.
- Fully acknowledge the professional expertise of academic advisors/student affairs officers on campus.
- Include the Career Compass job mapping work in our efforts to ensure that we are in alignment with larger campus mission and goals.

Charged with furthering the development of an action plan to achieve these goals, the subcommittee was expanded to include Eva Rivas and Maria DePalma. This group of four was subsequently asked to attend the National Academic Advising Association's (NACADA's) Administrator's Institute in San Diego February 2008 to continue progress on this issue.

FEBRUARY 2008 NACADA ADMINISTRATORS' INSTITUTE
During the intensive NACADA Administrators' institute, the four managers focused on creating an action plan "to strengthen communication among advisors in order to create a more seamless and positive advising experience for students at UC Berkeley." This plan was then reviewed and commented upon by colleagues from like institutions and senior NACADA faculty facilitating the Administrators' Institute.

The objectives of the Berkeley plan developed at the NACADA Institute fall into three broad categories:

- o Strengthening mechanisms for the exchange of information.
- o Networking and building-community across campus boundaries.
- o Supporting opportunities for professional development in advising.

CURRENT AND NEAR-TERM EFFORTS
The NACADA workgroup acknowledges and encourages the substantial progress that the campus is making in these three areas. A chart of these current and near-term efforts is attached as Addendum 1. Examples of this momentum include:

Strengthening mechanisms for the exchange of information
- The Vice Provost for Undergraduate Education is sponsoring a new CalMessages listserv for the distribution of official advising-related memos.
- LSDUE is encouraging the revitalization of AdvisorNet, a grass-roots, advisor-driven campus networking and information-sharing organization.
- L&S department advisors have recently launched the on-line L&S Advising Help Desk http://ls.berkeley.edu/?q=advising/helpdesk.
- Assistant Vice Provost Barbara Davis's office is creating a flyer to be distributed at the UCB advising conference in March 2008 to encourage usage of the Cal Messages listserv, AdvisorNet, and the L&S Advising Help Desk.
- The Fall 2007 College of Letters and Science Colloquium on Undergraduate Education, entitled "Take My Advice—Please! Academic Advising at Cal" brought a large number of faculty, departmental and college advisors together to discuss the theoretical and practical application of advising at Berkeley.
- The LSDUE managers group will expand to include managers and key stakeholders from all undergraduate schools and colleges.
- LSDUE will seek inclusion of all schools and colleges at the Student Affairs Round Table.
- A proposal submitted for a roundtable discussion at the UCB Advising, Counseling, and Mentoring Conference will bring together staff from various advising units to review current LSDUE recommendations and discuss additional ways to improve campus-wide communication.

Networking and building community across campus boundaries
- There is great momentum towards building a community of advisors and beginning to break down structural divisions on campus. Examples of these efforts include cross-unit field trips between advising groups such as Molecular and Cell Biology; Student Life Advising Services; Transfer, Re-entry, and Student Parent Center; Athletic Study Center; Career Center; College of Natural Resources; L&S Advising; and the Office of the Registrar.

- Several informal cross-unit gatherings and receptions have been held recently or will be held soon for campus advising staff (e.g., an LSDUE holiday party, the advising conference reception, L&S College mixers for department advisors, etc.).
- Satellite advising has taken root across campus, with staff from the Career Center, Haas Undergraduate School of Business, University Health Services, and the L&S Office of Undergraduate Advising meeting with students in places such as the residence halls and at the Cesar Chavez Student Center.
- The UCB advising conference, scheduled for March 24-26, 2008, will attract a campus-wide representation of Berkeley advising staff at a time of unprecedented campus interest in advising. The conference will be used as a forum to discuss specific institution-wide advising issues and will provide an opportunity for professional development.

Supporting opportunities for professional development in advising
- Interim Vice Chancellor Harry Le Grande and Vice Provost Christina Maslach have supported professional development of campus advisors with the purchase of NACADA's webinars, providing a training forum for all staff to learn about numerous advising topics, such as "Ensuring Advisor Success: Mastering the Art of Advising through the First Year of Advising and Beyond" and "Swirling to a Degree: The Ups and Downs of College Transfer."
- Vice Provost Christina Maslach, Assistant Vice Provost Barbara Davis, and Director of Workforce and Organizational Development Director Elizabeth Elliott provided administrative support for a Berkeley team of advising managers to attend the NACADA Administrators' Institute February 16-19, 2008 to create an institutional action plan for campus advising.
- In alignment with UC Berkeley's Career Compass process and the mapping of the student academic advising job field, the Center for Workforce and Organizational Development plans to design a campus-wide Advising Curriculum and a workforce architecture for professional development and training. Institutions throughout the country are heading in a similar direction and have provided the Berkeley representatives to the NACADA Institute with several examples. See also Addenda 2-4 of this document, NACADA's Concept of Academic Advising and Core Values of Academic Advising statements, as well as the Council for the Advancement of Standards in Higher Education (CAS) for Academic Advising
- Workforce and Organizational Development Director Elizabeth Elliott has discussed using the orientation and professional development of student academic advisors as a campus model for other job families and fields with Human Resources' implementation of Career Compass on campus.

FUTURE DIRECTIONS
The guiding principle of NACADA's Administrator's Institute is beginning any institutional action plan with a clarification of the university's advising mission and vision. NACADA acknowledges that articulating a singular mission on advising is a difficult task; as such, NACADA has created Concept of Academic Advising and Core Values of Academic Advising statements to help in this effort (Addenda 2-3). NACADA also promotes use of the Council for the Advancement of Standards in Higher Education (CAS) for Academic Advising (Addendum 4). Many institutions have adopted these values and principles for their respective campuses.

In order for Berkeley to meet the objectives outlined above, we propose three possible models currently utilized at like institutions represented in NACADA. We also strongly encourage on-going administrator participation in NACADA. These four proposals are not mutually exclusive and could be implemented concurrently.

1. Hire a dedicated professional administrator responsible for coordinating campus-wide advisor development and communication. We believe that at UC Berkeley, this position should report to the Vice Provost for Undergraduate Education. The rationale for this reporting line is that advising is understood as a vital form of teaching. Please see the attached samples of two job descriptions at like institutions (Addenda 5a and 5b).

2. Create an Advising Administrators' Board, comprised of key managers from advising units across campus including all schools and colleges, Student Affairs, Undergraduate Education, and Equity and Inclusion. We recommend that the board have decision-making authority and report to the VP for Undergraduate Education. We also recommend a designated staff member within DUE be given time to work with this board. An example of Board by-laws and operational rules from a like institution's Advising Board is attached (Addendum 6). Also attached is a similar proposal authored in 2004 by Berkeley advisors Susan Cass, Kim Guilfoyle, and Kati Markowitz (Addendum 7).

3. Support grass roots efforts through which a community of practice can emerge organically. This might include revitalizing AdvisorNet and/or creating a new University Council of Academic Advisors. Institutional commitment in the form of cabinet level recognition and release time for participation would highlight the value and importance of advising on campus.

4. Encourage participation in NACADA, particularly at the administrator level. This would provide a common theoretical and professional foundation for our work, as well as professional networking opportunities and sharing of information and best-practices. The concerns and efforts shared by administrators at the recent institute were very similar to those at UC Berkeley.

In addition to the models outlined above, we recommend recognizing the best advising practices in support of the institutional mission and vision. Professional development should be tied to rewarding those master advisors currently on campus. The institution should consider creating an advising award for faculty and professional student affairs officers who meet the criteria for excellence. The award could be more formally designed by one of the latter two groups recommended above. NACADA also recognizes national leaders in advising. The campus could use the organization's existing criteria and then forward our campus recipients on to NACADA for consideration of their prestigious awards.

CONCLUSION
In order to create a more seamless and positive undergraduate experience for students, it is imperative to have an institutional action plan to strengthen communication among advisors campus-wide. The areas highlighted in this proposed plan include strengthening mechanisms for the exchange of information, networking and building community across campus boundaries, and supporting opportunities for professional development in advising.

Building upon the momentum of the past academic year and a number of successful initiatives underway, we believe that the best way to accomplish the objectives of this plan are to consider hiring a dedicated professional administrator responsible for coordinating campus-wide advisor development and communication. In addition, we recommend supporting grass roots efforts on campus, such as AdvisorNet, and appointing an Advising Administrators' Board, comprised of key managers from advising units across campus. Our recent experience with fellow advising professionals at the NACADA Administrators' Institute leads us to support campus efforts to affiliate more formally with this national organization, drawing from its practical and theoretical expertise.

Sincerely,

Eva Rivas
Director, Transfer, Re-entry, and Student Parent Center

Derek Van Rheenen
Director, Athletic Study Center

Maria DePalma
Assistant Director, College of Letters and Science

Susan Hagstrom
Assistant Director, College of Letters and Science

RESOURCES
NACADA Concept of Academic Advising
http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm

NACADA Core Values of Academic Advising
http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm

Council for the Advancement of Standards in Higher Education Standards (CAS) for Academic Advising http://www.nacada.ksu.edu/Resources/Standards.htm

ATTACHMENTS
Addendum 1: Berkeley's Institutional Action Plan for Advising-Chart Form
Addendum 2: NACADA Concept of Academic Advising
Addendum 3a, 3b, 3c: NACADA Core Values of Academic Advising
Addendum 4: Council for the Advancement of Standards in Higher Education Standards (CAS) for Academic Advising
Addendum 5a, 5b: Samples of Job Descriptions, Advising Campus Coordinator
Addendum 6: Sample Advising Administrators' Board Bylaws & Operational Rules
Addendum 7: 2004 U.C. Berkeley AdvisorNet Proposal

Addendum 1.

CURRENT & NEAR-TERM EFFORTS

GOALS & Action Items **STRENGTHEN MECHANISMS FOR THE EXCHANGE OF INFORMATION**	Lead person	Status	Target Dates
• Create official advising Cal Messages listserv	VP Maslach	In progress	Fall 2008
• Revitalize Advisornet listserv and website o Reinstate Advisornet monthly meetings/workshops	TBD	Proposed	3/24/08
• Advertise Cal Messages listserv, Advisornet, and L&S Advisor Help Desk	AVP Davis' office	Proposed	3/24/08
• Expand LS/DUE management group to include managers from Student Affairs & Schools and Colleges	AVP Davis VP Maslach	Proposed	Fall 2008
• Participate in Student Affairs Roundtable	AVP Davis	Completed	Spring 2008
• Campus-wide Colloquium related to advising o Coordinate future colloquia related to advising	L&S Policy Director	Completed	Fall 2007

NETWORKING & BUILD COMMUNITY ACROSS CAMPUS BOUNDARIES	Lead person	Status	Target Dates
• Cross-unit field trip visits to other student service units	MCB, L&S/DUE, LS/OR/OUA	In progress	On-going

• Receptions and mixers
    o Joint holiday celebrations
    o UCB conference reception
    o L&S College & department mixers and receptions
	LS/DUE
	Planning Cmte
	Avis Hinkson
		Completed
		Up-coming
		On-going
			Dec. 2007
			Mar. 2008
			F 07 - S 08

• Satellite Advising
    o L&S @ Residential Halls
    o L&S @ Chavez / DSP
    o CPS @ Chavez
    o Career Ctr. @ L&S
	Campus Partners	In progress
		In progress
		In progress
		F '05 – Sp '07
			On-going
			On-going
			On-going

• UCB Advising conference	Planning Cmte	Up-coming	3/24-26/08

SUPPORT OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT WITHIN ADVISING	Lead person	Status	Target Dates
• NACADA Webinars	VPMaslach/ Interim VCUA Le Grande	In progress	Fall 07- Sp 08
• Develop campus-wide advising curriculum	Director Elliott	Proposed	Fall '08- Sp '09
• Fund participation in professional organizations such as NACADA	Individual units	Proposed	Fall '08- Sp '09
• Create advising awards to promote recognition of excellence in advising	Director Elliott	Proposed	Fall '08- Sp '09
• Utilize Career Compass mapping structure to guide professional development pathways	Director Elliott	Proposed	Fall '08- Sp '09

National Academic Advising Association

CONCEPT OF ACADEMIC ADVISING

INTRODUCTION

The National Academic Advising Association Board of Directors endorses three documents that champion the educational role of academic advising in a diverse world.

The three documents are:

- Concept of Academic Advising

- Statement of Core Values

- Council for the Advancement of Standards in Higher Education Standards sand Guidelines for Academic Advising

These sets of guiding principles affirm the role of academic advising in higher education, thereby supporting institutional mission, while at the same time, anticipating the needs of 21st century students, academic advisors, and institutions.

They can be used for a variety of purposes including professional development of academic advisors and program assessment. They also can be used when implementing a new advising program or revising a current one.

Academic advising is carried out by a vast array of individuals, including faculty and staff members. These guiding principles are intended for use by all who advise.

These documents support all categories of institutions with every type of advising delivery system. Intentionally, they do not address every detail and nuance of academic advising. Rather they should be used as starting points and references for a discussion of academic advising, providing the framework for a coherent approach to implementing a well-functioning academic advising program that would meet any specified institutional goals.

PREAMBLE

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

THE CURRICULUM OF ACADEMIC ADVISING

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking , learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

THE PEDAGOGY OF ACADEMIC ADVISING

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING

The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values

- use complex information from various sources to set goals, reach decisions, and achieve those goals

- assume responsibility for meeting academic program requirements

- articulate the meaning of higher education and the intent of the institution's curriculum

- cultivate the intellectual habits that lead to a lifetime of learning

- behave as citizens who engage in the wider world around them

SUMMARY

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

National Academic Advising Association

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

INTRODUCTION

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledge s the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interaction s can have on individuals , institutions and society.

The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition, a descriptive section expanding on each of the Core Values. While each part stands alone, the document's richness and fullness of meaning lies in its totality.

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more applicable or valuable to their situations than others. Advisors should consider each Core Value with regard to their own values and those of their institutions.

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates the expectations that others should hold for advisors in their advising roles. Advisors' responsibilities to their many constituents form the foundation upon which the Core Values rest.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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National Academic Advising Association

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

DECLARATION

1) Advisors are responsible to the individuals they advise.

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.
Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

2) Advisors are responsible for involving others, when appropriate, in the advising process.

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

3) Advisors are responsible to their institutions.

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

4) Advisors are responsible to higher education.

Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the

humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

5) Advisors are responsible to their educational community.

Academic advisors interpret their institution's mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) Advisors are responsible for their professional practices and for themselves personally.

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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National Academic Advising Association

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

EXPOSITION

Core Value 1: Advisors are responsible to the individuals they advise.

- Academic advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.

- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students' diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.

- Advisors recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.
    - Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.
    - Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.
    - Advisors respect students' rights to their individual beliefs and opinions.
    - Advisors guide and teach students to understand and apply classroom concepts to everyday life.
    - Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
    - Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.
    - Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.
    - Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.

- o   Advisors are encouraged to investigate all available avenues to help students explore academic opportunities.
- o   Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Federal Educational Rights and Privacy Act (FERPA).
- o   Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.
- o   Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.

- •   Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the registrar's office. They also must establish relationships with those who can attend to specific physical and educational needs of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.

- •   Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:
    - o   advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and
    - o   advisors can help the institution's administrators gain a greater understanding of students' needs.

- •   Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution.

Core Value 3: Advisors are responsible to their institutions.

- •   Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students' learning and development, advisors advocate for change on the advisees' behalf with the institution's administration, faculty, and staff.

- •   Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students' lives. They articulate the need for administrative support of advising and related activities.

- Advisors increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.

- Advisors respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.

- Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions.

- Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

Core Value 4: Advisors are responsible to higher education in general.

- Advisors accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.

- Advisors base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.

- One goal of advising is to establish, between students and advisors, a partnership that will guide students through their academic programs. Advisors help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making.

- Advisors advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.

- Advisors advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

Core Value 5: Advisors are responsible to their educational community.

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments.

Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.

- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.

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- Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

- Advisors use the Statement of Core Values to guide their professional actions.

- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution, that can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.

- Advisors seek cross cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.

- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane treatment of subjects.

- Advisors are alert to the demands surrounding their work with students and the necessity of taking care of themselves physically, emotionally, and spiritually to best respond to high level demands. They learn how to maintain a 'listening ear' and provide sensitive, timely responses that teach students to accept their responsibilities. Advisors establish and maintain appropriate boundaries, nurture others when necessary, and seek support for themselves both within and outside the institution.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with

current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

ACADEMIC ADVISING PROGRAM
CAS STANDARDS and GUIDELINES

Part 1. MISSION

The primary purpose of the Academic Advising Program (AAP) is to assist students in the development of meaningful educational plans.

AAP must incorporate student learning and student development in its mission. AAP must enhance overall educational experiences. AAP must develop, record, disseminate, implement, and regularly review its mission and goals. Its mission statement must be consistent with the mission and goals of the institution and with the standards in this document. AAP must operate as an integral part of the institution's overall mission.

The institution must have a clearly written mission statement pertaining to academic advising that must include program goals and expectations of advisors and advisees.

Part 2. PROGRAM

The formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum. The Academic Advising Program (AAP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relations, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

AAP must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of achievement of student learning and development outcomes.

Desirable Student Learning and Development Outcomes	Examples of Achievement
Intellectual growth	Examines information about academic majors and minors; Understands the requirements of an academic degree plan, as well as institutional policies and procedures; Employs critical thinking in problem solving on selection of major and course

	selection; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Declares a major; Achieves educational goals; Applies previously understood information and concepts to a new situation or setting; Demonstrates understanding of a general education and expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
Personal and educational goals	Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Produces a schedule of classes in consultation with advisors. Understands the effect of one's personal and education goals on others
Enhanced self-esteem	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Evaluates reasonable risks with regard to academic course selection and course load when conferring with advisors
Realistic self-appraisal	Evaluates personal and academic skills, abilities, and interests and uses this appraisal to establish appropriate educational plans; Makes decisions and acts in congruence with personal values and other personal and life demands; Focuses on areas of academic ability and interest and mitigates academic weaknesses; Uses information on degree program requirements, course load, and course availability to construct a course schedule; Seeks opportunities for involvement in co-curricular activities; Seeks feedback from advisors**;** Learns from past experiences; Seeks services for personal needs (e.g., writing labs and counseling)
Clarified values	Demonstrates ability to evaluate personal values and beliefs regarding academic integrity and other ethical issues; Articulates personal values; Acts in congruence with personal values; Identifies personal, work, and lifestyle values and explains how they influence decision-making in regard to course selection, course load, and major and minor selections
Career choices	Describes career choice and choices of academic major and minor based on interests, values, skills, and abilities; Documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Identifies the purpose and role of career services in the development and attainment of academic and career goals
Independence	Operates autonomously by attending advising sessions or programs or by seeking the advice of advisors in a timely

	fashion; Correctly interprets and applies degree audit information; Selects, schedules, and registers for courses in consultation with advisors
Effective communication	Communicates personal and academic strengths and weaknesses that affect academic plans; Demonstrates ability to use campus technology resources; Composes appropriate questions when inquiring about particular requirements, departments, and resources
Leadership development	Articulates leadership philosophy or style; Serves in a leadership position in student, community, or professional organizations; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
Healthy behavior	Exhibits personal behaviors that promote a healthy lifestyle; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy campus and community
Meaningful Interpersonal Relationships	Develops relationships with academic advisors, faculty members, students, and other institution staff to be engaged with the institution in meaningful ways; Listens to and considers others' points of view; Treats others with respect
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of group goals; Exhibits effective listening skills
Social responsibility	Understands the requirements of the codes of conduct; Understands and practices principles of academic integrity; Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service and volunteer activities
Satisfying and productive lifestyles	Achieves balance among academic course load requirements, work, and leisure time; Develops plans to satisfy academic requirements, work expectations, and leisure pursuits; Identifies and works to overcome obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives
Appreciating diversity	Selects course offerings that will increase understanding of one's own and others' identity and cultures; Seeks involvement with people different from oneself; Demonstrates an appreciation for diversity and the impact it has on society

Spiritual awareness	Identifies campus and community spiritual and religious resources, including course offerings; Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors

Both students and advisors must assume shared responsibility in the advising process. AAP must assist students to make the best academic decisions possible by encouraging identification and assessment of alternatives and consideration of the consequences of their decisions.

The ultimate responsibility for making decisions about educational plans and life goals should rest with the individual student.

AAP must be guided by a set of written goals and objectives that are directly related to its stated mission. AAP must:
- **Promote student growth and development**
- **Assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives**
- **Discuss and clarify educational, career, and life goals**
- **Provide accurate and timely information and interpret institutional, general education, and major requirements**
- **Assist students to understand the educational context within which they are enrolled**
- **Advise on the selection of appropriate courses and other educational experiences**
- **Clarify institutional policies and procedures**
- **Evaluate and monitor student academic progress and the impact on achievement of goals**
- **Reinforce student self-direction and self-sufficiency**
- **Direct students with educational, career or personal concerns, or skill/learning deficiencies to other resources and programs on the campus when necessary.**
- **Make students aware of and refer to educational, institutional, and community resources and services (e.g., internship, study abroad, honors, service-learning, research opportunities)**
- **Collect and distribute relevant data about student needs, preferences, and performance for use in institutional decisions and policy**

AAP should provide information about student experiences and concerns regarding their academic program to appropriate decision makers.

AAP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of teaching, learning and human development, (d) reflective of developmental and

4

80 **demographic profiles of the student population, and (e) responsive to the needs**
81 **of individuals, special populations, and communities.**
82
83 AAP should make available to academic advisors all pertinent research (e.g., about
84 students, the academic advising program, and perceptions of the institution).
85
86 **The academic advisor must review and use available data about students'**
87 **academic and educational needs, performance, and aspirations.**
88
89 **AAP must identify environmental conditions that may positively or negatively**
90 **influence student academic achievement and propose interventions that may**
91 **neutralize negative conditions.**
92
93 **AAP must provide current and accurate advising information to students and**
94 **academic advisors.**
95
96 AAP should employ the latest technologies for delivery of advising information.
97
98 **Academic advising conferences must be available to students each academic**
99 **term.**
100
101 Academic advisors should offer conferences in a format that is convenient to the
102 student, i.e., in person, by telephone, or on-line. Advising conferences may be carried
103 out individually or in groups.
104
105 **Academic advising caseloads must be consistent with the time required for the**
106 **effective performance of this activity.**
107
108 The academic status of the student being advised should be taken into consideration
109 when determining caseloads. For example, first year, undecided, under-prepared, and
110 honors students may require more advising time than upper division students who have
111 declared their majors.
112
113 Academic advisors should allow an appropriate amount of time for students to discuss
114 plans, programs, courses, academic progress, and other subjects related to their
115 educational programs.
116
117 When determining workloads it should be recognized that advisors may work with
118 students not officially assigned to them and that contacts regarding advising may extend
119 beyond direct contact with the student.
120
121 **Part 3. LEADERSHIP**
122

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Academic Advising Program (AAP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience as an advisor, personal skills and competencies, knowledge of the literature of academic advising, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for AAP leaders and fairly assess their performance.

AAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

AAP leaders must:
- **articulate a vision for their organization**
- **set goals and objectives based on the needs and capabilities of the population served**
- **promote student learning and development**
- **prescribe and practice ethical behavior**
- **recruit, select, supervise, and develop others in the organization**
- **manage financial resources**
- **coordinate human resources**
- **plan, budget for, and evaluate personnel and programs**
- **apply effective practices to educational and administrative processes**
- **communicate effectively**
- **initiate collaborative interactions between individuals and agencies that possess legitimate concerns and interests in academic advising**

AAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

AAP leaders must promote campus environments that result in multiple opportunities for student learning and development.

AAP leaders must continuously improve programs and services in response to changing needs of students and other constituents and evolving institutional priorities.

Part 4. ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Academic Advising Programs (AAP) must be structured purposefully and

166 **managed effectively to achieve stated goals. Evidence of appropriate structure**
167 **must include current and accessible policies and procedures, written**
168 **performance expectations for all employees, functional workflow graphics or**
169 **organizational charts, and clearly stated service delivery expectations.**
170
171 **Evidence of effective management practices must include use of comprehensive**
172 **and accurate information for decisions, clear sources and channels of authority,**
173 **effective communication practices, decision-making and conflict resolution**
174 **procedures, responsiveness to changing conditions, accountability and**
175 **evaluation systems, and recognition and reward processes. AAP must provide**
176 **channels within the organization for regular review of administrative policies and**
177 **procedures.**
178
179 **The design of AAP must be compatible with the institution's organizational**
180 **structure and its students' needs. Specific advisor responsibilities must be**
181 **clearly delineated, published, and disseminated to both advisors and advisees.**
182
183 **Students, faculty advisors, and professional staff must be informed of their**
184 **respective advising responsibilities**.
185
186 AAP may be a centralized or decentralized function within an institution, with a variety of
187 people throughout the institution assuming responsibilities.
188
189 **AAP must provide the same services to distance learners as it does to students**
190 **on campus. The distance education advising must provide for appropriate real**
191 **time or delayed interaction between advisors and students.**
192
193 **Part 5. HUMAN RESOURCES**
194
195 **The Academic Advising Program (AAP) must be staffed adequately by individuals**
196 **qualified to accomplish its mission and goals. Within established guidelines of**
197 **the institution, AAP must establish procedures for staff selection, training, and**
198 **evaluation; set expectations for supervision; and provide appropriate**
199 **professional development opportunities. AAP must strive to improve the**
200 **professional competence and skills of all personnel it employs.**
201
202 Academic advising personnel may be full-time or part-time professionals who have
203 advising as their primary function or may be faculty whose responsibilities include
204 academic advising. Paraprofessionals (e.g., graduate students, interns, or assistants)
205 or peer advisors may also assist advisors.
206
207 **An academic advisor must hold an earned graduate degree in a field relevant to**
208 **the position held or must possess an appropriate combination of educational**

209 **credentials and related work experience.**

210

211 Academic advisors should have an understanding of student development, student
212 learning, career development, and other relevant theories in education, social sciences,
213 and humanities.

214

215 Academic advisors should have a comprehensive knowledge of the institution's
216 programs, academic requirements, policies and procedures, majors, minors, and
217 support services.

218

219 Academic advisors should demonstrate an interest and effectiveness in working with
220 and assisting students and a willingness to participate in professional activities.

221

222 **Sufficient personnel must be available to address students' advising needs**
223 **without unreasonable delay.**

224

225 **Degree or credential-seeking interns must be qualified by enrollment in an**
226 **appropriate field of study and by relevant experience. These individuals must be**
227 **trained and supervised adequately by professional staff members holding**
228 **educational credentials and related work experience appropriate for supervision.**

229

230 **Student employees and volunteers must be carefully selected, trained,**
231 **supervised, and evaluated. They must be trained on how and when to refer those**
232 **in need of assistance to qualified staff members and have access to a supervisor**
233 **for assistance in making these judgments. Student employees and volunteers**
234 **must be provided clear and precise job descriptions, pre-service training based**
235 **on assessed needs, and continuing staff development.**

236

237 **AAP must have technical and support staff members adequate to accomplish its**
238 **mission. Staff members must be technologically proficient and qualified to**
239 **perform their job functions, be knowledgeable of ethical and legal uses of**
240 **technology, and have access to training. The level of staffing and workloads must**
241 **be adequate and appropriate for program and service demands.**

242

243 Support personnel should maintain student records, organize resource materials,
244 receive students, make appointments, and handle correspondence and other
245 operational needs. Technical staff may be used in research, data collection, systems
246 development, and special projects.

247

248 **Technical and support personnel must be carefully selected and adequately**
249 **trained, supervised, and evaluated**.

250

251 **AAP staff must recognize the limitations of their positions and be familiar with**

252 **institutional resources to make appropriate referrals.**
253
254 **Salary levels and fringe benefits for all AAP staff members must be**
255 **commensurate with those for comparable positions within the institution, in**
256 **similar institutions, and in the relevant geographic area.**
257
258 **AAP must institute hiring and promotion practices that are fair, inclusive, and**
259 **non-discriminatory. AAP must employ a diverse staff to provide readily**
260 **identifiable role models for students and to enrich the campus community.**
261
262 **AAP must create and maintain position descriptions for all staff members and**
263 **provide regular performance planning and appraisals.**
264
265 **AAP must have a system for regular staff evaluation and must provide access to**
266 **continuing education and professional development opportunities, including in-**
267 **service training programs and participation in professional conferences and**
268 **workshops.**
269
270 **AAP must strive to improve the professional competence and skills of all**
271 **personnel it employs.**
272
273 Continued professional development should include areas such as the following and
274 how they relate to academic advising:
275 - theories of student development, student learning, career development, and other
276   relevant theories in education, social sciences, and humanities
277 - academic policies and procedures, including institutional transfer policies and
278   curricular changes
279 - legal issues including US Family Education and Records Privacy Act
280   (FERPA)/Canadian Freedom Of Information and Protection of Privacy (FOIPP) and
281   other privacy laws and policies
282 - technology and software training (e.g., degree audit, web registration)
283 - institutional resources (e.g., research opportunities, career services, internship
284   opportunities, counseling and health services, tutorial services)
285 - ADA compliance issues
286
287 **Part 6. FINANCIAL RESOURCES**
288
289 **The Academic Advising Program (AAP) must have adequate funding to**
290 **accomplish its mission and goals. Funding priorities must be determined within**
291 **the context of the stated mission, goals, objectives, and comprehensive analysis**
292 **of the needs and capabilities of students and the availability of internal and**
293 **external resources.**
294

295 **AAP must demonstrate fiscal responsibility and cost effectiveness consistent**
296 **with institutional protocols.**
297
298 Special consideration should be given to providing funding for the professional
299 development of advisors.
300
301 Financial resources should be sufficient to provide high-quality print and web-based
302 information for students and training materials for advisors. Sufficient financial
303 resources should be provided to promote the academic advising program.
304
305 **Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT**
306
307 **The Academic Advising Program (AAP) must have adequate, suitably located**
308 **facilities, adequate technology, and equipment to support its mission and goals**
309 **efficiently and effectively. Facilities, technology, and equipment must be**
310 **evaluated regularly and be in compliance with relevant federal, state, provincial,**
311 **and local requirements to provide for access, health, safety, and security.**
312
313 **AAP must assure that online and technology-assisted advising includes**
314 **appropriate mechanisms for obtaining approvals, consultations, and referrals.**
315
316 **Data about students maintained on individual workstations and departmental or**
317 **institutional servers must be secure and must comply with institutional policies**
318 **on data stewardship.**
319
320 **Academic advisors must have access to computing equipment, local networks,**
321 **student data bases, and the Internet.**
322
323 **Privacy and freedom from visual and auditory distractions must be considered in**
324 **designing appropriate facilities.**
325
326 **Part 8. LEGAL RESPONSIBILITIES**
327
328 **The Academic Advising Program (AAP) staff members must be knowledgeable**
329 **about and responsive to laws and regulations that relate to their respective**
330 **responsibilities. Staff members must inform users of programs and services and**
331 **officials, as appropriate, of legal obligations and limitations including**
332 **constitutional, statutory, regulatory, and case law; mandatory laws and orders**
333 **emanating from federal, state, provincial, and local governments; and the**
334 **institution's policies.**
335
336 **Academic advisors must use reasonable and informed practices to limit the**
337 **liability exposure of the institution, its officers, employees, and agents.**

338 **Academic advisors must be informed about institutional policies regarding**
339 **personal liability and related insurance coverage options.**
340
341 **The institution must provide access to legal advice for academic advisors as**
342 **needed to carry out assigned responsibilities.**
343
344 **The institution must inform academic advisors and students, in a timely and**
345 **systematic fashion, about extraordinary or changing legal obligations and**
346 **potential liabilities.**
347
348 **Part 9. EQUITY AND ACCESS**
349
350 **The Academic Advising Program (AAP) staff members must ensure that services**
351 **and programs are provided on a fair and equitable basis. Facilities, programs,**
352 **and services must be accessible. Hours of operation and delivery of and access**
353 **to programs and services must be responsive to the needs of all students and**
354 **other constituents. AAP must adhere to the spirit and intent of equal opportunity**
355 **laws.**
356
357 **AAP must be open and readily accessible to all students and must not**
358 **discriminate except where sanctioned by law and institutional policy.**
359 **Discrimination must especially be avoided on the basis of age; color; creed;**
360 **cultural heritage; disability; ethnicity; gender identity; nationality; political**
361 **affiliation; religious affiliation; sex; sexual orientation; or social, economic,**
362 **marital, or veteran status.**
363
364 **Consistent with the mission and goals, AAP must take affirmative action to**
365 **remedy significant imbalances in student participation and staffing patterns.**
366
367 **As the demographic profiles of campuses change and new instructional delivery**
368 **methods are introduced, institutions must recognize the needs of students who**
369 **participate in distance learning for access to programs and services offered on**
370 **campus. Institutions must provide appropriate services in ways that are**
371 **accessible to distance learners and assist them in identifying and gaining access**
372 **to other appropriate services in their geographic region.**
373
374 **PART 10. CAMPUS and EXTERNAL RELATIONS**
375
376 **The Academic Advising Program (AAP) must establish, maintain, and promote**
377 **effective relations with relevant campus offices and external agencies.**
378
379 Academic advising is integral to the educational process and depends upon close
380 working relationships with other institutional agencies and the administration. AAP

381 should be fully integrated into other processes of the institution. Academic advisors
382 should be consulted when there are modifications to or closures of academic programs.
383
384 For referral purposes, AAP should provide academic advisors a comprehensive list of
385 relevant external agencies, campus offices, and opportunities.
386
387 **Part 11. DIVERSITY**
388
389 **Within the context of the institution's unique mission, diversity enriches the**
390 **community and enhances the collegiate experience for all; therefore the**
391 **Academic Advising Program (AAP) must nurture environments where similarities**
392 **and differences among people are recognized and honored.**
393
394 **AAP must promote educational experiences that are characterized by open and**
395 **continuous communication that deepen understanding of one's own identity,**
396 **culture and heritage, and that of others. AAP must educate and promote respect**
397 **about commonalties and differences in historical and cultural contexts.**
398
399 **AAP must address the characteristics and needs of a diverse population when**
400 **establishing and implementing policies and procedures.**
401
402 **Part 12. ETHICS**
403
404 **All persons involved in the delivery of the Academic Advising Program (AAP)**
405 **must adhere to the highest of principles of ethical behavior. AAP must develop or**
406 **adopt and implement appropriate statements of ethical practice. AAP must**
407 **publish these statements and ensure their periodic review by relevant**
408 **constituencies.**
409
410 **Advisors must uphold policies, procedures, and values of their departments and**
411 **institutions.**
412
413 Advisors should consider ethical standards or other statements from relevant
414 professional associations.
415
416 **AAP staff members must ensure that privacy and confidentiality are maintained**
417 **with respect to all communications and records to the extent that such records**
418 **are protected under the law and appropriate statements of ethical practice.**
419 **Information contained in students' education records must not be disclosed**
420 **without written consent except as allowed by relevant laws and institutional**
421 **polices. AAP staff members must disclose to appropriate authorities information**
422 **judged to be of an emergency nature, especially when the safety of the individual**
423 **or others is involved, or when otherwise required by institutional policy or**

424 **relevant law.**
425
426 When emergency disclosure is required, AAP should inform the student that it has taken
427 place, to whom, and why.
428
429 **All AAP staff members must be aware of and comply with the provisions**
430 **contained in the institution's human subjects research policy and in other**
431 **relevant institutional policies addressing ethical practices and confidentiality of**
432 **research data concerning individuals.**
433
434 **All AAP staff members must recognize and avoid personal conflict of interest or**
435 **appearance thereof in their transactions with students and others.**
436
437 **All AAP staff members must strive to ensure the fair, objective, and impartial**
438 **treatment of all persons with whom they deal. AAP staff members must not**
439 **participate in nor condone any form of harassment that demeans persons or**
440 **creates intimidating, hostile, or offensive campus environment.**
441
442 **When handling institutional funds, all AAP staff members must ensure that such**
443 **funds are managed in accordance with established and responsible accounting**
444 **procedures and the fiscal policies or processes of the institution.**
445
446 **AAP staff members must perform their duties within the limits of their training,**
447 **expertise, and competence. When these limits are exceeded, individuals in need**
448 **of further assistance must be referred to persons possessing appropriate**
449 **qualifications.**
450
451 **AAP staff members must use suitable means to confront and otherwise hold**
452 **accountable other staff members who exhibit unethical behavior.**
453
454 **AAP staff members must be knowledgeable about and practice ethical behavior**
455 **in the use of technology.**
456
457 **Part 13. ASSESSMENT and EVALUATION**
458
459 **The Academic Advising Program (AAP) must conduct regular assessment and**
460 **evaluations. AAP must employ effective qualitative and quantitative**
461 **methodologies as appropriate, to determine whether and to what degree the**
462 **stated mission, goals, and student learning and development outcomes are being**
463 **met. The process must employ sufficient and sound assessment measures to**
464 **ensure comprehensiveness. Data collected must include responses from**
465 **students and other affected constituencies.**
466

467   **AAP must evaluate periodically how well they complement and enhance the**
468   **institution's stated mission and educational effectiveness.**
469
470   **Results of these evaluations must be used in revising and improving programs**
471   **and services and in recognizing staff performance and the performance of**
472   **academic advisors.**

Addendum 5a

Coordinator for Student Support
Office of the Vice President for Academic Affairs and Provost
University of Minnesota – Twin Cities

The Office of the Senior Vice President for Academic Affairs and Provost seeks a highly qualified individual to serve as the Coordinator for Student Support Services. This is 100% time, P and A, class 9354 position. This position will work with administrators, faculty, advisors and staff members on the Twin Cities campus in the development and support of programs and services designed to provide high quality services to undergraduate students across the Twin Cities campus.

Duties and Responsibilities:
- With staff in the Office of the Senior Vice President for Academic Affairs and Provost provide leadership for the student service program development;
- Chair task groups related to advising and student support services;
- Develop materials and training programs for Twin Cities student support personnel;
- Work with college administrators, advisors and student support personnel to create, develop, and maintain student support activities and programs across the Twin Cities campus;
- Other duties, as assigned.

Required Qualifications:
- Masters degree;
- At least five years experience in student support services and at least two years in an administrative role;
- Demonstrated success in building strong relationships with the academic departments, advisors and faculty and building alliances with colleagues;
- Demonstrated leadership abilities, integrity and strong work ethic; and,
- Commitment to valuing and actively promoting diversity.

Desired Qualifications:
- Experience in effectively managing an executive level office;
- Demonstrated ability to work with administrators, faculty and students;
- Experience in the use of technology for undergraduate advising;
- Proficiency in written and verbal communication; and,
- Demonstrated ability to manage complex interrelated operations in such a way that they are both internally efficient and contribute to the academic success of undergraduate students.

The position will begin September 1, 2007, and will report to the Associate Vice Provost.

For further information, please contact Laura Coffin Koch, koch@umn.edu or 612.624.1085. To apply for this position please send a letter of interest, resume, and the names and contact information for 3 references to: Leslie Zenk, zenklr@umn.edu, 170M Morrill Hall, by August 15, 2007.

ARIZONA STATE UNIVERSITY
SERVICE PROFESSIONAL

TITLE: **Director, Academic Services**	**JOB CODE:** 091497 **GRADE:** 99 **FLSA:** E

PRIME FUNCTION:

The Director of the ASU Academic Advising Training and Professional Development Resources office coordinates, organizes and implements university-wide training and professional development strategies for all ASU academic advisors. This position reports to the Executive Director, University College Academic Advising, and will also be guided by a university-wide steering committee.

DUTIES AND RESPONSIBILITIES:

- Establish and maintain a uniform advising training program which incorporates the academic advising institutional philosophy and the establishment of academic advising training standards.

- Inititate and promote professional development opportunities for academic advisors.

- Maintain the ASU Academic Advisor Handbook and related materials.

- Establish a clearinghouse for advisor-related national training programs and academic advising research materials and topics.

- Participate in development, maintenance and implementation of university policies and procedures related to academic advising.

- Coordinate institutional participation in academic advising related workshops, conferences, national organizations (NACADA, etc).

- Complete (assist in developing, collecting and maintaining) data on ASU academic advisor related research, surveys, evaluations, etc.

- Coordinate the development of academic advising program and learning outcomes assessment strategies.

- Identify and catalog new developments and best practices in academic advising at the university and nationally.

- Participate on ASU academic advisor related committees, boards, etc (AAB, AAAC, CAA, etc).

- Coordinate and implement academic advisor recognition programs.

- Establish and faciliate a first year academic advisor support group.

- Identify fiscal resources and structures to enhance academic advising recruitment, training and re-training programs across all ASU colleges.

- Supervise support staff.

- Serve as a University representative at state, regional and national organizations, boards, councils, and committees as assigned.

ARIZONA STATE UNIVERSITY
SERVICE PROFESSIONAL

TITLE:	**Director, Academic Services**	JOB CODE:	091497
		GRADE:	99
		FLSA:	E

KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of the principles and practices pertaining to academic advising, recruitment/retention, and/or student support functions.
- Knowledge of management, leadership and supervisory principles and practices.
- Skill in planning, analyzing and coordinating activities and establishing priorities.
- Skill in program design and development.
- Skill in both verbal and written communication skills.
- Skill in establishing and maintaining effective working relationships.
- Skill to create and deliver effective workshops as well as provide effective training to others.
- Knowledge of fundamental budget management methods and techniques.

MINIMUM QUALIFICATIONS:

Master's degree AND six (6) years experience in one or more of the following: advising, recruitment/retention, other related student services in a college/university environment, which includes four (4) years of supervisory experience; OR,
Any equivalent combination of education and/or experience from which comparable knowledge, skills and abilities have been achieved.

DESIRED QUALIFICATIONS:

Doctorate degree in Higher Education, Counseling, or related field.

Arizona State University
Advising Administrator's Board (AAB)
http://www.asu.edu/provost/committees/AAB.html

Purpose: The purpose of this board is to optimize the effectiveness of undergraduate academic advising by providing a forum for those individuals who have academic advising administration responsibilities on the campuses of Arizona State University, to identify and discuss common issues, to develop and/or propose resolutions to problems, and to refer concerns to appropriate university administrators, departments and/or committees. It is a forum for exchange of information, mutual support, and creative activity relevant to academic advising at ASU.

Historically, the goals of the Board have been to improve academic advising for both students and academic advisors, communicate shared opportunities for students, and keep each other abreast of changes.

Membership: The Board consists of those individuals who supervise academic advisors and/or oversee the delivery of academic advising in the following areas:

- Each college and free standing school on all ASU campuses
- The Department of Intercollegiate Athletics
- Council of Academic Advisors president or designee
- Provost Office representative
- Director, ASU Academic Advising Training & Professional Development

In order to best reach our goals, ex-officio memberships may be extended to staff members from appropriate units as relevant (see agenda Items below).

Operational Guidelines:

Meetings: Held once a month throughout the year. Currently, meetings are scheduled for the first Wednesday of each month from 3-5 p.m. Teleconference technology allows for a meeting room on each ASU campus to participate in the meeting.

Chair: The previous year's co-chair becomes the chair each year beginning in July.
- facilitates meetings
- develops agenda
- contacts guests
- sends call to meeting notice
- serves as liaison to the University Community as needed
- schedule rooms, etc. for meetings

Co-Chair: Volunteer or nominee each year in May or June.
- stand in for chair when needed
- summarizes action items in minutes

Goals: Set each August to guide the board for the academic year.

<u>Minutes Notes:</u> Should be kept in a brief, summary format provided by the co-chair, and distributed to the AAB listserv (see below).

<u>Agenda items:</u> Established by the members, reflect needs of the group, and promote positive relations with various university departments such as:

- Undergraduate Admissions
- New Student Programs
- Office of the Registrar
- Academic Transfer Articulation Office
- Community College Liaison
- Extended Education
- Disability Resource Center
- University Technology Office
- International Programs Office
- Residential Life/Learning Communities
- Student Financial Assistance/Scholarships
- Institutional Analysis
- e-Advisor, PeopleSoft/OASIS, etc.
- Other student and academic services offices, as appropriate

Roundtable/updates: each meeting provides an opportunity for an exchange of information among the AAB members within a collegial and supportive environment.

<u>List serve:</u> AAB will maintain a listserv for members and key representatives to maintain communication channels. Any list serve member may post notes to this list serve. The list serve will be maintained by the AAB chairperson.

AdvisorNet Proposal for an UC Berkeley Advising Council; October 2004

Susan Cass, *Nutritional Science and Toxicology*; Kim Guilfoyle, *Haas Business School*; Kati Markowitz, *Neuroscience Graduate Program*

Need for Advising Council (Why):

Along with research and teaching, advising plays a major role in the quality of the educational experience of graduate and undergraduate students at UC Berkeley. From program planning to preparation for the Oral Qualifying exam as well as personal and career development, staff and faculty play a key role in mentoring students through the process of preparing for their futures as professionals, scholars, and citizens.

Institutions of higher education across the country recognize advising as a skilled pursuit supported by a body of professional literature and educational training. Just as important as the committees established to ensure sound research and thoughtful pedagogy, a campus advising council would serve the need to develop and guide effective advising programs. We propose that an advising council would:

- Encourage the development of a prevailing advising philosophy and elevate the role advising plays in the overall educational experience for students,
- Unify the leadership and management of advising on campus,
- Establish clear lines of communication essential for a decentralized campus by creating a central repository of advising resources and information, and
- Ensure professional training and expertise among the units/departments.

Advising Council Charge/Goals (What):

- Develop and continue to assess and refine campus-wide advising values and philosophy,
- Develop and continue to assess and refine campus-wide advising mission and its goals,
- Develop standardized advising programs assessment tools and disseminate them for use in different advising centers and units on campus,

- Develop standardized advising professionals evaluation tools and disseminate them through Human Resources for use in Student Affairs Officer's annual evaluations,
- Develop an advising professionals reward system and implement it through the Staff Infrastructure Steering Committee and the Office of Human Resources,
- Develop an appropriate faculty advisers' reward system and implement it through the Academic Senate,
- Develop and implement a comprehensive advisor training and development program for both faculty and staff advisors,
- Provide the central venue for timely and effective dissemination of advising information to all campus stakeholders: policies and procedures; best practices; open forum for discussion of advising issues,
- Act as consultative body on academic advising issues to the Academic Senate and Executive Administration,
- Advocate for advising and the advising profession, and
- Engage in an ongoing dialogue and re-evaluation of the Advising Council's role and practices.

Advising Council Reporting Line (Where):
- Charged by and accountable to the Executive Vice Chancellor and Provost, thus covering the entire academic side of the campus.

Advising Council Membership (Who):
- 4 representatives from the Academic Senate,
- 1 representative from the Office of the Registrar,
- 1 representative from the L&S Undergraduate Dean's Office,
- 1 representative from the Graduate Dean's Office,
- 1 representative from the Vice Chancellor for Student Affairs' Office,
- 1 representative from the Vice Provost for undergraduate Education's Office,
- 2 representatives from the major student advising/services centers such as Career Center, Office of Student Life, Student Learning Center, etc.,

- 2 representatives of non-L&S College advising centers (ie. CNR, CED, College of Chemistry, College of Engineering),
- 2 departmental undergraduate professional advisors from different colleges, and
- 2 departmental graduate professional advisors from different programs

The Advising Council should have approximately 17 voting members; ideally, 1 FTE should be devoted to providing staff support to the Council.

Advising Council Working Procedures (How):

- The Executive Vice Chancellor and Provost should appoint the membership of the Advising Council in consultation with major advising units, departments, and the Academic Senate,
- The membership of the Advising Council should rotate every 3 years, with initial membership staggered so that 5-6 members have 1-year appointments, 5-6 have 2-year appointments, and 5-6 have 3-year appointments,
- Every year, 1/3 of the membership should cycle off,
- New members should come from units/departments that have parallel function[s] to those of the departing members,
- 1 FTE, a senior professional advisor, should provide administrative, analytical and coordinating support to the Council (this is an "ideal" scenario; the Council could function by apportioning tasks to its members until the FTE can be secured),
- The Council should have monthly meetings of the full membership,
- The Council could charge subcommittees to work in different subjects or on specific Council projects; subcommittees should have representation of Council members, but could also include subject matter specialists from around campus as needed (for instance, on the reward system for staff advisors, Human Resources should be part of the process from the start).