Academic Advising Task Force
Progress Report
April 16, 2015

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Table of Contents

Executive Summary

Institutes of higher education have a responsibility to instruct students in a manner that provides them with skills sufficient to secure initial employment and preparation for success in life. At the University of Connecticut, this is accomplished through both curricular and co-curricular experiences and the former are facilitated by this Land Grant University's teaching mission. A critical aspect of teaching, and one that has simultaneously increased in importance while being generally diminished in its value by a lack of commitment, both philosophical and practical, is that of undergraduate advising. A number of factors have contributed to the need for a renewed commitment to advising including significant enrollment increases, the abandonment of advising responsibilities by some faculty members purposefully or though benign neglect, failure of department, college and university administration to address this abdication of responsibility, and ever increasing requirements for faculty and staff members to address complex non-academic student concerns that have emerged significantly in the past decade (e.g., mental health issues).

The Advising Task Force established by Vice Provost Reis has discussed the issue of advising extensively and its observations and recommendations are provided in this report. It has recognized that a renewed institutional emphasis for enabling faculty and staff members to effectively serve as undergraduate advisors is required. An important aspect of the past year's discussions is that of differentiating between the proscriptive (e.g., what courses to take when) and mentoring aspects (e.g., how to prepare for professional or graduate schools) of guiding undergraduates. There are important roles to be played by both staff and faculty members and it has been generally agreed that the former are more adept at the proscriptive aspects while faculty members are more successful serving as mentors.

Our Task Force does not offer a singular university-wide model because we do not believe that a completely centralized approach would be efficacious and anticipate that it would be expensive. Each College/School has a culture consistent with the disciplines that it supports and the advising and mentoring needs are best left to those units. However, there are a number of things that a centralized effort could accomplish and those suggestions are contained in this report. The relative costs would be low and in most cases it would mean simply clarifying expectations and holding advisors/mentors accountable for this critical responsibility.

The University of Connecticut is reconsidering how best to effect its advising mission and this is being done at a number of Land Grant Universities nationally. It is our hope that UConn will choose to be a leader and recommit itself to the critical role of advising in the undergraduate teaching mission. If we choose to only mark ourselves against our peers, we will not be providing leadership, but simply participating in a status quo that is a national challenge. We hope that the University will use this report as a catalyst for a transformative approach to undergraduate advising/mentoring and adopt the following recommendations.

Recommendations

1. The University recommit itself to undergraduate advising and mentoring. Advising/mentoring is a form of teaching and needs to be valued. This starts with a no-cost pronouncement by relevant University bodies (central administration, Senate, Deans) through to an awards/rewards system for outstanding advising.

2. The Mission and Goals statements provided in this document be adopted institution-wide and that they be readily accessible.

3. Appoint a new position that would be responsible for establishing a framework to implement an advising assessment tool, and address/solve the most significant problems noted below. The Task Force recommends a visible, Provost-level Chief Advising/Mentoring Officer who will be part of university-level discussions and academic planning, and whose role will focus exclusively on supporting and improving university-wide undergraduate advising and mentoring as a key part of the mission at the University of Connecticut. This individual would not function to centralize advising under a single university office but rather would facilitate implementation of university-wide goals (e.g., assessment; mental health competency within academic advising/mentoring) evolving from this report and the University Advising Committee and continue to identify areas for improvement through development and adoption of best practices.

4. Expectations for student learning outcomes be established, and shared with students, advisors and mentors.

5. Expectations of undergraduate advisors, mentors and advisees be established and assessed in a parallel format to those for teaching.

6. A University Advising Committee be established and charged to oversee the advising mission. This would include being responsive to this report, as well as ongoing concerns and approaches for improving the undergraduate experience at UConn.

7. Address the list of problems that have been identified with advising/advisors/advisees at UConn and establish a checklist of steps that students should take to redress complaints about inadequate advising or advising violations.

8. Develop professional development activities, including written resource pieces that list/describe the practices and characteristics of a successful advisor/mentor. To include development of a process sheet identifying the steps for advisors and mentors to address various issues that may arise during advising/mentoring (e.g., mental health challenges; family tragedy; economic concerns for affording tuition; internship and career planning; education abroad planning).

9. Advising and mentoring need to be perceived as complements to teaching and as such valued by the University and expected of faculty. Thus, all position descriptions and offer letters for faculty positions that are expected to potentially include a requirement for teaching must include statements reinforcing an

expectation for mentoring/advising of undergraduate as well as graduate students (as they do currently for teaching).

10. While the advising function benefits from one-on-one interaction, there are two themes that repeatedly arise during discussions of student success – cohorts and peer support. While traditional advising models do not necessarily involve group interactions, they have the potential to do so through group advising and peer advising and we recommend that these approaches with potential others be tested and evaluated for their efficacy. Successful student support programs bring students together in groups small enough so that the interaction is personal and there is the ability for the group to bond.

I. Background.

The Advising Task Force was established in March 2014 for the purpose of reviewing the totality of the University's advising mission. A consultant, Dr. Richard Robbins, was employed to review the current state of advising at UConn and to provide recommendations for its improvement. He completed this task in April 2014 and the Task Force began the process of acting on these recommendations. To date, the task force has met on 9 different occasions with additional subcommittee meetings. The meetings prior to the consultant visit were devoted to defining the stakeholder groups with whom to meet and questions for Dr. Robbins. Following receipt of Dr. Robbins' report, the Task Force met to discuss recommendations and begin the process of defining next steps.

In the Fall 2014 semester, the Task Force identified a mission and goals for advising and mentoring. The discussions of the task force led to a differentiation between the functions of an "advisor" and a "mentor" and an identification of who may be best equipped to fulfill these functions and roles.

Academic *advisors* are understood to be faculty members and professional advising staff who are primarily charged with aiding students in the navigation and completion of General Education requirements as they relate to their major. As students complete these requirements and become more heavily involved in their selected majors, the expectation is that they will shift more to academic *mentors*. These are expected to be faculty members from the students' majors who will focus on providing professional development support. This support includes aiding students in developing their major curricular choices, including courses, thesis and research opportunities; identifying and securing internship, research, service learning, and study abroad experiences; identifying potential post-graduate educational and career choices (and guiding students toward institutional resources available on campus to enhance these efforts, such as Career Development Services); and serving as references in support of placement. The expectation is that both advisors and mentors will be aware of campus resources such as Mental Health Services and Center for Students with Disabilities for students needing such support.

The 5 most significant recommendations undertaken by the Task Force in the Fall 2014 semester included:
1. Establishment of statements that address the mission and goals of academic advising and mentoring.
2. Development of a list of student learning outcomes that should be accomplished through the advising and mentoring experience,
3. Development of a list of expectations of advisors/mentors and advisees for meaningful advising to occur,
4. Conceptualizing the function(s) and membership of a University advising committee, and
5. Development of an assessment tool for evaluating the efficacy of academic advising and mentoring.

In the Spring, 2015 semester the Task Force focused on identifying strong practices at comparable institutions, as well as defining characteristics of successful advisors and mentors, assessment instruments, and clarification of processes.

II. Academic Advising: Mission and Goals

To date, the University lacks a statement of Mission and Goals for undergraduate advising. The Task Force developed the following statements and recommends that they be adopted institutionally.

Mission. The mission of academic advising at UConn is to support students' development in ways that reflect the core values of the University: Innovation, leadership, global engagement, and diversity.

Goals. All students will participate in courses, co-curricular activities, and experiences that reflect UConn's core values:

1. *Innovation*. Students will develop their creativity and ability to be innovators in their chosen career. They will participate in experiences that expose them to breakthrough and foundational ideas and develop their own ability to create and innovate.
2. *Leadership*. Students will develop their ability to be leaders in their chosen careers. They will participate in experiences that cultivate critical thinking, creativity, and joy in lifelong learning.
3. *Global Engagement*. Students will enhance their intercultural understanding and recognition of the transnational nature of global challenges and opportunities. They will participate in experiences that expose them to other cultures and facilitate their ability to think globally, communicate, and work well with others from different countries.
4. *Diversity*. Students will enhance their appreciation of differences in one another as well as similarities and their ability to create a welcoming environment in which all individuals can achieve their fullest potential and in which open and respectful communication is facilitated.

III. Characteristics and Processes Of Successful Academic Advisors And Mentors

Process. In addition to a limited review of literature, the group conducted a limited focus group with experienced UConn advisors from CLAS, School Of Education, ACES and SSS programs to mine their practical and professional knowledge of practices and characteristics of successful advisors.

Summary:

- **General Characteristics and Practices for All Academic Advisors and Mentors:** Below is a description of the dimensions of successful academic advisors and mentors that reflects the broad practices and characteristics that should be present in all advising and mentoring relationships. Toward that end, recommendations made during focus group interactions that may expand on these broad points include:
    - *Clearly articulating expectations of the advising/mentoring relationship* to all parties involved including students, and in training and evaluation of staff. One suggestion seen

utilized at another university was to have a syllabus for first-year students that clearly lays out expectations of both parties, and identifies tasks and timelines.

- o *The importance of the connection:* All advisors echoed the importance of taking time to connect with and understand students' strengths and concerns. In the absence of this relationship, advising fails to cultivate student potential and is mechanized. It was reflected that many student complaints about advising may stem from a struggle to make the time to create these meaningful connections or to hold these facilitative conversations.
- o *More clearly specifying and operationalizing characteristics and practices:* It was noted that the broad expectations in the summary documents would eventually need to be more specific in order to guide evaluation and training. This would also allow for greater standardization of training and evaluation practices across advising units.
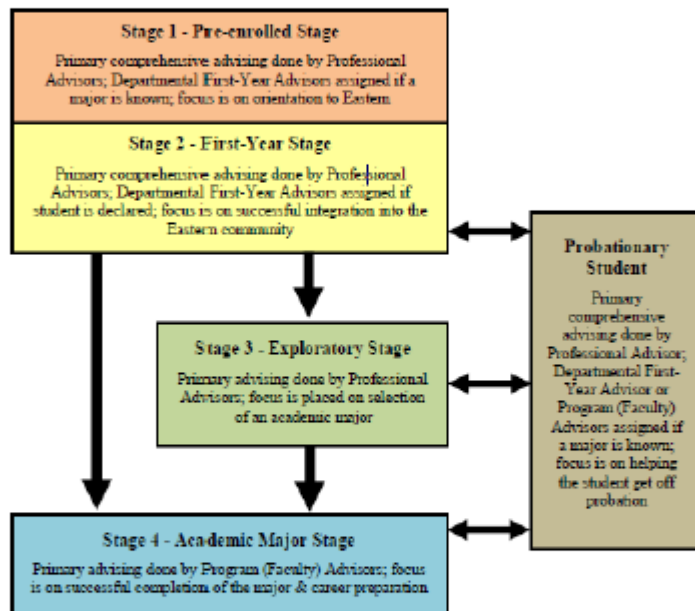
Faculty Advisors *and* Professional Advisors: The subcommittee proposes a distinction between the roles and practices of professional advisors and faculty advisors/mentors. While both would be expected to offer advisees the basic characteristics and practices, the faculty advisor would assume a greater mentorship role, or one that is subject-specific. We noted that Eastern Connecticut State University has an already developed dual advising program. A diagram of the model (see below) and further details can be found at http://www1.easternct.edu/advising. Several departments/schools at UConn are already using a similar dual model. The subcommittee recommends that faculty and professional advisors from the various schools and colleges come together to examine and explore different models in order to develop a generic model that can be used across the University.

- **Institutional Support**: It is important to consider that expectations for performance should sit in a context of institutional support where the following practices assist advisors in achieving and exceeding expected levels of competence
    - o expectations are clearly communicated
    - o feedback and evaluation is provided regularly
    - o professional development, supervision and support are provided
    - o See attached notes for full summary

Eastern Connecticut State University
Four-Stage Advising and Support Program

This is a stage-based, comprehensive Advising Program for all students at Eastern, to be administered by the Advising Center, housed within the Student Success Center. Advising will be conducted by both Professional Advisors and Program (Faculty) Advisors, at four experiential stages: (1) Pre-enrolled Stage, (2) First-Year Stage, (3) Exploratory Stage, and (4) The Academic Major Stage

Proposed Advising Program

Stage 1 - Pre-enrolled Stage

Primary comprehensive advising done by Professional Advisors; Departmental First-Year Advisor assigned if a major is known; focus is on orientation to Eastern.

Stage 2 - First-Year Stage

Primary comprehensive advising done by Professional Advisors; Departmental First-Year Advisors assigned if student is declared; focus is on successful integration into the Eastern community

Stage 3 - Exploratory Stage

Primary advising done by Professional Advisors; focus is placed on selection of an academic major

Stage 4 - Academic Major Stage

Primary advising done by Program (Faculty) Advisors; focus is on successful completion of the major & career preparation

Probationary Student

Primary comprehensive advising done by Professional Advisor; Departmental First-Year Advisor or Program (Faculty) Advisors assigned if a major is known; focus is on helping the student get off probation

- **Professional Advisors will:**

    o Establish a relationship with all First-year students

    o Help students complete orientation and placement requirements

    o Assist students to fill out a 4-year academic plan

    o Refer students to individualized services as needed

    o Encourage students to engage in the Eastern community.

IV. The Characteristics and Practices of Successful Academic Advisors and Mentors

Successful academic advisors and mentors often employ the following practices:

***Respect Their Advisees*:** Successful advisors and mentors understand that their advisees come from various backgrounds and that they sometimes perceive the world in dramatically different ways. Advisors should respect their students' beliefs and opinions and help them craft the educational path they desire. They also help students establish particular goals. According to NACADA, a key aspect of advising lies in "helping students develop a realistic self-perception."

***Push their Advisees to Be Responsible*:** Successful advisors and mentors communicate to their advisees that they are expected to take responsibility for their actions, a major requirement for transitioning into the postsecondary workplace.

***Allow Advisees to Make Choices*:** According to Marc Lowenstein and Thomas J. Grites (2013), successful advisors "enhance the advisee's ability to make decisions." By allowing advisees to make their own decisions, advisors and mentors show respect for others' wishes and make students more independent. This is especially critical for students in distress who often feel powerless in their situations.

***Understand Advising is a Holistic Process*:** Successful advisors and mentors recognize the limitations of their own positions in helping their advisees and they do not hesitate to contact institutional resources that can better assist students. As Ruth Harper and Meghan Peterson (2015) write, academic advisors and mentors should not hesitate to include other university offices such as mental health services, TRiO programs, academic support services, disability services, tutoring or mentoring programs, or career counseling.

***Recognize When an Advisee is in Distress and Respond Accordingly*:** Successful academic advisors and mentors understand that their long-term relationship with their advisees will make them privy to aspects of their students' private lives. Effective advisors and mentors listen to and observe their advisees and take notice of any signs of distress. If a student is indeed distressed, the University of Texas's Counseling and Mental Health Center suggests that the advisor/mentor should talk to the student in private, listen sensitively, maintain a direct and nonjudgmental demeanor, refer the student to the appropriate professional services, and, most critically, follow up with the student. UConn's Counselling and Mental Health Services even advocates that faculty and staff members walk their students over to the counseling center.

Notes about Institutional Support/Professional Development for Academic Advisors and Mentors.
First-year academic advisors are easily overwhelmed by the daunting demands outlined in professional literature and institutional mission statements and demonstrated in the world of veteran advisors. Folsom, Joslin, and Yoder (2005) conclude that, as a result, "first-year advisors compare themselves only to professional 'ideals' and measure themselves against the knowledge and skills of the experienced advisor." In order to alleviate this issue, they suggest that institutions craft a series of short yet intensive training sessions and "create year-long advisor development programs that recognize proficiency in advising as a developmental process and provide first-year 'blueprints' in the form of clear relational and informational expectations." In addition to these programs, Folsom, Joslin, and Yoder also recommend that each first-year advisor set reasonable short-term and long-term goals for their professional development. Institutions should provide some kind of oversight that ensures these goals are met.

Borns (2002) suggests that there be a tiered approach to advisor training, with advisors being rewarded in some way after completing each level. She also offers a list of questions for advisors (and, we suggest, mentors) to consider:

- **Know your audience.**
    - Who needs this information?
    - Who wants this information?
    - What is the purpose of the training?
    - Why is the training important?

- **Plan ahead.**
    - What is the intended outcome?
    - What existing resources can be used?
    - What resources/tools can be developed?
    - What group discussion questions or activities can be developed?
    - Who will be the trainer(s)?

- **Model interactive learning.**
    - How can training sessions model interactive learning?
    - How can the ice be broken to initiate interactive learning?
    - What active participation exercises can be used?
    - How can theory be blended with practical application?

- **Develop handouts/materials.**
    - What materials can be distributed to participants before training for reflection?
    - What materials can participants keep for further reference?

Bryant, Chagani, Endres, and Galvin (2006) emphasize the need for professional advising and mentoring networks which can take the form of "individual mentoring, office-level meetings, formal unit-wide training, institutional, and multi-institutional networks." The potential of multi-institutional networks is especially promising to these scholars because they allow advisors to present and attend sessions on specialized topics that may not be covered in their institutional training. Furthermore, they argue, these sessions could be recorded and made available to others, saving time and money in the long run.

McClellan, Moser, and Waterreus (2008) discuss an advisor certification program that has been implemented at Utah Valley State College. The program breaks down in the following way:

Utah Valley State College Advisor Certification Program				
	Initial Training	**1st Year Training**	**2nd Year Training**	**3rd-5th Year (Cycle)**
Purpose of Training	Foundation	Familiarity	Fluency	Focused professional development
Requirements for Certification or Recertification	New advisor training	Skill Development Workshops (SDW) (4 sessions); Observational visit (6 months); Advisor Forum (80% attendance); Annual Advisor Conference	Advising Course; Advisor Forum (80% attendance); Annual Advisor Conference; SDW (4 sessions)	3 years worth: Annual Advisor Conference (3); SDW (12 sessions); Advisor Forum (80% attendance); Continuing Development hours
Certification Level	Basic	Level I Advisor	Level II Advisor	Advisor Recertification

Instructions for Advisors and Mentors – UConn Academic Plan

Dear Advisors and Mentors,
The mission of academic advising at UConn is to support students' development in ways that reflect the core values of the university. Consistent with UConn's core values, as advisors we work to facilitate students' development as innovators, leaders, and global citizens who can succeed in an increasingly diverse world. The UConn Academic Plan for advising presents advisors and mentors with a unique opportunity to have meaningful conversations with their students about these learning goals from the beginning of their academic career.

Advisors and mentors are expected to assist students with the development of meaningful educational plans, working with them to engage in a process of self-assessment that identifies the students' strengths, talents and interests. To help students reach their full potential as scholars and engaged citizens, advisors and mentors must be accessible and interact effectively with their advisees as well as be knowledgeable of curriculum requirements, University polices, and curricular and co-curricular resources.

Success in achieving these goals requires students to take an active role in shaping their UConn experience within and outside the classroom. All students should develop, and continuously update, plans for engaging in curricular and extracurricular activities that develop their ability to excel in the areas of innovation, leadership, global engagement, and diversity. The advisor or mentor will provide feedback on students' plans, help identify relevant coursework and co-curricular opportunities, discuss career goals, promote student growth and development, and communicate the characteristics and experiences of students who show excellence in the areas of innovation, leadership, global engagement, and diversity.

Below are some examples of questions to use when talking about the UConn Academic Plan with students as well as examples of courses and co-curricular activities that relate to each learning goal. An alternative approach is to ask students to fill out a survey before meeting with you (see attached). The purpose of these examples is to get help you think of constructive ways to discuss the learning goals and thinking skills with your students. This list is by no means exhaustive, rather it is meant to give you an example of activities that relate to each of the learning goals. Each college or academic unit should develop a list of courses and co-curricular activities that are appropriate for their students and indicate the goals and thinking skills they address. Based on discussion with an advisee, advisors can indicate student progress on UConn Academic Plan Learning Goals (see attached).

A) Examples of questions to begin a conversation with students about each learning goal:
- a. Innovation
  - o What subjects or areas interest you?
  - o Are you involved in any creative clubs or activities?
- b. Leadership
  - o Do you know your strengths?
  - o How often do you play a leadership role in group work?
  - o Have you considered becoming a leader in an organization on campus?
  - o What are characteristics of a successful leader in your opinion?
  - o What do you hope to accomplish as a leader?
- c. Global Engagement
  - o Have you had the opportunity to travel to other states or other countries?
  - o Do you have an interest in any global issues?
  - o Have you taken any classes on the environment, human rights, the economy, or other global issues?
  - o Have you started to regularly make sure you are aware of what is going on in the world?

d. Diversity
- How do you define diversity?
- How is diversity present in your everyday life at UConn?
- How are diverse ideas discussed in classes?

B) Examples of ideas or activities that relate to each learning goal:
a. Innovation:
- Becoming a research assistant
- Doing a senior project or thesis
b. Leadership:
- Participation in a learning community
- Becoming an FYE mentor
- Study abroad
- Alternative spring break
- Community outreach
- Internships
- Working in a lab
- Peer mentoring
- Tutoring
- UConn connects facilitator
- TA in EPSY course
c. Global Engagement:
- Visit cultural centers on campus
- Enroll in global courses
- Attend lectures and events on global issues
- Involvement in a learning community
- Visit career services
- Participate in research projects
- Senior year experience
d. Diversity:
- Become an RA
- Interactions in residence halls and classes
- Enrollment in diversity classes
- Attend guest lectures
- Participate in USG

V. Faculty Mentor Responsibilities

Faculty mentors guide students through:
- Completion of the major
- Intellectual development
- Skills development
- Laying the foundations for a professional life
- Transitioning to graduate school or the workforce

Completion of the major:
- Make sure students are making satisfactory degree progress and choosing appropriate courses
- Make referrals to professional advising staff as necessary (e.g., transfer credits, general education classes)

Intellectual development
- Make sure students are taking challenging and appropriate courses
- Make sure students are exploring Study Abroad opportunities
- Encourage students to develop strong relationships with multiple faculty mentors
- Encourage students to explore options for Minors, double majors, or dual degrees

Skills development
- Students must augment their field-specific skills and knowledge with a variety of other skills
- Make sure students are developing satisfactory skills in oral and written expression, planning, working in groups, etc. – connect them to supplemental resources if not
- Encourage students to become involved in student organizations as a way to develop skills as well as for personal satisfaction

Professional development
- Offer information and advice about professional careers. Many young students lack sufficient experience to imagine what kind of work they might engage in as professionals.
- Connect students to the resources at Career Services
- Make sure students are taking advantage of professional development opportunities within the department and School or College (e.g., guest speakers, workshops)
- Make sure students are undertaking internships as appropriate

Transitioning to graduate school or the workforce
- Students are not always aware of their aptitudes
- Make sure students are aware of career fairs, workshops, and other opportunities to explore their professional options
- Make sure students understand the process of applying to graduate school and assist them in choosing appropriate schools http://cet.usc.edu/resources/teaching_learning/mentoring.html

VI. Student Learning Outcomes from the Advising and Mentoring Experience

Learning extends beyond the classroom and students are encouraged to take advantage of everything that UConn has to offer. Learning objectives are intended to inform discussions between advisee and advisor/mentor and are presented in Table 1.

VII. Expectations of Advisors/Mentors and Advisees

A successful and productive advising/mentoring relationship involves the collaboration of advisor or mentor and student. They will share responsibility for an advising and mentoring process that allows students, as part of their curricular and co-curricular University experience, to realize their full potential. Specifically the advising and mentoring relationship should not only allow the student to meet the academic degree requirements but should allow the student to excel in innovation, leadership, global engagement, and diversity. The goal of such a relationship is to foster the timely completion of the program of study and promote engagement in opportunities that catalyze the development of engaged, informed and educated citizens.

Students must take initiative to realize the full potential of their University of Connecticut experience by creating and continuously updating plans for engaging in curricular and co-curricular activities. Ultimately, students must understand that it is their responsibility to know and follow University regulations, and to be aware of academic deadlines necessary to carry out a program of study consistent with academic and career goals and the degree requirements of the University.

Advisors and mentors are expected to assist students with the development of meaningful educational plans, working with them to engage in a process of self-assessment that will identify the students' strengths, talents and interests. The advisor or mentor will provide feedback on their students' plans to help identify relevant coursework and co-curricular opportunities, discuss career goals, promote student growth and development, and communicate the characteristics and experiences of students who show excellence in the areas of innovation, leadership, global engagement, and diversity. To help students reach their full potential as scholars and engaged citizens, advisors and mentors must be accessible and engaged with their advisees as well as be knowledgeable of curriculum requirements, University policies and curricular and co-curricular resources.

Table 1. Student Learning Outcomes from the Advising and Mentoring Experience

		UCONN Academic Plan Learning Goals			
		Innovation	**Leadership**	**Global Engagement**	**Diversity**
Thinking Skills*	**Remember**	• Recognize breakthrough and foundational ideas. • Identify opportunities to enhance creativity.	• Recognize leadership opportunities. • Identify critical thinking skills.	• Recognize cultural differences. • Identify aspects of culture.	• Recognize differences in one another. • Identify aspects of diversity.
	Understand	• Explain the difference between incremental and breakthrough ideas. • Illustrate how breakthrough ideas are developed.	• Illustrate what it means to be a leader in their chosen career. • Explain the importance of lifelong learning.	• Explain transnational nature of global opportunities. • Predict future global challenges.	• Explain how diversity can help organizations. • Show how to create a welcoming environment for different ideas.
	Apply	• Apply breakthrough ideas to solve problems. • Apply a systematic approach to generate new ideas.	• Lead a group in a particular activity. • Apply critical thinking skills to solve problems.	• Use cultural knowledge to solve problems. • Interact with people from other cultures.	• Work well with different people. • Engage in thoughtful dialogue with different types of people.
	Analyze	• Compare innovative ideas from different fields • Integrate innovative ideas.	• Select opportunities for future leadership.	• Analyze cultural similarities and differences.	• Outline diverse views. • Integrate diverse perspectives in group products
	Evaluate	• Critique new ideas. • Recommend revisions to new ideas	• Monitor skills as a leader. • Determine steps for improved leadership.	• Assess personal global fluency. • Develop plan for self improvement.	• Judge extent to which diverse ideas are represented.
	Create	• Produce new and original work • Develop and test hypotheses	• Lead an organization or group.	• Design an opportunity for global engagement.	• Plan activities that bring together diverse individuals to address common goals.

*Adapted from Anderson and Krathwohl's (2001) revised Bloom's taxonomy representing a progression from lower to higher level thinking skills.

VIII. Function and Membership of a University Advising Committee

The Consultant Report was emphatic on two points. First, the University should develop an assessment tool for evaluating the efficacy of advising and mentoring, and secondly, that it establish an Advising Oversight Faculty Committee (AOC). This section of the report addresses the latter and recommends that such a Committee be established by, and report to, the Vice Provost for Academic Programs.

Membership of the committee should be limited to 6 to 9 individuals and will be determined by the Vice Provost for Academic Programs in consultation with the associate deans of each school and college. Our recommendation is that representation should be broad across schools, colleges, programs and disciplines (eg., arts and humanities, social and behavioral sciences, physical and life sciences, pre-professional programs, and/or interdisciplinary programs, among others). Also to be included is one regional campus director to represent the regional campuses and a member of the University Advising Council.

The purpose of the committee is to provide University-level strategic oversight for advising. The business of interpreting and implementing policies, procedures and protocols will remain with the University Advising Council (UAC), the council of advising center/program directors.

The AOC will develop a list of priorities for advising. Implementation of programs, procedures or protocols that stem from these priorities will be carried out by a subcommittee of the AOC or UAC. Our recommendation is that the following be priorities for the AOC:

- Assessment. This is the highest priority and should begin as soon as a plan for its implementation is developed.
- Communication (websites, listservs, advising notes system etc.).
- Professional development (training, workshops, networking opportunities etc.).
- Special populations (athletes, regional campus students, students with disabilities, veterans, minorities and under-represented students, honors, non-traditional students etc.).
- Advising awards

IX. Assessment Approach

Scorecard for Unit or College Academic Advising and Mentoring Performance

Performance at the unit or college level should include objective performance metrics as well as measures of student satisfaction. The following is an example of the types of components that could be used. Specific components, and their relative weights, may vary based on college and unit needs.

Student Perspective (50%)
• Student Assessment of Advising (SAA) Survey
• Learning Objective Rubric Completion Rate

Internal Business Prospective (30%)
• Number of Students Seen per Semester
• Number of Appointments
• Retention Rate
• 4-Year Graduation Rate

Financial Perspective (20%)
• Advising Caseload

Assessment of Individual Advisors/Mentors

Individual advisor or mentor success in meeting expectations will be assessed through 1) A Student Assessment of Advising (SAA) similar to the Student Assessment of Teaching (SAT) and 2) Success in working with students to assess progress on learning goals related to innovation, leadership, global engagement, and diversity.[1]

1) Student Assessment of Advising (SAA) Survey. The SAA will measure student perceptions of the extent to which the advisor or mentor encouraged them to participate in curricular and co-curricular activities that enhance student development in terms of innovation, leadership, global engagement, and diversity as well as advisor accessibility, knowledge, and support of student development as active participants in their educational development (see attached). Two to three additional items could be added to meet particular unit needs. For greater reliability and validity, performance on the SAA should be assessed by averaging the scores across all of the items of the SAA rather than using any single item alone. To limit the influence of outliers, the median (rather than the mean) score across all advisees should be used. Consistent with the SAT, the SAA could be administered at the end of each term for which an academic advisor or mentor has assigned advisees.

2) Assessment on Learning Goal Progress. At least once per academic year, advisors and mentors should review academic plan learning goals with their advisees. Together, the advisor and advisee should identify current progress on learning goals and update plans for

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[1] One way to facilitate administration of the SAA, documented communication with advisees, and assessment of learning goals is to create non-course sites in learn.uconn.edu in which advisees are assigned a "student role" and advisors are assigned an "instructor" role. The Academic Plan Learning Goals, and associated rubric, could be set up as an "assignment." Announcement and e-mail tools could be used to facilitate and document communication.

curricular and co-curricular activities for the continued growth of each advisee (see attached guidelines). By degree completion, students should achieve learning objectives associated with evaluative thinking skills for all four learning goals and learning objectives associated with creative thinking skills for at least two of the four learning goals. One component of advisor evaluation should be the percentage of advisees for whom there is an updated learning goals rubric.

Student Assessment of Advising Survey. The mission of academic advising at UConn is to support students' development in ways that reflect the core values of the university. Consistent with UConn's core values, as advisors we work to facilitate students' development as innovators, leaders, and global citizens who can succeed in an increasingly diverse world.

Advisors and mentors are expected to assist students with the development of meaningful educational plans, working with them to engage in a process of self-assessment that identifies students' strengths, talents and interests. The advisor or mentor will provide feedback on students' plans, help identify relevant coursework and co-curricular opportunities, discuss career goals, promote student growth and development, and communicate the characteristics and experiences of students who show excellence in the areas of innovation, leadership, global engagement, and diversity.

Success in achieving these goals requires students to take an active role in shaping their UConn experience in and outside the classroom. All students should develop, and continuously update, plans for engaging in curricular and extracurricular activities that develop their ability to excel in the areas of innovation, leadership, global engagement, and diversity.

Support for UConn Core Values. For each of the core UConn values (innovation, leadership, global engagement, and diversity), please indicate the extent to which your advisor has encouraged you to develop your ability to excel in these areas through coursework and out-of-class activities.

Please rate your agreement (1= Strongly Disagree; 5 = Strongly Disagree) with each of the following statements:

1. My advisor/mentor encouraged me to explore interests and opportunities outside of my major field of study. [Innovation]
2. My advisor/mentor challenged me to think critically/creatively in approaching learning as a lifelong endeavor. [Leadership]
3. My advisor/mentor discussed the importance of being globally aware and culturally competent. [Global Engagement]
4. My advisor/mentor fostered an understanding of the importance of open and respectful communication among all people. [Diversity]
5. My advisor/mentor encouraged me to develop myself on UConn's core values. [Overall]

Accessibility, Knowledge, Autonomy Support
To help students reach their full potential as scholars and engaged citizens, advisors and mentors must be accessible and interact effectively with their advisees as well as be knowledgeable of curriculum requirements, University polices and curricular and co-curricular resources.

Please rate your agreement (1= Strongly Disagree; 5 = Strongly Disagree) with each of the following statements:

6. My advisor/mentor was readily accessible and replied to my inquiries within 24 hours. [Advisor Accessibility]
7. My advisor/mentor provided me with accurate information and/or referred me to campus resources when necessary. [Advisor Knowledge]
8. My advisor/mentor supported and respected my decisions. [Autonomy Support]

Assessment on Learning Goal Progress
One component of advisor evaluation is their success in getting students to participate in curricular and co-curricular activities that further student development in the areas of innovation, leadership, global engagement, and diversity. The following is designed to help advisors and mentors use the UConn Academic Plan rubric to assess student progress on learning outcomes associated with each of the core values.

Sample Academic Advising Survey (From School of Business)

Please help me get to know you.
Name
Graduation date

When did you enter the business school?
  o As a freshman
  o As a sophomore or junior

Honors student?
  o No
  o Yes

Transfer student?
  o No
  o Yes
From which school?

The mission of academic advising at UConn is to support students' development in ways that reflect the core values of the university. As advisors and mentors we work to facilitate students' development as innovators, leaders, and global citizens who can succeed in an increasingly diverse world. Success in achieving these goals requires students to take an active role in shaping

their UConn experience in and outside the classroom. All students should develop, and continuously update, plans for engaging in curricular and extracurricular activities that develop their ability to excel in the areas of innovation, leadership, global engagement, and diversity. For each of the core UConn values (innovation, leadership, global engagement, and diversity), please indicate how you have or are planning to develop your ability to excel in these areas through your coursework and out-of-class activities.

Innovation. During their time at UConn, all students will participate in courses, extra-curricular activities, and experiences that develop their creativity and ability to be innovators in their chosen career. They will participate in experiences that expose them to breakthrough and foundational ideas and develop their own ability to create and innovate. What are you doing to develop your skill as an innovator?

Leadership. During their time at UConn, all students will participate in courses, extra-curricular activities, and experiences that develop their ability to be a leader in their chosen career. They will participate in experiences that cultivate critical thinking, creativity, and joy in lifelong learning. What are you doing to develop your skill as a leader?

Global Engagement. During their time at UConn, all students will participate in in courses, extra-curricular activities, and experiences that enhance their intercultural understanding and recognition of the transnational nature of global challenges and opportunities. They will participate in experiences that expose them to other cultures and facilitate their ability to think globally, communicate, and work well with others from different countries. What are you doing to develop your ability to think globally?

Diversity. During their time at UConn, all students will participate in in courses, extra-curricular activities, and experiences that enhance their appreciation of differences in one another as well as similarities and their ability to create a welcoming environment in which all individuals can achieve their fullest potential and in which open and respectful communication is facilitated. What are you doing to develop your skill at working well with others who are different from you?

What are you good at?

What things do you need to work on?

What are your career plans?

Is there anything else you want me to know about you?

Do you have any questions for me? How can I help you get the most out of your UConn experience?

		UCONN Academic Plan Learning Goals: With Sample Activities			
		Innovation	**Leadership**	**Global Engagement**	**Diversity**
Thinking Skills*	**Remember**	• Recognize breakthrough and foundational ideas. • Identify opportunities to enhance creativity.	• Recognize leadership opportunities. • Identify critical thinking skills. FYE CLASS Learning Community	• Recognize cultural differences. • Identify aspects of culture. Visit Cultural Center	• Recognize differences in one another. • Identify aspects of diversity. Interaction in residence halls and classes
	Understand	• Explain the difference between incremental and breakthrough ideas. • Illustrate how breakthrough ideas are developed.	• Illustrate what it means to be a leader in their chosen career. • Explain the importance of lifelong learning. Become FYE Mentor Join Club or Organization	• Explain transnational nature of global opportunities. • Predict future global challenges. Take Global Course	• Explain how diversity can help organizations. • Show how to create a welcoming environment for different ideas. Become RA
	Apply	• Apply breakthrough ideas to solve problems. • Apply a systematic approach to generate new ideas.	• Lead a group in a particular activity. • Apply critical thinking skills to solve problems. Get involved in research Study Abroad Alternative Spring Break Community Outreach	• Use cultural knowledge to solve problems. • Interact with people from other cultures. Attend global lecture Learning community involvement	• Work well with different people. • Engage in thoughtful dialogue with different types of people. Lab Classes Workshop
	Analyze	• Compare innovative ideas from different fields • Integrate innovative ideas. Research Assistant Methods class	• Select opportunities for future leadership. Internship Lab Assistant Leader	• Analyze cultural similarities and differences. Study Abroad	• Outline diverse views. • Integrate diverse perspectives in group products Enroll in Diversity Class Attend Guest Lecture
	Evaluate	• Critique new ideas. • Recommend revisions to new ideas Research Assistant Senior Project	• Monitor skills as a leader. • Determine steps for improved leadership. Peer Mentor, Tutor UConn Connects Facilitator	• Assess personal global fluency. • Develop plan for self-improvement.	• Judge extent to which diverse ideas are represented.
	Create	• Produce new and original work • Develop and test hypotheses Research Assistant Senior Project	• Lead an organization or group. Alternative Break Leader USG	• Design an opportunity for global engagement. Research Projects Senior Year Experience Course	• Plan activities that bring together diverse individuals to address common goals. USG Student Committees

*Adapted from Anderson and Krathwohl's (2001) revised Bloom's taxonomy.

X. Identification of Problems in Advising

The Task Force undertook the development of a list of problems that currently exist in our advising system, as identified by both advisors and advisees at UConn. These were obtained through a student survey conducted by consultant Richard Robbins, input from professional and faculty advisors, and experiences and observations by the Vice Provost's office and members of our task for. Consequently, the Task Force developed a process sheet identifying the steps students should take to redress complaints about inadequate advising and advising violations.

Summary of Student Survey Results:

Question – If you could change one aspect of / Academic Advising at UCONN, what would it be?

Categorization	Number of times mentioned
Better training of advisors	165
More personal and personalized advising relationship	105
Accessibility	86
Better communication with students	39
Smaller advisor-advisee ratio	35
Employ professional advisors only	22
Option to choose own advisor	20
Better online advising tools	19
Better advising on career services/internships	16
More holistic advising	16
Limit advisor assignment changes	15
Mandatory advising	15
No mandatory advising	10
Better collaboration between student support services	8
Accountability	6
Transfer student issues	3
More faculty advising	2
Holistic advising	1
Pre-admissions advising	1
Total	584

Faculty and Staff Survey Results:

Categorization	Number of times mentioned
Professional advisors	23
Advisee/advisor ratio	18
Online advising tools	18
Training	16
Better communication across advising support programs	10
Centralized advising	9
Career planning/internships	7
Incentivize advising	6
Accountability	3
Better communication to students	3
Holistic advising	3
Increase length of advising appointments	3
Accessibility	2
Faculty advising only	2
Mandatory advising	2
Simplify curriculum requirements	2
Advising handbook	1
Advising science majors	1
Advisor turnover	1
Coordinate science course offerings	1
Diminished faculty advising roles	1
Educate students on advisee expectations	1
Faculty mentoring rather than advising	1
Funding for advising related activities	1
Paper registration	1
Advisor hiring practices	1
Increase advising quality	1
Increase faculty engagement	1
Consistency	1
More faculty connections	1
Mission statement	1
Orientation advising	1
Online advising tools	1
Pointless paperwork	1
Regional campus communication	1
Student ownership of advising process	1
Uneven advising experience between departments	1
Pushing athletes towards certain majors	1
Total	149

Summary of Themes Identified by the Survey:
1. Advisors and mentors need more and better training.
2. The University needs more high quality advisors (whether this is in the form of more professional advisors or better trained and incentivized faculty advisors).
3. The University needs to provide better online advising resources, better coordination of information gathering and sharing, and better communication between advising support services and students.
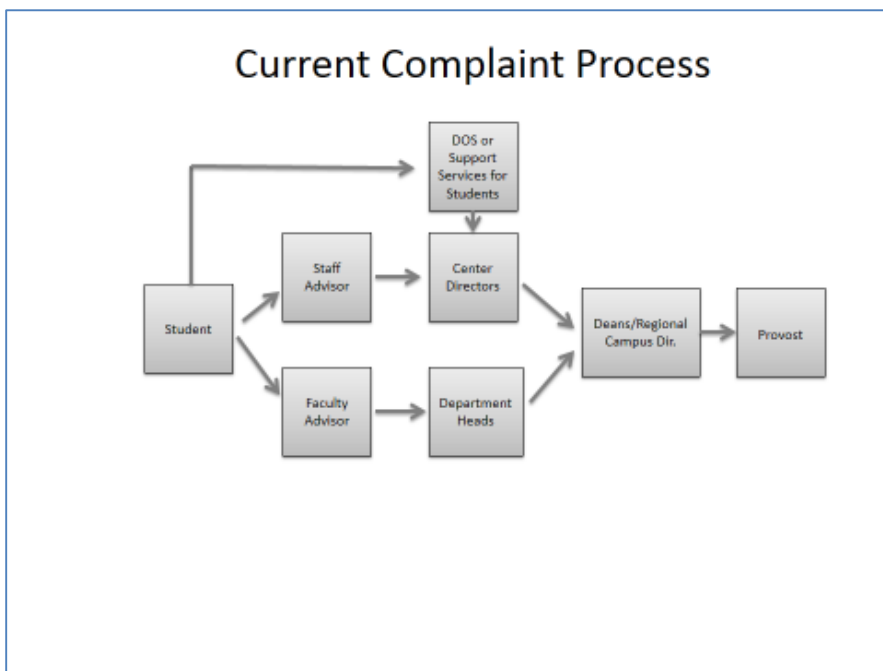
Recommendations:
Develop a series of online training modules for advisors and mentors.
   a. New Advisors - The training will be geared towards newly hired advising staff. It could be mandatory for the new staff member to complete the module prior to receiving access to essential systems (i.e. PeopleSoft).
   b. Professional and Faculty Advisors - Annual Advising Training. Curriculum, By-Laws, and policy changes can be addressed. The tone can be set for best practices to engage in over the academic year. Advising data gathered from yearly assessments can be a shared through the training. The Advising Oversight Committee in conjunction with the University Advising Officer (if that model is implemented) can set the curriculum for the training yearly.

An online training will give a mechanism from which the committee or departments can track participants and assure they have completed the training.

Complaint Process. The following diagrams chart out our existing complaint process, which the Task Force identified as confusing and unsatisfactory for all involved, as well as models of what the Task Force considered better, more direct processes.

Centralized Advising Model

Student → University Advising Officer → Center Director → Advisor

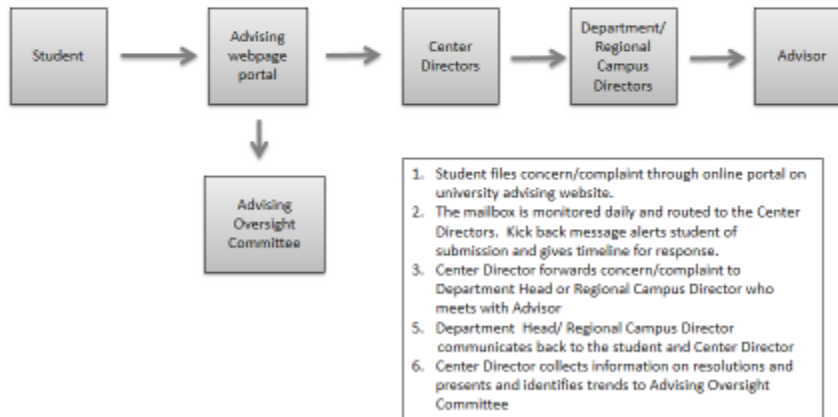University Advising Officer → Advising Oversight Committee

1. Student files concern/complaint advisor
2. University Advising Officer collects data to share with Advising Oversight Committee monthly to identify trends
3. University Advising Officer contacts Center Directors
4. Center Director meets with Advisor
5. Center Director communicates back to student
6. Resolution is sent to University Advising Officer to close out case

Advising Website Model

Student → Advising webpage portal → Center Directors → Department/ Regional Campus Directors → Advisor

Advising webpage portal → Advising Oversight Committee

1. Student files concern/complaint through online portal on university advising website.
2. The mailbox is monitored daily and routed to the Center Directors. Kick back message alerts student of submission and gives timeline for response.
3. Center Director forwards concern/complaint to Department Head or Regional Campus Director who meets with Advisor
5. Department Head/ Regional Campus Director communicates back to the student and Center Director
6. Center Director collects information on resolutions and presents and identifies trends to Advising Oversight Committee

Notes on different models

1. Establish list of Center Directors.
2. Clearly defined turnaround time. This will not work unless there is quick and efficient feedback.
2. Identifying levels of complaint. Not all will need to be followed up on.
3. If utilizing the web portal model then also an area for "suggestions" that can be filled out by students, parents, faculty and staff.
4. If utilizing the web portal model then the "concern/complaint" section can be filled out by students, parents, faculty and staff. A drop down menu of options can help the user identify themselves .
5. Advising Oversight Committee will look at trends and share with the Advising community and Provost when necessary. Programming and training can be built off of this information.
6. Similar system as putting in a work order (facilities) or ticket (UITS) for data gathering and complaint submission. The follow-up portion to the student, parent, faculty or staff will be a more personal communication.
7. The two models could provide faculty and staff a centrally located place to bring forth advising concerns as well.

XI. Leadership and Advising/Mentoring

The Task Force undertook an examination of how peer and aspirant institutions organize the leadership of their advising and mentoring missions. The results of that survey, included in Appendix 1, indicate a range of leadership approaches, with some including a Provost-level leader organizing and establishing reporting lines of authority and responsibility, and others decentralizing leadership to individuals schools, colleges, or departments. It is the opinion of this Task Force that UConn has long embraced the decentralized model, with mixed and unsatisfactory results for all involved. We recommend a visible, Provost-level Chief Advising Officer who will be part of university-level discussions and academic planning. Moreover, we believe a Provost-level leader signals to the university community that advising and mentoring are valued, critical elements for the University's overall mission of education, including research, teaching, advising/mentoring, and service.

The Advising Task Force recommends the establishment of a position that would focus exclusively on supporting and improving undergraduate advising at the University of Connecticut. This individual would report through a pre-existing department/division (e.g., Institute for Teaching and Learning) to the Vice Provost for Academic Affairs. The Task Force members envision that an announcement for this type of position would resemble the following.

Director of Undergraduate Advising

The Director of Undergraduate Advising must be a highly motivated person, who brings vision, enthusiasm, and collegiality to the position; possesses leadership qualities, and understands the various advising models used at the University of Connecticut..

The director will oversee and implement the case management approach to advising. This individual must communicate goals and objectives to the Advising Centers, Support Services staff, faculty advisors, Regional campus constituents, and related support offices in Enrollment Management (e.g., Guaranteed Admissions Program Oversight Committee) and Student Affairs.

The director will oversee advising for all undergraduates, including new freshman and transfer students in collaboration with a university wide advising coordinating committee.

The director will be responsible for communication of the institutional advising mission and the integration of professional advising and advising in the major.

The director will establish University-wide standards and best practices for undergraduate student advising, as well as create instruments and formulate metrics for measuring the effectiveness and utilization of said standards and practices.

The director will collaborate with the Deans, Department Heads and Directors of Advisement throughout the University to implement established policies and practices, and will also work with these entities to establish appropriate levels of accountability for improvement of advisement and recognition of excellence in advisement.

The director will assess the effectiveness of advising institutionally in collaboration with a university wide advising coordinating committee.

The director will implement efficient and effective advising strategies to maximize the use of professional and faculty advisors' time and capabilities in collaboration with a university wide advising coordinating committee.

The director continues his/her own professional development to assure continuous implementation of best practices through involvement with the National Academic Advising Association (NACADA) and related professional organizations including attendance and presenting at state, regional, and national meetings and conferences.

The director will plan and promote routine training for advisors in the Advising Centers, and for faculty advisors in the departments of each college in collaboration with a university wide advising coordinating committee.

The director will provide campus-wide leadership in setting the standard in undergraduate advising.

The director sets the operational and programmatic goals for the Advising Centers and is responsible for day-to-day involvement with advisors and their tasks.

The director will oversee the advising center budget for assessment, outreach and training.

The director provides oversight of intervention programs and processes designed to support identified "at risk" students

The Director of Undergraduate Advising must possess leadership skills, vision, enthusiasm, collegiality to the Advising Centers and university. This person must have a proven commitment to work with students, faculty, staff, and administrators. Must have effective communication, interpersonal, writing, speaking, technology skills, and a strong background and commitment to assessment.

Candidates must have five years of higher education experience in the areas of advising, retention, and student success program development and evaluation, as well as staff supervision in higher education. The qualified individual will also have knowledge of current advising tools and intake methods.

Minimum Training & Experience Requirements:
A Master's degree from an accredited institution is required.

Preferred Qualifications:
A Master Degree is required; however, a terminal degree is preferred. Degree must be from an appropriately accredited institution.

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Appendix 1. Summary of Advising Oversight Models at AAU Institutions.

Institution	Yes/No	Description	Lines of communication/department
Boston University (2012)	No	Serves as Univ. Provost and Chief Academic Officer	Advising decentralized
Brandeis University (1985)	No	Serves as Univ. Provost and Chief Academic Officer	Advising decentralized
Brown University (1933)	No	Serves as Univ. Provost and Chief Academic Officer	Advising decentralized
California Institute of Technology (1934)	No	Serves as Univ. Provost and Chief Academic Officer	Advising decentralized
Carnegie Mellon University (1982)	No	Serves as Univ. Provost and Chief Academic Officer	Advising decentralized
Case Western Reserve University (1969)	Yes	Dean of Undergraduate Studies	Advising decentralized
Columbia University (1900)	Yes	Dean of Advising-Center for Student Advising	Advising for entire institution, oversees large staff of specialized advisors
Cornell University (1900)	No	Serves as Univ. Provost and Chief Academic Officer	Advising decentralized
Duke University (1938)	No	Serves as Univ. Provost and Chief Academic Officer	Advising decentralized
Emory University (1995)	Yes	Senior Associate Dean for Undergraduate Education	Oversees academic records, advising, programming and support for entire institution
Georgia Institute of Technology (2010)	No	Executive Vice Chancellor and Chief Academic Officer	Advising decentralized
Harvard University (1900)	Yes	Director of Advising Programs and Assistant Dean of Harvard College	Coordinates Advising Program Office for freshmen, sophomore and upperclassmen
Indiana University (1909)	Yes	Director of Advising and First Year Programs	Oversees all advisors by college
Iowa State University (1958)	No	Serves as Univ. Provost and Chief Academic Officer	Advising decentralized
The Johns Hopkins University (1900)	No	Serves as Univ. Provost and Chief Academic Officer	Advising decentralized

Massachusetts Institute of Technology (1934)	Yes	Senior Associate Dean for Undergraduate Education and Director	Oversees academic advising, new student programming, student disability services, student support services, undergraduate research opportunities
Northwestern University (1917)	No	Advising is decentralized.	Each school has created an advising system tailored to its needs. Some schools have professional advisors (not faculty), while other schools rely more heavily on faculty to serve as advisors. The advising staff for each school typically report to an associate dean in charge of undergraduate academic affairs. In addition, students will have departmental advisors in their majors or minors. So yes, departments also have a subset of faculty designated as advisors. They also have an academic advising staff for student athletes. The head of this advising group has a dual reporting relationship, one directly to the Director of Athletics and the other (a dotted line reporting relationship) to the Associate Provost for Undergraduate Education.
The Ohio State University (1916)	No	Advising is decentralized.	Undergraduate academic advising at Ohio State (Columbus campus) is provided by the colleges and/or the departments that offer the programs—the degree(s), the major(s), the minor(s)—a student is pursuing. Where a student should go, therefore, to seek academic advice will vary by student and by academic program; Columbus campus does not have a central academic advising office for students to seek advice. Even within a single program, a student may have multiple advisors, and a student with multiple programs could have four or more advisors.

Rice University (1985)	Yes	Associate Dean of Undergraduates and Director of Academic Advising	Reports to Dean of Undergraduates, who reports to Provost's Office
Stony Brook University-The State University of New York (2001)	Yes/No	Director, Academic & Transfer Advising Services	Does not serve freshman students, but works with overall general advising. Reports in the Division of Undergraduate Education
Texas A&M University (2001)	No	Advising is decentralized.	All colleges and departments are in charge of their own advising
Tulane University (1958)	Yes	Serves as Univ. Provost and Chief Academic Officer	Reports to the President
University of California, Berkeley (1900)	No	Advising is decentralized.	Academic advising is overseen in our five undergraduate colleges. Each college has a faculty undergraduate dean as well as a staff advising director, who provides oversight within their college's purview. In addition, we have two governance bodies that coordinate advising across the campus. The Council of Undergraduate Deans coordinates policy issues related to advising across the colleges. The Advising Council and the Advising Executive Committee provide coordination across both academic and co-curricular advising within our distributed model.

University			
University of California, Davis (1996)	Yes	Director of Academic Advising responsible for overseeing academic advising initiatives	This position does not directly supervise academic advisors. Academic advisors based in the College Deans' offices are supervised by an advising director in each college; advisors in the academic major advising offices are supervised by administrators in the major who oversee a variety of functions including advising. This position reports to the Vice Provost and Dean of Undergraduate Education within the Office of the Chancellor and Provost. The advising directors in the colleges typically report to an Associate Dean.
University of California, Los Angeles (1974)	No	Advising is decentralized	The College and schools each have an individual responsible to manage the function. In some instances the schools have centralize advising while in others the functional manager coordinates with departmental advisors.
University of Florida (1985)	No	Advising is decentralized	Some colleges have a completely centralized model, some have partially centralized model (e.g. first year students must see a college advisor, but leave it to the departments afterwards); and others have students see both departmental and college advisors.
University of Illinois at Urbana-Champaign (1908)	No	Advising is decentralized.	Varying models of advising and oversight of advising with everything from units with all full-time, academic professional advisors supervised by a director of advising to faculty who advise just a few students and don't technically report to anyone on the advising piece specifically (though overall, of course, they'd report to their department head).

The University of Iowa (1909)	Yes/No	Assistant Provost and Director, Academic Advising Center	Works with overall general advising at all age groups. Serves 8,000 students. Reports up through Provost's Office
The University of Kansas (1909)	No	Advising is done by decentralized units.	Does have a committee called the "Undergraduate Advising Executive Committee" which attempts to coordinate policies and communication across the decentralized units. The undecided and pre-professional school students are advised by a unit that reports to me: the Undergraduate Advising Center; the professional schools all advise their own admitted students; the College of Liberal Arts and Sciences advises its students who are in declared majors. There is a mix of professional advisors and faculty advisors in these latter units (not the UAC).
University of Missouri-Columbia (1908)	No	Advising is done by decentralized units.	Provost's Advising Council assists Provost.
The University of North Carolina at Chapel Hill (1922)	Yes	Associate Dean and Director of the Academic Advising Program	Reports to Senior Associate Dean who oversees all of undergraduate education for the College of Arts and Sciences. Other units reporting to her on the academic side are the honors programs, undergraduate research, retention, academic counseling and student success, the office of the curriculum, distinguished scholarships, etc
University of Oregon (1969)	Yes	Director of Academic Advising	Runs the Office of Academic Advising - was not sure the reporting line, as it is does not report to Academic Affairs or Student Life

University			
University of Pennsylvania (1900)	No	Advising is decentralized.	Each of the twelve schools at Penn handle advising differently. None use the term Chief Academic Advising Officer.
University of Pittsburgh (1974)	No	Advising is decentralized.	Different centers and staff models in each school and college.
The University of Texas at Austin (1929)	No	Advising is decentralized.	Different centers at each school.
University of Toronto (1926)	No	Advising is decentralized.	Academic Advising is an activity locally offered through our Academic Divisions (campus or schools) and Faculties. There is also a level of academic advising that is offered by the Academic Departments (faculty members and administrative staff depending on the type of inquiry). Degree Regulations (credits to graduate, petitions, etc.) are handled at the Academic Division or Faculty level – each division or faculty has a registrarial office (23 in all), whereas specific programmatic or course questions are handled by the Academic Department in which the course or program is offered. The divisional/faculty registrars work to ensure that there is a high level of academic advising offered. Professional development is offered for advising staff on an ongoing basis and best practices are shared regularly.
University of Virginia (1904)	No	Advising is decentralized.	All schools handle it separately.
University of Washington (1950)	Yes	Director of Undergraduate Academic Advising.	Director is part of Undergraduate Academic Affairs, which is under the Provost's Office.

Washington University in St. Louis (1923)	No	Advising is handled by each individual school.	In the College of Arts and Sciences, there is an assistant or associate dean who oversees advising and that person reports to the dean; this is for four-year advising and those advisors are deans in the College and others across campus who receive training; the Olin Business School has professional four year advisors as does the Sam Fox School. The school of engineering has a four year advising model but it is faculty-based as soon as a student chooses a major. Faculty do major and minor advising but all students continue to have a four-year advisor in all the divisions.