

**Undergraduate Advising Review Workgroup  
Final Report and Recommendations**

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## **Background**

In April 2013 an *ad hoc* Undergraduate Advising Review Workgroup (UARW) was charged with reviewing undergraduate advising in CA&ES and developing a comprehensive report to serve as a roadmap towards excellence in undergraduate advising for the college. The Council of Associate Deans used the UARW's report (see at: <http://www.caes.ucdavis.edu/about/files/caes-undergraduate-advising-review-workgroup.pdf>), along with similar reports from each of the undergraduate colleges, to formulate a proposal that was submitted to Provost Hexter requesting funds to enhance college advising services (see attached). In October 2013 Provost Hexter approved the provision of up to \$730,000 (a 40% cost share, \$292,000 from the Provost) to CA&ES (see Appendix A). The Provost's letter outlines that this investment is the first phase of a multiple phase investment in advising, and is meant to be used to add needed professional advising staff rather than for peer advising or college-specific programs. In addition, he asked that colleges accepting these allocations meet certain conditions, including: a) working towards a better articulated system of advising; b) adding appropriately classified professional staff and making necessary improvements to organizational structures and governance; c) developing a direct reporting line to a skilled professional in the field of academic advising in the Dean's Office for all new positions

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<sup>1</sup> Ullman served as Associate Dean from October 2005 to May 2014. Ebeler became Associate Dean May 1, 2014.

<sup>2</sup> Yeap participated in the original review, but did not participate in formulating this document.

created with these allocations; and, d) creating an inventory of all advising positions in the college with the aim of ultimately developing direct reporting lines for these individuals

In the context of these allocations and their associated conditions, the UARW was reconvened and charged to recommend advising principles and potential actions for CA&ES to enhance and extend undergraduate advising. Based on our review of national research and assessment of best practices for high quality advising, we recommended a set of principles that the college should aim to meet (Appendix A). In addition we proposed actions needed to meet these advising principles and possible plans for departments and members of the college advising community to review and discuss. These plans explored advising structures that range with regard to departmental and college autonomy and responsibilities. They provided a foundation for discussion of diverse structures that may meet the needs of departments and majors in different ways and clarified how certain responsibilities and issues of accountability and governance shift with different organizational structures.

These materials were used in preparation for the May 20, 2014, a CA&ES Undergraduate Advising Retreat held to discuss how the Provost's allocation and the CA&ES Dean's 60% match could be used to begin addressing advising needs in CA&ES with the aim of building a proactive advising culture, and equity, for all students (Appendix A). Prior to the retreat, departments were asked by the Dean to share and discuss the retreat preparation information with their faculty, faculty master advisors and staff advisors with the goal of being prepared as departmental representatives at the retreat. The retreat, held from 8:30 am to 2 pm in the Student Community Center, was facilitated by Tim Griffin of Ag Innovations Network. The discussions hinged around these guidelines: (1) plans meet the funding conditions as outlined by the Provost, (2) plans allow the college and all departments to achieve the recommended advising principles (see next section), and (3) departments have the support to succeed while retaining the flexibility that encourages creativity, efficiency, and appropriate customization.

Retreat participants were organized at tables that intentionally mingled department chairs, CAOs, Associate Deans, Assistant Deans, Faculty advisors, Dean's Office advisors and departmental staff advisors. Each table had a note taker. Note takers included members of the UARW and the Dean's leadership team (Jan Hopmans, Mary Delany, Tom Kaiser). These notes and those taken by Tim Griffin during facilitated segments of the retreat were used to summarize the discussions. This summary was provided to all faculty and advising staff via Smartsite with an open comment period ending June 27, 2014. The retreat summary, retreat notes by table and post-retreat comments are attached (Appendix B), and were taken into consideration in preparing this final report and recommendations. The current Final Report is intended to provide guidance to the Dean and Associate Dean for Undergraduate Academic Programs in making resource allocations and in engaging departments in strategies to best deliver advising to our students.

### **Support for Proposed Principles and Actions:**

***Principles.*** In our view, there was strong support at the retreat for most of the principles and opportunities proposed by the UARW in their April 2014 report to the Dean (Appendix A),

although opinions about the strategies for attainment varied widely. Retreat participants largely supported: 1) building a proactive advising culture within CA&ES (although some questioned how much advising should be provided and by whom); 2) providing equity in student access to advising in CA&ES (although definitions of equity and access varied); and 3) cultivation and maintenance of a high level of professionalism in advising services, in particular rewarding faculty and staff for excellence in advising and providing training opportunities. Many good ideas for actions that could be implemented in support of these basic principles were discussed and will be detailed in our recommendations that follow.

**Actions.** There were diverse opinions about the actions needed to attain the four principles we have proposed. Considering all the discussions, the UARW recognizes that there is not a “one size fits all” advising structure or process for CA&ES students. Some majors may best meet the advising principles in highly autonomous, departmentally based programs. Others may profit from higher level coordination of advising from multiple majors and across several departments. Notably, the Metro cluster has proposed grouping the advising of several environmental science majors. While their proposal requires more discussion around optimizing accessibility and visibility of advising to students and accountability for advising outcomes, the UARW finds that this proposal has merit and may serve as a model for others.

In the following, we make specific recommendations in the context of the principles and actions proposed in our April 2014 report to the Dean.

## **Recommendations:**

### **1. Build a proactive advising culture within CA&ES.**

- We continue to support efforts to attain a student advisor ratio of 350:1 (the national benchmark). This ratio should be viewed with some flexibility—in some cases a major may need a slightly higher ratio, in others a slightly lower ratio. We recommend that 350:1 be used as a general guideline and that resources should be allocated to move towards attaining this ratio.

Allocation of resources to the majors to alleviate current high ratios should be made in the context of each major(s) being fully accountable with regard to the deployment and function of the people hired into these new advising positions. Notably, it should be made clear that these positions are to be **added** onto those already supported by the departments. These positions should **NOT** provide an opportunity for departments to apply new Provost/Dean funding to existing staff positions and redirect departmental funds away from advising. Advising positions should be fully student centric, with the majority of the position responsibility focused specifically on advising activities. Those majors with lower student advisor ratios should consider grouping with others so that they gain accessibility, full time availability, back up coverage, cross training, and so on. *If majors decide to group their efforts and they then need additional resources to attain a 350:1 ratio, they should be highly considered for resource allocation by the Dean.*

Prior to the Dean making decisions about resource allocations, we recommend that Associate Dean Ebeler update the UARW summary (now 13 months old) of advising positions currently in place. Updating should take into account new hires, changes to position descriptions, and proposals for grouping of advising across majors that have previously been fully autonomous. Following that assessment, resources should be allocated to best meet the 350:1 ratio in departments or clusters and 725:1 in the Dean's Office. Funding scenarios and numbers of potential positions vary with the classification of the people to be hired; we expect that 4-6 positions would be allocated to the majors at the departmental level once decisions about classifications have been made and 3-5 positions to the Dean's Office.

- There was considerable discussion at the retreat around mandatory advising, proactively identifying students needing advising most critically, the special needs of first year students and new transfers, and the potential for developing an advising curriculum for the college. Based on these comments and suggestions, we recommend the following:
  - Develop an advising curriculum for CA&ES. As a first step, we support development of an advising curriculum to address the needs of first year students and new transfers. We recommend that an advising position be created in the Dean's Office to focus on developing this advising curriculum in coordination with faculty and staff departmental advisors, as well as tracking and assessing first year student success. The person in this position would be expected to work closely with the Associate Dean for Undergraduate Academic Programs in CA&ES and the Academic Advising Director, Brett McFarlane in the Vice Provost's office to coordinate college efforts in this regard. At the retreat, the concept of a First Year Advising Center was suggested. The UARW thinks that this would add to student confusion about where to go for advising and does not support such a center; however, we do strongly support investment in a first year advising curriculum.

We support a mandatory first year advising curriculum including specific coursework, one-on-one advising, and possibly additional actions. Specific coursework could build on the CA&ES model of Career Discovery Groups and/or the seminar offered to some transfer students, "Navigating the Research University." As the person in this position develops the curriculum, additional ideas and strategies are likely to emerge. One idea the UARW discussed is the possibility of engaging faculty in teaching this curriculum. This would be good for the students and would be an important step towards engaging faculty in undergraduate advising in an arena where they could make a tremendous difference. For this to work, teaching in an advising curriculum would need to be valued in the merit and promotion system and be based on specific agreements between the college and the departmental leadership. While we agree that first year students are a critical group to address, we expect that ultimately a full four-year curriculum, designed to meet the changing needs of students as they advance in their academic careers, could be developed. The latter should include components that engage students in long-term planning, including graduation and career planning. The college should take advantage of campus partners in all of this work—for example, the Internship and Career Center

and the Student Academic Success Center can both offer significant support in developing an advising curriculum that reaches across student competencies and needs at different times of their academic careers.

- We recommend that the college support improved access to on-line advising services for students and all advising professionals. The campus has taken responsibility for development of the student portal and for the advising portal. The college should continue to support the evolution of these campus resources and should be forthcoming in expressing CA&ES needs for these portals.

At the retreat, many good ideas were discussed for the use of YouTube videos to share advising tips, to highlight research opportunities and to introduce the scope and content of courses in the catalogue. These ideas have a very high value and departments, faculty and staff should be encouraged to pursue these efforts. There are campus resources available for these kinds of ideas and these resources could and should be made accessible to students via the college and departmental websites. These types of videos do take time and effort and some training, and campus expertise on such projects should be engaged.

We expect that a solid advising curriculum and enhanced on-line resources will work together to empower students to take charge of their own academic career, progress and ultimately career planning.

- We recommend that the college work with the Academic Senate, the Vice Provost for Academic Personnel and the departmental leadership to clarify guidelines for master advisors and to incentivize faculty contributions to undergraduate advising. While guidelines and recognition in the merit and promotion process will require action at a campus level, there are local actions that could be recommended. For example, departments could recognize faculty contributions in the merit and promotion process (master advisors and faculty advisors), chairs could offer stipends, unrestricted research funds or teaching buy-outs to those making significant contributions to faculty advising. The College could create a college-level award for outstanding faculty advising and mentoring, and provide guidance to departments on the time involved in conducting advising activities. These are actions that can be taken on a local level that would make a difference

## **2. Provide equity in student access to advising in CA&ES.**

This topic engendered a lot of discussion and diverse opinions at the retreat and within the UARW. Everyone agrees that every undergraduate in CA&ES should equal access to high quality advising. The diversity of opinion is around how to structure advising to meet this goal. The UARW evaluated three possible advising structures (departmentally based, hybrid structures including some co-location and clustering, fully centralized and collocated structures) and discussed the level of autonomy and responsibility of each structure with the retreat participants. There was very little support for a centralized model. Some participants

saw benefits in grouping their major advising, for example the environmental sciences. Many were in favor of maintaining full autonomy with departmentally-based advising programs that are completely separate from activities of the Dean's Office. The range of opinions can be evaluated in the Retreat Summary and Retreat Notes in Appendix B.

The UARW recommends that the college work with the departmental and major leadership to design advising strategies that are tailored to the diverse needs of the majors. We do not think there is a "one size fits all" that can be taken. We recommend that resources be allocated *only* to those advising programs that can show how the resources will be used to:

- Provide a readily locatable advising location for students.
- Provide student access to high quality advising during all business hours.
- Limit the administrative duties of staff advisors to enhance availability of advisors to students.
- Improve continuity of staff coverage and cross training between staff and peer advisors (lateral responsibilities).
- Maintain engagement with departmental communities to enhance connections between students, advisors and faculty.

In some cases, particularly in large majors like Managerial Economics and Animal Science, this will mean using increased resources to attain a lower student advisor ratio, increase visibility of advising and provision of continuous coverage for advising. In others, e.g. some of the Environmental sciences, several majors could benefit from grouping their advising structure. As mentioned earlier, the Metro cluster is proposing such a grouping for the Environmental Sciences.

The UARW recommends that majors with low student advisor ratios and part-time staff advisors consider creating advising groups and that *whenever possible* advising groups co-locate. Student feedback from the Blue Ribbon Committee surveys and Undergraduate Program Reviews indicate that lack of availability of advising in a readily accessible location with staff coverage during business hours discourages students from getting the advice they need. The UARW finds that this common concern could be overcome through grouping advising for certain majors and co-locating these grouped advisors whenever possible. This strategy should also enhance cross training of staff, advising access, and availability of advisors during business hours. By co-locating multiple advisors, advising access can be available during all business hours and continuity and cross training of advising staff can be achieved.

### **3. Cultivate and maintain a high level of professionalism in advising services.**

There was general support at the retreat for actions aimed at increased training, professional development, improved staff classifications and improved reward systems for staff and faculty. We recommend that the Dean's Office provide leadership to:



- Develop, efficiently use, and reward staff and faculty for effective advising approaches within CA&ES. This action will need collaboration and initiative from departments, faculty, college leadership, Academic Senate and Human Resources.
- Hire appropriately classified staff advisors and work towards more appropriate classification of existing advisors.
- Develop staff advising positions with responsibility focused on student-centric activities with few administrative duties.
- Develop and deliver appropriate training to faculty master advisors, faculty, staff and peer advisors.
- Provide ongoing professional training opportunities for staff, faculty, and Master advisors.

To achieve greater communication between the Dean's Office and the departments and to create the needed training opportunities, we recommend that the Dean consider hiring an advising specialist in the Dean's Office who would collaborate with Associate Dean Ebeler and Brett McFarlane in developing and offering the training and professional development needed. This individual could also play a key role in accountability and assessment of advising services. This position would also be involved with development of the advising curriculum and first year experiences as discussed above.

#### **4. Apply systems of accountability to CA&ES student advising systems**

Discussions and comments around this principle were diverse and many concerns were expressed about accountability (Appendix B, Retreat Summary). Although many wanted absolute departmental autonomy without any centralized accountability, the UARW's research on CA&ES advising suggests that a system of accountability will be essential to continued improvement of CA&ES advising. Specifically, our research showed that many advisors have been assigned a plethora of administrative duties that take them away from advising and student centric activities, making them less effective in delivering high quality advising. Several majors, with very high student advisor ratios, have not used RAC formula funding meant for advising (cells C1 and C2) to hire advising staff and when they have hired they have under-classified their staff. Only a few majors have provided professional training opportunities for their advising staff. Some have grouped majors under a single staff advisor, but have required the advisor to move between multiple locations rather than having a single location available to students. In many of these cases, Undergraduate Program Reviews have discussed concerns around advising and reported student dissatisfaction.

Consequently, the UARW recommends that systems be developed by the college to monitor and improve advising services. Specifically, we recommend the following actions for the college:

- Develop a system to conduct annual reviews that include assessment of learning outcomes around advising, student satisfaction, student wait times and other criteria to be developed by Associate Dean Ebeler in consultation with staff and departments. Associate Dean Ebeler should work with the new Director of Advising in the Office

of the Vice Provost for Undergraduate Education to develop the system within the context of campus-wide efforts.

- Monitor and report advising outcomes using measures developed for the college and campus.
- Develop and maintain appropriate and clear reporting lines that allow the college to provide equity for students with regard to high quality and readily available advising.

We recommend that Associate Dean Ebeler work with Policy Council, the Executive Committee, faculty master advisors and staff representatives to design the specifics of these systems.

## **Conclusion**

This report and the enclosed recommendations are the culmination of 13 months of review, discussion and reporting by the UARW, numerous presentations by former Associate Dean Ullman to Chairs, faculty, and staff, individual meetings between college leadership, Chairs and CAOs, as well as an advising retreat that engaged faculty and staff across CA&ES. We expect this report to guide the Dean in the first, essential phase of investment towards continued improvement in advising for undergraduates in CA&ES. In addition, we intend this report to provide a foundation for future phases of investment as enrollments grow and the diversity of the student population changes in the context of the 2020 vision.



# APPENDIX – A

## CA&ES Advising Retreat Preparation Documents

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# 1\_CAD Proposal for Academic Advising

**CAD Proposal to Provost Hexter for Academic Advising in College Dean's Offices and  
Departments Housing Undergraduate Majors  
July 12, 2013**

**Executive summary**

The Council of Associate Deans is aware of several issues impacting undergraduate advising at UC Davis. These include: 1) high student to advisor ratios that make it difficult for students to access advising in a timely fashion and for the advising community to be proactive (e.g. offering mandatory advising or special advising programs); and 2) a highly decentralized academic advising structure which lacks central accountability for advising quality, and consists of advisors hired in a plethora of position classifications without standardized experience or training. The CAD leadership, working with their faculty and deans, have identified critical advising needs for the campus and their colleges. This proposal recommends the following campus-level actions to improve undergraduate advising:

1. Allocate resources for professional academic advising and peer advisors in colleges to reduce student to adviser ratios for current enrollments, including development of more structured group advising through first-year seminars. Funds are requested by each college to bring the student/adviser ratio to 350:1, the ratio recommended by the National Academic Advising Association (NACADA).<sup>1</sup> Peer advising support is requested to supplement advising provided by professional staff. The total request is \$3.86 million which includes \$1.2 million for CAES, \$0.49 million for CBS, \$0.49 million for COE and \$1.68 million for L&S.
2. Support on-line advising and academic planning tools. The two campus tools developed in the College of Letters and Sciences and the Office of the University Registrar show great promise for meeting the needs of our students and staff. We encourage their continued support and assessment by the provost.
3. Review and address job classification inequities for staff advisers. Campus personnel in "adviser" roles have varying levels of classification and remarkably different position descriptions. This presents challenges for recruiting and retaining qualified staff, providing consistent expectations for student advising, and evaluating performance. Human Resources should address this challenge.
4. Support centralized training of peer advisers. The Resident Hall Adviser Training (RHAT) program is an excellent program in place for preparing peer advisers to work with students. Additional resources for the RHAT program will be needed to accommodate training of new peer advisers requested by CAD. Campus-level support, not included in this request should be provided.
5. Support development and assessment of advising metrics by the Office of Academic Assessment in collaboration with the Office of the Vice Provost for Undergraduate education and the colleges.
6. In collaboration with the Academic Senate, create guidelines and incentives for faculty advising, including greater value for this work in the merit and promotion process.

Finally, there is a need for the campus to invest in the 2020 Initiative to advise 5,000 additional students. While resources to address this anticipated increase in demand are not being requested at this time, CAD recommends a gradual increase in funds over time to be used for advising and the development and renovation of appropriate advising space to meet the needs of new students.

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<sup>1</sup> CA&ES requests 350:1 in the majors and undeclared advising and 725:1 in the Dean's Office. L&S requests 1000:1 in the Dean's Office. This recognizes the different types of advising occurring in each location.

## **CAD Proposal to Provost Hexter for Academic Advising Needs July 12, 2013**

### **Introduction**

As leaders in undergraduate education and academic advising, the Council of Associate Deans has been aware of several issues relative to advising on campus. These issues include: 1) high student to advisor ratios that make it difficult for students to access advising in a timely fashion and for the advising community to be proactive (e.g. offering mandatory advising or special advising programs); 2) a highly decentralized academic advising structure in which there is no central accountability for academic advising quality, 3) advisors are hired in a plethora of position classifications without standardization of experience or training, 4) students are confused about where to seek academic advising; and, 5) a lack of professional development opportunities for academic advisors that would establish and reinforce advising best practices.

This proposal requests resources to facilitate the development of a more structured model for academic advising and a clear definition of undergraduate academic advising that distinguishes it from the many academic success (tutoring, time management, study skills) and social services offered via Student Affairs. We are grateful for the support allocated to create an Advising Coordinator reporting to the Vice Provost for Undergraduate Education (VPUE) to bring expertise in academic advising best practices, research on advising strategies and a background in assessment of advising outcomes. We are also pleased that support will be provided for developing advising courses for staff and faculty, and for coordinating an annual professional development conference for all campus academic advisors aimed at professional education of advisors and solving campus challenges related to academic advising. This request is aimed at academic advising in college dean's offices and departments housing undergraduate majors. While each college has taken a different approach in addressing challenges, five common requests surfaced upon careful analysis of the current state of advising on our campus. These are described below and in individual summaries provided by each college.

***Allocate resources for professional academic advising and peer advisers in college dean's offices and departments housing undergraduate majors.*** Each college reviewed the current position descriptions for all advisers in the dean's offices and departments and noted the fraction of each position assigned to advising. These fractions were used to estimate current FTE dedicated to student-centric advising and calculate student to adviser ratios for advising units (Table 1). Upon completing this analysis we learned that all units have much higher ratios than 350:1, which is the ratio recommended by the National Academic Advising Association (NACADA). Funds are requested by each college to bring the student to adviser ratio to 350:1<sup>1</sup>. In addition, funds are requested for peer advising support in some colleges. The total request is \$3.86 million which includes \$1.2 million for CAES, \$0.49 million for CBS, \$0.49 million for COE and \$1.68 million for L&S. Itemized budgets for each college are provided in their respective summary sections. Note that these requests only include employee salaries and benefits. Additional support will be needed to develop and renovate space for new advising positions. Only the L&S request includes expected costs associated with enrollment by 2020.

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<sup>1</sup> CA&ES requests 350:1 in the majors and undeclared advising and 725:1 in the Dean's Office. L&S requests 1000:1 in the Dean's Office. This recognizes the different types of advising occurring in each location.

**Table 1. Advising Resources by College**

<b>Advising Components</b>	<b>Agricultural and Environmental Sciences</b>	<b>Biological Sciences as of June 14, 2013 (pre-BASC)</b>	<b>Engineering</b>	<b>Letters and Science</b>
Number of Advisors and Personnel Organization	<b>TOTAL:</b> 2.8 Advisor FTE, Based on: 2 SAO IVs (10% advising) <sup>2</sup> , 4 SAO IIIs 45% advising, 2 SAO IIs <sup>3</sup> 40% advising	<b>TOTAL:</b> 5.25 Advisor FTE 1 SAO III Supervisor (25% advising); 1 SAO III (100%) <sup>4</sup> ; 3 SAO II (100%); 1 SAO I (100%) <sup>5</sup> N.B. All advisors @100% time spend 50% time face-to-face with students	<b>TOTAL:</b> 1.8 Adviser FTE, based on 1 SAO IV (5% advising) <sup>1</sup> , 3 SAO III (40% advising), 1 SAO II (55% advising) <sup>3</sup> .	<b>TOTAL:</b> 1 Director (SAO V) <sup>5</sup> ; 11.55 SAO IIIs permanent FTE, 2 SAO IIs permanent FTE, 1 part time, non-career Administrative Assistant
Student/Dean's Office Advisor Ratio	5835 UG Students/ 2.8 Advisor ratio = <b>2084:1</b>	5,340 UG Students Student/ Dean's Office Adviser Ratio: <b>1256:1</b>	3,400 UG Students/ 1.8 Adviser Ratio = <b>1890:1</b>	~11,000 UG Students, Student/ Dean's Office FTE Adviser Ratio: <b>1579/1</b>
SD students / Dean's Office Advisor	<b>First 12 days of the quarter:</b> SAO IIIs see students subject to disqualification: 1060 students/2.0 staff advising FTE <b>531/1</b>  <b>No Academic Probation (AP) can be seen during this time.</b>  SAO IIs (.8 staff advising FTE) see students in good academic standing through drop-in advising: 99 students/.8 advising FTE <b>124:1</b>	<b>First three weeks of the quarter:</b> All SAOs see students subject to disqualification: <b>111/1</b>  <b>Academic Probation students are not seen due to staffing shortage.</b>	<b>First three weeks of the quarter:</b> All SAOs see students subject to disqualification: 180 students/1.8 staff advising FTE <b>100/1</b>	<b>58/1</b>
Probation students/SAO	<b>226/1</b> SAO IIs see AP students 181 students/.8 advising FTE	<b>188/1</b>	<b>100/1</b>	<b>53/1</b>
Appointments/week/SAO	<b>Peak SD:</b> 40 students/week/ SAO	30-50/week/per advisor depending on the time of	<b>Peak SD:</b> 35 students/week/SAO	PEAK SD: 50 appointments/week/adv

<sup>2</sup> The SAO IV positions in CA&ES co-direct and SAO IV position in COE supervises the Undergraduate Academic Program units. They assist with advising only during peak periods and in difficult cases.

<sup>3</sup> SAO II's conduct all front desk functions including triage, drop in advising, AP advising and peer training of supervision. In CBS, the SAO I handles the front desk and does drop-in advising, etc.

<sup>4</sup> Focus on International and at-risk students.

<sup>5</sup> Does not see students; not in advising ratios.

Advising Components	Agricultural and Environmental Sciences	Biological Sciences as of June 14, 2013 (pre-BASC)	Engineering	Letters and Science
	III 20-30/ SAO II (Drop in advising for students in good academic standing)  <b>Non SD:</b> the second 2.5 weeks 32/week/SAO III 16/week/SAO II 5th week and beyond 20/week/SAO III Drop in advising with SAO IIs continues	the quarter.	<b>Non SD period:</b> 20 students/week/SAO	isor. (10-12days Winter and Spring quarters) Non SD 30 appointments/week/adv isor
Student Wait Time to See a Dean's Office Advisor	During the first 5 weeks of the quarter SAO IIIs only see SD/AP appointments.  Students on probation wait 12 days to be seen by appointment.  No wait time for drop in advising from SAO IIs and peer advisors for students in good standing.  During non-peak time 0-4 days wait time for appointments with SAO IIIs.	None because of drop-in hours for most of the quarter, but during SD period wait may be 3-5 days.	Offer drop-in hours so students are always seen.	All SD students who make an appointment are seen prior to 11 <sup>th</sup> day of instruction so that schedules may be adjusted. Non SD: 1 – 10 days*
Number of staff advisors in the departments advising majors	<b>6.9 SAO FTE based on % advising assigned to position description.</b> Student/SAO FTE ratios range from 148:1 to 1640:1 depending upon the major.  College-wide Average: 846:1	<b>3.33 FTE (range of titles) based on 6.67 departmental advisors assigned 50% advising + 50% departmental office work</b> Students/staff FTE vary by major.  College-wide Average: 1604:1	<b>2.8 SAO FTE based on % advising assigned to position description.</b> Student/SAO FTE ratios range from 550:1 to 3150:1 depending upon the major.  College-wide Average: 1190:1	<b>17.5 SAO or blank Asst. FTE based on % advising assigned to position description.</b> Major Adviser: Student ratio 375-951:1 depending on division

\*The L&S Deans office invested in two additional advising positions this academic year. Prior to March 15, 2013 the wait time for appointments was approximately 10 days due to previous reductions in staffing levels and the retirement of the two assistant directors in 2011-2012, coupled with increases in the student population. The unit reorganized, adding the two SAO II positions and the assistant directors were replaced with academic counselors (SAO III's with no mid-level management duties).

***Support on-line advising and academic planning tools.*** Surveys of students and consultation with staff and faculty in all colleges indicate an interest in on-line advising. On-line advising tools with appropriate access for members of the advising community should facilitate consistency in advising between college-level and campus-level units allowing more efficient use of existing advising resources in campus. On-line tools that allow students to prepare academic plans will empower students to take a more active role in their education. Such on-line academic planning tools have the added benefit of providing a mechanism for the registrar to estimate enrollments in impacted courses far in advance of registration. The two campus tools developed in the College of Letters and Sciences and the Office of the University Registrar show great promise for meeting the needs of our students and staff. We encourage their continued support and assessment by the provost.

***Review and address job classification inequities for staff advisers.*** Campus personnel in “adviser” roles have varying levels of classification and remarkably different position descriptions. This presents challenges for recruiting and retaining qualified staff, providing consistent expectations for student advising, and evaluating performance. Furthermore, advisers have many other roles that support the undergraduate education missions of the colleges and university, but these additional responsibilities overwhelm advisers preventing them from addressing student questions in a timely manner. While each college is addressing this challenge in a different manner, it is important that Human Resources be engaged in addressing job classifications for the SAO series so that student-centric advising is protected and supported in current and new positions.

***Support centralized training of peer advisers.*** College dean’s offices and departments recognize the important role peer advisers play in supporting the academic mission of the campus. While departments could use peer adviser support, they have been reluctant to request it due to the time commitment needed for hiring and training peer advisers. The Resident Hall Adviser Training (RHAT) program, developed and maintained through Student Housing and Orientation, is an excellent program in place for preparing peer advisers to work with students. We recommend that all new peers hired using the provost’s allocation complete the RHAT program to make the training process more efficient and consistent for peer advisers. Additional resources will be needed for the RHAT program to accommodate peer training and we encourage campus-level support be provided for this. These are not included in our request, but we encourage the Provost to work with Catrina Wagner to better understand the allocations that will be needed.

***Support development and assessment of advising metrics by the Office of Academic Assessment.*** Advising outcomes will be proposed by each college and we expect student surveys, and other tools, will be used to assess outcomes. Measurement of essential advising features will be completed. These features include (1) access to timely advising in person or by e-mail, (2) accuracy and consistency of information provided to student in advising, (3) transformational advising that recognizes the development of the student, and (4) respect of the student. Consultation with the Office of Academic Assessment to develop advising outcomes and assessment practices is also recommended. Assistance from academic assessment experts will be needed to fully develop and measure advising outcomes.

***Investment in the 2020 initiative.*** There is a need for the campus to invest funds to support the advising of 5,000 additional students. Each college examined how many additional students they would serve in 2020 and estimated the number of new advisers needed to serve these students. While resources to address this anticipated increase in demand are not being requested at this time, except for L&S, CAD recommends a gradual increase in funds for advising over time to meet the needs of new students.



## CA&ES Executive Summary for Provost Resource Allocations to Advising

The Undergraduate Advising Review Workgroup (UARW) was charged by Interim Dean Mary Delany to examine undergraduate advising needs in CA&ES and make recommendations via Council of Associate Deans (CAD), to the Provost for resource allocations needed to support undergraduate advising. The committee identified eight broad problems/issues needing immediate attention and formulated a series of recommendations for Provost investments aimed at student success.

### **The problems we identified are as follows:**

- 1. Low priority given to undergraduate student advising on campus.** The consequences are poor engagement of faculty in advising, chronic understaffing of academic counselors and peer advisors, limited training and professional development opportunities for advisors and poor integration of existing advising units.
- 2. Too few advisors to meet the needs of current student enrollments.** When % advising in position descriptions is used, many majors have high student/staff advisor ratios. In CA&ES student/advisor ratios range from 148:1 to 1,640:1 in the majors and 2084:1 in the Dean's office. Wait time varies by major and location, but can be as high as 2.5 weeks.
- 3. The advising system across campus and in CA&ES is fragmented and lacks clear communication, training, professional development and integration channels for students, staff, administration and faculty.**
- 4. Roles, engagement, opportunities, incentives and assessment of advisors of all kinds are poorly developed.** Faculty in most majors are not well connected to advising and frequently not accessible to students. Master Advisor roles are poorly defined and rewarded, and no training on best practices or agreement on most significant duties exists. Staff Advisors do not have access to training or professional development activities and many do not have an educational background preparing them for a career in advising. Staff advisors experience job classification inequities (classifications in the \_\_\_Asst series and the SAO series), and lack clear incentives and career paths. Advising is not included in faculty merit and promotion reviews or staff personnel evaluation processes, nor are there readily available metrics to help do this.
- 5. Staff Advisors are engaged in diverse teaching support and administrative duties beyond actual advising.** This exacerbates the small amount of time available to serve as advisors.
- 6. Advising across campus is in a reactive state, rather than embracing a proactive system.** The latter would provide guidance to students and achieves a strong academic experience.
- 7. Advising does not meet student needs in a way that is linked to their academic development, level of competency and stage of their academic career.**
- 8. On-line tools are not yet fully available that empower students to track their own progress and that assist advisors of all kinds in providing the most informed advice.**

**In response to these problems we recommend the following actions to be led by the Provost at the campus level:**

**1. Give priority to undergraduate student advising on campus.** Invest in staff and peer advisors through increased FTE, training, professional development opportunities, incentives, and work with the Academic Senate to create strategies for greater engagement and reward of faculty master advisors.

**2. Invest in more advisors.** We propose that advising resources should meet the national benchmark of 350:1 (student/advisor) for staff advising in the majors and undeclared students (handled in the Dean's Office) and 725:1 for Dean's Office advising. These ratios acknowledge the different types of advising done in the departments and the Dean's Office.

**a. Staff Advisors in the Majors. At current enrollments** investment of 8 new staff advising FTE (2 SAO IIs, 6 SAO Is) is needed. We propose a partnership between the Provost and CA&ES and request 4 advising FTE from the Provost and use of CA&ES Resource Allocation Committee (RAC) department-based formula allocations to invest in the additional 4 staff advising FTE needed. Peer advisors are an important part of the advising continuum and investments are needed in this arena, although student/advisor ratios do not apply well to determining how many peers are needed. The reason for this is that peers require so much supervision, if too many are added it may become a burden to the staff advisors. The 2.25 peer advising FTE we are requesting from the Provost are based on the number of actual peers we can successfully integrate into our advising structures. *NOTE:* Because peer advisors work 10-12 hours/week, 1 peer advising FTE = 4 peer advisors.

**b. Academic Counselors in the Dean's Office.** We propose a higher student/advisor ratio (725:1) for Academic Counselors in the Dean's Office because we are seeing students for additional advising that includes general advising, final degree certification, petitions, and we are the sole unit given authority by the Academic Senate to uphold policy surrounding students in academic difficulty. We are also the sole source of advising for undeclared/exploratory students. For undeclared students, we recommend using a ratio of 350:1 as we have in the majors. The Provost already announced investment in an international student advisor for the CA&ES Dean's Office. Based on the estimated ratios and this additional counselor, we estimate the need for 5.3 additional new staff advising FTE in the Dean's Office at the SAO III level and 1.75 peer advisor FTE.

**c. Investment for the 2020 Initiative.** We strongly recommend that the Provost plan for additional resources to meet this level of excellence as our campus enrollments grow by 5,000 under the 2020 Initiative. In CA&ES, at 20% of total enrollment or 1,000 additional students, this will require an investment of an additional 2.9 staff advising FTE and 2 peer advising FTE in the majors, and 1.4 staff advising FTE and 2 peer advising FTE in the Dean's Office. This said, the committee advocates for review of advising needs annually once the 2020 growth begins. If the investments proposed herein create improvements for students such that retention is higher and there are fewer students in academic difficulty, needs may shift from the Dean's Office to the majors. Other factors may also shift the needs in various ways, including the proportion of the new student enrollment comprised of international students who may need greater advising attention.

**3. Additional investments from the Provost to better coordinate advising.** These include funding of an Advising Coordinator in the Office of the Vice Provost for Undergraduate Education (VPUE), creation of an annual conference to support professional development, and support for continuing education and training for staff advisors. We acknowledge that these are funded via the April 2013 proposal from CAD. Additional training and coordination should also be in the realm of the VPUE Advising Coordinator, e.g. training for faculty master advisors, as well as better coordination and connection of advising units across the campus. **Additional investment in centralized, campus-level training, similar to that already done for RHAT peer advisors is needed for all peer advisors. This will require resources for Housing as they have responsibility for running these courses and we recommend they continue.**

**4. Define advising roles, incentives and develop metrics for advising success.** We expect the VPUE Advising Coordinator will help colleges and departments better define roles, engagement, opportunities, incentives and assessment for advisors of all kinds. We expect this person will help the colleges develop student learning outcomes for advising and metrics needed for assessment of student learning outcomes and quality of all levels of advising.

**a. Faculty Master Advisors.** We request the Office of the Provost to work with the Academic Senate to define roles for Faculty Master Advisors and develop better incentives through creation of prestigious campus awards and promotion and tenure processes to reward faculty advising.

**b. Staff Advisors.** We expect the VPUE Advising Coordinator to develop the roles, training and professional development opportunities for staff advisors.

**5. Address position classifications inequities for staff advisors.** We request the Office of the Provost to work with Human Resources to address the job classification inequities for staff advisors. We recommend that all staff advising positions be in the SAO series, with a minimum of 65% advising (face-to-face advising, individually or in groups). The remaining 35% should be devoted to teaching support, support for the faculty master advisor, curriculum planning, etc. In the Dean's Office the remaining 35% should be devoted to all the special programming, student activities, outreach and policy-driven activities needed. Administrative tasks, such as scheduling classrooms, ordering textbooks, event planning and implementation should be transferred to administrative support positions (\_\_Asst or Analyst series depending on the level of work needed). We expect this change to dramatically increase accessibility and quality of advising.

**6. We request that the Provost invest in a proactive advising curriculum.** We do not think resources are available to require mandatory advising, even annually for each student, nor do we think a mandatory advising approach will necessarily empower students in determining their own course. We propose a curriculum that starts with a first year, mandatory seminar, *Positioning Yourself for Success*, for freshman; and, a first year mandatory seminar, similar to that developed by former Vice Chancellor Fred Wood, *Navigating the Research University*, for transfer students. We expect this curriculum and graduate student training associated with it to be planned and implemented by an Academic Coordinator, with assistance of a SAO I. We propose that these activities be conducted in the CA&ES Science and Society (SAS) Program, under the supervision of the Director, currently Dave Rizzo. We know this to be a good home for a program like this because the current Career Discovery Group Program has been implemented in SAS. We envision the Academic Coordinator serving as Instructor of Record for the seminars and for a class to train the graduate student TAs. We expect to need 6.25 TA FTE to deliver 75 sections of 20 students/section annually (approximately 1700 incoming freshman and transfer students). As enrollments grow, the number of TAs needed will also grow. We expect this growth to be institutionalized via the normal CA&ES TA allocation process; however, additional resources may be needed from the Provost if additional advising staff positions are needed.

**7. Advising Curricula.** We recommend that a continuing curriculum be designed for students as they advance in their development. This should engage them with faculty master advisors, the Internship and Career Center (ICC), the Student Academic Success Center (SASC), undergraduate research opportunities and Study Abroad and expand their understanding of career paths and preparation for graduate and professional school. We expect the VPUE Advising Coordinator to help in this effort and advise that the Provost should plan for increasing investments in campus level support of the ICC, SASC, the Undergraduate Research Center, etc. NOTE: We expect SASC and the ICC to need additional resources in order for them to fully participate and request that this part of the Provost's planning for the 2020 initiative.

**8. Support for on-line advising services.** We strongly advocate continued and expanding support of on-line advising services for students and for advisors. The expected outcome and impact of this work will be greater empowerment for students in their choice of majors, graduation plans, and course selections. They will be better able to follow their own progress and can come to advising appointment prepared with higher level questions for advising. For advisors, these on-line resources represent a sea change in efficiency and accuracy of advising. The quality of advising will be dramatically increased. We look hopefully to a future when this system may also be used as an early warning system so that advisors can seek out students needing help before they are subject to disqualification or are failing in their majors.

The following budget solely represents costs needed to address additional advising FTE in CA&ES (using ratios described in item 2) and implementation of a tiered proactive advising curriculum that includes a mandatory first year seminar. Other needed actions outlined above will require additional resources to other units on campus and engagement of the Academic Senate and Human Resources.

Department	Salary	Benefits rate	Total Benefits	Salary + Benefits	FTE	Total Salary
SAO I	\$ 50,551.00	0.479	\$ 24,213.93	\$ 74,764.93	3	\$ 224,294.79
SOA II	\$ 55,709.00	0.479	\$ 26,684.61	\$ 82,393.61	1	\$ 82,393.61
Peers	\$ 12,000.00	0.013	\$ 156.00	\$ 12,156.00	2.25	\$ 27,351.00
					<b>Subtotal</b>	<b>\$ 334,039.40</b>
<b>Dean's Office</b>						
SOA III	\$ 61,354.00	0.479	\$ 29,388.57	\$ 90,742.57	5	\$ 453,712.83
Peers	\$ 12,000.00	0.013	\$ 156.00	\$ 12,156.00	1.75	\$ 21,273.00
					<b>Subtotal</b>	<b>\$ 474,985.83</b>
<b>First Year Seminar</b>						
Graduate Student Associate-In	\$ 35,310.00	0.013	\$ 459.03	\$ 35,769.03	6.25	\$ 223,556.44
Academic Coordinator	\$ 63,000.00	0.331	\$ 20,853.00	\$ 83,853.00	1	\$ 83,853.00
SAO I	\$ 50,551.00	0.479	\$ 24,213.93	\$ 74,764.93	1	\$ 74,764.93
					<b>Subtotal</b>	<b>\$ 382,174.37</b>
					<b>Grand Total</b>	<b>\$ 1,191,199.59</b>

## **CBS BUDGET PROPOSAL FOR ENHANCED ADVISING**

### **SUMMARY:**

The campus is aware of deficiencies in the nature and scope of academic advising. Although there are a variety of issues impacting advising quality (discussed below), many deficiencies stem from high student-to-advisor ratios in both college Dean's offices and in departments. The Council of Associate Deans recommends the campus meet national advising standards using a ratio of 350 students per advisor (350:1). The present budget proposal describes the costs of achieving this ratio within a new centralized advising model under development in CBS. Under the new model, advising that was traditionally done in the college Dean's office and in five departmental offices will take place at a single site, called the Biology Academic Success Center (BASC). Under the BASC model, advising for 5340 CBS students requires 15 academic advisors, the majority in the SAO II classification. By consolidating the current Dean's office and departmental advisors into a single unit, CBS has identified a staff pool equivalent to 8.6 full-time advisors (rounded to 9 advisors). Thus, there is a difference of 6 advisors between the 15 advisors needed to meet the desired advising ratio and the current 9 advisors available in CBS. CBS requests \$494,361.66 to hire 6 new SAO II advisors.

### **INTRODUCTION:**

Student access to advising was a central issue for the Council of Associate Deans (CAD) over the past year. The CAD discussions coincided with broad discussions on the value of advising services taking place in many places across the campus, notably in the Blue Ribbon Committee on Advising convened under Vice Provost De La Torre. As a result of both CAD and campus discussions, numerous issues related to advising were identified. The issues are outlined under three broad headings: (A) staff issues, (B) structural issues, and (C) faculty issues (see below).

Following the outline of issues, Table 1 (page 12) describes the advising staff in CBS as of June 2013.

A discussion of the future of advising within the College of Biological Sciences (CBS) begins on page 12. Advising is both a campus and college responsibility. CBS has begun the process of addressing college-specific issues via consolidation of both Dean's office advising and departmental advising into a single unit, the Biology Academic Success Center (BASC). BASC is being developed at the request of CBS' Dean Hildreth. In a section entitled "How does centralized advising in BASC impact advising issues?" (pages 12 to 14), we discuss how the presence of BASC will (or will not) influence each of the 12 issues described above in parts A to C. The planned staff and advising structure for BASC is described in Table 2, page 15. The CBS request for funds to hire new advisors is supported by a comparison of the advising needs for BASC (Table 2) and the present advising resources summed over the college (Table 1).

### **CURRENT ISSUES RELATED TO ADVISING:**

#### **A. Staff issues:**

**A1.** The number of advisors is insufficient for the number of student advisees, as evidenced by high student to advisor ratios and wait-times for appointments. In the CBS Dean's office, student/advisor ratios range from 1257:1 to 1643:1 depending on whether one counts the number of academic counselors (1257:1) or the percentage of effort directly allotted for meeting students or advising FTE (1643:1). In all five CBS departments combined, the student to advisor ratio is 1604:1, assuming that departmental advisors spend 50% of their time advising students. It should be noted that these estimates count students twice, under the assumption that each student will

visit Dean's and departmental offices independently and different kinds of advising occur in each location.

Wait time varies by major and location, but is typically about 3 days for CBS Dean's office advisors. It can be longer during peak periods.

**A2.** Staff advisors are hired in a range of job classifications (e.g., the “\_\_\_Asst” series and the SAO series). The range of classifications makes it difficult to define expected workloads, level of training, and professional preparation; thus services to students are uneven. .

**A3.** Staff Advisors are engaged in diverse teaching support and administrative duties beyond actual advising. Advisors who work in departmental offices typically are assigned a variety of office work (scheduling classes, DESII reports, payroll, etc.) and thus have less time to see students.

Dean's office advisors contribute to projects related to student services such as Decision Day, Yield events, events for new freshmen and transfer students, special admissions, etc. A typical advisor would spend 50% of his/her time seeing students. If advising time is defined only as the percentage of time set aside for meeting students, a significant increase in the number of advisors will be needed to reach the 350:1 student to advisor ratio considered desirable for the campus.

**A4.** Professional training: The educational background of advisors does not necessarily prepare them for a career in advising; the campus should consider the costs and benefits of particular educational backgrounds for those with advising titles. Advisors are not given explicit training in student intellectual development or student trajectories for increased academic competence, but such training would enhance service to students. Training should be broadened to include explicit consideration of stage of the academic career, academic skill level (programs for high achievers and for those who struggle), and normal age-dependent skills development.

**A5.** Staff incentives for advancement should be developed along with a distinctive advising career path that would motivate excellence in preparation and in the delivery of services. Metrics should be developed for the staff personnel evaluation process.

## **B. Structural issues:**

**B1.** On-line tools are not yet fully available that empower students to track their own progress and that assist advisors of all kinds in providing the most informed advice.

**B2.** Existing advising units are not well integrated across campus: individuals identified as “advisors” are broadly distributed across the campus in Student Affairs units, Residence Halls, the Academic Success Center, Services for International Students and Scholars (SISS), College Dean's offices, and departmental offices. There are no mechanisms in place to connect these units and no standardization of skill levels or knowledge base for those calling themselves advisors.

**B3.** Because the “advisor” title is used widely, individual identified as “advisors” may be faculty, staff in a wide range of titles, counseling staff, or student peers. In many cases, the distinction is not clear to students using these services and all advice is considered equivalent. This results in students who fail to meet deadlines for action imposed at the college or campus level because someone advised them “not to worry about it.”

**B4.** There is no centralized electronic information board for advisors, thus the distribution of information is patchy at best and this leads to errors in advising. For example, many units that advise on Introductory Biology were unaware of changes to the curriculum and desired timing of enrollment for these classes. This directly affects time-to-degree because lower division biology courses are prerequisites to many classes.

**C. Faculty issues.**

**C1.** Faculty are not well connected to advising and frequently not accessible to students.

**C2.** The duties and responsibilities of Master Advisors are poorly defined, and no training exists for best practices.

**C3.** Faculty merit and promotion reviews do not reward the work of advising.

**ADVISING RESOURCES WITHIN CBS:**

As is typical for UC Davis, CBS maintained staff advisors within the college Dean's office and within departments for many years. Some of the advisors worked part-time and departmental advisors contribute to office tasks in their departments in addition to advising. The advising structure of the college under this model is described in Table 1 (page 12). The final row in Table 1 indicates the total number of advising staff as full-time equivalents for the entire college (8.6 FTE). The student-to-advisor ratios for this row assume that all students in the college will be able to get all types of advice from one visit to an advisor; this is in contrast to a traditional model where students independently visit both the Dean's office and the department office. The student-to-advisor ratios for the traditional model are shown in the upper rows of Table 1.



**Table 1. Summary of advising resources for CBS as of June 14, 2013:**

Location	Staff Title	Fraction of time in advising	Notes
<b>Dean's Office</b>			
	1 @SAO III supervisor 25% time advising	Face-to-face = 25%	
	1 @ SAO III advisor	Face-to-face advising is 50% of this position	International student advisor and specialist in EOP students
	3 @ SAO II advisors	Face-to-face advising is 50% of each position  =1.5 advisors	This advising title includes work in functions such as freshman advising and Decision day;
	1 @ SAO I advisor	This advisor does not see students via appointments	This advisor handles the front desk and advises on immediate issues and refers out more complex issues
<b>Dean's office Ratio</b>	5.25 advisors	3.25 advisors	5340 students/5.25 advisors = <b>1256.5 students per advisor</b>  time allotted solely for seeing students: 5340/3.25 advisors = <b>1643 students per advisor</b>
<b>Departmental Office</b>			
5 depts. combined	Variable titles/partial appointments 6.67 advisors @ 50% time = 3.3 advisors	6.67 @ 50% time = 3.33 advisors	These advisors did departmental work, such as payroll or DESII, for 50% time
<b>Departmental Ratio</b>			5340/3.3 = <b>1603.6 students per advisor</b>
<b>Combined ratio</b> a. assuming that all students could be seen interchangeably by any staff member b. assuming 50% face-to-face time allotted for Dean's office	a. 8.6 advisors over all titles for the college	b. 6.6 advisors over all titles	a. 5340 students/8.6 advisors = <b>621 students per advisor</b>  b. 5340 students/6.6 advisors = <b>809 students per advisor</b>

### **HOW DOES CENTRALIZED ADVISING IN CBS IMPACT ADVISING ISSUES?**

CBS is in the process of creating an advising center (Biology Academic Success Center or BASC) that will consolidate the traditional Dean's office and departmental advising functions. The planned structure of this center is described in Table 2 (page 15).

Below we discuss advising issues from pp. 9-11 in the context of a centralized advising model.

## A. Staff issues:

**A1.** Current staffing is insufficient. When students seek advice from their Dean's office and from individual departments, it is assumed that all students need independent access to both types of advisors. It is unclear whether a student will make a single visit to our centralized advising unit (BASC) to have all types of questions answered, or whether two visits will be needed. On the presumption that students will be able to learn what they need in a single visit (perhaps encountering more than one advisor in a visit), the student- to-advisor ratio should decline. The student to advisor ratio for all advisors combined (dean's office + departments) was 621:1 if the percentage of employment is counted and was 809:1 if the percentage of effort directly allotted for meeting students is counted.

**What will be the standard student-to-advisor ratio for the campus?** CAD proposes a student-to-advisor ratio of 350:1 for departments. To reach this standard (350:1) in the CBS combined advising center (BASC), CBS will need ca. 15 full-time advisors. None of our advisors will see students at 100% time—CBS recognizes that more than eight 30-minute appointments in a day is untenable; a full-time advising position in CBS includes other duties related to advising such as yield events, Decision Day, orientations for freshmen and transfer students, updating knowledge, etc. However, given that face-to-face advising is never 100% of a workday, and that CBS will not count student sessions separately for the Dean's and departments (as do other colleges), we elect to use 350:1 as our target ratio and seek a staff of 15 advisors (see Table 2, page 15).

The current total number of advisors for CBS as a whole (combining current Dean's office and departmental advisors from Table 1) is 8.6 advisors, **thus we request 6 new SAO II positions.**

**Coping with expanded enrollments for the 2020 initiative:** In CBS, a 20% increase in enrollment, approximately 1,000 additional students, will require an additional 3 SAO II positions. We recommend that planning for 2020 include funding for these staff. These advisors are not included in totals given here.

**A2.** Advisors have a range of job classifications. All advisors in the BASC are classified in the SAO series, with the majority in the SAO II category, so there will no longer be an issue with uneven job titles.

**A3.** Staff advisors do work other than advising. As outlined above, BASC advisors will concentrate on advising work, spending 50% time in direct advising sessions with students. CBS is instituting mandatory advising for freshmen and new transfer students this fall, so we will see 1740 students (1300 FR + 400 transfer students) in fall quarter.

**A4.** Professional training: CBS will work with the other associate deans, the Vice Provost, and other campus groups to enhance professional training. In-house training will aim at broadening the skill sets of all advisors in the next three years. CBS greatly appreciates the Provost's previous commitment to funding an annual campus-wide conference of advisors.

BASC will have two co-directors, one in an SAO IV title who will manage staff and related training, and another in an Academic Coordinator title. The Academic Coordinator has a PhD in Biology and will work with faculty on the BASC guidance committee (see item C1 below) to develop new services that foster academic skills and intellectual development for our students.

**A5.** Staff advancement: CBS will be pleased to see the campus work with Human Resources to create staff incentives for advancement and expanded training, as well metrics for evaluation of advising success.

## **B. Structural issues:**

**B1.** On-line tools are not yet fully available: CBS looks forward to new advisor and student-use tools as part of the “L & S” portal enhancement. CBS is developing limited in-house tools to bridge the access gap for short-term needs.

**B2.** Integration among existing campus advising units is a huge problem and CBS hopes that someone in the Provost’s office will tackle this project in the coming year.

**B3.** Disparate use of the advising title is another large problem and CBS hopes that someone in the Provost’s office will tackle this project in the coming year.

**B4.** The absence of a centralized electronic information board for advisors is another critical issue that needs attention from the Provost’s office.

## **C. Faculty issues.**

**C1.** Faculty connection to advisors and advising is being addressed within CBS. A faculty guidance committee for BASC has been created. The committee includes the Vice-Chairs of all departments, the Master advisors for each major, and the Co-directors of BASC, as well as the Associate Dean for Undergraduate Programs (Keen).

**C2.** Clarification of the duties and responsibilities of Master Advisors can be addressed within CBS as well as across the campus.

**C3.** Adequate reward for faculty work in advising must be addressed by the Academic Senate and senior administration.

In summary, centralized advising as envisioned under BASC will address some of the problems associated with advising on campus. Table 2 outlines the proposed staffing for BASC.

## **CBS BUDGET REQUEST:**

The Council of Associate Deans recommends the campus move toward a student-to-advisor ratio of 350:1, the national advising standard. To meet this ratio, CBS will need 6 additional SAO II advisors. This number of new advisors is obtained by subtracting the number of advisors needed to meet the standard in a central BASC center and the number of advisors working within the current multi-site advising structure (Dean’s office and many departments). Note that the standard ratio was not approached under the multi-site model and that even more advisors would be needed if the multi-site model were maintained.

The salary cost for an SAO II (mid-range) is \$ 55,709 with an additional \$26,684.61 in benefits for a total of \$82,393.61.

**The total cost for 6 SAO II advisors is \$ 494,361.66** (\$82,393.61 x 6).

The above figure represents the advising budget request for CBS. It does not include costs to advise the increased student enrollment associated with the 2020 initiative.

Table 2: Proposed Structure of Advising under BASC by 2014.

<b>Services within BASC</b>	<b>Staff Title</b>	<b>Fraction of time in advising</b>	<b>Notes</b>
	Academic Coordinator BASC Co-director Workload described in Appendix 1A	30%	Primary responsibility for development of BASC services
	SAO IV Supervisor BASC Co-director Workload described in Appendix 1A	10%	Primary responsibility for staff supervision
	2 @ SAO III advisor	Face-to-face advising is 50% of each position	One advisor focuses on International Students and EOP students
	12 @ SAO II advisors	Face-to-face advising is 50% of each position	This advising title includes work in functions such as freshman advising and Decision day;
	1 @ SAO I advisor	This advisor does not see students via appointments	This advisor handles the front desk and advises on immediate issues and refers out more complex issues
<b>Target ratio for 350:1 advisor to student ratio</b>  assuming that all students will obtain advising on all necessary issues within the BASC	15.3 advisors required  <b>Table 1 shows that CBS had 8.6 advisors prior to forming BASC. Thus, 6 new SAO II advisors are needed.</b>		5340 students/15 advisors = <b>356 students per advisor</b>
<b>Peer Advisors</b>  CBS supports the CAD call for enhanced funding for the RHAT training for all peer advisors.			Given the on-going campus discussions of the appropriate use of peer advisors, CBS chooses not to request specific funding at this time

## **SUSTAINING A QUALITY ADVISING STRUCTURE IN THE COLLEGE OF ENGINEERING**

### **Summary**

There is an urgent need to rebuild advising resources in the College of Engineering (COE) to maintain the quality, student-centric advising that has been a long-standing hallmark of the college's undergraduate programs. Undergraduate enrollment in the COE has increased by 22% since 2006 while, over the same period, adviser head count has decreased by 30% due to budgetary issues and non-replacement of staff retirements. Furthermore, the more recent increase in undergraduate enrollments—15% within the last two years—has put substantial pressure on advisers in the college. Current undergraduate enrollment in the COE is 3445 and Student Advising Officers (SAO) dedicated to advising is 4.7 FTE. This translates into a student to adviser ratio of 733:1.

A careful analysis of current critical advising activities was performed by an advising workgroup (AWG) of staff, faculty and administrators in the COE that met on seven occasions during Spring 2013. The workgroup also acknowledged the need to improve retention of students historically underrepresented in engineering. Analyses indicate that a ratio of 350:1 is needed to accommodate the advising of UC Davis engineers. The COE is requesting \$489,635 in base budget support for 5.5 SAO FTE dedicated to student-centric advising, to decrease our ratio from 733:1 to 350:1 and for 12 peer advisers to supplement advising in the departments. Funds would be used to (1) maintain mandatory advising for all majors in the COE, and (2) develop a management structure to support transformative advising, and (3) increase intensive freshmen advising efforts for first-generation and low-income engineering students to improve the retention and graduation of students historically underrepresented in engineering.

As the college continues to grow as part of the 2020 Initiative and serve an additional 800 students, we anticipate needing approximately 12.4 SAO FTE in the COE dedicated to advising, which represents a 7.7 SAO FTE increase over current levels. While resources to address this anticipated increase in demand are not being requested at this time, we recommend a gradual increase in funds for advising over time to meet the needs of new COE students.

### **Introduction**

To evaluate the state of advising as the COE works to improve student retention rates and prepares for enrollment growth with the 2020 Initiative, Dean Enrique Lavernia created an advising workgroup (AWG). The dean charged the AWG, consisting of faculty from each department, staff and administrators, with providing a report on the state of advising in the college. The AWG was asked to make recommendations for ensuring a sustainable advising structure that provides the best advising possible for our students. The AWG report is available upon request..

The AWG identified features of an ideal advising experience for undergraduates, as well as practices to ensure those features are obtained or maintained. These are summarized in Table 1. This section of the CAD report provides an analysis of the need for additional advising resources in the COE. It makes recommendations for how resources would be deployed to implement and maintain the advising features in Table 1, improve the development of our undergraduates, and continue best practices as we grow in response to the campus 2020 Initiative.

**Table 1.** Essential undergraduate engineering advising features and practices

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<b>Advising features</b>	<b>Practices to ensure features are implemented and sustained</b>
Access to timely advising in person or by e-mail	<ul style="list-style-type: none"><li>• Daily advising time protected to address student questions and meetings (advising by drop-in and scheduled appointments).</li><li>• Backup advising systems in place so student questions are addressed when advisers are out of the office for moderate or extended periods of time.</li></ul>
Accurate information provided to student	<ul style="list-style-type: none"><li>• Training provided to advisers on engineering curriculum and campus resources for students.</li></ul>
Continuity of advising	<ul style="list-style-type: none"><li>• Consistent use of the “notes” feature in the online advising portal by all campus advisers. Ensure confidentiality of the “notes” feature.</li><li>• Training provided to advisers on campus resources for students.</li></ul>
Differentiated advising	<ul style="list-style-type: none"><li>• Support role of faculty and peers in advising.</li><li>• Training provided on campus resources. Encourage campus referrals when appropriate.</li></ul>
Transformational advising that recognizes the development of the student	<ul style="list-style-type: none"><li>• Training provided to staff and faculty advisers on stages of student development.</li><li>• Support of students who need additional advising time (e.g. first generation, international, students with disabilities).</li><li>• Support of students who may not have selected the right major.</li></ul>
Valuing the student	<ul style="list-style-type: none"><li>• Consistent use of the “notes” feature in the online advising portal by all campus advisers so that advising is on-going.</li><li>• Opportunities for students to interact with advisers, faculty, department, and major-specific clubs outside advising appointments.</li><li>• Support students’ exploration of career goals, including change of major if desired.</li><li>• Training provided to advisers on Principles of Community.</li></ul>

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## **The need for advising resources in engineering**

### ***Current state of advising***

The undergraduate study program in the COE has a clearly defined multi-tiered advising system that includes Faculty Advisers, Staff Advisers (SAOs), and Student Peer Advisers in both the dean’s office and the departments. Current staff and peer advising and their roles are summarized in Table 2.

Considering the fraction of advising assigned to the staff position descriptions, the COE currently has 4.7 SAO FTE dedicated to advising. This translates to a student to adviser ratio of 733:1.

### ***Challenges related to meeting the advising needs of COE undergraduates***

Quality advising requires time focused on the student. The AWG identified several student-centric activities currently in place in the COE that require adviser time (Table 3). These include mandatory advising, advising for students experiencing academic difficulty, advising freshmen in ENG 1, advising to improve retention of students historically underrepresented in engineering (LEADR advising), and “other” advising activities. These activities are in place to ensure the maintenance of features listed in Table 1, but recent increases in enrollments have led to an unsustainable advising situation for the college. Furthermore, the estimated ratio required to serve the current population of students is approximately 350:1, substantially lower than our current ratio of 733:1. This advising shortage poses many challenges for our students and programs. These challenges are described in more detail in the following sections.

**Table 2.** Advising roles for Undergraduate Staff and Peer advisers in the College of Engineering.

<b>Advising resources</b>	<b>Advising FTE based on percent advising in position description</b>	<b>Number of students served</b>	<b>Advising Roles<sup>§</sup></b>
Dean's Office Advisers	1.8*	~3,400	Provide general assistance with academic and personal matters. Oversee degree checks and associated advising, late drops, and consider change of major requests. Advise students during dismissal and readmission processes. Provide advising support for freshmen in ENG 1, first generation college students, international students and students considering graduate school. Provide backup to departmental advisers. Offer personalized advising, including time and stress management, and encourage referrals to a variety of campus resources.
Departmental Advisers	2.9**	~550 median per adviser ~3400 combined	Assist students with navigating the University, General Education, college and major curriculum requirements necessary for candidacy for the bachelor's degree. Assist students with devising academic plans to ensure appropriate completion of courses, including prerequisites, and provide advising support on internships, research positions and career choices. Offer personalized advising, including time and stress management, and encourage referrals to a variety of campus resources.
Student Peer Advisers	4 in Dean's office  ~1 per department		Hold advising hours both in the freshman dormitories through the campus's Residential Housing Advising Team Program (RHAT) as well as in the Dean's office. Provide general advice and guidance to students and early academic intervention for freshmen. Provide major-specific and GE advice and guidance to students.

<sup>§</sup> A detailed list of roles and responsibilities and advising timeline is available upon request

\* 1 SAO IV who serves as a supervisor (5% advising in position description), 3 SAO III (40% advising in position description), 1 SAO II (55% advising in position description). Total SAO FTE dedicated to advising = 1.8

\*\* 5 SAO II and 2 SAO I with 25-50% undergraduate advising assigned to position description. Total SAO FTE dedicated to advising = 2.9



**Table 3.** Current time and resources needed for student-centric advising in the COE

Advising activity	Target population	Advising schedule*	Yearly advising time (hr/student)	Number of COE students served	Total advising time (hr)	SAO FTE **
Mandatory advising	All students	distributed in F, W, Sp quarter	1	3445	3445	2.9
Dismissal + probation advising	SD and P students	first three weeks of W and Sp qrt and SSI	1	1080	1080	3
ENG 1 advising	Freshmen	F quarter	1.25	230	288	0.7
LEADR advising	Freshmen and sophomore	distributed in F, W, Sp quarter	2.5	260	650	0.5
Other advising (drop-in, e-mail, orientation)	All students	distributed in F, W, Sp quarter and summer	1.5	3445	5168	3
International first year advising	International freshmen	distributed in F, W, Sp quarter and summer	1.5	140	210	0.1
<b>TOTAL</b>					<b>10841</b>	<b>10.2</b>

\* distributed in F, W, Sp quarter = 1200 hr per SAO FTE; first three weeks of W, Sp qrt and SSI = 360 hr per SAO FTE; F quarter = 400 hr per SAO FTE; distributed in F, W, Sp quarter and summer = 1710 hr per SAO FTE.

\*\* SAO FTE calculated considering total advising time (hr) and advising schedule (hr per SAO FTE).

### ***1. Maintaining mandatory advising***

Faculty in the COE regularly make changes to program curricula to address changes in engineering knowledge and practice. Frequent changes to the curriculum, the sequential nature of courses, prerequisite enforcement, and the high unit requirements of engineering majors, combine to make course selection a critical and complex process for students. As a result, yearly advising meetings are mandatory for all COE students, as well as for Computer Science students in the College of Letters and Science (a large major taught by a COE department).

As shown in Table 3, mandatory advising for the current population of COE students requires approximately 3445 hours of advising time per year. This translates to 2.9 SAO FTE. As enrollments increase under the 2020 Initiative we anticipate needing 3.5 SAO FTE to maintain mandatory advising.

### ***2. Balancing student advising and program administration***

Access to timely advising is a critical advising feature for the COE. One challenge the COE currently faces is that advisers have many other roles that support the undergraduate education missions of the college and university; “undergraduate advising” is assigned as 25% to 55% of the position description for the non-supervisory advising positions in the COE. Advisers work closely with faculty and are experts on curriculum, clubs, events and student experiences.

While the adviser positions are central to the administration of undergraduate education, the additional administrative responsibilities affect advisers’ abilities to provide timely advising to students. As shown

in Table 3, advising for the general population of COE students, including those in academic difficulty, requires more than 10,000 hours of advising time per year. This translates to 10.2 SAO FTE. As enrollments increase by 800 COE students under the 2020 Initiative, we anticipate needing 12.4 SAO FTE to maintain timely advising for our students.

### ***3. Establishing and maintaining backup advising***

Backup advising structures are important for accommodating the following advising features: access to timely advising and valuing the student. Building and maintaining such a structure requires a system of cross training for advisers, and consistent use of notes in on-line advising tools. While there are examples of some structures in place, it is not clear that they meet the advising needs of all COE students, nor that they are sustainable as we continue to grow. Implementing backup structures is an important goal of the AWG and will be realized as additional advising resources are provided to the COE.

### ***4. Freshmen success and retention of students historically underrepresented in engineering***

More than half the students who enter the college as freshmen either change their major to one outside engineering or fail to graduate. Additional advising aimed at freshmen to connect them with campus resources that improve student success (e.g. time management workshops and tutoring) and help students identify a career path (e.g. the internship and career center) may increase the likelihood of students graduating with a degree from UC Davis.

In 2009 the college developed and approved ENG 1, *Introduction to Engineering*, to expose freshmen to the different branches in engineering, the abilities needed to become a successful engineer, and campus resources available to ensure their success. Of the 503 engineering students who have taken ENG 1 in the last four years, 427 have remained in engineering or have graduated. Another outcome of ENG 1 has been the learning experience gained by the advisers themselves; the ENG 1 journal entries keep advisers aware of freshman concerns, challenges, interests, and issues. The AWG agreed to review outcomes from ENG 1 to determine if an expansion is warranted under the current workload constraints of advising staff.

In 2012, the college developed the Leadership in Engineering Advancement Diversity and Retention (LEADR) Student Center. The aims of LEADR are to recruit and retain a diverse population of undergraduate students in the college of Engineering, and to develop professional skills in students to help them succeed after graduation. The LEADR program currently serves all freshmen who participated in the 2012 STEP program. Of the 34 students who participated this year 32 have been retained in engineering.

One critical component of LEADR is quarterly mandatory advising for all students. To expand LEADR advising to all first-generation and low-income students in engineering, we anticipate needing 0.5 SAO FTE dedicated to advising. As enrollments increase with the 2020 Initiative, we expect to need 0.7 SAO FTE to serve these students.

### ***5. Unmet advising needs: student perspective***

As the AWG considered best practices for advising, the group realized that the student voice needed to be heard. An online survey was created that included questions that explored advising done by four groups—Faculty Advisers, Departmental Advisers, Dean’s Office Advisers and Peer Advisers. Survey questions and responses are available upon request.

The main topics of the survey related to the amount of time a student needs to wait to meet with an adviser, the type of advising appointments (drop in or by appointment), and the quality of advising they feel they received. The survey also requested input from students about other types of advising which might be helpful to them, such as use of online/social media.

The survey was sent electronically to all students in the COE in mid-May, 2013, and 370 students responded. The survey indicated that most students rely heavily on their departmental adviser for all types of advising. Approximately one third of students see their major adviser at least once per quarter.

When asked how long they have to wait to see their major adviser, 170 students stated they can see their department's adviser on the same day (often through drop-in advising). On the other hand, 20% needed to wait almost a week, and some students had to wait 1-3 weeks to see their departmental adviser. The student comments indicated a definite interest for online advising.

## Recommendations

### *Management of advising resources*

Departmental advisers in the college receive inconsistent support from their administrative home, and there is an opportunity to improve management of advising to support their needs and the needs of students. To start this improvement process, the AWG recommends that a student advisers group be formed that includes all undergraduate advisers in the COE. This group should be co-chaired by an adviser from a department and an adviser from the dean's office. A faculty member should be a member of this group to serve as a liaison to the College Undergraduate Education and Policy committee (UGEP). The faculty liaison would report on advising challenges and potential solutions identified by the group.

### *Recommended advising resource request*

The AWG recommends support for an additional 5.5 SAO FTE dedicated to student-centric advising to decrease our student to advising ratio from 733:1 to 350:1 and for an additional 12 peer advisers to supplement advising in the departments (Table 4). Funds would be used to (1) maintain mandatory and general advising for all majors in the COE, and (2) increase intensive freshmen advising efforts for first-generation and low-income engineering students, to improve the retention and graduation of students historically underrepresented in engineering.

As we continue to grow as part of the 2020 Initiative and serve an additional 800 students, we anticipate needing approximately 12.4 SAO FTE in the COE dedicated to advising, which is nearly an 8 SAO FTE increase over current levels. While resources to address this anticipated increase in demand are not being requested at this time, we recommend allocating a gradual increase in funds to meet the advising needs of new COE students.

**Table 4.** Resource request from the COE

<b>College of Engineering Departments</b>						
<b>Position</b>	<b>Salary</b>	<b>Benefits rate</b>	<b>Benefits</b>	<b>Salary+ Benefits</b>	<b>FTE</b>	<b>Total Salary + Benefits</b>
SAO II	\$55,709	0.479	\$26,685	\$82,394	4.5	\$370,773
Peers	\$12,000	0.013	\$156	\$12,156	3	\$36,468
<b>College of Engineering Dean's Office</b>						
<b>Position</b>	<b>Salary</b>	<b>Benefits rate</b>	<b>Benefits</b>	<b>Salary+ Benefits</b>	<b>FTE</b>	<b>Total Salary + Benefits</b>
SAO II	\$55,709	0.479	\$26,685	\$82,394	1	\$82,394
<b>COE TOTAL</b>						<b>\$489,635</b>

***Recommendations for maintaining mandatory advising and advising to improve retention and diversity***

Based on student surveys, much of the general student advising (non-dismissals) is done by departmental advisers. For this reason, of the 5.5 SAO FTE requested, 4.5 will be assigned to meet the needs of student-centric advising in departments.

The AWG recognizes the need for more advising resources for first-generation and low-income students, particularly at the freshmen and sophomore levels, when many students leave engineering. This effort is focused in the dean's office in the LEADR center. Currently 34 students are served by LEADR; it is recommended that this be increased to 260. Advisers in the Dean's office also work closely with international students and all students experiencing academic difficulty. For these reasons 1 additional SAO FTE is being requested to support advising in the Dean's office.

***Recommendations for ensuring consistent advising and backup***

The AWG recognizes that the COE has an opportunity to address challenges and improve student experiences as new SAOs join the college. It is important that the critical practices listed in Table 1 be maintained and current challenges related to backup be addressed. There is a need to address cross-training of advisers and clear strategies for backup at the college and department levels. In addition, position descriptions and classifications for the SAO positions need to be reviewed so that supervisors have consistent, clear and reasonable expectations for current and new SAOs. The AWG also recommends that UGEP examines what prevents students from seeking advice so that any barriers be addressed moving forward.

***Metrics to Evaluate Advising***

The AWG recommends that students continue to be surveyed to assess the state of advising in the college and whether the essential features listed in Table 1 are being met. Consultation with the Office of Academic Assessment to develop advising outcomes and assessment practices was also discussed as an option for evaluating advising. UGEP should review the data and propose changes to the advising structure as needed. Recommendations should be reported to the COE faculty and the Dean.

## **RESOURCE NEEDS FOR ADVISING IN THE COLLEGE OF LETTERS AND SCIENCE**

The College of Letters and Science has advising challenges that are unique on the Campus. With this proposal we are requesting a substantial increase in the support (in FTE), with a total FTE request of 1.68 million dollars. These reflect the need to correct current deficiencies of the advising system, and anticipate the needs brought about by Campus' Long Range Enrollment Plan. In particular, it reflects the need for increased advising for international students.

### **The Structure of Advising in Letters and Science.**

The College of Letters and Science includes ~11,000 students, about 43% of the total undergraduates on campus. We offer over 50 majors and 50 minors in a wide variety of fields, and about 58% of students graduate in the College majors. The College is divided into three divisions, Humanities Arts and Cultural Studies (HArCS), Mathematical and Physical Sciences (MPS), and the Division of Social Sciences (DSS). Advising at the College level is handled by a single advising office serving all three divisions, the Undergraduate Education and Advising unit (UEA). Advising for specific majors is provided by Advisers housed within the Departments or Department Clusters.

The UEA staff currently comprise 12 SAO III Academic Counselors and 2 SAO II Advisers. In addition to strict individualized advising, Counselors and Advisers in UEA support the subcommittees of the College Executive Committee. They provide supervision and training for peer advisors in the College and RHAT (Residence Hall Advising Team) program. They also support the recruitment and yield activities of the Office of Admissions. It is in UEA where decisions are made about student petitions for exceptions to policy, and for continuation or disqualification of students in academic difficulty. Final degree certifications are made by the UEA.

The staff advisors for the majors provide advising related to the actual undergraduate major specific requirements, and are housed in the Departments (or Department Clusters). In addition to their advising responsibilities they also typically devote a significant portion of their positions to supporting departmental administrative functions such as class scheduling, textbook ordering, and reception. Many also serve as graduate program advisors.

In addition to staff advisers and academic counselors, both the UEA and many majors make use of well-trained peer advisors who support the staff and who also provide low level advising to students. They are essential in many offices. Finally, all majors include faculty advisors who work with the staff and peer advisers in their programs.

### **Toward an Improved Advising Effort in the College of Letters and Science.**

Advising in the College is faced with challenges, both old and new. These include:

- 1) *The dramatic budget crises after 2007 led to significant reductions in funding for UEA.* Between 2007 and 2011, the permanent FTE budgeted for UEA was reduced by 31%. Fortunately, an augmentation of our budget by the Provost in 2011 greatly reduced the budget shortfall. In addition, collaboration between UEA and the L&S Technical Team led to the development of a variety of online tools that have greatly improved efficiency. For example, during non-dismissal time (non-SD) wait periods for appointments in our office were typically 1-2 weeks. These technical tools, combined with a restructuring and use of local resources, have reduced the wait time over the past year to 1-4 business days.
- 2) *Budget cuts at the Department level have reduced the support staffs for majors.* This has led to clustering of advising services, and a reduction in the percentage of time allocated to advising. In addition, many programs have had to reduce or eliminate peer advising. These issues are addressed by the funding requested in this proposal.

- 3) *The Campus' Long Range Enrollment Plan will result in an increase of 5000 students on campus by the year 2020, and 2,150 of these will be majors in the College. This will result in a substantial increase in the advising load in UEA and the Departments. These problems are going to be addressed in this proposal.*
- 4) *A component of the new Long Range Enrollment Plan will result in a dramatic increase in the number of international students on campus. This year, two-thirds of the incoming international students are enrolled in L&S, with over 200 entering in Economics alone. These students have special needs related to the cultural and language difficulties many of them experience. This creates a significant advising challenge for both UEA and some departments. The former will be reduced by the development of the International Student First-Year experience plan put forth by Vice-Provost De La Pena and Provost Hexter. However, problems will remain at the Department and Deans' Office level, and this proposal will deal with the issues at the Department level.*
- 5) *Concern exists about the disjointed nature of advising at U.C. Davis, including the fact that students must seek advising in both the Departments and the Deans' offices. There are two approaches to solve this issue. One is to create increased centralization, a solution that is unlikely to work for L&S. The other solution is to provide better coordination between the UEA and the staff and faculty major advisers. We already have moved significantly in that direction with the development of advising workshops (usually one per quarter), and other cooperative efforts.*

#### **Standards for Advising Delivery at U.C.D.**

The Council of Associate Deans, the Interim Vice Chancellor for Student Affairs, Adela de la Torre's Blue Ribbon Committee, and the Campus community at large recognize the need to improve advising standards in view of the challenges we face. Among other things we recognize the value of following the NACADA guidelines for the student to adviser ratio (350:1). We choose to apply that standard where possible at the Department level. At the Deans Office level, in UEA, the ratio will be closer to 1000 to 1 as we feel meeting the NACADA standard here is cost prohibitive. In the Deans' Office, advising time is estimated at 55% of each academic counselor's total appointment. For the departments, FTE information is supplied by the Assistant Deans in each of the divisions. Student numbers are from the 2012-2013 BIA estimates. Table I provides a detailed breakdown of the calculations.

Table I:

Office	Stud. No.	% of campus	Curr. FTE*	ratio	req. FTE**	2020 Stud. <sup>T</sup>	Total Stud. <sup>^</sup>	req. FTE***	New Pos.
Harc	2423	9.74%	6.75	359	6.92	487	2910	8.3	1.6
MPS	1570	6.31%	3.4	462	4.49	316	1886	5.4	2.0
SS	6741	27.10%	7.35	917	19.26	1355	8096	23.1	15.8
Total Dept.	10734	43.16%	17.5	613	30.67	2158	12892	36.8	19.3
Deans Office	10734	43.16%	7.0125	1530	10.73	2158	12892	12.9	5.9

\* Current FTE is based on the position descriptions and relates to actual advising time, rather than positions. The Divisional Assistant Deans provided the FTE numbers.

\*\* Required FTE is that required to bring the Divisional Student/FTE ratio to 350, and the College ratio to 1000.

<sup>T</sup> 2020 Students<sup>T</sup> is the presumed increase in students based on the same percentages as given in column 3.

<sup>^</sup> Total students are the combined present and 2020 estimated increase.

\*\*\* Required FTE is FTE necessary to maintain the target ratios.

New positions are the estimated increase in FTE required to maintain advising targets for the 2020 enrollments.

### Adjustments to Requested Funding.

The above FTE requirements have been adjusted in order to provide a more realistic assessment of need. The following considerations affected these adjustments:

- 1) New online tools will allow us to increase student: adviser ratios in the larger units (Deans' Office and DSS).
- 2) The Deans' Office is increasing its FTE allocation in order to accommodate specialized advising for first-year international students from another funding avenue. While these two advisers will be focused on a specific population, their presence will reduce the load in the Deans' Office.
- 3) Substantial reductions in peer advisers have taken place in many departments. Many have requested a substantial augmentation to increase the number of hours available. For the Deans' Office we will request an increase of 30 hours per week to accommodate increasing numbers of students, and in particular, international students.
- 4) The Fall, 2013 enrollments to be favoring an increase in the MPS share, and we suspect this trend will continue over the next few years. So we have raised the request there by .5 FTE.

With these adjustments, we can reduce the Deans' Office request to 5 FTE, and the DSS to 11 FTE. Our budget below reflects these adjustments

<b>Departmental needs</b>	<b>Hours or position</b>	<b>Salary and Benefits</b>	<b>FTE Requested</b>	<b>Total</b>
HArCS	SAO I	74,764	2	149,528
MPS	SAO I	74,764	2.5	186,910
DS	SAO I	74,764	11	822,404
<b>TOTAL DEPT</b>			15	1,158,842
Peer Advising	5,580 hours (124 hrs/week)* 45 weeks.	9.50/hr+.013 benefits		53,599
<b>Subtotal Dept.</b>				<b>\$1,212,441</b>
<b>Deans' Office</b>				
	<b>Hours or position</b>	<b>Salary and Benefits</b>	<b>FTE Requested</b>	
	SAO III	90,743	5	453,715
Peer Advising	30 hours/week	9.50/hr+.013 benefits		15,013
<b>Deans' office total</b>				<b>\$468,728</b>
<b>Grand Total</b>				<b>\$1,681,169</b>

### **Implementation of the Program.**

We will develop an implementation and evaluation effort with a committee comprising the Associate Dean for UEA, the Director of Advising of the UEA, the Assistant Dean for each Division, and representative advisers from each Division. Decisions within Divisions will be made by a subcommittee consisting of the Associate Dean of UEA, the Director of Advising in UEA, the Dean and Assistant Dean in the Division, the affected MSO (or CAO) and representative advisers from the Division. These Committees will evaluate the success of the advising program, and recommend changes to the College Deans and Associate Dean when student demographics shift, as they always do.

The end result of this program for enhanced advising will be greater success for L&S students, as measured by fewer dismissals, as well as improved time-to-degree measures.



2\_Provost  
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Advising Proposal  
10\_8\_13



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October 8, 2013

**Interim Dean Delany, College of Agricultural & Environmental Sciences**  
**Dean Hildreth, College of Biological Sciences**  
**Dean Lavernia, College of Engineering**

**RE: Council of Associate Deans Proposal for Academic Advising in College Dean's Offices  
and Departments Housing Undergraduate Majors**

Dear Mary, James, Enrique,

I am writing in response to the recent proposal from the Council of Associate Deans (CAD) for enhancements to the delivery of advising services to students in your respective colleges. There is no doubt that students will benefit directly from additional investments in this area and I am grateful for the collaborative and thoughtful proposal that I received. Further, it seems clear that academic advising is receiving attention across the campus and I am pleased to see the aspirational goals articulated by the CAD.

In developing a response, I consulted with Interim Vice Provost de la Peña, Associate Vice Chancellor Ratliff and their staff. The decisions in this letter are guided by several principles, foremost among which is that we move as quickly as possible to ensure that all students have access to the advising services they need. In addition, allocations are guided by a goal to recognize the significant progress already made and the unique challenges faced in each college and division; and, to make investments that anticipate not only growth but also progress toward the better articulated system of advising.

I anticipate a continuation of a phased approach of expanding and enhancing our advising practices towards our shared ideal. I am confident that the investments described below are a significant first step in that direction and I trust that you will both add the staff necessary, but also make the necessary improvements and adjustments to your organization and governance structures. There is more information about programmatic goals and accountability later in this letter.

With respect to funding, I am proposing a cost sharing approach to recognize both the opportunities that exist in your colleges to use carryforward funds to jump-start these investments, to recognize the flow of funds in the budget model and the number of students you are serving.

**College of Biological Sciences**  
50% cost-share of up to \$412,000  
(max. allocation \$206,000)

**College of Engineering**

40% cost-share of up to \$412,000

(max. allocation \$165,000)

**College of Agricultural & Environmental Sciences**

40% cost-share of up to \$730,000

(max. allocation \$292,000)

I note that the investments in undergraduate student advising made by CBS related to the establishment of the Biology Academic Success Center satisfy the goal of the match requirement. Interim Vice Provost de la Peña will work with BIA to evaluate and determine matches for COE and CA&ES, including consideration of local investments that may have already occurred.

Funding for new positions described above includes salary up to the mid-point of the approved classification and the associated benefits and operating costs. Funding is allocated to coincide with the start-date for the new positions (i.e., funding in the first year is pro-rated). In addition, I will rely on you to identify space for any new positions.

Please note that requests for neither additional peer advising staff nor college-specific programs have been considered in this phase. I've prioritized with this allocation the work of moving toward the simultaneous goals of having each college better understand and meet its particular advising needs, and of arriving at some institutional standards for best practices and professionalization. To those ends, I describe below some accountability parameters for these allocations.

**Reporting lines:**

All new positions created by these allocations, whether located in the deans' offices or in departments, must have a direct reporting line to a skilled professional in the field of academic advising within the dean's office. This supports your expressed goal of better coordination within and across colleges and will contribute to the broader goal of continued improvement in advising services for students. In addition, I expect each college (and each division in L&S) to inventory where academic advising is delivered in departments by non-SAOs and by SAOs who don't report to deans' offices, with the ultimate goal of ensuring that all academic advisers report in some manner (whether this is through dean's office reporting lines, shared reporting lines, or clearly articulated mentoring agreements) to a skilled professional in this specialized field.

**Classification:**

I commend you all for being proactive in opening a conversation with AVC Gilbert about reliable classifications in the SAO series. I expect that conversation to continue, and to yield a clearly articulable scheme for classification within the series and structured relationship between the SAO classes within the colleges.

**Engaging in faculty dialogue:**

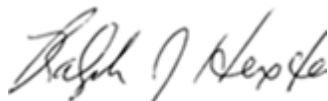
Each dean's office receiving a provost advising allocation should engage their faculty in an open dialogue about their plan for enhancing advising in their division/college. This dialogue should acknowledge the partnership and coordination that is essential between staff and faculty advising if we are to ensure our students' academic success.

**Coordination & professionalization:**

I want you to make full use of the investment I've already committed in having a centrally located advising director, and ongoing professionalization activities for advising staff. This should be particularly helpful with regard to thinking about ideal structures and best practices that can be duplicated across the colleges.

I'd like to extend my gratitude to you for undertaking the important work of articulating your college's advising needs in service of our students' academic success. I look forward to seeing these investments benefit your students and staff.

Sincerely,



Ralph J. Hexter  
Provost and Executive Vice Chancellor

c: Council of Associate Deans  
Assistant Deans  
Interim Vice Provost de la Peña  
Vice Chancellor de la Torre  
Associate Vice Chancellor Gilbert  
Associate Vice Chancellor Ratliff  
Director Loudermilk  
Director Mangum  
Analyst Saylor

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Report\_2014

**Undergraduate Advising Review Workgroup  
Implementation Report CA&ES Dean Dillard  
April 2014**

**Background**

In April 2013, Interim Dean Mary Delany established an *ad hoc* Undergraduate Advising Review Workgroup, charging the group with the responsibility of reviewing undergraduate advising in CA&ES and formulating recommendations to maintain and extend excellence in undergraduate advising for the college. This Workgroup was created in the context of:

- a concerted campus effort to address gaps and weaknesses in undergraduate advising that were identified during preparation for the UC Davis Accrediting Commission for Schools (ACS), Western Association for Schools and Colleges (WASC) review;
- the need to ensure student success for greater than 6,000 students and the additional national and international undergraduate students who will come to campus as a result of the 2020 Initiative (estimated at 1,000 students for CA&ES);
- identification of challenges to student success, as raised by the Blue Ribbon Committee;
- information from CA&ES Undergraduate Program Review Committees and the CA&ES *ad hoc* Curriculum Planning Committee, which noted the need for review and enhancement of undergraduate advising within CA&ES.
- a request from Provost Hexter to identify ideas for campus-wide investments in student success and undergraduate advising.

The Workgroup developed a report that outlined critical challenges to delivering high quality advising within CA&ES, and offered recommendations to achieve this goal. The recommendations and principles identified as being critical to high-quality advising are summarized in Section 01 of the Report of the College of Agricultural and Environmental Sciences Undergraduate Advising Review Workgroup, which can be found at <http://www.caes.ucdavis.edu/about/files/caes-undergraduate-advising-review-workgroup.pdf>. The challenges noted by the Workgroup include the following:

- Low priority currently given to undergraduate student advising on campus.
- Too few advisors to meet the needs of current student enrollments.
- An advising system that lacks clear communication, training, professional development and integration channels for students, staff, administration and faculty.
- Poorly developed roles, opportunities, incentives, and assessment of peer, staff and faculty advisors.
- Staff Advisors engaged in diverse teaching support and administrative duties beyond actual advising.
- Existing advising activities are largely reactive, rather than proactive.
- Advising does not meet student needs in a way that is linked to their academic development, level of competency and state of their academic career.

- On-line tools are not fully available to empower students to track their own progress and to assist advisors of all kinds in providing the most informed academic advice.

The information from the Workgroup report was used by the Council of Associate Deans to prepare a request to Provost Hexter for funds to invest in advising. In October 2013 Provost Hexter approved funds of \$292,000 to CA&ES, partnering with the college to improve our advising approaches and the advising experience for our students (40% cost share up to \$732,000). The Provost's allocation was offered with specific guiding principles and requirements for accountability. It was also clear that these allocations are phase one of a multi-phase series of allocations. In this context, in December 2013, Interim Dean Delany reconvened the Advising Workgroup and charged them with developing ideas for implementing earlier recommendations aimed at addressing existing advising weaknesses and challenges within the college. The ideas we developed, detailed in this report, were aimed at creating excellence and equity in advising for every CA&ES student and to inform the Dean in making decisions regarding CA&ES advising.

### **Principles and Actions to Improve the Undergraduate Experience for CA&ES Students**

The Workgroup identified principles and needed actions that stand to enhance the educational experience for all students within CA&ES through a variety of mechanisms. These actions span a range of elements within the undergraduate experience, from the philosophy of student involvement, to advisor classification, to recognition of faculty for advising. The following principles are numbered, followed by actions aimed at meeting each principle. **Importantly, implementation of these guiding principles can be achieved irrespective of the structure through which advising is delivered.**

#### **1. Build a proactive advising culture within CA&ES.**

- Make advising accessible by building a student to advisor ratio of 350:1 (the national benchmark).
- Provide a college advising curriculum that allows students to learn about strategies for success in their first year of study, as well as continuing offerings of information and materials appropriate to student class standing and developmental competence. This curriculum would require new course offerings by CA&ES and could include workshops already offered by the Student Academic Success center, as well as specific requirements for student engagement with faculty advisors, undergraduate research and/or internships.
- Improve access to on-line advising services for students and all advising professionals. The campus has taken responsibility for providing and continually updating these services, but will need to be constantly encouraged by departments and colleges to continue this process.
- Emphasize student engagement in long-term planning, including graduation and career planning
- Increase faculty involvement in advising. This will require development of:

- Guidelines for faculty master advising (a collaborative effort between departments, faculty, college leadership and Academic Senate).
- Mechanisms within departments, the college and campus to encourage and reward participation in advising.
- Mechanisms to recognize faculty advising in the campus merit and promotion process
- Mechanisms to increase engagement of faculty master advisors with students, staff and peer advisors
- Maintain well-established communication mechanisms between staff, peer and faculty advisors.

## **2. Provide equity in student access to advising in CA&ES.**

- Provide readily locatable advising location for students.
- Provide student access to high quality advising during all business hours.
- Limit the administrative duties of staff advisors to enhance availability of advisors to student.
- Improve continuity of staff coverage and cross training between staff and peer advisors (lateral responsibilities).
- Maintain proximity to programs and engagement with departmental communities to enhance connections between students, advisors and faculty.

## **3. Cultivate and maintain a high level of professionalism in advising services**

- Develop, efficiently use, and reward staff and faculty for effective advising approaches within CA&ES. This action will need collaboration and initiative from departments, faculty, college leadership, Academic Senate and Human Resources.
- Hire appropriately classified staff advisors and work towards more appropriate classification of existing advisors.
- Develop staff advising positions with responsibility focused on student-centric activities with few administrative duties.
- Develop and deliver appropriate training to faculty master advisors, faculty, staff and peer advisors.
- Provide ongoing professional training opportunities for staff, faculty, and Master advisors.

## **4. Apply systems of accountability to CA&ES student advising systems**

- Work with the new Director of Advising in the Office of the Vice Provost for Undergraduate Education to conduct annual reviews of performance that include measures of learning outcomes, student satisfaction, assessment of student wait times and other criteria to be developed.
- Monitor and report advising outcomes using measures developed for the college and campus



- Develop and maintain appropriate and clear reporting lines that allow the college to provide equity for students with regard to high quality and readily available advising

The principles and associated actions outlined above remain equally important regardless of the advising structure or system of governance. The UARW found that many different advising structures have the potential to meet the principles recommended for CA&ES. Given the majors in the college have unique needs and opportunities, we considered three possibilities for advising structures and governance that represent a continuum from high levels of autonomy and responsibility in departments to lower levels of autonomy and responsibility in departments and high levels of responsibility at the college level. With this in mind, the UARW provides a general view of such structures and Tables 1-4, found at the end of this document, seek to show how each structure shifts the autonomy and responsibilities of the departments and college.

**Possibility 1: Department-based Advising Structures.** Advising services remain in current department physical locations or shift into small advising groups that could include more than one department and major. This possibility, which favors co-location of majors and department faculty, provides departments with a high level of autonomy and responsibility for taking the actions needed to meet CA&ES advising principles. The college and campus should participate in programming to be implemented for professional development of advisors, engagement and training of faculty master advisors identified as essential. Table 1 delineates where various responsibilities would lie in this structure. In a departmentally-based advising structure, the departments will need to make significant efforts to provide equity in the student advising experience. The specific actions needed depend on their current advising structure and how much change is needed to meet the advising principles. As a minimum, department-based structures will require increased coordination with college and campus activities, such as professional development and assessment of advising outcomes, increased training, and programs to increase cross-training of staff advisors. Given the idiosyncrasies and differences in organization across majors (e.g. whether students are assigned a faculty advisor or not, and roles of staff vs. faculty) it is important to ensure that effective mechanisms of communication exist across majors. The responsibility for maintaining communications will be in collaboration between the departments and college. Accountability of staff, peer and master advisors for delivery of high quality advising will need to be developed as a shared responsibility with the college and campus. We expect the new Director of Advising in the office of the Vice Provost for Undergraduate Education to assist in improving evaluation methods and development of appropriate metrics, such as for student satisfaction.

**Possibility 2: Hybrid Advising Structures:** The UARW identified multiple hybrid advising structures ranging from creation of advising groups that are either location- or discipline-driven, to co-location of all CA&ES advisors with rotations of specific advisors to departments. Departmental autonomy and responsibilities may be reduced to varying degrees in hybrid advising structures, while college and campus responsibilities are increased. Depending on the degree of hybridization, responsibilities for taking the

actions needed to meet our advising principles change. We have tried to capture these shifts in Tables 2 and 3.

In a hybrid structure that forms relatively small advising groups and maintains more departmental autonomy and responsibility, the size of each group should be optimized to allow co-location and cross-coverage (during periods of absence) by staff and peer advisors. This would likely require a critical mass of 1000+ students, such that an advising group could create a 350:1 student to advisor ratio. Some departments may already be able to do this without any additional co-location due to the large size of their majors. Having multiple staff at the same location would enhance the ability to have office hours for substantial portions of the working day/week and improve staff cross-coverage during periods of absence or vacations. Visibility to students is increased by having multiple advisors in the same place, but if there is a geographical separation from departments this may reduce ease of finding advisors for students in particular majors. Conversely, for students with undeclared majors, a disciplinary clustering could have substantial advantages in terms of being able to locate and understand the differences between our majors.

Among hybrid advising structures, a range of possibilities with greater and greater co-location could be envisioned. As the degree of co-location increases, responsibilities for taking actions that meet CA&ES advising principles shift increasingly away from departments towards the college. At the greatest level of co-location, CA&ES staff and peer advisors, including those from the Dean's Office, could be co-located, with advisors still rotating out to departments to work with faculty, curriculum committees, development of classroom assignments, etc. This hybrid advising structure creates a one-stop advising center for students while maintaining connections to departmental communities and facilitating communication amongst staff advisors. CA&ES majors would be highly visible to students across campus in such a structure and cross training would mean that advising was readily available to students in all majors during business hours, with a possibility of extended hours. However, staff advisors would be at a distance from the departments and the faculty, creating a need for scheduling and organized activities to enhance communication. There is also risk that an existing strong sense of place and departmental culture and community may be eroded.

All hybrid advising structures would require new supervisory structures, as well as development of clear reporting lines and performance metrics.

**Possibility 3: Fully Co-located CA&ES Advising Structure:** This possibility would co-locate CA&ES advisors and Dean's office advisors in one location, but advisors would not spend regular time in the departments. In this advising structure the departments would have less autonomy and responsibility, while the college would assume much-increased responsibility for taking the actions needed to meet advising principles (Table 4). There would still be advisors specializing in particular majors/disciplines, but a higher level of cross training for staff across all majors would be in place. Having advisors who are highly trained in the suite of (30+) CA&ES majors helps with cross coverage of staff, but it becomes more challenging for advisors to know the tracks, courses (availability,

prerequisites, instructors, etc.) for particular majors. Peer advisors would likely still be trained in specific majors. The lack of a clear assignment of advisors to departments means that other mechanisms are required to help engage more faculty in undergraduate student advising and efforts would be needed to build departmental connections and sense of community for students. The broader pool of staff available to students may mean that they can benefit from a wider range of training and resources, and engage in collaborative problem solving and organization. A potential weakness is ensuring that staff advisors know what majors are about and to deal with changing curricula and course availability. Consequently, a more formal mechanism would be needed for maintaining current information that is available to all advisors.

**Conclusion:**

This report provides the college with principles and needed actions that should guide our thinking regarding advising regardless of advising structures. The UARW found that several advising structures could help the college aim to meet the stated principles, all of which were aimed at creating excellence and equity in advising for every CA&ES student. We have analyzed these possibilities with regards to departmental autonomy and departmental, college and campus responsibilities, with an aim of preparing for college-wide discussion and decision-making.

**Table 1.** Responsibilities of departments and the college for performing the actions needed to meet CA&ES advising principles in a departmentally-based advising structure. Column one lists the principles. Column 2 shows the actions for which departments would be responsible. Column 3 shows the actions for which the college would be responsible. The top row shows the continuum of advising structure possibilities.

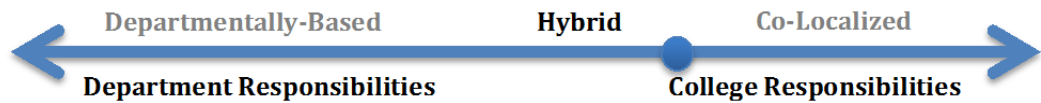
	Departmentally-based	Hybrid	Co-Localized
	<b>Department Responsibilities</b>		<b>College Responsibilities</b>
<b>Proactive Advising Culture</b>	<ul style="list-style-type: none"> <li>• Build a student to advisor ratio of 350:1.</li> <li>• Emphasize student engagement in long-term planning.</li> <li>• Increase faculty involvement in advising through a range of incentives .</li> <li>• Maintain well-established communication mechanisms between staff, peer and faculty advisors.</li> </ul>		<ul style="list-style-type: none"> <li>• Improve access to on-line advising services for students and all advising professionals.</li> <li>• Provide a college advising curriculum that allows students to learn about strategies for success .</li> <li>• Increase faculty involvement in advising through a range of incentives .</li> </ul>
<b>Equity in Access</b>	<ul style="list-style-type: none"> <li>• Provide readily locatable advising for students.</li> <li>• Provide student access to high quality advising during business hours.</li> <li>• Limit the administrative duties of staff advisors to enhance availability of advisors to student.</li> <li>• Improve continuity of staff coverage and cross training between staff and peer advisors (lateral responsibilities).</li> <li>• Maintain proximity to programs and engagement with departmental communities to enhance connections between students, advisors and faculty.</li> </ul>		<ul style="list-style-type: none"> <li>• Increase availability of advising in the Dean’s Office with staff investments and programming.</li> </ul>
<b>High Level of Professionalism</b>	<ul style="list-style-type: none"> <li>• Develop, efficiently use, and reward effective advising.</li> <li>• Hire appropriately classified staff advisors .</li> <li>• Develop staff advising positions with responsibility focused on student-centric activities with few administrative duties.</li> <li>• Develop and deliver appropriate training to faculty master advisors, faculty, staff and peer advisors.</li> <li>• Provide ongoing professional training opportunities for staff, faculty, and Master advisors.</li> </ul>		<ul style="list-style-type: none"> <li>• Provide ongoing professional training opportunities for staff, faculty, and Master advisors.</li> <li>• Develop staff advising positions with responsibility focused on student-centric activities with few administrative duties.</li> </ul>
<b>Accountability for Systems</b>	<ul style="list-style-type: none"> <li>• Conduct annual reviews of performance.</li> <li>• Monitor and report advising outcomes using measures developed for the college and campus.</li> <li>• Develop and maintain appropriate and clear reporting lines that allow the college to provide equity for students with regard to high quality and readily available advising.</li> <li>• Report advising outcomes to the Dean.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop and maintain appropriate and clear reporting lines.</li> <li>• Evaluate and support improvements in department performance.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• Potential increase in funding for advising.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop mechanisms for accountability in use of new allocations.</li> </ul>

Table 2. Responsibilities of departments and the college for performing the actions needed to meet CA&ES advising principles in a hybrid advising structure that co-locates staff and peer advisors, in advising groups that serve at least 1,000 students either by geography or discipline. Column one lists the principles. Column 2 shows the actions for which departments would be responsible. Column 3 shows the actions for which the college would be responsible. The top row shows the continuum of advising structure possibilities.

	Department Responsibilities	College Responsibilities
<b>Proactive Advising Culture</b>	<ul style="list-style-type: none"> <li>• Build a student to advisor ratio of 350:1 .</li> <li>• Emphasize student engagement in long-term planning.</li> <li>• Increase faculty involvement in advising through a range of incentives .</li> <li>• Maintain well-established communication mechanisms between staff, peer and faculty advisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve access to on-line advising services for students and all advising professionals.</li> <li>• Provide a college advising curriculum that allows students to learn about strategies for success .</li> <li>• Increase faculty involvement in advising through a range of incentives.</li> </ul>
<b>Equity in Access</b>	<ul style="list-style-type: none"> <li>• Provide readily locatable advising for students.</li> <li>• Provide student access to high quality advising during business hours.</li> <li>• Limit the administrative duties of staff advisors to enhance availability of advisors to student.</li> <li>• Improve continuity of staff coverage and cross training between staff and peer advisors (lateral responsibilities).</li> <li>• Maintain proximity to programs and engagement with departmental communities to enhance connections between students, advisors and faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase availability of advising in the Dean’s Office with staff investments and programming.</li> <li>• Provide increased support for advising groups.</li> </ul>
<b>High Level of Professionalism</b>	<ul style="list-style-type: none"> <li>• Develop, efficiently use, and reward effective advising .</li> <li>• Hire appropriately classified staff advisors.</li> <li>• Develop staff advising positions with responsibility focused on student-centric activities with few administrative duties.</li> <li>• Develop and deliver appropriate training to faculty master advisors, faculty, staff and peer advisors.</li> <li>• Provide ongoing professional training opportunities for staff, faculty, and Master advisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ongoing professional training opportunities for staff, faculty, and Master advisors.</li> <li>• Develop staff advising positions with responsibility focused on student-centric activities with few administrative duties.</li> </ul>
<b>Accountability for Systems</b>	<ul style="list-style-type: none"> <li>• Conduct annual reviews of performance .</li> <li>• Monitor and report advising outcomes using measures developed for the college and campus.</li> <li>• Develop and maintain appropriate and clear reporting lines that allow the college to provide equity for students with regard to high quality and readily available advising.</li> <li>• Report advising outcomes to the Dean.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and maintain appropriate and clear reporting lines.</li> <li>• Evaluate and support improvements in department performance.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• Potential increase in funding for advising.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop mechanisms for accountability in use of new allocations.</li> </ul>

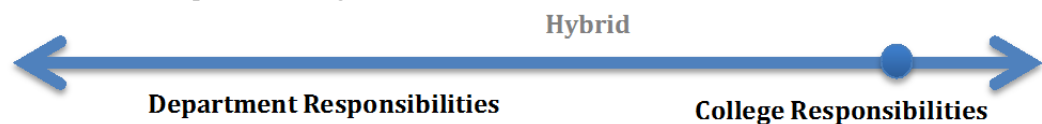


Table 3. Responsibilities of departments and the college for performing the actions needed to meet CA&ES advising principles in a hybrid advising structure that co-locates all staff and peer advisors in one location with advisors rotating regularly into departments. Column one lists the principles. Column 2 shows the actions for which departments would be responsible. Column 3 shows the actions for which the college would be responsible. The top row shows the continuum of advising structure possibilities.



<b>Proactive Advising Culture</b>	<ul style="list-style-type: none"> <li>• Increase faculty involvement in advising through a range of incentives .</li> <li>• Maintain well-established communication mechanisms between staff, peer and faculty advisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a student to advisor ratio of 350:1 .</li> <li>• Emphasize student engagement in long-term planning.</li> <li>• Increase faculty involvement in advising through a range of incentives.</li> <li>• Maintain well-established communication mechanisms between staff, peer and faculty advisors.</li> <li>• Improve access to on-line advising services for students and all advising professionals.</li> <li>• Provide a college advising curriculum that allows students to learn about strategies for success.</li> <li>• Increase faculty involvement in advising through a range of incentives .</li> </ul>
<b>Equity in Access</b>	<ul style="list-style-type: none"> <li>• Provide local incentives for faculty engagement in advising and communication with co-located advisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide readily locatable advising for students.</li> <li>• Provide student access to high quality advising during business hours.</li> <li>• Limit the administrative duties of staff advisors to enhance availability of advisors to students.</li> <li>• Improve continuity of staff coverage and cross training between staff and peer advisors (lateral responsibilities).</li> <li>• Maintain engagement with departmental communities to enhance connections between students, advisors and faculty.</li> </ul>
<b>High Level of Professionalism</b>	<ul style="list-style-type: none"> <li>• Provide local incentives for faculty engagement in training and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, efficiently use, and reward effective advising.</li> <li>• Hire appropriately classified staff advisors.</li> <li>• Develop staff advising positions with responsibility focused on student-centric activities with few administrative duties.</li> <li>• Develop and deliver appropriate training to faculty master advisors, faculty, staff and peer advisors.</li> <li>• Provide ongoing professional training opportunities for staff, faculty, and Master advisors.</li> </ul>
<b>Accountability for Systems</b>	<ul style="list-style-type: none"> <li>• Contribute to annual review of hybrid center performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct annual reviews of performance .</li> <li>• Monitor and report advising outcomes using measures developed for the college and campus.</li> <li>• Develop and maintain appropriate and clear reporting lines that allow the college to provide equity for students with regard to high quality and readily available advising.</li> <li>• Report advising outcomes to the Dean.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• Advising allocations , existing and from Provost shift to the hybridized center.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean’s Office advising allocations shift to the hybrid center.</li> </ul>

Table 4. Responsibilities of departments and the college for performing the actions needed to meet CA&ES advising principles in an advising structure that co-locates all staff (departmental and Dean’s Office) and peer advisors in one location without advisors rotating regularly into departments. Column one lists the principles. Column 2 shows the actions for which departments would be responsible. Column 3 shows the actions for which the college would be responsible. The top row shows the continuum of advising structure possibilities. **Departmentally-Based** **Hybrid** **Co-Localized**



	<b>Department Responsibilities</b>	<b>College Responsibilities</b>
<b>Proactive Advising Culture</b>	<ul style="list-style-type: none"> <li>• Increase faculty involvement in advising through a range of incentives .</li> <li>• Maintain well-established communication mechanisms between staff, peer and faculty advisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a student to advisor ratio of 350:1.</li> <li>• Emphasize student engagement in long-term planning.</li> <li>• Increase faculty involvement in advising through a range of incentives.</li> <li>• Maintain well-established communication mechanisms between staff, peer and faculty advisors.</li> <li>• Improve access to on-line advising services for students and all advising professionals.</li> <li>• Provide a college advising curriculum that allows students to learn about strategies for success.</li> <li>• Increase faculty involvement in advising through a range of incentives.</li> </ul>
<b>Equity in Access</b>	<ul style="list-style-type: none"> <li>• Provide local incentives for faculty engagement in advising and communication with co-located advisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide readily locatable advising for students.</li> <li>• Provide student access to high quality advising during business hours.</li> <li>• Limit the administrative duties of staff advisors to enhance availability of advisors to student.</li> <li>• Improve continuity of staff coverage and cross training between staff and peer advisors (lateral responsibilities).</li> <li>• Maintain engagement with departmental communities to enhance connections between students, advisors and faculty.</li> </ul>
<b>High Level of Professionalism</b>	<ul style="list-style-type: none"> <li>• Provide local incentives for faculty engagement in training and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, efficiently use, and reward effective advising.</li> <li>• Hire appropriately classified staff advisors.</li> <li>• Develop staff advising positions with responsibility focused on student-centric activities with few administrative duties.</li> <li>• Develop and deliver appropriate training to faculty master advisors, faculty, staff and peer advisors.</li> <li>• Provide ongoing professional training opportunities for staff, faculty, and Master advisors.</li> </ul>
<b>Accountability for Systems</b>	<ul style="list-style-type: none"> <li>• Contribute to annual review of co-located advising structure performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct annual reviews of performance.</li> <li>• Monitor and report advising outcomes using measures developed for the college and campus.</li> <li>• Develop and maintain appropriate and clear reporting lines that allow the college to provide equity for students with regard to high quality and readily available advising.</li> <li>• Report advising outcomes to the Dean.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>• Advising allocations , existing and from Provost shift to the co-located advising structure .</li> </ul>	<ul style="list-style-type: none"> <li>• Dean’s Office advising allocations shift to the co-located advising structure.</li> </ul>

# APPENDIX – B

## CA&ES Advising Retreat Summary Report and Notes

### Undergraduate Advising Review Workgroup Team:

Diane Ullman  
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Elizabeth Clark-Anibaba  
\*\*\*\*\*

Sue Ebeler  
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Galyna Erdman  
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Kim Mahoney

Sara Reed

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# CA&ES Advising Retreat Summary Report

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## I. Hopes & Concerns

HOPEs	CONCERNs
Collaborate to formulate and implement creative and innovative solutions	Centralization will negatively impact current advising process (loss of advising ability and knowledge of majors, advisor burnout and overworking of staff, decrease faculty engagement, etc.)
Develop changes in advising system that result in better advising for students and a better environment for staff involved	Lack of funds and resources to implement and support changes
Have sufficient resources to expand and improve advising (more advisors, earlier and mandatory advising, advisor training, expansion of online tools)	Slow faculty adjustment in the new format, could lead to less faculty engagement and not taking faculty needs under consideration
Develop a culture of inter-departmental collaboration and more faculty and MA involvement	Lack of collective buy-in, which will result in little to no implementation, or reversion back to old ways
Smooth transition and implementation	Difficulty with keeping up with changing student demographics (by the time this is implemented, could be obsolete)
Increase enrollment numbers	Change to advising not addressing the systemic organizational problems, just “reshuffling desk chairs”
Improve student success and advising experience, prompting students to take more ownership	Long and drawn out process
Create positive impact and more opportunity on staff— professional development, value of staff input, maintain/improve faculty involvement	New model will affect/departmental/college/university-wide dynamics
Better understanding of student body and its advising needs	Loss of students’ sense of ownership in their academic career



## II. Principles & Responsibilities

### A. Build a proactive advising culture within CA&ES

Principles & Responsibilities		+		
Build a proactive advising culture within CA&ES	<p>"A more proactive model attracts students to engage"</p> <p>"Part of our job is to tell the students this is not our job. They need to learn to how to be proactive themselves"</p> <p>"Don't have tools to analyze or understand who will get into trouble. Need more resources and analysis to know who to target"</p>	<ul style="list-style-type: none"> <li>› Strong support for goal of developing a more proactive advising culture</li> <li>› Most agreed best time to reach students is before academic issues arise</li> </ul>	<ul style="list-style-type: none"> <li>› Need clearer definition of what "proactive" means</li> <li>› Who is being proactive? Faculty? Staff? Students?</li> <li>› Cannot be a substitute for student accountability and responsibility. Students need to be empowered to succeed</li> <li>› Changing student demographics makes it difficult to understand and anticipate student needs</li> </ul>	<ul style="list-style-type: none"> <li>› Develop tool/system to help anticipate student needs</li> <li>› Look for identifiers of trouble and have a method for early warning and contact students for advising</li> <li>› Mandatory advising for new students</li> </ul>
(1) Make advising accessible by building a student to advisor ratio	<p><i>"It's nice to have a target number, but perhaps it should be flexible. In</i></p>	<ul style="list-style-type: none"> <li>› General agreement that a smaller student to advisor</li> </ul>	<ul style="list-style-type: none"> <li>› Many expressed concerns about a one-size-fits-all ratio</li> </ul>	<ul style="list-style-type: none"> <li>› Set a "best practice" target (e.g., 350:1) but allow for</li> </ul>



**Principles & Responsibilities**



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of 350:1

*discipline-based advising, you might have 250:1”*

ratio could improve advising services

flexibility

(2) Advising curriculum that allows students to learn about strategies for success in their first year of study, as well as continuing offerings of information and materials appropriate to student class standing and developmental competence

*“Not only to help them navigate, but have them take responsibilities and ownership. Help them build confidence, by putting them in a successful environment, to help the freshman year in total”*

*“First year students need more. Perhaps they should be required to get mandatory advising 2 or 3 times in the first year”*

- Strong agreement about need to target students in first year of study
- Mandatory advising could be useful tool for freshman and transfers

- Concerns raised that forcing uninterested students to participate in advising will have no benefit
- Concern raised about lack of resources to meet an increase in demand

- Institute advising requirements of freshman and transfer students (1-unit course, class registration hurdles)
- Leveraging *Career Discover Groups*
- Freshman resource center on campus
- Peer and mentor guidance from more senior students
- Innovative and “modern” delivery mechanisms (YouTube videos)
- Work with students where they are at (e.g., residence halls, social events)

(3) Improve access to on-line advising services

“Online advising and more of it is so

- Strong support for improved online

- As possible build on what is already there

- Develop a One-Stop Advising Portal for



## Principles & Responsibilities



for students and all advising professionals

important, we are so far behind on this, even for forms. They should just be available for students”

“Support for training and online resources is important, but need communication across campus and dean’s office could improve on this”

*“Online advising is key to proactive advising”*

advising tools  
 › A good compliment to in-person advising as it can answer typical questions

› Invest in improving the existing Student Advising Portal  
 › Some expressed better communication about existing tools  
 › Online needs to be supplement to--not replacement for--in-person advising

College  
 › Need a simpler, searchable catalogue

(4) Emphasize student engagement in long-term planning, including graduation and career planning

“The Student Advising Portal is already making strides with the major planning tool and “What If” tools for students. So, put a stronger focus on the Student Advising Portal. It improves students’ ability for long-term planning”. It is still

› Agreed career-oriented advising can be a useful and more engaging lens for students

› CDG to provide career guidance  
 Centralized mechanism can take this on, but It is still important for progress to be checked by a knowledgeable advisor at the department/major level.  
 ›

## Principles & Responsibilities



important for progress to be checked by a knowledgeable advisor at the department/major level.

There are other advising curriculum ideas that could help students engage more actively.

- › Instate mandatory advising sessions during final year for career advice

(5) Increase faculty involvement in advising

“Faculty is increasingly more removed from advising. How do we put a system in place for faculty to be engaged?”

“Master advisor says certain faculty advisors won’t respond to peers or staff trying to send students to get advice, so it’s a waste of time”

- › Strong agreement (in principle) that there is value in more faculty involvement

- › Recognition of need for change in department culture in order for this to happen
- › Teaching responsibilities make involvement in advising difficult
- › Some faculty are simply not interested in advising
- › In many cases students don’t know who faculty advisor is

- › Create incentives that engage faculty in advising.
- › Make it clearer to students who their faculty advisor is

(6) Maintain well-

“Valuable for staff

- › Building community

- › Centralization or co-

- › Identify



**Principles & Responsibilities**



established communication mechanisms between staff, peer and faculty advisors

advisors to have casual conversations to keep connection with department, attend social events (sometime staff have too much of the servant type work). Integration with the department is important”

“At XXXXX everyone knew what was going on vs. here at Davis it is disjointed and lots of reinvention”

between advising providers valuable

localization would impede departmental relationships and communication

obstacles and mechanisms that facilitate good communication flow

- › Devise clear communication lines
- › Rapport is developed both in work collaboration and social events— promote both

**B. Provide equity in student access to advising in CA&ES**



**Principles & Responsibilities**



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Provide equity in student access to advising in CA&ES

*“It is hard to maintain equity in advising, as well as continuity and access”*

› Improved access to students a shared value

- › Concern about term “equity.” What does it mean?
- › Idea that more access will lead to better advising was challenged
- › More data needed – or at least to be shared –regarding current advising access

- › Develop FAQ for advising to guide students
- › Clarify faculty, staff and peer advisor roles.

(1) Provide easily located advising location for students

*“Students need an identifiable place with peer advisors, SAO and grad advisors often in same place”*

*“Students don’t know when to see a staff advisor vs. faculty, vs. dean’s office”*

- › Good location would help students to come for advise more often
- › Advising center as a place to foster community

- › Comments that students often don’t know where to go to find advising
- › An easily located advising location does not necessarily correlate with departments on campus, which leads to

Multiple models proposed, from fully autonomous to various groupings, most needing more articulation relative to:  
 Coverage during business hours  
 Easily accessed and visible location for advising  
 Cross Coverage





## Principles & Responsibilities



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			separation and loss of communication	
(2) Provide student access to high quality advising during all business hours	<i>"Is it reasonable to have advisors always accessible rather than blocked out periods of times? Perhaps flexibility is needed"</i>	› Support for determining how to make it easier for student to get advising support when they need it	› Not all majors need access during all business hours, but instead more varied hours	› More advanced advising calendaring system › Triage systems › (Well training) Peer advisors can help bridge gaps
(3) Limit the administrative duties of staff advisors to enhance availability of advisors student	<i>"Not enough time in the day - may have students walk in 20X a day. Other administrative duties take away from student time. There's not enough time"</i>  <i>"Putting students as the priority has negative effects on other administrative duties"</i>	› Strong agreement that limiting administrative duties would benefit access and quality of advising	› Some admin duties part of the job and unavoidable	› Create advising position designated to support staff & faculty advisors, including managing some admin duties that are appropriately student centric.
(4) Improve continuity of staff coverage and cross training between staff and peer responsibilities)	<i>"One issue is no back up, we recognize this as a real issue needing solving"</i>	› Need more cross training and cross coverage, and mechanisms for communication	› Although cross-college back up would help with the problem, those helping would lack	› Develop cross training program so that backups will be able to properly serve



## Principles & Responsibilities



*“Students’ biggest complaint is lack of back up. Advisor is advising 600 students, 3 majors, only there part time!!”*

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about this both among SAO’s and for students  
› Stressed importance of “Back up” advisors



the knowledge to be able to answer major-specific questions  
› Backs ups perceived as detrimental to fostering relationship between faculty and students






students  
› Clustering as a possible solution to provide help

(5) Maintain proximity to programs and engagement with departmental communities connections between students, advisors and faculty.

› Strong agreement that community-building important



### C. Cultivate and maintain a high level of professionalism in advising services

Principles & Responsibilities		+		
(1) Cultivate and maintain a high level of professionalism in advising services	<i>"We have to get staff expectations and professionalism going in the college regardless of departments"</i>	<ul style="list-style-type: none"> <li>➤ Need to develop a culture of expectations</li> <li>➤ Develop an advising community where all play a valuable role</li> </ul>		Revise the advising positions such that they represent a structured career. Send staff to advising conferences to gain
(2) Develop, efficiently use, and reward staff and faculty for effective advising approaches within CA&ES		<ul style="list-style-type: none"> <li>➤ Agreed that merit system could be useful in encouraging faculty advising</li> </ul>	<ul style="list-style-type: none"> <li>➤ There should not be a negative impact for not (or poorly) advising</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide a stipend for additional faculty advising. Create rewards for staff advising excellence.</li> </ul>
(3) Hire appropriately classified staff advisors and work towards more appropriate classification of existing advisors		<ul style="list-style-type: none"> <li>➤ Need clear job descriptions and roles</li> </ul>		<ul style="list-style-type: none"> <li>➤ Develop general descriptions for master advisors</li> <li>➤ Revise classifications to include advising in job description</li> </ul>



## Principles & Responsibilities



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(4) Develop staff advising positions with responsibility focused on student-centric activities with few administrative duties.

*“Undergraduate advising is a catchall for every type of administrative duty that doesn’t have a home. We need to clearly define the SAOs and what they will do”*

› (see comments in Principle B, responsibility 3)

- › Some admin duties useful
- › In some cases multiple roles also works well
- › HR criteria conflict regarding tasks/classification

› Clarify what admin tasks are essential duties of an advisor

(5) Develop and deliver appropriate training to faculty master advisors, faculty, staff, and peer advisors

*“Peer advisors have more in depth training than staff training....that is really sad! Very odd”*

*“Need cross-college training of how we can be good advisors”*




› Strong support for appropriate training

- › Cautious about being over-dependent on peer advising
- › Peer advisors often get more training than staff advisors

- › Develop handbooks with “best practices” and other useful tools
- › Develop certificate program
- › Online mechanisms for training
- › Expand Dean’s Office Peer Advisor training into department



## D. Apply systems of accountability to CA&ES student advising systems

Principles & Responsibilities		+		
Apply systems of accountability to CA&ES student advising systems	<p><i>“Faculty all have responsibility but are not held accountable and the Dept. Chairs don’t hold them to it“</i></p> <p><i>“Reporting mechanisms become so burdensome here, balance is needed”</i></p>	<ul style="list-style-type: none"> <li>➤ Recognize value in accountability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Concerns raised about report, in particular to Dean’s Office</li> <li>➤ Concern about additional work burdens</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clarify current state of advising and where gaps are</li> <li>➤ Develop department-specific student surveys to identify “bright-spots” and deficiencies</li> <li>➤ Add satisfaction survey to all interactions with students</li> </ul>
(1) Work with the new Director of Advising in the Office of the Vice Provost for Undergraduate Education to conduct annual reviews of performance	<p><i>“Review of majors is a Senate function. So I absolutely object to annual reporting to office of Vice Provost”</i></p>		<ul style="list-style-type: none"> <li>➤ Strong support for annual evaluations staying in departments</li> <li>➤ Objections raised to annual reporting to Vice Provost (review of majors Senate function)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Value in uniform advising performance standards</li> </ul>
(2) Monitor and report advising outcomes using measures developed for the college and campus	<p><i>“Develop success metrics that are major-specific. Departments need to be allowed to improve</i></p>	<ul style="list-style-type: none"> <li>➤ Metrics important to ensure consistency</li> <li>➤ Establishes method of monitoring</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advising too qualitative to make metrics useful</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop department-specific metrics</li> <li>➤ Define successful advising outcomes</li> </ul>



**Principles & Responsibilities**



*themselves”*

+


achievement of  
outcomes




and have  
departments  
accountable for  
achieving



### III. Advising Structures

Common Themes	Specific Points	
<p>Strong alignment that a fully “centralized” approach is not advisable</p>	<ul style="list-style-type: none"> <li>➤ Departments and majors are unique and benefit from localized customization</li> <li>➤ Autonomy helps advisors to gain knowledge of major specificities and maintain curriculum knowledge, develops inter-departmental relationships, and communication</li> <li>➤ Maintain sense of community</li> <li>➤ No “one-size-fits-all” approaches</li> </ul>	<p><i>“One big place would be ideal for logistics but you and the student lose the identity of the dept. and the research that they came to UCD to obtain”</i></p> <p><i>“Concern is that by centralizing we can’t address major-specific concerns, which would result in mediocre advising throughout all majors”</i></p>
<p>General support for hybrid solutions that allow interested departments to cluster, co-localize, and/or leverage an increased role from the Dean’s Office</p>	<ul style="list-style-type: none"> <li>➤ Support departments that see benefit</li> <li>➤ Allows departments that prefer autonomy to self-direct</li> </ul>	<p><i>“We recognize that not every department is exactly the same. Though we definitely don’t want a completely centralized model, we accept that some departments/majors may find value in co-localizing”</i></p> <p><i>“Having people together allows for cross-training and better instruction because the director is an advising professional. A centralized system can help with changing majors”</i></p> <p><i>“Maybe could do some clustering to help provide more back up, would be</i></p>



Common Themes	Specific Points	
<p>“Centralizing” some specific elements of advising could be useful; including training, online resource development, freshman and transfer students</p>	<ul style="list-style-type: none"> <li>➤ Formalized Training/Professional Development</li> <li>➤ Online Tools/Technology</li> <li>➤ Resource/“Toolkit” Development</li> <li>➤ Mandatory Advising for Freshman/Transfer Student</li> <li>➤ Administrative Duties</li> <li>➤ Best Practice Sharing/Networking</li> <li>➤ Standardization of Delivery</li> <li>➤ Facilitate ease of communication and collaboration between the departments and the Dean’s Office</li> </ul>	<p><i>willing to compromise”</i></p> <p><i>“Clustering is a good compromise that allows for a knowledgeable advisor, collaboration, and back-up”</i></p> <p><i>“Consistent training across college is needed, including how to respond to stressed students. Faculty needs to know resources, handbook centralized. Consistency in shared visions is important”</i></p> <p><i>“Strong support at table for online monitoring of student success – checkpoints for feedback, catching trouble etc., use to guide students, use to direct students, use to reduce time to graduation”</i></p> <p><i>“Administrative functions limit the ability to provide more student contact;</i></p>





**Common Themes**

**Specific Points**



*could administrative tasks be moved?"*

*"Develop a list of "best practices" or handbook (for both faculty and staff advisers), especially for how to deal with exceptions"*

*"Asking for more standardization from the college with regard to how advising is done, evaluated, reporting to the DO for quality of advising"*

*"Need structure for the functions at a variety of levels; peer, SAO, faculty—this is a continuum"*


*"We need communication across campus and Dean's Office could improve on this"*

Higher expectations need to be met with more resources

➤ Changes may demand more of departments, and may require more financial support

*"Really want to help students and want them to succeed. Concerns about how long it will take, the finances, and office space"*



Common Themes	Specific Points	
Concerns about reporting requirements outside of department (e.g., Dean's Office, Provost)	<ul style="list-style-type: none"><li>➤ Reporting and annual evaluations should stay within the department and college</li><li>➤ Additional level of reporting burdensome</li><li>➤ Some believed general reporting to Dean's Office on overarching goals is important</li></ul>	<p><i>"We need accountability, but worried about how much work it will take to create the system"</i></p> <p><i>"Okay to report to 2 people – don't want Dean's office doing my yearly appraisal"</i></p> <p><i>"Partial dotted line for accountability in the Dean's Office not necessarily a bad thing; could be a mentorship/growth opportunity"</i></p>
Build on structures that are already in place	<ul style="list-style-type: none"><li>➤ Many good systems in place; build on what is there</li></ul>	<p><i>"A few see things differently, use what is in existence and build upon those rather than reinvention"</i></p> <p><i>"Preserve current structure - parts that work already"</i></p>

## Table 1 – Summary of Retreat Notes

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### Summary Report

#### Hopes and Concerns

##### » Hopes

- › Change
- › New best practices
- › Creative ideas that address the issues of training of advisors, improve communications between department staff and Dean's Office advisors
- › Community takes advantage of the opportunity to harmonize master advising and staff advising
- › More support
- › Develop solutions that works for all--students, master advisors, staff advisors, etc.

##### » Concerns

- › Lack of funds for implementation
- › How to instill ownership of the academic career into students
- › Concern that students have unrealistic belief in their abilities
  - How do we get them real?
- › Concern about 2020 and growth, already a struggle.
- › Worried that new solutions will cause a loss of department
  - Concern hard to do this and maintain the work that departments do to build community and do group work in the major.
- › Too much money
  - If we find the money for more advising by staff, worried that faculty master advisors will have too much work

## Principles and Responsibilities

- » Principle #1: Proactive advising culture in CAES--a great goal
  - 】 Who? is being proactive, the faculty? The staff? The student?
    - *“Part of our job is to tell the students this is not our job. They need to learn to how to be proactive themselves”*
    - Empower students and guide them as opposed to doing the work for them:
      - Also important for students to face some obstacles
      - *“Students need to be more engaged in reading the catalogue and understanding their own path. Try to give them the links to go to the right places”*
    - It is not always a lack of effort on the student’s part, rather, there are some difficulties with the resources available:
      - *“A 2007 Graduate, Christine, stated that the catalogue is very difficult to read, very hard for students find the information themselves. It took a lot of maturity and time”*
  - 】 Access and improvement of online tools
    - Searchable catalogue?
      - Tools to navigate the catalogue, definitions, social media to facilitate students to talk to each other
    - Portal
      - Used to look at every student in major on a regular schedule
      - Could there be an early warning system in the portal?
  - 】 Helpful resources/tips to improve advising
    - Prerequisite checker
    - More resources to see students earlier in the process
      - *“Catch them at 40 units”*
    - *“Which courses are predictive of difficulty in a major? Could we look at grades in those?”*
    - Mandatory Advising: Freshman and Transfer first years.
      - *“People were strongly in favor if there were enough advisors. Could it be online. ‘Your online advisor?’”*
      - Possible resources to help with their advising:
        - Youtube video as a welcome to the major
        - available 24 hours/day
        - advisor talking about what to do as a freshman
        - have professors describe individual courses and prerequisites
    - Incentivize students towards independence

- » Principle #3: Cultivate and maintain a high level of professionalism in advising services
  - 】 Cross training and training critical
    - Provides interactions for faculty master advisors
  - 】 Greater communication necessary between faculty master advisors
  - 】 What is the role of a faculty master advisor?

## Advising Structures

- » Division on Models
  - 】 Some for being departmentally autonomous
    - Departments can maintain level of community and events
      - *“Value in departmental identity”*
    - Allows for an individualized approach in a home space
    - Maintains sense of community (which is lost in centralized)
    - Provides students with a sense of inclusion
      - *“Part of the department”*
  - 】 Several for hybrid structures to co-localize
    - Ensures more connection with the Dean’s Office and more in-depth training
    - Allows for the shifting away of administrative duties
    - Co-localization to assist with achieving 350:1 ratio and creating a one-stop shop
    - Could help with budget efficiency (would still be overseen by departments and not by Dean’s Office)
      - *“Advantage in being able to go to advising center and then move to faculty advisor”*
  - 】 Centralized piece of hybrid: college should take leadership in standardization of delivery, for example:
    - College as accountable to ensure advising is well-done and all about the students
    - Defining the benchmarks, providing technology tools, webinars, YouTube videos, staff training, peers, faculty, staff, defining the parameters of quality insurance, reporting
  - 】 Some advocates for centralization
    - This collaboration would result in better efficiency
    - *“Having people together allows for cross training and better instruction because the director is an advising professional. A centralized system can help with changing majors”*
    - *“Having counselors in one location helps for greater coverage”*
    - *“Department identity will still be needed and advisors would have to keep that communication open to departments and faculty master advisors”*
- » Miscellaneous Comments

- › Some type of mandatory advising would help identify advising structures
  - Students and staff would the know where are the points of contact
  - *“Build on existing structures that are in place”*
- › What are clear college learning outcomes?
  - Departments possess these, but not college-wide
- › Technology as part of advising solution
  - *“Computer program to look at progress and pulling the students that need mandatory advising. Or would it be targeted by class or would it be general for every student”*

## Full Retreat Notes

Table 1, Hopes and concerns:

Looking forward to change whatever it looks like  
Looking for new best practices, no concerns  
Hopeful that we will have creative ideas  
Concern that we won't have funds to implement  
How to instill ownership of the academic career into the students  
Concern that students have unrealistic belief in their abilities, how do we get them real  
Happy to have the community together and op to harmonize master advising and staff advising  
Concern about 2020 and growth, already a struggle.  
If we find the money for more advising by staff, worried that faculty master advisors will have too much work  
Hope is that support  
Hope that we come up with solutions that work but also works for all, students, master advisors, staff advisors.  
Worried that new solutions will cause a loss of department  
Hope for new ideas, address issue of training of advisors, improve communications between dept. staff and DO advisors  
Concern hard to do this and maintain the work that departments do to build community and do group work in the major.

Session #1:

Proactive advising culture in CAES is a great goal  
Truman, who is being proactive, the faculty? The staff? The student?  
Part of our job is to tell the students this is not our job. They need to learn to how to be proactive themselves.  
Students need to be more engaged in reading the catalogue and understanding their own path.  
Try to give them the links to go to the right places.  
Peer advisor responding to her clients by text message.  
Read your syllabus  
2007 Grad, Christine, catalogue is very difficult to read, very hard for students find the information themselves. Took a lot of maturity and time  
Subtle change, catalogue now fully on-line, harder to look at.  
Martha says the advisors should help with class schedules.  
Searchable catalogue?  
Schedule builder, error messages.  
Tools to navigate the catalogue, definitions, social media to facilitate students to talk to each other.  
Isolationist approach.  
Need resources to see students early. Catch them at 40 units.  
Use the portal to look at every student in major on a regular schedule.  
Which courses are predictive of difficulty in a major? Could we look at grades in those.  
Could there be an early warning system in the portal.  
Pre-requisite checker is needed.  
Mandatory Advising: Freshman and Transfer first years. People were strongly in favor if there were enough advisors. Could it be on-line. "Your on'line advisor"

Access and improvement to on-line tools.

Give incentives for students.

Youtube videos, hi welcome to the major, available 24 hours/day, advisor talking about what to do as a freshman, here are the courses, have professors describe individual courses. Know everything about the course, like pre-requisites.

Student experiences, bad experiences and why? Or should we have positive only. What did people do to succeed when they met obstacles.

Short, 1 minute, general overview.

Cultivate and maintain a high level of professionalism in advising services.

Cross training, professionalism.

Training is critical, interactions for faculty master advisors,

Truman, doesn't know about curriculum leaves that to staff.

Alyson would like greater communication between faculty master advisors.

Should faculty master advisors head teaching committees like Animal Science.

What is the role of a faculty master advisor.

Career planning as an aside.

What are the roles of the faculty master advisor?

APM has to be modified to say what the evaluation is, what is the reward, what are guidelines?

Academic Senate needs to work on this. Truman doesn't think anything will change.

Anita points out that we need to do something about the APM and if we do something change is possible.

Need faculty to be recognized for master advising in the merit and promotion process.

Incentives.

Cluster advising around administrative structure, meet monthly, like a staff meeting with DO.

Collaborative meetings around hybrid advising clusters.

Some members of the group think nothing matters, do not really want to do everything.

Comprehensive review of all the tables.

Table 1:

Proactive culture: Implement new advising tools such as social media, youtube video of profs explaining classes, people talk about advising in programs, better understanding of courses, pre-requisites

Mandatory advising for first year students

Better communicate to students what is available

Cultivate high level of professionalism: training and mentorship for staff advisors. Guidelines for master advisors, recognition.

Harmonization of thoughts and ideas.



Table 3:

350:1 or less. Try to have a standard.

Introductory and mandatory advising. Introductory orientation course for every first year student.

Career Discovery Group expansion could serve this.

How can on-line advising be used to push students into the advising office. So, they are forced to come to see advisors.

Recognition for faculty master advising. Did not find a way. No real meat, how do we make it count in merit and promotion.

Professionalism:

HR conflicts need to be solved.

Table 5:

Principle 1

Mandatory advising models:

- A class
- Youtube videos that could be produced, clubs, advisors
- Deliver through residence halls, topic series for residence halls and off campus
- Like care delivery, group advising, include faculty

Principle 3

Setting up a curriculum for the advisors, need on-line trainings for faculty and staff. On-line delivery of tools.

Table 7:

Principle 1:

Creating more opportunities to know faculty master advisor

More building of communities

Resources to create more collaboration, access, level of comfort

Mandatory advising:

First year advising center, some might need more hand-holding, residence hall programs

Building future leaders? How do we build future leaders through advising.

Principle 3:

Advisors need to have admin duties teased out, enhance student contact. Do not want staff too disconnected. Perhaps knowing course scheduling is an example.

Centralized training for faculty and staff advisors (peer advisors get more training!)

Understanding of cultural norms and delivery of classes and advising.

How do we engage in advising with empowering rather than enabling.

Table 9:

Use what is in existence

TRV: advising syllabus for transfer students

Freshman: housing RHAT, advising syllabus there, 95% live in residence halls

Create an advising syllabus. Cultivate a relationship

Stipend for faculty for additional advising, e.g. orientation, specialty advising classes.  
Handbook for best practices.  
Flipside would identification of roles for advising.

Table 2:

Principle 2: Equity

Communication, best conditions, optimal flow of students

Not enough time for students, non-advising duties takes away from student contact

Students just won't see an advisor

External problems: students working a lot, hard to plan for peaks of advising.

Portal is really helping.

Orientation, department is the first point of contact.

Mandatory advising

Problem with faculty master advisors not responding to students.

Roles of faculty and staff, content vs logistics

Principle 4:

Accountability

Not always clear with staff advisors, be nice to have a better connection to the dean's office

Expectations: advising/admin balance

Differences in how advising intensive the majors are.

Table 4:

Principle 2:

Problem with advisors need to be available all the time.

On-line calendaring system for students

Back-up systems, identifying them

Let the departments decide how the major will be managed

Mandatory advising during year 1 for freshmen and transfers

Look for identifiers of trouble and have a method for early warning and bring them into advising

Principle 4:

Against any kind of formalized yearly review

Have departments define advising outcomes as opposed to learning outcomes.

Let departments define their objectives.

Student surveys after advising not appreciated.

Focus groups

ID objectives at department level.

Did not like the idea of reporting directly to college.

Table 6:

Principle 2:

Communication, many things discussed are in 134 page.

Data on students not being seen.

Can advising offices handle all the students, are the resources there?

High quality

Curricular aspects – first year students meeting advisors in first quarter.  
Split decision on reporting to DO

Table 8:

Kaiser Model:

Send a survey after an appt.

Session 2:

Nicole supervising advisor

Grad advisor for 3 dept

TXC, FS, V&E

Undergrad for 3 dept, cluster based advisor

Partners in teaching, instructional needs, making sure students get the correct information

Department based

Ticket system for the students so they get an appointment on-line, plus drop in hours.

Definitely short staffed.

Advisor for scholarships cross apply.

3X the number of programs

Accountability for good advising?

Already in a hybrid system, ABI, ENT, already cross train,

Scheduling coordinator, caps and gowns

Decentralized

Hybrid, more connection to the DO, more in-depth training

Animal Science: try to meet 350:1, shift away administrative duties so advisors have enhanced student contact, shift some of those duties, role of faculty advisors, can they be more incorporated. Decentralized and hybrid, more accountability to the college in making sure that it is still about the students and it is well done. Well knit community, events, barbecues, want to keep that. Hybrid part would be in the accountability system. Asking for more standardization from the college with regard to how advising is done, evaluated, reporting to the DO for quality of advising.

Plant Science, willing to merge to get to 1000, 350:1, already in a hybrid model, OK with co-locating multiple majors, link between faculty master advisors important. Would be willing to co-locate with another major, so ratios could be better met and students would have one place to go. Possible to include 6 or 7 advisors. Hybrid model. Budget efficiency. Reporting lines to CAO, not needed to report to the DO.

Plant Science could have a Vice Chair.

Joe Lee:

One of the questions he has is what are the clear learning outcomes for all students in our colleges. Departments have learning outcomes, what would we want in college way. Value in departmental identity. Advantage in being able to go to advising center and then move to faculty advisor.

Value in reporting to DO, DO have some kind of overarching goals and accountability to the DO.

A lot of hybrid clustering is happening in parts of the college. Some departments are big enough and have big majors.

Some type of mandatory advising would help identify advising structures. They would know where are the points of contact. Build on existing structures that are in place.

Joey:

Advocate of the centralization. What is best for the students. The major, the college, "the other" (problems with life, career, etc). Having people together allows cross training, better instruction because the director is an advising professional. Help with changing majors. Having counselors in one location helps. Greater coverage. Department identity will still be needed and advisors would have to keep that communication open to departments and faculty master advisors.

Accessibility to advising, everyone together collaborating will have better efficiency.

Lisa Miller, Human Development, 6-700 majors. Clustered, already.

Decrease in the interaction with students since classes are larger, very important to keep an individualized approach in a "home" space. Believe in the student. How to improve on-line services, better marketing.

Quarter system, for winter quarter, speed is difficult. Planning over time, needing regular advising.

Ed Lewis, VC ENTO, ABI master advisor, individual department autonomy important. Depts will keep the responsibility. The students should be part of the department. Complete centralization, community will be lost at the departmental level.

Entity of which you are member, this is important and would be lost in centralization.

Common themes are towards autonomy, greater relationships at a decentralized level.

Plant the expectation to come to group advising, doctor,  
 Mandatory might not work

Computer program to look at progress and pulling the students that need mandatory advising.  
 Or would it be targeted by class or would it be general for every student.

Common themes:

Divided on models:

More for departmentally autonomous

Several for hybrid structures to co-localize

College should take leadership in Standardization of delivery

Defining the benchmarks, providing technology tools, webinars, youtube videos, staff training, peers, faculty, staff, defining the parameters of quality insurance.

Divided themes:

Some wanted autonomous, some hybrid and some centralized.

Autonomous	Hybrid	Centralized
Table 9****	Table 9***Improve Coll./Comm	Table 9*
Table 8, no reporting to DO No change for the sake of change	Table 8 if small	

Table 7 should be left up to the departments	Table 7: smaller majors could cluster if they chose	
Table 6, unique state of majors, personalization, specialization and connection between master advisors and staff and students.		Table 6 for first year freshman, have a centralized curriculum, 1 unit course, not for any others
Table 5: favors departmentally based, include GE and all major advising in the departments, only complications would go to the DO	Clustering would be best by discipline when needed	CDG course for all undeclared students Have DO triage exploratory students back to the departmental advisors. This would create more back and forth between departments and DO.
Table 4: could not really agree, but wanted staff advisors in the departments	Perhaps some hybrid	Not a centralized model like BASC Freshmen Resource center, could be a physical place or could be a website Select any student getting a C- or lower has to see an advisor Ensure more cross training, DO should help with this.
	Table 3 thought hybrid models would work well. In this type of structure could keep the home base close to the department. This would address the disconnect, if DO helped with training and more communication and relationship. This should go from peers to staff to faculty. Advising teams kind of approach.	
Table 2: Keep advisors in the departments	More collaboration with and accountability to DO More discussions with the DO 350:1 ratio might not work	
	Table 1, maybe by discipline, location, location, location Bringing advisors together more often, More standardized training	

Standards for the college, training for the advisors, geographic vs major content for clustering, which is best for the student.

Big themes

Autonomy to smart hybridization and clustering

Centralization of a some kind of freshman curriculum

Collaboration, Connection, Standardization: building channels to DO, training of departments, making sure we have the training and skills to be successful

Reporting relationship between departments and the DO, problematic, what is the collective oversight.

## Table 2 – Summary of Retreat Notes

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### Summary Report

### Hopes and Concerns

#### » Hopes

- › Hybrid Advising Structure
  - *“All GE & major advising at dept./Dean’s Office for problems and complex issue”*
- › More collaboration with other departments
- › Smooth transition and implementation
- › More faculty involvement throughout the advising process (with peers, students, and staff)
  - One-stop advising connection
- › Continued development of online tools
  - *“Online tools have helped a lot. There is a lot of good online discussion with the Dean’s Office and the department“*

#### » Concerns

- › Clustering
  - Lack of contact with students and staff if clustering occurs
  - Slow faculty adjustment to this new format
- › Difficulty to change → lack of collective buy-in
- › Constantly changing population of students.
  - *“Different populations: international students, transfers, and the difficulty to get a degree”*
- › Change to advising not addressing systemic organizational problems

- *“Problem with advising is not the problem, it’s a symptom.-it’s application with band-aids”*
- *“The way we organize is the problem not because students are dumb or that staff/faculty are not committed-it’s not rocket science to get a degree. We’re starting off at a disadvantage”*
- › Freshmen need a lot of advising, and require a lot of bandwidth

## Principles and Responsibilities

### ›› Principle 2: Provide Equity in Student Access

- › Requires intense communication
  - What conditions need to be in place in order for this to occur?
  - Online access vs. interpersonal communication
    - *Advisors unable to meet all that require advising*
      - *“Not enough time in the day-may have students walk in 20X a day. Other admin. Duties take away from student time. There’s not enough time”*
  - What are the main communication obstacles?
    - *For student:*
      - *“The institutional challenges: English as a 2<sup>nd</sup> language, student on financial aid and works 30 hours a week so they can’t meet at usual times”*
      - *“An external issue: they don’t have time to meet with advisors”*
      - *“The way we have it separated-a lot of the students we see in difficulty are in the wrong major-are in no man’s land”*
      - Some students don’t see advisors because they don’t know they need to see one.
      - Solutions
        - Electronic: listservs, emails, Portal (not all students aware of this—requires more publicity)
    - *On faculty side:*
      - *“Master advisor says certain faculty advisors won’t respond to peers or staff trying to send students to get advice, so it’s a waste of time”*
      - *“Dept. advisor says her faculty don’t use her-if they do communicate with her, it’s by e-mail so centralized advising wouldn’t really change for her”*
      - Professors too busy engaging in classes to be available for advising



- *“HDE/CRD has mandatory internship and came up with a formula to distribute the workload among the faculty”*
  - › One-stop shopping
    - Department advisors available for this service
      - *“1 stop shopping-provide resources at dept. This is who we are and this is how we can help you. Dean’s Office for the ones that are in trouble”*
  - › Providing faculty and staff support:
    - *“It’s hard to know who you are supporting and how much each one needs”*
  - › Major/mandatory advising
    - Majors fair would be helpful
    - Have a sliding scale from mandatory to less-intensive contact
    - Barriers
      - Transfer students as problematic (if they haven’t completed the prerequisites)
      - Changing majors
        - *“With the change of major, give students the talk about what it’s like to study this major. Or they have declared one major but are not studying it. Could we have a general advisor that departments could send to a person and send them in the right direction for a major they could be successful in?”*
      - Varying duties between staff and departments
      - Training time takes away from advising
        - *“Training Master Advisors on degree cert./portal takes time away from advising for the students. There should be someone who can get the faculty up to speed quickly without putting it on the staff”*
    - Solutions
      - Division of labor
        - *“Anything that has to do with administrative/power/issues of standing/logistical –staff does better. Content can be done by faculty; i.e., explaining what they will get out of the class”*
        - *“Putting students as the priority has negative effects on other administrative duties”*
- ›› Principle 4: Apply Systems of Accountability
  - › “Bulking” and “bridging” relationship with departments
  - › Budgetary accountability

- Funds provided for advising not being used for it
- *“Implement something that guarantees the resources that were given are spent on the advising”*
- ⌋ Differences in levels of accountability
  - No faculty repercussions for not advising
    - *“Faculty all have responsibility but are not held accountable and the Dept. Chairs don’t hold them to it”*
  - Staff and peer advisors held accountable
    - *“Advisor sets certain hours for meeting with students but that means some students are going to be turned away”*
    - TENSION: *“One advisor says it’s not possible to set hours and the other one says it works. More intensive majors need more hands-on advising. Departments have different expectations on what they want their staff to spend time on”*
  - Solution: Centralized monitoring/collaboration mechanism
    - *“Dean’s Office could be the big brother and look at the challenging students. A centralized place where there would be equity in responding to petitions”*
    - *“A form of collaboration for advisors to discuss problem students and share strategies/problem solving”*
    - *“Faculty all have responsibility but are not held accountable and the Dept. Chairs don’t hold them to it”*
    - Mini-clustering as a method to provide back-up
  - Staff and peer advisors held accountable

## **Advising Structures**

- ⌋ Hybrid Model with programmatic overlap
  - ⌋ Ensures back-up, cross-training, and ability to keep an open-door policy/accessibility
  - ⌋ Emphasizes importance of department integration and communication (both with staff and students)
    - *“Valuable for staff advisors to have casual conversations to keep connection with dept., attend social events (sometime staff have too much of the servant type work.) Integration with the dept. is important. Advising clusters for staff stress is helpful during times of vacation/absence”*
    - *“Department advisors have a sense of enthusiasm about the major-the presentation, the event, the social event increases advisors” interactions with the students and triggers other issues to talk about”*
- ⌋ Division on opinion of clustering and co-localizing

- *“Advisor now in Dean’s Office from the department. It was very stressful being the only one there. Being in the same place and being able to talk to each other about situations/student challenges. One big place would be ideal for logistics but you and the student lose the identity of the dept. and the research that they came to UCD to obtain”*
- 】 Ensures clear outlining of tasks/standardizing of roles
  - *“ENT getting better advising now; the former advisor had many conflicting tasks including receptionist. Now her current advisor learned all about ENT after knowing ABI and is serving the students well”*
  - *“WFC has formalized who do you see for what item? If the student is not seeing the right person (staff versus faculty) they are sent to the right person. Perhaps consistency with roles-what do they do in their position regardless of dept?”*
  - To ensure division of labor, a possible solution would be to evenly divide student population through the faculty members→ would make it obvious who is not carrying their own load
    - *“When some faculty member is reticent, it’s peer pressure if they don’t do it”*
- 】 Questions for the model:
  - Does the Dean’s Office relocate?
  - How will the departments’ interactions change with the Deans Office in this model?
- 】 Concerns with model:
  - Losing connection and developed relationships
    - *“She works closely with the faculty and developed relationships and works closely with Master Advisor daily. Her advising is supervised by the Chair. If she co-located, worried she would lose that connection. Thinks her faculty would lose that”*
  - Pulling advisors out of the department
  - No one-size-fits all
- 】 Central pieces
  - Monthly advising meetings with the Dean’s Office
  - Possible outsourcing of non-advising duties
  - Dean’s Office as a place of advice
  - Dean’s Office as an aid to
    - *“pave the way for the student before she sends to Dean’s Office”*

➤ Miscellaneous Comments

## Full Retreat Notes

UAWR Retreat Table 1 5/20/14

Breakout #1

Hopes & Concerns:

Concern-faculty concerned staff won't let staff go but if we cluster, can't have the contact.

Hope -All GE & major advising at dept./Dean's Office for problems and complex issues.  
Seconded.

Hope-More collaboration with depts./Concern hard time with change.

Hope goes smoothly, change is difficult. Concern if there is clustering, faculty trying to adjust to change

Concern-Problem with advising is not the problem, it's a symptom.-it's application with band-aids. Hope is that we realize the problems are not the personal problems of students but manifest themselves through the problems. Concern-The way we organize is the problem not because students are dumb or that staff/faculty are not committed-it's not rocket science to get a degree. We're starting off at a disadvantage.

Hope-Faculty get more involved with advising w/peers, students, staff

Concern with different populations, Int., transfers, tough to get a degree.

Concern-Freshmen need a lot of advising, see them more than orientation.

Hope-One stop advising-connection with faculty-Concern with getting all players on board.

Hope-Online tools have helped a lot. Have had a lot of good online discussion with DO & Dept.

Breakout #2 Table 1

Address principles 2 & 4

Provide equity in student access

All based on intense communication-we have to think about the conditions that need to be in place for this to occur. Online access vs people.

What are the main communication obstacles?

Is the student in a place to communicate? The institutional challenges-english as a 2nd language. Stud. On financial aid and work 30 hrs. a week so they can't meet usual times.

Try to reach them with listservs, e-mails. Not enough time in the day-may have students walk in 20X a day. Other admin. Duties take away from student time. There's not enough time. Portal def. helps the communication. Not all students who have utilized it-still need to educate a lot of them.

An external issue-they don't have time to meet with advisors.

Dept. advisors are there for 1 stop shopping-let them

Have to get students to talk to me but also make them want to talk to me.

1 stop shopping-provide resources at dept. This is who we are and this is how we can help you. Dean's Office for the ones that are in trouble.

Didn't see an advisor because she didn't know why she needed to see one.

The way we have it separated-a lot of the students we see in difficulty are in the wrong major-are in no man's land. Disconnect

Majors fair would help-mandatory advising would be helpful-tracking ones.

Have a sliding scale from mandatory advising to a less intensive contact.

1 unit seminar-ones who are thinking about the major or want to know about it

Could we change the rule-can't declare the major until they have shown success in the class.

For transfer students-this is a big problem if they haven't done the prereqs.

ANS 1 or 2 with less than a C- are the indicator that they are not going to cut in in the major.

With the change of major, give them the talk about what it's like to study this major. Or they have declared one major but are not studying it. Could we have a general advisor that depts. Could send to a person and send them in the right direction for a major they could be successful in?

Master advisor says certain faculty advisors won't respond-peers/staff trying to send students to get the advice but the faculty just don't respond and it's a waste of time.

The Professors are engaging in their classes

HDE/CRD has mandatory internship and came up with a formula to distribute the workload among the faculty. Central

Dept. advisor says her faculty don't use her-if they do communicate with her, it's by e-mail so centralized advising wouldn't really change for her. Feels like she's ratting them out by saying that.

Advisor wants to support the faculty as well as the students. It's hard to know who you are supporting and how much each one needs.

For master advisor, it's nice to be near the staff-faculty advisors need the interaction less.

Variety of duties for each staff person changes from dept. to dept. Kicks into an overtime issue, answering e-mails all times of day/never gets away from work.

Anything that has to do with administrative/power/issues of standing/logistical –staff does better. Content can be done by faculty. Explaining what they will get out of the class.

Training for peers/outreach events/graduation all takes away from advising time and contact hours.

Putting priorities for students has negative effects on the other administrative duties.

Apply systems of accountability

No repercussions for not advising-Faculty all have responsibility but are not held accountable and the Dept. Chairs don't hold them to it.

Accountability of staff and peer advisors. Dept. advisor could do what she wants all day long and would like feedback/performance

Dean's Office could be the big brother and look at the challenging students. A centralized place where there would be equity in responding to petitions.

A form of collaboration for advisors to discuss problem students and share strategies/problem solving.

How do we bulk up our relationship with depts? How do we bridge it?

Accountability for budgets-a certain % was not being used for advising. How do we get accountability? We talk about the people but we need the \$.

Implement something that guarantees the resources that were given are spend on the advising.

Mini-clustering? Back-ups are important.

Advisor sets certain hours for meeting with students but that means some students are going to be turned away.

One advisor says it's not possible to set hours and the other one says it works. More intensive majors need more hands-on. Depts. Have different expectations on what they want their staff to spend time on.

Training Master Advisors on degree cert./portal takes time away from advising for the students. There should be someone who can get the faculty up to speed quickly without putting it on the staff.

Are we missing anything?

Breakout #3 (table 1& 10 combined.)

If you were king/queen, what would your dept. want? Given the needs that you know are missing, what are some of the common themes? Where do we diverge? Is there anything similar that's needed by big majors versus little?

If you have time, can you come up with an approach that would meet the distinct needs at our table?

ENT is in Phoenix-prefer hybrid model. A couple of staff advisors backing each other up, cross-training, easier to keep an open door policy. Valuable for staff advisors to have casual conversations to keep connection with dept., attend social events (sometime staff have too much of the servant type work.) Integration with the dept. is important. Advising clusters for staff stress is helpful during times of vacation/absence.

Advisor now in DO/came from dept. it was very stressful being the only one there. Being in the same place and being able to talk to each other about situations/student challenges. 1 big place would be ideal for logistics but you and the student lose the identity of the dept. and the research that they came to UCD to obtain. Ditto.

Advisor in DO/the 3 that were proposed. The hybrid may work best even if they are just in neighboring logistics. Help to decrease that barrier of having to travel for advising. Part that doesn't seem clear-does Dean's Office stay where they are at? Does it change interaction with the Dean's Office? Perhaps it doesn't-just cross-training. Giving autonomy to these units.

Advisor in Dept. in LDA (part of Human Ecology.) She works closely with the faculty and developed relationships and works closely with Master Advisor daily. Her advising is supervised by the Chair. If she co-located, worried she would lose that connection. Thinks her faculty would lose that. Her model is successful and they have a high graduation rate and few students in SD. Really likes the monthly advising meetings with DO; tap the DO for advice or pave the way for the student before she sends to DO.

Dept. advisors have a sense of enthusiasm about the major-the presentation, the event, the social event increases her interaction with the student and triggers other issues to talk about.

WFC Master Advisor-everybody advises. The last 5 years they only have had a staff advisor so the faculty have been passionate and connected. They talked about this issue at a faculty meeting-interested in a hybrid model-staff person pulled a lot of direction, only 75%. Community of staff advisors have already formed a collaborative so they would like to take some aspects-the similarity of majors. Thinks her dept. would be super upset about pulling the advisors out of the dept.

ENT clustering-buildings adjacent, all in the same area, didn't have that problem.

ENT getting better advising now; the former advisor had many conflicting tasks including receptionist. Now her current advisor learned all about ENT after knowing ABI and is serving the students well.

The dept. advisor is the most consistent advising contact for the student. The volume of tasks including ordering certificates, planning party for graduation, keeping it flowing during the party, she's working. Some faculty think the advisor wants to do the party planning is that's how they send the students off.

Worth exploring about workload. Textbooks, other duties could be outsourced?

Has a lot of flexibility with her small dept. Problem with being evaluated by people that couldn't do her job.

ENT-considering given each faculty member a little part of the student population? With WFC, it's pretty obvious if someone isn't doing their fair share. When some faculty member is reticent, it's peer pressure if they don't do it.

(LDA she has felt like she needs to check e-mail on vacation-she's ok with that). DO is back-up sort of.

WFC gives a manual on a bookmark. If there are too many tools, it gets too problematic. Stick with a few.

WFC has formalized who do you see for what item? If the student is not seeing the right person (staff versus faculty) they are sent to the right person. Perhaps consistency with roles-what do they do in their position regardless of dept?



Common themes:

Maintain dept. involvement

Know faculty

Ability to be accessible

SA need backup (trained person w/ability to approve/be a decision maker)

Hybrid w/programmatic overlap but not necessarily excited about co-localized.

There may not be 1 size fits all for the advising model. The administrative clusters have now gotten so large, it's gotten too cumbersome.

Retention of staff (professional development & FT positions for some.)

Divergents-location, location, location. We need a magic building.

Need? Standardize the role of faculty/MA to create more access. Good redundancy.

## Table 3 – Summary of Retreat Notes

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### Summary Report

### Hopes and Concerns

#### » Hopes

- » Benefit students even though have 500 students and don't backtrack
- » Expand advisors and get a better structure for advisor engagement and use
- » Don't destroy structure and centralize
- » Invest in advisors put more funds into it. More resources into departments needed
- » Personal engagement is lacking - too much email
- » Address need for more advisors
- » Advisors get better and more consistent training
- » Find a hybrid solution

#### » Concerns

- » Centralizing has already been decided on and will take things away from departments
- » 350 students per advisor does not always work depending on requirements of department
- » Centralizing risks destroying community

### Principles and Responsibilities

#### » Principle 2: Provide equity in student access to advising in CA&ES

- » Group was unconvinced that more access is needed or warranted
  - *“Overly prescriptive in that advisors already have a few hours where are accessible and these are prescribed. Don't need all day access”*

- *“SAO have too many admin duties, which makes it hard to find enough time for advising. Need to find ways for lessening advising load”*
- *“Is it reasonable to have advisors always accessible rather than blocked out periods of times. Perhaps flexibility is needed”*
- Group reflected on some additional issues that complicate conversation on access
  - Questions on how to deal with part time positions
    - Part time advisors normally have a backup in their department (e.g. grad advisor). They have somebody else that can put out fires and these exist informally, but could be formalized
  - Smaller majors may not need long hours, but more varied hours.
    - “By appointment” could help
- Improve quality of training for peer advisors
  - Many peer advisors are poorly trained
  - Relying on peers is not helpful in many cases
  - Triage helps send students to right places. Peer advisors are very much a band aid and often don't solve problems
    - Peers useful to intake advising for students needing information and directing to resources. Saves SAO a lot of time. Do serve a useful purpose
- Part of issue is not availability of advising but students lack of knowledge about where to find it
  - Not just access it is information about where to go
- Continuity of staff coverage is important
  - Need more defined backups for advising
- Proximity to programs and engagement with departmental communities had advantages
  - *“Students need an identifiable place with peer advisors, SAO and grad advisors often in same place”*
  - *“Driven by majors and department that are too small to provide these things. Number 2 is about small majors not large majors like ARE. Or geographic separation may be a problem for some units, not all”*
  - *“There may be opportunities for some units that come from clustering for other purposes”*
- Mandatory advising was recommended by a number of participants
  - Need a process where students *have* to come for advising
- Group agreed that intervening with students before academic issues arise is preferable, but questions raised about how to effectively anticipate at-risk students
  - *“Below 2.0 GPA flag is reactive not proactive. Need to catch them earlier”*
  - *“Big issue from having 800 students. Need to put resources into meeting early and not having other parts suffer”*
  - *“Don't have tools to analyze or understand who will get into trouble. Need more resources and analysis to know who to target”*

- *“Banner needs to weed out students without prerequisites”*
- *“Need advisors to have resources and time to connect with students before they get in trouble. Engineering also has mandatory and centralized advising”*
  
- » Principle 4: Apply systems of accountability to CA&ES student advising systems
  - » Concerns raised about reporting to Dean’s Office
    - *“Review of majors is a Senate function. So I absolutely object to annual reporting to office of vice provost”*
  - » Groups raised numerous concerns about monitoring and reporting advising outcomes
    - Concerns
      - *“Hard because have to use judgment for helping students and may be hard to capture success in helping students. Advising is too qualitative to make metrics useful”*
      - *“I dislike surveys of satisfaction for students”*
      - Problem that it may be faculty that are problem not the staff advisor
      - Using surveys and stats which are indirect to develop better direct metrics of success
      - We have to do program reviews so don’t see a need to improve on this. It is not a college role
    - Solution suggested
      - *“Develop success metrics that are major specific. Departments need to be allowed to improve themselves”*

## Advising Structures

- » Overall group was not in support of full centralization
  - » *Value of having staff advisors in department is far outweighed by centralization*
- » Lack of capacity and major knowledge is a problem.
  - » *“Advisors suffer from lack of time That person also has lots of admin, but some is major related such as scheduling”*
- » Need for better shared resources
  - » *“Could share good practices for helping students know when/where advising is available”*
- » Opportunity to improve online tools
  - » Support for training and online resources is important, but need communication across campus and dean’s office could improve on this
- » Need to improve advising training
  - » Could imagine some of online tools being developed better. Looking at enhancing cross training and resources
  - » More formalized input and training would be good + consistency

- Need more cross training and cross coverage, and mechanisms for communication about this both among SAO's and for students
- Miscellaneous Comments
  - *Problem that current deans office meeting 3 times a year are delivery of information from dean's office rather than is an open group meeting. Need more open group meetings and both smaller groups and college wide. Perhaps more meetings with dean's office*

## Full Retreat Notes

Table 4: 15 minute breakout notes:

Hopes and concerns in 30 seconds

- Benefit students even though have 500 students and don't backtrack.
- Expand advisor and get a better structure for advisor engagement and use. Don't destroy structure and centralize.
- Invest in advisors put more funds into it. More resources into departments needed. Concern that Centralizing has already been decided on and take things away from departments.
- Personal engagement is lacking too much email. Need more advisors.
- Hopeful advisors get better and more consistent training. Concern is that we lack these things. 350 students per advisor does not always work depending on requirements of
- Hope that get collaboration and already have a good structure. Might destroy community. Need a hybrid.

20 second headline: We want to keep parts of present structure that work well and invest in training, put more resources into advising. Don't centralize unnecessarily and risk that destroy community.

Table 4: Breakout session on principles and responsibilities

Principle 2: Provide equity in access

Overly prescriptive in that advisors already have a few hours where are accessible and these are prescribed. Don't need all day access.

SAO have too many admin duties, which makes it hard to find enough time for advising. Some kind of model where have enough time.

Is it reasonable to have advisors always accessible rather than blocked out periods of times. Perhaps flexibility is needed.

Need time for other duties.

Need to cross out during all business hours.

How to deal with part time positions.

Smaller majors may not need such long hours, but needs varied hours.

Also "by appointment" could help

Online scheduling available to students to set their appointments.

Part time advisors normally have a backup in their department (e.g. grad advisor). They have somebody else that can put out fires and these exist informally, but could be formalized.

Triage helps send students to right places. Peer advisors are very much a band aid and often don't solve problems.

Many peer advisors are poorly trained.

Relying on peers is not helpful in many cases.

Peers useful to intake advising for students needing information and directing to resources. Saves SAO a lot of time. Do serve a useful purpose.

What about continuity of staff coverage.

Take out the word "continuous" and is okay.

What about staff turnover.

Need structure.

Backup during absence is key. Staff are proactive in figuring out backup.

What about proximity to programs and engagement with departmental communities? Can be some advantages of colocation. Students need an identifiable place with peer advisors, SAO and grad advisors (often) in same place.

Driven by majors and department that are too small to provide these things. Number 2 is about small majors not large majors like ARE. Or geographic separation may be a problem for some units, not all.

There may be opportunities for some units that come from clustering for other purposes. More defined backups for advising.

Terry: students don't take advantage. Need a process where students have to come. Mandatory advising.

Jim: mandatory advising.

Janet: do faculty say want to meet with all majors.

Brad: I do it with hold on registering for first years.

Emma: Animal science is exploring.

Me: not just access it is information about where to go.

Terry: below 2.0 GPA flag is reactive not proactive. Need to catch them earlier.

Emma: problem that need to find time to check with students.

Terry: big issue from having 800 students → need to put resources into meeting early and not having other parts suffer.

Brad: Need advisors to have resources and time to connect with students before they get in trouble. Engineering also has mandatory and centralized advising.

Jim: don't have tools to analyze or understand who will get into trouble. Need more resources and analysis to know who to target.

Terry: lower income could be a predictor.

Emma: reporting tools are being developed.

Jim: identify patterns in students related to their performance.

Susan: Banner needs to weed out students without prerequisites.

Principle 4. Apply systems of accountability

Jim: Review of majors is a Senate function. So I absolutely object to annual reporting to office of vice provost.

Janet: at some point will link to money.

Jim: annual reviews should not necessarily be from vice-provost office. Not admin task.

Susan: belongs in senate.

Brad: what are clearly defined outcomes for good advising.

Susan: not learning outcomes. Overview of success and satisfaction with delivery of advising.

Jim: agree with that but think is role of department chair and direct staff advisor supervisor.

Janet: does it give consistency.

Jim: depends on value of department.

Janet: monitoring and reporting outcomes of advisors. Concentration on metrics makes it hard to do it well. Complicated situation that cannot be solved with metrics easily.

Jim: hard because have to use judgment for helping students and may be hard to capture success in helping students.

Janet: advising is too qualitative to make metrics useful.

Brad: my perspective are broad perspectives. Departments decide how to implement. Favor department to implement to be responsive to needs.

Susan: what would points be. How well did we meet goals/principles vs. how well did they do their job?

Janet: that is my point of concern.

Brad: dislike surveys of satisfaction for students.

Terry: they may not like what they have to do.

Janet: problem that it may be faculty that are problem not the staff advisor.

Janet; what about instead.

Brad: using surveys and stats which are indirect to develop better direct metrics of success. Develop success metrics that are major specific. Departments need to be allowed to improve themselves.

Jim: have to do program reviews so don't see a need to improve on this. It is not a college role.



Table 2: Breakout on the models

The discussion was pretty fragmented without too much synthesis occurring within the allotted time.

Elvira Galvain Hack. Animal biology, entomology, plus others including science and society and 4 minors. Already have cluster. Have backups internally and are cross training. Localized and geographical. 2 UG advisors, and 1 grad advisors. 330 majors + >2000 science and society etc. Training is internal.

Theresa Costa: plant sciences 2 SAO's and each advise both grads and undergrads shared. Each person has a major assignment. Also an advising assistant does most of admin, desii, textbooks, caps and gowns, course evals. Rearrangement has achieved a mini version of possibility 2 but are not 1000 undergrads, but have only 350 students. Training internally and provide cross coverage. All train peer advisors.

Christine Harlan, CAO metro. Keeping advisors in each department and cross train and cross cover. Need to coordinate to get greater access hours. All would need to get monthly, likely with deans office perhaps. Could imagine some of online tools being developed better. Looking at enhancing cross training and resources.

Galena Robertson. Faculty advisors meet with staff advisor daily because staff person is new.

Patsy Owens, Human Ecology chair. 2 advising offices in Hart and Hunt, so are discipline focused. Keep advising in department is critical to our faculty. Faculty and students in same building is critical. Centralized advising would not work well for us. In Human Development suffer from lack of advisors. Students do like having faculty and SAO in same building. Have a lot of communication between students and faculty. At least there is somebody there but suffer from lack of SAO capacity. Sustainable design major also means need more SAO capacity. About 830 students across 5 majors. Do backup internally among people, but lack of capacity and major knowledge is a problem. Use peer advisors heavily especially in Landscape Architecture. 350:1 is too high for landscape architecture. 150:1 is working okay in this program. That person also has lots of admin, but some is major related such as scheduling. Support for training and online resources is important, but need communication across campus and dean's office could improve on this.

Theresa: a lot of stuff is fixed regardless of structure. I think Dean's office should say something about performance of me. All contribute to review. Participation in college stuff needs to be tracked. Some people don't participate in college advising meetings.

Elvira: more formalized input and training would be good + consistency.

Mark Matthews: master advisor viticulture and enology: 120-140 students. Advisors also work with food science students, so 450-500 students total. Value of having staff advisors in department is far outweighed by centralization. Students best served by having place where faculty are and SAO's. Advantage of cross training is lost. Idea of equity is overrated. Want

some baseline of what works and workload is appropriate. Access is not a problem for our major, especially if have schedule worked out.

Tom Kaiser: how do students know where to go with cross coverage if somebody else is out.

Christina: there is a notice on the door telling students where to go.

Patsy: could share good practices for helping students know when/where advising is available.

All SAO's: Problem that current deans office meeting 3 times a year are delivery of information from dean's office rather than is an open group meeting. Need more open group meetings and both smaller groups and college wide. Perhaps more meetings with dean's office.

Need more cross training and cross coverage, and mechanisms for communication about this both among SAO's and for students.

Need to clarify what can come from the dean's office.

## Table 4 – Summary of Retreat Notes

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### Summary Report

#### Hopes and Concerns

##### » Hopes

- » Establish a system/policy to formalize link between Master Advisor and staff in department and keep faculty as part of advising
- » Increase enrollment numbers
- » Improve student success
- » Positive impact on staff
  - Professional development
  - Value of staff input
  - Maintain/improve faculty involvement

##### » Concerns

- » Staff could advise without appreciation for faculty
  - Advice:
    - *“Should develop a quality training program for advising staff”*
- » Negative staff impact within a central model
  - *“Resources should be closer to staff and teachers and students versus towards Dean’s level”*
- » By the time implementation occurs, advising will revert back to usual tendencies (due to opposition to change)

## Principles and Responsibilities

- » Principle 1: Proactive Advising
    - › 350:1 Benchmark
      - Intention behind the notion is understood, but group thinks this needs flexibility based on department resources
        - *“Fear at 350:1”*
    - › College advising curriculum:
      - CDG
        - *“Grad student mentor/TA – first quarter navigate university – then career guidance etc. Concern about resources – agreed that this would reduce advising costs for reactive advising”*
      - Freshman advising
        - *Different approaches*
          - All-freshman advising meeting or workgroups
          - BBQ/catchup
    - › Proactive advising to include a level of student empowerment and ownership
      - *“Students should be empowered to seek out advising. We need to teach them to think for themselves”*
    - › Better communication required between faculty and staff
      - *“At Irvine everyone knew what was going on vs. here at Davis it is disjointed and lots of reinvention”*
    - › College advising curriculum
    - › Online advising to be used for certain information or for certain parts of their degree requirements
      - *“Helpful if students have access to a modeling approach where they can consider certain strategies or other programs”*
    - › Faculty involvement
      - Recognition of need for change in department culture in order for this to happen:
        - *“Must be value for involvement. Need to have metrics. Could it happen? Department culture has to change”*
- » Principle 3: Professionals in Advising
  - › HR as “too formulaic”
    - *“Asked to be proactive in HR formulation, yet can’t match their specifics”*
    - *“Should revise classifications to include advising in job description”*
  - › Professional Development
    - Should be embraced by all parts of staff, including faculty
    - *“Important because we have to adapt to changing students”*
  - › Staff advisors and administrative roles
    - Group sees the benefits and disadvantages to both scenarios.

- *“Staff advisors should or should not have other roles can be plus or minus”*

## Advising Structures

- » Group saw value in all three structures for different purposes
  - › Big theme of autonomy
  - › Hybrid and small clustering (contentious depending on group individual)
    - *“My boss does not know what I do after 4 years of working together. The department would likely want local but I would like more reporting to the Dean’s Office. Ultimately I foresee a hybrid”*
    - *“Advisors need contact with faculty and to know about curriculum. At Irvine, advisors were jack of all trades. Colleges allowed for cross-training – if in proximity, it would allow for better communication and availability”*
    - *“Central or hybrid can lead to people not knowing what is going on”*
  - › Suggestion that centralization may be helpful in some circumstances:
    - Freshmen resource center for general navigation
      - Would help to catch ones with poor academic standing
        - *“Contact student and put on hold until they meet with an advisor – could be Dean’s Office or in department. Then after their first year, they go to a more decentralized system, but still maintain connection with Dean’s Office. The Dean’s Office would push students back out to the department, etc. Freshmen would in essence be in Dean’s Office”*
      - Holds could be problematic—stressful and rushed
      - Portal as another alternative to catching these students
        - *“Would help to instill confidence in student because all would have the “same appearance”*
    - Staff training and cross-training at all advising levels
      - *“Also suggest some opportunity for cross-training for master advisors and faculty”*
      - Master Adviser Executive Council
        - *“Dean should bring Master Advisors together to promote their importance, provide communication back to departments; and vice versa”*
- › Strong support at table for online monitoring of student success
  - Checkpoints for feedback, catching trouble etc.
  - Guide for students
  - Use to direct students
  - Use to reduce time to graduation

- › Reporting as area of concern
  - How does it fit best?

## Full Retreat Notes

Hope something in place to formalize link between master advisor and staff in Dept and keep faculty as part of advising. Concern is that staff could advise without appreciate for faculty

Quality training program for advising staff. Resources should be as close to staff and teachers and students vs. towards dean's level.

Hope to get high enrolment. Concern about staff and a central model – if we centralize it will impact staff. Concern about resource move to deans level.

Make a difference with student success. Concern of revert back to way we have done.

Opportunity for prof development, value input of staff, keep faculty involved. Concern that by time of potential implementation we revert back to what we have always done.

Hope that what we do is effective, better for students, staff, faculty. Fear is revert back to what we have always done as people oppose change.

Breakout 1. Table 3.

Principles 1 and 3. Landscape has 350:1 – told she does not have enough students. Asked to be proactive in HR formations, yet can't match their specifics. HR is too formulaic.

As part of prof dev. should revise classifications to include advising in job description. 350:1 benchmark makes sense, but may need to flex. Staff advisors should or should not have other roles can be plus or minus.

Re. resource allocation – fear at 350:1.

Principle 1. Students should be empowered to seek out advising. We need to teach them to think for selves.

Dept have advising meeting for all freshmen, some sort of workgroup. BBQ as catchup. CDG has grad student mentor/TA – first quarter navigate university – then career guidance etc. Concern about resources – agreed that this would reduce advising costs for reactive advising. Online advising – all info there – coming along. Seek to have students seek out certain info and or take certain steps at certain parts of their degrees. Helpful if students have access to a modeling approach where they can consider certain strategies or other programs.

Faculty involvement. Must be value for involvement. Need to have metrics. Could it happen? Dept culture has to change

Point 3. We should embrace training for staff as part of professional development – including for faculty. Also important because we have to adapt to changing students.

Point 1. Have better communication between faculty, staff etc – at Irvine everyone knew what was going on vs. here at Davis it is disjointed and lots of reinvention.

#### Second breakout

Boss does not know what she does after 4 yrs. Dept would likely want local but she would like more reporting to DO. Ultimately she would foresee a hybrid.

Even in DO does not have consensus – Diane has different view vs. some advisors. Personally like hybrid model – advisors need contact with faculty and know about curriculum. At Irvine was jack of all trades in schools colleges that allowed for cross training – if in proximity would allow for better communication and availability. BASC model not ideal for staff, all thrown into together, feeling pressure and trying to handle all students. Works for them in CBS. All bio students taking similar classes – not good for CAES.

Dept chairs have had good discussions. Ag and Env science wants to be autonomous at 1100 – 1 advisor serving 1100 with new hire coming – doesn't make sense to group them.

Human ecology -1600 – oversees 2 programs and several majors. Also remain autonomous (3 majors) .

ESP – looking at hybrid model – smaller – merge with LAWR and Fish/wildlife – FWB would move to Wickson hall.

Even for small groups, prefer Dept advising – central or hybrid can lead to people not knowing what is going on. See no reason to not respect democratic request for local control. Also suggest some opportunity for cross-training for master advisors and faculty. Hence group stay with status quo – LAWR. Strengthen cross-training between grad group SAO and undergrad. 30 LAWR majors plus half of ESM.

Prefers for freshmen to have freshmen resource center – students would go on hold with C- or less – not catching freshmen. Contact student and on hold till meet with advisor – could be DO or Dept. Then after freshmen they go to more decentralized to Depts, but still connected to DO. The DO would push students back out to Dept etc. Freshmen would in essence be in DO.

Foresees problem with putting hold – rush and stress. Ana – 14% in difficulty – sure it is a rush, but if the program is in place it will carry through. Help students get confidence over time. One port via online portal that captures all students through same port and with same appearance.

Says some colleges on campus pushing back and not buying into portal etc.

Talked about need to have a Master Advisor executive council – dean should bring MA together to promote their importance, provide communication back to Depts and vice versa.

Strong support at table for online monitoring of student success – checkpoints for feedback, catching trouble etc, use to guide students, use to direct students, use to reduce time to graduation



Big themes of autonomy to smart clustering. Suggestion that centralization may help freshmen for general navigation. Collaboration and communication themes common – working between DO and depts.. Good training across all levels of advising. Reporting relationship an area of concern that seemed to come up – how do we best fit?

## Table 5 – Summary of Retreat Notes

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### Summary Report

#### Hopes and Concerns

- » Hopes
  - › Students benefit from a positive advising experience
    - *“Students get immediate and personalized attention”*
  - › Better recognition of different student demographics
    - The makeup of the student body has changed, which now highlights the importance of staff’s understanding of the student culture in order to adapt the advising program accordingly
      - *“The Dean’s Office isn’t engineered to understand all the unique areas of specialization in our college. That is why departments have historically and should continue to manage their own advising”*
      - *“Hope is that more students graduate from lower income brackets”*
  - › Create more opportunity for staff
    - Professional Development
      - *“Hopes model creates centralized peer advising training”*
  - › Ultimate goal is to cultivate the advising program so that advisors are more proactive, while students also take more ownership
- » Concerns
  - › Potential lack of departmental control if centralized
  - › Many issues affect the quality of advising, and aren’t taken into consideration.
    - Financial Resources and Graduation Rate
      - *“My concern is the correlation with graduation rate and student-parent finances..”* (Could not find exact statistic to back this up—quote seems inaccurate, but basically more \$ = higher grad rate)

- Generational differences
  - *“Concern is run into generational differences to relate”*
- Class size
  - *“Students lose advising with large class sizes”*
- Choosing between advising undergraduate and graduate students
- Model can affect departmental/college/university-wide dynamics

## Principles and Responsibilities

- Principle #1 – Advising Culture
  - Alternative models to deliver mandatory advising to ensure a more proactive model that attracts students to engage
    - (e.g., class, YouTube videos, student-led clubs intros, w/in depts., residence halls and topical meetings, topic series, medical group care delivery [group advising])
      - *“Biotech students are putting a movie together on advising, that introduces faculty advisors...it could be useful for others, or a good idea/model for majors”*
      - *“1 unit of how the university works could be good (CGD good avenue/idea”*
      - *“Model in residence halls—quarterly series of events of ‘how to navigate’ could be part of the sequence in separate places”*
      - *“Advising should include more on careers and then introduce other resources”*
      - *“Offer continual opportunities, more invitations, open time slots (invite, don’t be mandatory...), groups of students”*
    - Online advising is important and should be better integrated into the system
      - *“Online advising and more of it IS SO IMPORTANT, WE ARE SO FAR BEHIND ON THIS, even for forms. They should just be available for students”*
    - Challenge of balancing between centralized and major-specific advising pieces
  - Yearly contact with staff advising and several times with faculty
    - *“Theresa talked of mandatory faculty advising, which would require two visits every two years. One would plan the big picture, the other would be close to graduation. 76% of surveyed students said they would be in favor. This could be a good part of advising culture”*
  - 350:1 ratio could be possible if staff wasn’t responsible for administrative tasks
  - More understanding needed around Master Advisors
    - Registrar tools vs. college tools→How should they be integrated?

» Principle #3 – High Level of Professionalism

- » Develop a culture of expectations, plus time and resources for adequate training of staff, certificate program through staff development, must have online mechanisms for training and master advisors, online delivery of tools for student advising
- » Job classification concerns → Need for clear job descriptions and roles
  - *“Undergraduate advising is a catchall for every type of administrative duty that doesn’t have a home. We need to clearly define the SAOs and what they will do”*
  - *“Define classifications and then make sure the departments are supportive to adhere to those classifications”*
  - *“Need structure for the function at variety of levels peer, sao, faculty – this is a continuum”*
  - *“We have to get staff expectations and professionalism going in the college regardless of departments”*
  - *“Some general descriptions for master advisors is needed (ie. Terms, term limit). Their Merits should include a letter from Assoc Dean on this service”*
- » More resources needed for training (monetarily, time, space, etc.)
  - Centralize parts of advising training (i.e., peer advisors, general advising pieces)
    - *“Could there be a set of 5-10 PowerPoint slides, or common information that could be sent out as a bridge. This could be something organized by the college that staff advisors could work together to create during 2014”*
  - More staff training needed (internal and external training, certifications, etc.)
    - *“Peer advisors have more in depth training than staff training....that is really SAD! Very odd”*
    - *“C&G administrative have a certificate program...through staff development....that should be set up for SAOs...learning should not ‘be on the fly”*

» Principle #4 – Accountability for Systems

- » Concern expressed regarding this principle
  - Unsure of the meaning/intention behind the principle
    - *“What is student satisfaction?”*
    - *“Needs more discussion”*
  - Concern about extra work/burden this will create
    - *“Reporting mechanisms become so burdensome here, balance is needed”*

- *"We need accountability, but worried about how much work it will take to create the system"*

## Advising Structures

- » Maintain Autonomy
  - › While it was the overall opinion of the group that they would like to maintain autonomy, they recognized the merits of centralizing parts of the advising program, and that due to differences in departments, one advising model should not be required across the college
    - *"We recognize that not every department is exactly the same. Though we definitely don't want a completely centralized model, we accept that some departments/majors may find value in colocalizing"*
  - › Autonomy helps advisors to gain knowledge of major specificities and maintain curriculum knowledge, develops inter-departmental relationships, and communication
    - Importance of maintaining curriculum knowledge was seen as one of the top takeaways from their conversation
- » Many departments lack back-up → whatever structure is utilized, a covering system needs to be implemented
  - *"We recognize this as a real issue needing solving"*
- » Peer advisors, though important, should not replace staff or faculty advisors
  - › Require more staff advisors and development of MA
  - › Increase communication between faculty, students, and staff
- » Hybrid options (Pieces that could be centralized)
  - › Professional training
    - Should address student access/inequalities
      - *"Need cross-college training of how we can be good advisors"*
  - › Clustering
    - *"Maybe could do some clustering to help provide more back up, would be willing to compromise"*
  - › Increased role of central systems for reviews
    - *"Increase role of Dean's Office for assessment/accountability"*
  - › General (non-major) advising
    - *"Increase role of Dean's Office for assessment/accountability"*
  - › Online advising tools

## Full Retreat Notes

Notes 5-20-14

Retreat Notes

General

8:30 Diane intro; Helene remarks till 8:55, Q&A Status quo query-keep staff/faculty –way we are organized now is not quite right for future-need to do some things differently, what is best for students, share/use best ideas, can be differences, once size doesn't fit all, break mold, creative thinking to work for students, students wait till last minute, crisis is already underway , How have students been engaged thus far? Engage UGs again? How about UCD alum in the room share their experiences? Diane responded: Peer advisor was on workgroup, onto implementation wasn't practical to continue w/the student, Helene has done listening sessions-good model, as move forward w/ideas have all avenues to engaged thru peer advisors, aggies ambass, MANRRS group, need to be engaged-they can articulate what they couldn't get, not able to articul what they would wish to have; Tim 9am – bkgrd, agenda and objectives

**Table 5 breakout 1: 15 min** Theresa timekeeper; flip notetaker Galena . 30 sec to share one hope one concern. Francene students get immediate and personalized attt, concern is pote lack of control from detp if centralized, john concern is ny time direct correl with grad rate and student parent finances above 100K below 15% chance of graduation, hope is students to grad in that low income; noral hop students have positive exp concern is run into generational differences to relate; staff hope model create more prof develop for advisors hope model creates centralized peer advis training, concern doesn't want to have to choose ug, g; hope students will realize students will engage, lose advising with large class sizes, hope for more proactive advising, concern is model may not be agreeable to all and can effect things

### **SUMMARIZE**

Hopes – benefit w/positive exp thru proactive advising mitigating problems, recog student demographics, development opportunities

concerns - lack of control for depts., , multi issues: generational diff, class size is an important issue (large sizes lead to less student/faculty interactions), financial correlation is a big issue

**HEADLINE** –changing demographics need adaptation and more help, less self driven, pooper, don't understand culture, more than immediate needs, helping them grow and develop to become proactive student that takes responsibility – TWO levels.

**REPORT OUT: 20 sec or less**

Hope is that students benefit w/positive overall college experience, by proactive advising, recognize resources and recognize student evolve over time and we need to adapt, think about other big items. Lack of dept control is a concern.

hope meeting would result in actions for increased interactions and these are actions that students buy in to, concern was any results will actually be implemented in a timely cost effective manner.

Next table - Advising systems is simple and proactive, address major requirements, all have training, concern is centralizing too centralized we can't address major specific concerns, and mediocre advising thru all majors.

Next – increased student holistic support, increase their responsibility to engage first year resources, concern is central will remove faculty involvement from advising.

Next- preserve the current structure parts that work well already, while providing training resource to support advising and delivery, 350 student to 1 advisor is a one size fits all and may need modification.

Next- clear communication between dept and do, do some proactive advising, prepare students for the world, student to be having more ownership, concerns were resources, time to do changes, finances, energy, training, etc.

Next- students remain center of focus, not use speciality of depts., triage advising from 1<sup>st</sup> day, structure to know, concerns time to plan, and no implementation, no resources for great ideas.

Next- hope to come up w/tangible differences in how we are doing things for benefit of students, but not redirect resources away from the depts., hope and concern.

Next – concern is change is hard, everyone needs to get on board to work together for same goal, hopes are that providing proactive advising w/everyone on board and training, close to faculty and advisors need close contact.

Tim's Recount:

PROACTIVE 4x!!!

STUDENT responsibility

TIME?MONEY?RESOURCES

Make a plan – but gets piled on a shelf

LACK of dept control, change is hard, outcomes of today must lead to implementation of a plan, one size doesn't fit all. Issues; mediocrity, centralization, less faculty involvement.

Faculty merit process doesn't affirm faculty advising and staff recognize that-a tension.

-----  
**Tim:** ground rules 9:30am;

pose a question-why is advising a problem, what does it react to, why is an issue, what does it react to? It is in relation to what? Advising is a symptom not the problem, is my reaction appropriate or not (quality of advising)?

is this a resource based solution as part of the charge, models depend on resources – how to grapple.

**Advising WKGrp/IMPLEMENTATION TEAM 9:40am (Kim/Russ/Sara) w.pwrpt-overview.**

Review of various reports: Better/clearer coordination and early advising

Data: 14% in academic difficulty per quarter, 630 to 1000 per quarter; increasing the # of students dismissing because of equitable policy implementation.

PEOPLE PART EXAMINED: Review of advising structure, position descriptions, professional development, looked at “people part of advising”, reporting lines variation.

Faculty roles in advising continuum: role should be acknowledge, supported, promoted (and including acad senate).

BUDGET: lack of resources and resources needed, RAC reviewed, dept budgets, campus, colleges etc. decided could not be center, students should be center and be creative about that

PRINCIPLES: covered a few important ones and how got there from data. Build proactive culture, move away from reactive state. Build the proactive culture, build equity in student advising – accessible, ratio does matter, location readily id, access w/continuity, cross training, limited adm active of advisers, well est communic mechanisms, continuum of advising, eliminate gaps in advising, improve online advising – holistic advising (online portal). Dept/major community for advising is essential. Cultivate professional develop. Apply systems of accountability (best practices for metrics/outcomes).

**4 main principles: PROACTIVE ADVISING** – empower students through a curriculum approach, what they need to do and have some skin in the game, tools to navigate during degree program, at differ stages they can be tooled w/differ skill sets and feedback for advising. Be proactive v reactive in advising, w/student engagement. **MEASURES of success included, EQUITY in advising, improve advising PROFESSIONALISM.**

**TIM: respond at tables 10 am. Look at packet for principles. 40 min.**



## **Table 5 breakout 2**

Reflect on principles and responsibilities, at metrics appropriate/indicators

### **Principle 1 for table 5**

biotech students are putting a movie together on advising, end of quarter for students, introduces faculty advisors...gets to students via website or u-tube, undergrad, biotech club is doing it, could be useful for others. Could be a good idea/model for majors...

proactive mandatory advising in engineering could be a good idea – in COE in order to register. 1/3 of students have a hold per quarter. What would it take in CA&ES if implemented for all or for some? talked of mandatory faculty advising, every two years, two visit, once to plan big pic, one close to graduation. surveyed students, 76% said they would be in favor. Could be a good part of culture/planning would be welcome. said some people want to be independent, some students know A LOT for sure....check check check! Or note this or that. Versus students who are drowning. Is that workable at 350:1 ratio? 350:1 works if staff doesn't have to do the administration tasks.

1 unit of - how the university works could be good – require it, CDG good avenue/ideas.

Model in residence halls, quarterly series of events of 'how to navigate' could be part of sequence, separate places. Modes of delivery are important.

Advising should include more on careers and then introduce other resources.

Offer continual opportunities, more invitations, open time slots (invite, don't be mandatory...), groups of students.

Newer medical models: bring students in w/like needs, group advising. Would address non first year students. Proactive is not just freshman, need to get at the students who are 2-3 yrs down the road. More localized, larger events could draw in non first year.

Online advising and more of it IS SO IMPORTANT< WE ARE SO FAR BEHIND ON THIS, even for forms, should "JUST BE AVAILABLE" (MED: IT NEEDS TO BE ENGAGED). Centralized campus pieces vs majors is a big challenge, centralized registrar tools vs college tools. How do we integrate college and major tools. Student access to their info is essential.

Faculty master advisors, why would they do it...? Need guidelines, what does this job 'do'????

### **Principle 3 for table 5:**

Job classification concerns, ug advising is a catchall for every type of administ duty that doesn't have a home, need to clearly define the SAOs and what they will do.

7-8 yrs since a task force elaborated and still not implemented....not out of HR, needs to get out. UCOP loaned a person to UCD – IHT has been involved and they are aware....

Define classific and then make sure the depts. are supportive to adhere to those classifications...etc.

“OTHER DUTIES = bulk of an advising job”.

Peer advising, we have to centralize peer advising TRAINING....staff advisors is training on GE/College requirements,...that global stuff should be centralized for training, Joe: pilot programs underway w/ANS and Econ/history/east Asian and ethnic studies....so one thing being looked at to expand...to make it centralized. Space is needed, for the # needing training (money is not the main issue), new Tercero will have a space that is appropriate. Hoping for 2015, not going to happen in 2014.

Could there be a set of 5-10 pwrpt slides, or common info that could be sent out as a bridge...some organiz by college that staff advisors could work together for 2014.

Peer advisors have more in depth training than staff training....that is really SAD! Very odd.

Time and & money needed for training that is appropriate for different levels. Need structure for the function at variety of levels peer, sao, faculty – this is a continuum. Faculty is arbitrator of so many disputes...need something here (all those exceptions).

C&G administrative have a certificate program...through staff development....that should be set up for SAOs...learning should not ‘be on the fly’.

Professional Conferences external – vs internal, nothing on campus.

No reason why we can’t have college internal, campus mtgs...have to get staff expectations and professionalism going in the college regardless of depts....(some are not proactive, some are very) about development.

Some general descriptions for master advisors is needed, terms? Term limit?. Merits should include a letter from Assoc Dean on this service (like Grad studies)?

#### GROUP IN SUPPORT OF 1&3 principles.

Are there missing principles?

**Worry for #4:** Systems of accountability & measurability of learning outcomes and success, shouldn’t just go to some system - this needs more discussion...what does this mean....can’t just pass off to another office...unit. We need accountability, worry if system is created how much work does this take, e.g., when someone has 4 ug program reviews to do!!!! Reporting mechanisms become SO burdensome here....balance is needed.

## **Student satisfaction....??**

**First bullet is too vague to feel comfortable with direction....**

**Tim 10:40am**

### **BIG TAKEAWAYS for reporting from tables:**

**Table 1. Principle 1. Proactive advising culture. new advising tools and available to take advantage of social media...videos on line....profs clips of classes, mandatory advising supported 1<sup>st</sup> yr and transfer, better communicate to students the already tools. Principle 3. Cultiv/mntn professionalism. Less time on this...training and mentorship for staff and for master advisors and harmonization across depts., recog of master advisors in M&P, and staff advisors. Collab mtgs on particular topics/depts. and college to generate new ideas.**

**Table 3. Principle 1. Address 350:1 ratio, benchmark 350 or LESS to 1, specifics for intro/mandatory advising for a course that could incorporate advising curriculum, CDG expansion, online advising could be used to push students into advising offices at specific steps, do something about recognition for faculty advising master advising concerned about this in M&P. Principle 3. HR PD criteria conflict needs resolution.**

**Table 5. Principle 1. Supportive of both 1 & 3. Alternative models to deliver mandatory advising, class, utube videos, student led clubs intros, w/in depts., residence halls and topical meetings, topic series, medical group care delivery (group advising), yearly contact w/staff advising and several times w/faculty. Prin 3 – culture of expectations, plus time and resources for adequate training of staff, certificate program through staff development, must have online mech's for training and master advis, online delivery of tools for student advising.**

**Table 7 1&3. Be clearer about 'proactive', when does advising start? How to avoid students getting lost. Create more of a community. Students need to know who their faculty advisor is..create community within across college of different elements. Need resources to create communities to develop student interest and comfort. Administrative duties of advisors need to be teased out, some mission critical some not. Still want good interactions at technical levels within dept. Student body is SO diverse, training is needed on this suite of topics. Freshman resource center – 1 location? Very diverse of what students need. Need more info on how to build future leaders through advising. How to empower v enable students.**

**Table 9. A few things seen differently, use what is in existence and build upon those, rather than re invention. Mandatory advising is great, but if force when not read to talk to faculty, use advising syllabus to train for cultivation. Muscle for reward faculty for advising, stipend for addl advising – orientation advising...handbook for best practices w/roadmap....define direct for elements of continuum roles and responsibilities.**

**Principles 2&4.**

Table 2. equity and student access. Communications/best conditions/obstacles of flow – not enough of time, non advising duties, priority for students negatively impacted by administrative duties. Students have many issues (work life, health, etc.). Yes on 1<sup>st</sup> yr mandatory advising – id students not on track. Systems of accountability – master advisors may know what they are getting in to, faculty harder to get on board, staff can be isolated. Need better connection to dean’s office. Majors differ for advising needs.

Table 4. Princ 2. Calendaring system is needed to manage time, incorporate part timers, what is back up, what does that mean, let dept decide on hours/management, more formalizing of back up system; mandating some kind of 1<sup>st</sup> yr advising, how to identify at risk students, better triage – early predictors? Princ 4, more problems less agreement. Against formalized annual review, every major has learning outcomes already, clearly define successful advising outcome – don’t need to be uniform. Advising is a qualitative process, not quantitative. Let dept define broad statements; students surveys? Focus groups? (MED: maybe have college objectives AND dept objectives).

Table 6. Princ 2. Ditto. Communication is key. How many students are being turned away, do we have students turned away? Can advising staff handle all advising...are resources there? We are high quality. Curricu courses for 1<sup>st</sup> yr is very helpful, get away from stigma. Prin 4. How to devise any sort of metrics is an issue, should college supervise or not: SPLIT DECISION!!!

Table 8. Princ 2. Community discussion to address. Kaiser model = get a survey post appointment on the interaction. Immediate feedback.

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**TIM: move from what to the how after the break. 11:15 am. 11:30**

**Structure to move forward with - How much depts. retain, how might DO help?**

**Marcel as rep will talk through possibilities. Present models, possibilities. Think broadly about ways advising could be structured...move along a gradient. 3 models, which are just a range, need open discussion about tradeoffs.**

**Fully decentralized w/individual organizations of structure/function (greatest strength is the community within the unit, daily interactions on issues – helps w/technical details, etc., high autonomy/high responsibility to meet principles, college could provide more programmatic support to meet principles e.g., training for continuum, performance involvement; problem is equity across student advising. Actions needed would vary from unit to unit, etc.**

**Hybrid that is location/subject/discipline based; physical proximity or subject based, implies a shift from autonomous that is a group responsibility in order to achieve efficiencies/improvements; optimize size of group to allow co loc and cross coverage (absences), have longer hours and doors open policy, etc.; increased visibility for undeclared students/major switching, clustering by subject matter lends itself to the**

former; problem solving collaboration promoted; reporting lines currently to cluster staff/dept/master advisor – improved supervision/goals and clarity for performance and improved training opportunities.

Completely centralized (aka COE, CBS). All dept/dean's/major advisors in one place. Staff have staff for major, increased major cross training, etc. More like undeclared advising in dean's office. Would change autonomy of depts., would need clear communication, technical communication would be more difficult, loss of community. Would be a redefinition of staff advisors and master advisors.

Please think about the students, staff training/cross coverage/faculty engagement, community.

### Table 6 breakout 3

NUT dept desires maintaining autonomy in local environment, spoke w/fac SAO, didn't pole students, desired sense of community, and work within their floor. High student volu, 600-700 two majors, one major is accredited in addition to community we need to have prof career development, need to address the unique aspects to have faculty interact w/students. Recognition that not every dept is exactly the same, definitely don't want complete centralized model; accept some depts./majors may find value in co localiz, one staff advisor only – one issue is no back up, we recognize this as a real issue needing solving, perhaps could solve w/in the building (ANS/ETOX) – building mechanisms for back up within staff. Recog need for back up regardless of structure. Maintaining student faculty staff connectivity – need autonomy for that. A struggle to get the students in – the issue is independent of the model.

FST dept. our major is large, 250 students and provide service to many other majors, two areas of emphasis ...program is accredited through institute of food technology, we would like advising to be within dept – due to communications among the peer, staff, faculty, master advisor – address problems as they come up, talking 2-3x per week. That communication would potentially be lost. Advisor right now, have no back up plan, and that is a problem, students biggest complaint is lack of back up. Advisor is advising 600 students, 3 majors, only there part time!!!!!!!!!!!! Student confusion is obvious. So more is delegated to peer which is not the best model, not pro active model. So sees impact of not having staff advisor in dept., is a big impact – students have questions, faculty master advisor has access issues on students, then the burning issue just goes to smoke...but student still has the need (MED: ven, tx, fs majors....WOW this doesn't sound right- really 1 person?).

Peers are really important but don't substitute for staff. If we really want more engagement of MA...then they need to work closely w/staff advisors....separation will decrease communication. Will miss all that. Telephone and email doesn't take care of it.

staff adv in PLS, 5 majors, advises ug but mostly does grad advis. Have more back up internally across the staff advisors (2 at 100%, but each 75% is ug and 25% is grad – don't have administrative duties....350 students....). (Seems like staffing is right on here.). Having the AAll has REALLY helped. Nice to have more back up, dept is against centralizing, too hard to keep ties across continuum and curriculum). Maybe could do some clustering to help provide more back up, would be willing to compromise. Chair would compromise, master advisor not so much. Mostly all is ok, but there are times still when there are issues when could have back up would be good. No one ever has to wait more than a couple of days. Scheduling by email.

Contact between time between faculty and students and staff – events/social issues of continuum. Staff are involved in EVERYTHING (social, committees) – person is important conduit. Industry contacts via stakeholders, industry – ongoing dialog on behalf of students...job affairs, etc. Would lose that if staff were outside the dept(s), to make students job ready.

staff development/training – centralize that could be great. Prof development also includes specialization so need the spectrum of training...including knowledge of field. Need cross college training of how we can be good advisors.

#### **15 min: for common themes and differences.**

PLS (large faculty, 5 majors, small # students (relatively), ~350 students)

NUT (smaller faculty, 2 majors, larger # studnets), ~ 650 students)

FST (smaller faculty, 1 major, service courses, ~250 students)

1<sup>st</sup> common theme: maintain autonomy

2<sup>nd</sup> relationships lead to specialization and personalization/lines of communic and the relationship (staff is integral part of dept from committee service to industry stakeholders to faculty);

3<sup>rd</sup> maintain curriculum knowledge

4<sup>th</sup> peer advisors should not be the staff advisors or faculty advisors – important roles;

5<sup>th</sup> professional training centralization – access/inequalities could be addressed.

#### **What about status quo if not acceptable...what would you consider?**

Increase role of dean's office for assessment/accountability; first year advising class spread across 3 quarters might really help.

Freshman advising centralize? Major specific – belongs local. Entry classes are a HUGE issue. Not a big fan of requiring a class.

**Separate general advising from study plans of majors inside depts. (NUT has 4 year study plan), college take responsibility for 'generalizable advising', on line needs need to be at college level.**

**Could emeriti assist: NOPE, wouldn't build a structure around that!!!**

**Tim - 11:35 am**

**Two things communicate/table 30 sec per table.**

**9 – divided autonomous to hybrid, no support centralization, did plus/minuses of each; DO have some responsibilities standardization, IT , improve communication and collab for advising etc.**

**8 – advising structure for each dept very unique given majors are unquies, decided by each dept, some individual, some may cluster – should be by choice, not approp to report to DO, no change for the sake of change.**

**7 – advising decision to cluster should be left to dept and based on size, often depends on major size and faculty size, nice to have uniform structure for all advising as per guidelines, deptl actions supplement. Biggest problem for clustering is how to do so structure/function.**

**6- maintain autonomy because of uniqueness of dept majors including accreditation; specialization/personalization is important to maintain so advisors truly understand all the aspects for students; some central advising for 1<sup>st</sup> yr studnets things need to know not specific to depts.....course or other mechanisms**

**5- CDG for all undeclared majors 1<sup>st</sup> quarter in fall, keep deptly based, not to centralize, if depts. decide to cluster...by discipline...consideration of respecting what we have; divergent – have all advising at dept level even GE, from students perspective that is one stop, further complications goes to DO. Dean's office triage students, w/undeclared refer back to depts. improve communication to advisors. Back and forth communication improved (not as strong as used to be).**

**4 – didn't agree on hybrid or deptl or centralized, agreed not looking for CBS model, keep staff adv in dept offices, CAES majors very unique vs CBS, keep dept advisors as we work now. Talked about freshman resource center that works w/depts., one step website for help. Design idea to focus on freshman resource center .... Requiring freshman w/C- seek advising, hold registration, Master advisors work w/AD of UAP and meet regularly.....insure cross training college to depts..(MED: they had nice models!)**

**3- hybrid model would work well, college has so many unique majors, etc., interactions at dept level is so strong, essential, home base is important; there is a disconnect that needs to be addressed, improve training/dotted line relationship – DO could have the**

connections to specific depts....increase training at every level. Advising teams approach college to dept.

2- keeping staff adv in dept physically, add cross training, back up, and w/more collab/supervision with DO, opport to share good practices, quartlery DO meetings plus sub mtgs. 350 to 1 might not work for all majors.

1- Ditto. Liked hybrid model w/progr overlap not sure about colocaliza...revolving door...part time..no magic bulding...one size doesn't fit all. Lots of ?. Training is essential.

**BIG THEMES: No to Centralization, autonomy to smart hybrid, freshman central might help – std practices...collab/communic/connect...increased training,,,reporting relationship is of concern needs unraveling. 12:50**

*Helene –  
Bret (In VP office) -*



## Table 6 – Summary of Retreat Notes

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### Summary Report

### Hopes and Concerns

#### » Hopes

- › Students stay the focus of the discussion
- › Focus on students, think about ways to do proactive advising – missing in the Deans Office (who sees students when they are in trouble)
- › Hierarchy triage of advising services; triage – what do you want to be when you grow up? Advisors ask key questions: what do you want to be when you grow up? Why are you here? Initial set of advisors that could point students to specific advisors
- › Retain good pieces of current advising, not lose the specialty focuses
- › Special advising in departments that is unique to majors & what we do that draws students to the majors
- › Initial “intake” – focus students on the central area of their life, Shepherding students towards that goal

#### » Concerns

- › Process has taken too long & will continue to take too long
- › Come up with ideas & not have the resources to execute the ideas
- › Students may not understand the plethora of opportunities; students need opportunities to see other opportunities
- › This will get lost in administrative mumbo jumbo
- › Losing the good elements of advising

- › Centralization of advising would limit the ability to have a hierarchy or “higher authority”

## Principles & Responsibilities

- › Principle 2: Provide equity in student access to advising in CA&ES
  - › Comments on preference of “access” over “equity”
    - *“Providing access is important; concern about equity”*
    - *“Departments moving towards more access; focus on advising as a function”*
  - › Comments on proposed 350:1 ratio
    - From departmental aspect, one issue is having less than 1.0 FTE per major. Can create constraints for accessibility. RAC formula does not support.
      - Specific examples, 350:1 would reduce the FTE to 0.66 FTE. Need resources at departmental level
    - Single UG advisors who leave have difficulty; need to have a backup for when staff out (sick, etc.); multiple models
  - › Group expressed desire for more clarity on definition of terms used
    - *“Proximity is a loaded word; geographic or programmatic proximity?”*
    - *“What is the definition of “equity” in the principle”*
  - › Clustering and Co-location
    - Metro Cluster discussing clustering advising at the Cluster level; build redundancy, training, etc. Other places students could go when an advisor is out. Provide opportunities for cross-training
    - Co-location: if a student shows up & then gets sent somewhere else, is that easily understandable by the student? Additional access for students, regardless of location
      - Identity with location; is the identify the department or specifically the staff advisor?
  - › Agreement that limiting admin duties would be beneficial
    - Should event planning be a part of a staff advisor duties?
    - Focus advisors on advising; similarity in position description
    - Once the position descriptions are cleared, what does advising look like? Who accomplishes the administrative tasks?
    - Administrative functions limits the ability to provide more student contact; could administrative tasks be moved?
  - › Miscellaneous Comments
    - Even with online access, many students still want to see an advisor

- Mandatory advising – formerly had to provide study plans; study plans are a contract with the student
- Student responsibility is important; need to engender student engagement in the process; need to empower the students to take responsibilities; give them the tools/not default on the advisors. (Student Learning Outcomes)
- Concerns about divorcing the students from department, peer advisors, faculty master advisors, faculty, etc.
- » Principle #4: Apply systems of accountability to CA&ES student advising system
  - › Accountability for student advising
    - *“What’s the most important part of the EPAR/performance reporting? Where is the value in the EPAR?”*
  - › Ideas for accountability
    - Utilize specific surveys within departments; previously had not conducted surveys
      - *“Not previously encouraged to solicit feedback; could we institute a graduating students or annual survey where students provide feedback on programs/advising? Use to identify “bright spots” and deficiencies”*
    - Add a “satisfaction survey” to interactions with students
    - *“Need Principle 3 to get to Principle 4. Need advisors to assess the actions of other advisors”*
  - › Miscellaneous Comments
    - Student Advising Portal – could it initiate automatically if an appointment is completed?
    - Staff Development – reinforce “principles of advising” on campus

## Advising Structures

- » Group expressed concerns over centralized approach
  - › Highly centralized model would not work in this college. Students need the faculty interaction
- » Hybrid model preferred over centralized, but still with concerns
  - › Proactive – back up/training/redundancy
  - › Concerns there would be a disservice to the students if not localized
    - *“Worry about losing community, especially related to internships (e.g. animal facilities). Department events – Spring & Fall BBQs. Give out scholarships at events*
  - › Don’t want distance from staff/master advisors; potentially within the same general geographic
  - › Agree with the need for a handful of back ups
- » Student responsibility key to advising success

- › *“Students should have some responsibility to make appointments, create access in general”*
- » Online advising key to proactive advising
- » Needs approaches to reduce resource constraints
  - › Understaffed
  - › Unsure of what administrative staff accomplish for non-advising tasks.
  - › Have assistant to help with administrative tasks; generally a good division of labor
  - › Have Dean’s Office “buy out” the small percentage of non-advising tasks (e.g. Purchasing, Merits & promotions); put together the advising pieces
- » Need for more training and professional development
  - › Lack of professional development for staff advisors (SDPS courses are not rigorous enough)
- » Need to anticipate student issues
  - › Dean’s Office – needs strategic communication plan; getting to students before they get in to trouble
  - › *“Partial dotted line for accountability in the Dean’s Office not necessarily a bad thing; could be a mentorship/growth opportunity”*
- » Miscellaneous Comments
  - › Mandatory internships; have in-house internship coordinator (LDA, etc.); self-selecting majors; generally aren’t students who fall through the cracks
  - › Huge opportunities with peer advisors, career growth; currently underutilized
  - › Leverage internships as there is a growing interest of students/needs of employers

## Full Retreat Notes

### Hope/Concern

- Hope – students stay the focus of the discussion
- Concern – process has taken too long & will continue to take too long
- Hope – Focus on students, think about ways to do proactive advising – missing in the Deans Office (who sees students when they are in trouble)
- Concern – come up with ideas & not have the resources to execute the ideas
- Hope – hierarchy triage of advising services; triage – what do you want to be when you grow up? Advisors ask key questions: what do you want to be when you grow up? Why are you here? Initial set of advisors that could point students to specific advisors.
  - Initial “intake” – focus students on the central area of their life
  - Shepherding students towards that goal
  - Students may not understand the plethora of opportunities; students need opportunities to see other opportunities
- Concern – this will get lost in administrative mumbo jumbo
- Hope – retain good pieces of current advising, not lose the specialty focuses
- Concern – losing the good elements of
- Hope – special advising in departments that is unique to majors & what we do that draws students to the majors
- Concern – centralization of advising would limit the ability to have a hierarchy or “higher authority”

**IDEA:** Hierarchical form of advising.

### Recap:

*Hope* – students benefit with a positive overall college experience; proactive advising, student recognize advising resources, students are going to evolve over time & advisors need to adapt to that.

*Concern* – lack of department control

*Hope* – meeting results in actions; increased interaction between students

*Concern* – results of the retreat will be implemented in a timely and cost effective method

*Hope* – proactive advising; simple and proactive, yet address the specific needs

*Concern* – centralization would not allow for good specialized advising; centralization could create mediocre advising for the individual majors

*Hope* – increase student holistic approach; need for student responsibility

*Concern* – centralization would reduce faculty involvement

*Hope* – preserve parts of the current structure; provide training and opportunities to support students

*Concern* -- 350:1 ratio is a one-size-fits all and may need to be modified

*Hope* – clear communication between Deans Office and students; prepare students for the world; students take ownership of their education

*Concern* – resources (finance, training, etc.)

*Hope* – students remain the center of the focus; not learn specialties; triage-based advising

*Concern* – time coming up with plans but not actual implementation

*Hope* – tangible differences in how we are doing things for the benefit of the students

*Concern* - not redirect resources away from the departments

*Hope* – providing proactive advising, training; continue relationship with faculty master advisors

*Concern* – getting everyone on board

Tim – important to hear hopes and concerns and acknowledged; today is about collecting data

- Provide summary of hopes/concerns

Note: Faculty master advisors are not recognized for merits and promotions for undergraduate advising

**Ground Rules:**

- Listen with respect; differing opinions exist
- Share with respect
  - o 70 people in this room
  - o Share the speaking space, including in break outs
- All ideas are welcome; bring your creativity
- Attack problems, not people
- Don't be attached to your ideas
- Stay on topic
- Phones away – if you need to use your phone, go away.
- If you get stuck, ask for help.

Any additional ground rules?

Invitations:

1. Be open to having your mind changed. (Tim has given this guidance to implementation team.)
2. Don't be attached to your ideas.
3. Listen with fresh ears.
4. Accept there will be differences of opinion.
5. Embrace compromise.
6. Have fun & be creative

Why is advising a problem?

- Is it a symptom or actual problem?

What is the root cause?

Do we need to come up with resource-focused options?

- Group process (second break out mainly)
- Use your small group for complex questions

=====

Session 1: Feedback on proposed principles & responsibilities

Principles 2 & 4

Include a discussion of what's missing?

Principle 2: **Provide equity in student access to advising in CA&ES.**

- From departmental aspect, one issue is having less than 1.0 FTE per major. Can create constraints for accessibility. RAC formula does not support. Specific examples, 350:1 would reduce the FTE to 0.66 FTE. Need resources at departmental level.
- Single UG advisors who leave have difficulty; need to have a backup for when staff out (sick, etc.); multiple models
- Proximity is a loaded word; geographic or programmatic proximity?
- Metro Cluster discussing clustering advising at the Cluster level; build redundancy, training, etc. Other places students could go when an advisor is out. Provide opportunities for cross-training.
- Co-location: if a student shows up & then gets sent somewhere else, is that easily understandable by the student? Additional access for students, regardless of location.
- Concerns about divorcing the students from department, peer advisors, faculty master advisors, faculty, etc.
- Identity with location; is the identify the department or specifically the staff advisor?

- Departments look advising differently; where is the priority at the departmental level?
- Providing access is important; concern about equity
- Administrative functions limits the ability to provide more student contact; could administrative tasks be moved?
- Questions about what is the definition of “equity” in the principle.
- Departments moving towards more access; focus on advising as a function
- Should event planning be a part of a staff advisor duties?
- Focus advisors on advising; similarity in position description
- Once the position descriptions are cleared, what does advising look like? Who accomplishes the administrative tasks?
- Summer Advising – some pieces are accomplished
- Even with online access, many students still want to see an advisor.
- Mandatory advising – formerly had to provide study plans; study plans are a contract with the student
- Student responsibility is important; need to engender student engagement in the process; need to empower the students to take responsibilities; give them the tools/not default on the advisors. (Student Learning Outcomes)

**Principle #4: Apply systems of accountability to CA&ES student advising system.**

What happens now?

- WASC:
- Alumni survey – compare success rates; part of it is text report

Accountability for student advising

- What’s the most important part of the EPAR/performance reporting? Where is the value in the EPAR?
- Program review for departmental; survey results
- Utilize specific surveys within departments; previously had not conducted surveys
- Not previously encouraged to solicit feedback; could we institute a graduating students or annual survey where students provide feedback on programs/advising? Use to identify “bright spots” and deficiencies
- Peer Advisors
- Training: what for staff advisors? (Principle 3)
- Need Principle 3 to get to Principle 4. Need advisors to assess the actions of other advisors.
- Add a “satisfaction survey” to interactions with students.
- Student Advising Portal – could it initiate automatically if an appointment is completed?
- Staff Development – reinforce “principles of advising” on campus

**Summary:**



**Principle 2:**

- Student Advisors need to be “freed up” for more student contact
- Position descriptions need to be standardized
- Discussion continue on clarifying “readily locatable” & “proximity” to programs and engagement
- What should responsibilities should students demonstrate?
  - o Students not wanting to go in to the “real world”

**Principle 4:**

- Satisfaction surveys – standardized
- EPAR expectations/goals
- Standardized job descriptions/prioritized
- How is an advisor successful?
- Provide clarity of expectations; priorities
- Who is reviewing/appraising?
- “Kaiser model” – wait times, satisfaction, why was someone

Tim – we will synthesize the data & provide it back you.

**Key Takeaways:**

Principle 1:

- Focus on new tools, such as social media, YouTube
- Concerns about not generating paper catalog; online catalog not as user-friendly
- Have advisors make videos on pre-requisites
- Mandatory advising for first year students (freshman/transfer)
- Make students more aware of resources available
- Discussed 350:1 (Benchmark of 350:1 or less); college should have a standard
- Career Discovery Group – make mandatory?
- Online advising tools to push students to advising office; ensure students get
- Model towards mandatory advising (YouTube videos, student-led initiatives, departments could design)
- Deliver some advising through Residence Halls (e.g. topic series) & offer for commuter students
- Group advising within Majors
- Define – “proactive”
- When does advising start? Recruitment? Admission? Lots of information for students.
- Access
- Creating more community
- **Mandatory advising – freshman “resource/advising” center to be a place for all students to start**

- Utilize current resources/systems: Advising syllabus for transfer students – have it live in TRV (Transfer Re-entry Veteran Center)
- Mandatory advising before students are ready

### **Principle 2: Provide equity in student access to advising in CA&ES**

- Communication; what are the best conditions? Obstacles? Students, staff, peers, faculty, etc.
- Not enough time for students
- Large number of non-advising duties for staff advisors; difficult to plan for peaks in advising
- Student Portal helpful to providing access
- Mandatory advising for first year (course or other methods?)
- Course for exploring majors
- Have an idea that the advisors need to be available all day long; calendaring system for students/allow advisors to maintain time management
- What is “back up”? Many smaller departments already have back up.
- Need to let the departments determine advising. Formalize the currently in place back up structures.
- Are there early predictors? Systems that can be used?
- Further discussion of “proximity”

### **Principle 3: Cultivate & maintain a high level of professionalism in advising services.**

- Training & mentorship for staff advisors/guidelines for master advisors
- Recognition of master advisors/staff advisors \*\*
  - o Concerns about not having “meat” for M&P process
- Have collaborative meetings between staff/Dean’s office around topics
- HR criteria conflict regarding tasks/classifications (e.g. complexity sometimes creates less student contact)
- Certificate Series through SDPS that includes college-specific requirements
- Training for master advisors, including online options
- Needs to be more clear to students who the faculty advisor IS
- Need to create community with department, including advisors, faculty, staff, etc.
- Increase student comfort with accessing the resources available
- Administrative duties – may need to tease out what are helpful with directly supporting students
- Training – peer advisors often get more training than staff advisors on key policies and procedures
- Diversity – needs to be included in training/development

- Need professional development for peer, staff, faculty; need to empower, not enable
- Recognition for faculty: stipend
- Detailed guidance for staff/faculty

#### **Principle 4:**

- Lack of accountability & recognition with faculty master advisors; faculty advisors can be difficult to “get on board”
- Staff can be isolated at times; unclear accountability; better link to the dean’s office
- Expectations in advising/administrative balance; what is the priority?
- Some majors are more time intensive (e.g. individual majors?)
- Against formal annual review
- Each major has learning outcomes; departments should have individualized student learning outcomes
- Advising is a qualitative process; metrics/assessment difficult
- Let departments handle it
- Don’t recommend surveys? Maybe use focus groups?
- Don’t like reporting to the dean’s office
- Split on if reporting lines should be to the dean’s office
- “Kaiser” model – satisfaction, wait time, what did you see, preferences

#### **Missing**

- How will we build future leaders through advising?

#### ***Themes:***

- Lack of recognition
- Mandatory advising
- Communication

#### Session 2: Recommendations on Advising Structures

Marcel – review of the models

Possibilities/strategies/

Think broadly about the ways advising could be structured; gradient from fully centralized to completely autonomous

- Range of possibilities
- Committee did not stand “behind” a specific model

## Models

### 1. Fully decentralized

- Departments maintain control of advising
- Community is the biggest strength of this model
- Some departments have close relationships between staff/faculty
- High level of responsibility at the departmental level
- Challenges include additional administrative duties that can impede access for students
- Vast differences across the college

### 2. Hybrid options

Shift from individual to shared responsibilities

Goal: Optimize the size of the location to maximize coverage

- Could increase visibility to the students

2a. Physical proximity

2b. Subject-based

### 3. Fully centralized (e.g. BASC)

- Allows for more redundancy; able to “catch” the undeclared majors
- Need to create clear communication lines between advising center & departments
- Loss of communication/community & links to departments.

Urge – think broadly, argue, and focus on student experience

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## Department Preferences

**Hybrid model** – don’t want distance from staff/master advisors; potentially within the same general geographic; agree with the need for a handful of back ups (EMR/Plant Sciences/IAD/Bio Tech; ~ 350 students)

**Department** (cluster (METRO) model) – WFCB – program has faculty advisors that play a big role in advising; four levels of advisors – staff, peer, master & faculty; intersection important; having regular access to master advisor on a regular (daily) basis is important. Important for

sense of community; where is “home” for the student? Staff advisor? Department? (~ 260 students) Department goal is sense of belonging. Want redundancy and access. Challenge – 350:1 ratio = 0.66 (currently have 0.75 FTE, discussing 1.0). Another role of a staff advisor is advocating for the major. *Can a shared advising center direct students to a major?*

- Students should have some responsibility to make appointments; create access in general
- Is the “emergency” case frequently?
- Online advising – proactive advising
- **Advising week – beginning of each quarter; faculty, etc. all available those two weeks**
- Proactive – back up/training/redundancy

**Confusion on centralized/department-based:** (Animal Science) Generally stay with the model they have. 2 current advisors. ~ 1,000 students for 3 majors. Understaffed. Assigned faculty advisors. Each faculty carries 70 students. Portal includes assignments. Worry about losing community, especially related to internships (e.g. animal facilities). Department events – Spring & Fall BBQs. Give out scholarships at events. Unsure of what administrative staff accomplish for non-advising tasks.

**Hybrid Model (Dean’s Office perspective):** Faculty role in CA&ES appears to be more dominant than other colleges. Highly centralized model would not work in this college. Students need the faculty interaction.

- Lack of professional development for staff advisors (SDPS courses are not rigorous enough)
- Partial dotted line for accountability in the DO not necessarily a bad thing; could be a mentorship/growth opportunity
- **Dean’s Office – needs strategic communication plan; getting to students before they get in to trouble.**
- Clearly defined roles for all the resources

**Concerns about advising for graduate/professional services.**

**Could Dean’s Office advisors be aligned with departments/major.**

### **Form advising teams**

**-- Department – DO teams (Faculty, staff, peers, etc.)**

**Localized:** mandatory internships; have in-house internship coordinator (LDA, etc.); self-selecting majors; generally aren’t students who fall through the cracks

-- Interaction is mainly between faculty/students because of the type of major

-- Belief there isn’t much DO can do

- Concerns there would be a disservice to the students if not localized
- Have assistant to help with administrative tasks; generally a good division of labor

## **IDEAS**

HUGE opportunities with peer advisors, career growth; currently underutilized

INTERNSHIPS: a growing interest of students/needs of employers

Have Dean's Office "buy out" the small percentage of non-advising tasks (e.g. Purchasing, Merits & promotions); put together the advising pieces

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## **Common Themes:**

- **NO** to fully centralized
- Worry about loss of community; need to have "home base"
- Need to have close relationships between peer, faculty, staff advisors
- Worry about loss of funds due to shift of advising elsewhere
- Hybrid model seems to generally seem to be received well
- Internship coordination is growing
- Need to think through international student support
- Want increased opportunity for professional training (peer, staff, master advisor); faculty advisor engagement, accountability (NOTE: this could be done with any models; potentially better at departmental level – tie to merits & promotions process)
- Fear of staff advisor going away; departments heavily rely on staff advisors
- Mandatory advising – with staff advisors, not faculty advisors.

## **Where are there divergent views?**

### **Final Shares:**

- **Will be synthesized for you & given back to you**
- **2 things to say**

Table 9:

- Autonomous -> Hybrid; limited to zero support for fully centralized
- Mandatory advising be collaborative

Table 8:

- Advising structures are unique within the College; majors are different – departments need to decide; clustering may work for some

- Reporting to DO is not appropriate for majors
- No change for the sake of change

Table 7:

- Decisions should be left up to the department
- Need a space for central resources
- If a department DOES cluster, how do you do that? Spaces? Similar majors?

Table 6:

- Maintain autonomy; uniqueness to each department (e.g. accreditation)
- Specialization/community between faculty master advisors & staff advisors; important to keep regular contact
- Central advising for first-year students; “survival skills” for first year in navigating the university

Table 5:

- CDG for all undeclared majors; help guide students
- Keep departmentally based; not centralize; let departments decide to cluster, as needed
- Respect what we already have
- DIVERGENT: Have all advising (including GE) at the department level

Table 4:

- Did not agree on a model
- Agreed they weren't looking for completely centralized (ala BASC)
- Department advisors in departments
- Centralized freshmen resource center; single website with resources
- Ensure cross-training between college/department advisors

Table 3:

- Hybrid model in general
- Don't want to lose the “home base” or community; many majors have specific internships, etc.
- Agree there is a disconnect between different levels of advisors (for all different times); dotted line relationship with DO; align departments with specific DO-level advisors
- Create advising teams (DO → peer advisors; partnership between DO/departments)

Table 2:

- Collaboration with DO

- More cross-training across different majors
- Opportunities to share best practices between staff advisors
- 350: 1 for majors

Table 1:

- Hybrid model with programmatic overlap; unsure of co-localized; what is better – full time FTE or rotating PT staff advisors
- One size does not fit all
- Important to bring advisors together

**Wrap-Up**

- Not centralized (autonomy → smart hybridization)
- Freshman focus; how could we work together for their needs?
- Collaboration, Communication, Connections – how do we support this?
- Training across the board
- Reporting lines – sharing data or supervisory responsibilities?

**Final Comments from the Dean:**

- Heard a lot of great ideas that can be weaved together
- We have a large undeclared majors (600-700 per year); we need to figure how to give these students a “home”
- Enjoyed today – liked the ideas

**Brett**

- Congratulations on the work done today; good discussion & recognizing that there are things that aren't working is an important acknowledgement
- Training & Development – campus-level effort
  - o Staff & faculty – useful
  - o Symposium before fall classes start
- Building community
  - o Important in the college & across the campus
  - o Getting advisors at all levels connected
- What is *academic advising*; needs to be defined on campus?



## Table 7 – Summary of Retreat Notes

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### Summary Report

### Hopes and Concerns

#### » Hopes

- » Improve student retention rates and support, but maintain student self-responsibility
- » Extending advisors' reach to students
  - Incorporate a "holistic" sense of advising
- » Clear course requirements
- » Start advising from the "get-go"
  - *"Do something like a private college system"*
  - *"There must be an early alert system"*
  - Centralized freshman advising system

#### » Concerns

- » Lack of staff safety and training
- » Losing student sense of ownership of their academic career
- » Unclear if a centralized system is the best way to ensure advising all four years
- » Loss/decrease of faculty engagement
  - Centralizing system may remove faculty input
    - *"Faculty are increasingly more removed from advising. How do we put a system in place for faculty to be engaged?"*
    - *"Concerns are that faculty are increasingly more removed, because culture on campus is changing, because faculty are so busy already with grant writing; and other competing*

*responsibilities. It is not clear what faculty desire in terms of advising, but it is not really the primary importance for them in merits/promotions”*

## Principles and Responsibilities

### » Principle 1: Proactive advising

#### › Good collective buy-in on the principle, but who is being proactive (student, faculty, or everybody?)

#### ➤ Worry that students and faculty that are already in the system are not worth saving

- *“Aha moment is maybe too late, for both students and staff”*
- *“Focus on freshman and think ahead”*

#### ➤ Possible Solutions

- Advising Guidelines
- Pre-Orientation advising packet
  - *“How about video’s for the students, before admission, with advising information and as part of orientation. We must make it easily accessible”*
- Onestop Portal
  - Needs to be developed and clearly communicated to students
  - Information should be uniform between majors and colleges (should be developed in conjunction with VP advisors)
  - Should contain advising information and deadlines
  - Work in conjunction with campus webservice

#### › Faculty Component

- Need to create an environment of openness and accessibility
- Should be more faculty engagement
  - *“Provide financial resources to faculty so they become more engaged with student advising, instead of only merit/promotions”*

### » Principle 3: Professionals in Advising

#### › Develop an advising community where all play a valuable role

#### ➤ There is value in having staff advisors undertake some administrative duties, but a balance needs to be established

- *“Staff advisor should not be too far removed from administrative duties, there is some real value in this, rather than only seeing students and advising. The question is how to mix these other admin duties. However, event planning etc should not be staff advising duties”*

- *“Resolution is integration of admin, advising staff and students in admin/planning activities”*
  - *“Admin clustering has caused some lack of focused staff and admin”*
  - Peer advising as more centralized and integrated into the advising system
  - Create a freshman resource center as a way to help ease students into the system
  - Centralized training (staff and peer advisors)
    - Topics to address:
      - Diversity
      - Dealing with depression and other mental health issues
      - International students
        - *“Do we need translation services so as to improve communication/advising with international students, as well as cultural sensitivity training?”*
- What’s Missing?
  - Embracing technology
    - Solution:
      - *“Use process mapping approach, and clarify where advising comes in”*

## Advising Structures

- Due to variation in students served and staffing, there was no consensus on the best structure (hybrid and full autonomy were identified as the best options)
  - Hybrid model
    - Clustering
      - However, concerns with larger majors—varied arrangements as a possible compromise
        - *“All are large, serving many undergraduate students, but clustering arrangements vary. Some of large and single major in one department (favors option 1), where as others have multiple majors in one dept to advise (option 1 and 2 mix), and others use some kind of admin clustering arrangement in advising. Some do not like the multiple locations, and favor single location while serving multiple majors, including for those with multiple majors/departments”*
      - *“Losing faculty contact is a problem”*
    - Centralized training

- *“Collective training is good, but reduces student access. But sharing of resources, training is good. Consistent training across college is needed, including how to respond to stressed students. Faculty needs to know resources, handbook centralized. Consistency in shared visions is important”*
  - Centralized quality monitoring
  - College advising committee
- ⌘ No matter what structure is in place, it is important to grow the relationship between faculty and students
  - ⌘ Connection between this relationship and location is important to consider
    - No consensus regarding majors in same location, or different advisors in same location serving different majors
  - ⌘ Considers this in conflict with staff back-up
- ⌘ Group noted that department’s current situation dictated their point of view
  - ⌘ *“It seems that much of the discussion is determined by the departments current situation. In other words, no change !!!!! It is a wicked problem. No solution possible. Give the advisors resources, and then evaluate best advising model later”*
- ⌘ Miscellaneous Comments
  - Building future leaders. This is mentioned a few times, but group is unclear about how this fits into the principles or the advising structures
    - *“Not only help them to navigate, but have them take responsibilities and ownership. Help them build confidence, by putting them in a successful environment, to help the freshman year in total”*

## Full Retreat Notes

CAES Undergraduate Advising Retreat, May 2014- Hopmans note taker table 7

Intro:

Diane – welcome. Engage you all, discussion for our students, towards best undergraduate students experience. Thanks Sue Ebeler. This is the first time for kind of discussion we now have with everybody together. Thanks Carol. Thanks Leadership Helene and her believe in our students. Extraordinary day, and we will learn a lot. Introduce Helene>

Helene – D from get go talks about undergraduate students importance and advising. D is very passionate. Very important day. Lots to cover. How can we continue to have excellence for our students. Introduce Ed, VP undergraduate studies on campus. Here to just listen.

Thank you all and all the work you do. Faculty, chairs and advisors. Can not overstate importance of staff advisors. Students value advisors time, but they need attention before they come to deans office. Students want needs met quickly, so it requires dedication. Students will need job ready when they graduate.

But, we see many students with difficulties in DO. Too many get into trouble, and often too late. Many students may not see advisor. Listening sessions with Dean, students say they want compulsory advising and regular support. Whole campus is looking into advising, such as Blue Ribbon Committee. CAES established their own undergraduate advising committee, and they made recommendations.

We have done well, but need to be prepared to improve. We have pretty high level of advising and have improved, as compared to 2006. Some 50% are now satisfied. Some other colleges such as HARCS have done better. But too many students run into academic difficulty. About 14%, or 800 individual students per quarter. Too many do not see advisor. Special concerns are freshmen and transfers. About 30% is first year students. How can we capture does students and reach them. Some majors have more difficulties. Need to identify issues for those. We are not alone, and other campuses are looking at advising as well, mostly across nation. This generation needs more help, that is a given. How can we make an impact and stay at our nr one ranking.

We are also faced with 20-20 initiative. 5000 more students, with about half of them from outside CA. This requires special needs, more classrooms and facilities. Make sure we can enhance excellence experiences for our students, and need to reduce nr off students seeking our help. Today will be making a longterm commitment. We have set of principles and baseline actions/responsibilities. First make input on responsibilities and principles. Second, provide creative input towards outstanding experiences for our students. Nothing is finalized. Provost will assist with finances, but we need to respond. We need submit plan by July. There is no preconceived plan. We have data for you to review. Implementation committee will make summary of our discussion. There are concerns about reporting lines. No worries. Lets come up with a plan that is best for our students and best advice and some accountability will be needed. Plan must be plan forward, no size fits all. Be creative, so we are impressed in the end. WE WANT to stimulate discussion. Lets not worry about autonomy, status quo is not an option.

Q – Will students be engaged in process? Listening sessions with students, but involving stuents was not practical. Possibly, we can engage students later through aggie ambassadors and peer advisors. Not necessarily can articulate what they can get, but they could articulate what they did not get.

Tim: thanks for having me. Proud graduate student in IAD. Ag innovations Network is facilitation shop with stakeholders, many related to agriculture. Challenging task. Lets review agenda. Direct. Ground rules: Objective, there are proposed principles/actions, are they acceptable to you and are they the right ones, what is missing. This is a longterm commitment, so we want to do it right. What is the right way to align ourselves. We need your input today. Today is not the end though, there will be follow up.

Our first breakout. Need volunteer for each table for time keeper. Lilly is time keeper. Jennie will be note taker on flip charts.

Hopes and CncernsP 30 seconds each of main comment/concern:

- Want to improve retention. Concern is staff safety.
- =Reaching students, and step towards them. Concern in the process remove their sense of ownership.
- Do something like private college system. From get go advising in place. Concern: is centralizes system the best way to do this.

- Hope is that there will be a centralized freshman student advising center. Concern: too much centralized advising may remove faculty input.
- Hope is look at advising to make sure course requirements are clear. Concern: faculty are increasingly more removed from advising. How to put system in place for faculty to be engaged
- Hope is more holistic sense of advising. Concern: lack of advisor career training.

Synthesis: Hopes are more student support and holistic approach, but maintain self responsibility. But there must be early alert system. Concerns are that faculty are increasingly more removed, because culture on campus is changing, because faculty are so busy already with grant writing and other competing responsibilities. Not clear what faculty desire in terms of advising, but not really primary importance for them in merits/promotions. Centralization may decrease faculty involvement.

Excellent overall list of hopes and concerns. Not re-inventing the wheels. Be pro-active. Remain student centric, realistic solutions. Lack of dept control, change is hard. Outcomes leads to implementation, is 350 size fits all. Does outcome of today inform the dean and can be implemented. Maybe end results leads to mediocracy, and loose faculty involvement. Faculty desire better outcomes, but not necessarily their top priority in merit/promotions.

#### Ground Rules:

1. Listen with respect. Sharing with respect, each has time to listen and speak.
2. All ideas are welcome, also bad ideas.
3. Lets attack problems, not people. Lets not attach to ideas.
4. Stay on topic. Just 4 hours.
5. Phones away.
6. If you got stuck, get help.

#### Offer invitations/ opportunities:

1. Be open for mind changes
2. Be ready to listen, with fresh ears.
3. Accept differences of opinion. This is healthy

4. Embrace compromise. Set your self in place of dean.

5. Be creative, and have fun.

Q: Where does advising react to? It is a system, not a problem.

A: Not sure. We will discuss this today. What is the root of the problem.

Q. Do we have a resource allocation idea?

A. Discuss with group. We cant answer this as a big group. Discuss in small group.

**Breakout 1:** Do we have the right principles of advising.

Russ - representing working group with Kim and Sara. Passionate committee. Come to work into best college of the world. That must be translated to student quality and advising. Report was one final piece, distilled from much early planning and advising spectrum. Not just one view in time, but took a lot of planning. There was no set agenda. Ultimately, it is about the student, and as a leading college, why doo we do this. Ultimately, if we are the most succesfull, we want to turn out the most succesfull students and alumni, stating we are the best in the world. Committee was game to turn every stone, and would seek more data, if so needed.

Kim – there was blue ribbon committee, ad hoc caes committee, Utube surveys, WASC review, and many report indicating deficiencies in advising, there is a need for earlier intervention, to prevent students with academic difficulties. We are increasing nr of students that we are dismissing.

Sara – this was comprehensive process. It is now 13 months. Human resources elements, position descriptions and other dept difficulties, professional development opportunities, and the



whole range of prof development. Look at people part of it. How to increase student outcome, and improve reporting guidelines. Many efforts were done.

Russ – talked a lot about the role of faculty as part of continuum. It should be reiterated and acknowledged, from Academic senate and from departments. This was extremely important, and faculty are committed and are critical.

Sara – budget. Lack of resources. Did an indepth analysis of RAC and dept budgets and different colleges. But did not want resources to be main part of discussion. Instead be creative.

Kim – Principles. How did we get there. Build a proactive culture, rather reactive. So, recommendations are to build proactive advising. We need to set benchmark on nr of advisors/students, as well as quality of professionals of advisors. We all have different advising skill sets, but all will require training and certification. New model must include continuity of advising from peer advisors, staff advisors and faculty advising. Continue increase electronic access to advising, using student portal, as it provides more time for real time contact with student. Faculty will need to continue engage with students. They will need that to feel part of dept community. Cultivate high level of professionalism as well. Apply systems of accountability.

Russ – Idea of proactive advising, students become empowered, and they have a skin in the game. Student setup themselves up for success. Use less bandaids. Summarize principles:

- Embrace and seek proactive advising: professional staff,
- Equity for student access for advising; staff sufficient.
- Cultivate advising staff professionally: HR issues, promote support for faculty. Need penalize if needed.
- Need to measure level of success. Need feedback, and as we move forward, we will improve.

Table 7 discussion:

Core principles 1 and 3: (after 20 minutes, review and ask what is missing).

1. Proactive Advising: Value of principle is great. Is it for student, faculty, or everybody. It all has to go with the idea to decrease loss of students and those in academic difficulty. We need to be clear from the get go. Do not only think of advisor, but also from student view point. Aha moment is maybe too late, for both students and staff. We should have advising guidelines for students. We need onestop portal, but how to develop and communicate to students. We have not made much progress. We need to anticipate the questions and then implement. How about video's for the students, before admission, with advising information and as part of orientation. We must make it easy accessible. But, may be overly optimistic that students will seek that information. Instead, we need to be more proactive and make students see and read the information: Go to that one portal, rather than have all scattered information across web sites. There must be one PORTAL with all advising information and deadlines. Keep it simple. Checklist experience may be important for student. Do this with admit letter. Focus on freshman and think ahead. Campus webservices are ready to put this campus-wide portal together. So information access is available for everybody, but make sure that templates are identical between majors/colleges. How to have info available if students want to change majors. Would have to work with new VP advising on this.

Faculty: they are not rewarded, so difficult to address. How about assign faculty advisor to each new student. Is this different between advisor. Have social program associated with faculty advising. Make sure faculty are welcoming and accessible. Commencement should have more faculty involvement. Advisors should be welcoming at faculty meetings. Relationships with Deans advising and faculty advising, and build advising community. Provide financial resources to faculty so they become more engaged with student advising, instead of only merit/promotions.

3. Professionals in advising. Staff advisor should not be too far removed from administer advising, there is some real value in this, rather than only seeing students and do advising.. Maybe too narrow view point. All agree, how to mix these other admin duties. However, event planning etc should not be staff advising duties. However, some can be culture building as well. Let students do the running of the event. Advisors would like to be involved in graduation events. Resolution is integration of admin, advising staff and students in admin/planning activities. Admin clustering has caused some lack of focused staff and admin.

Student peer advising. Great experience, and be more centralized. Have student advising more integrated and give them responsibilities. Centralized training of both staff and peer advisor training is recommended. Diversity must be addressed in professional development. How to prepare for international students and their advising. Such students pretty much stay on campus, and do not go downtown, as told by their parents. Do we need translation services so

as to improve communication/advising with international students, as well as cultural sensitivity training.

What is missing? Embracing technologies. Use process mapping approach, and clarify where advising comes in. Also, to build future leaders, not clear this comes out in the recommendations. Not only help them to navigate, but have them take responsibilities and ownership. Help them build confidence, by putting them in a successful environment, to help the freshman year in total. Have a freshman resource center, and build their self confidence up. But do not do the hand-holding, guiding them and be supportive. Students will need to make decisions but give them options, and when do parents step in. We guide them, and build their confidence. How do you catch students with depression. Send them to CAPS.

#### Big Take Aways:

Table 1 – New Tools, and make them available, social media. Not use paper catalogue, but use video's on line (Principle 1), and mandatory advising. Better communicate to the students what advising tools are available. Regarding principle 3, training/mentorship of staff advisors, and have harmonization between master advisors across depts. How to increase rewards for faculty advising.

Table 3 – Principle 1: 350:1 ratio is a benchmark that is a standard, nothing more. Mandatory advising is good, including required advising course, and use discovery groups to make them mandatory. On-line advising could be used to push students in advising offices. Principle 3: get more recognition to faculty advisors, but do not know what do. Conflicts in hiring.

Table 5\_ Principle 1: thinking about alternative models of mandatory advising, such as a class, Utube video's, student-led clubs, within departments, through residence halls and develop topic series off campus, or group advising through majors, both with staff and faculty. Principle 3 - Set up certification program through staff development. Have us of online materials for both training and delivery of student advising.

Table 7 – Principle 1: Clarify proactive, seek teachable moments at admission, develop access tools using aps/computers. Students should be clarify of who is their faculty advisor, create community building between students and faculty within departments and majors, but will need resources. Have a freshman resources center on campus. Build future leaders through advising. Principle 3: Tease out admin duties that are related to student advising, but do not want advising staff not to be too much disconnected from dept admin. Also make diversity part of advising as well. Think about how to engage student in professional development.

Table 9 – Principle 1: Use as much as is already in existence on campus, such as advising in residence areas. Mandatory advising is great, but use advising syllabus to develop connection

with faculty and staff advisors. Principle 3: Muscles for faculty advising rewards: faculty stipends. Also develop handbook to build roadmap for both students and faculty advisors.

Table 2 p Principle 2: Providing equity to student access. Focused on communication, best conditions and obstacles of flow of students to advisors/faculty. Just not enough time for students. Priorities to not negatively impact admin duties. Students just do not see advisors, part because of external problems for students (time, commitment). Portal will be very helpful. Like to see mandatory advising in first year. Course for first year majors. Advising varies among depts. Faculty provide content, whereas staff provides details. Principle 4 – Accountability is difficult to define for faculty. For staff is not always clear. Have better connection with deans office. Also differences between majors, individual versus structured majors.

Table 4: Principle 2: Advising can not be available 24/7. Calendaring system would be very useful, also regarding part time advisors. Identify backups for advisors, and formalize. Mandate first year advising and reporting. Setup triage systems. Principle 4 – Against formalized annual review. Define clearly advising outcomes, and their could vary between depts/majors. Let Dept define objective statements, and specific success metrics. Do not report directly to College.

Table 6: Principle 2: Key is communication. How many students are turned away, and can we adsorb all the students that require advising. Introduce first year students to advising in the class room. Principle 4: Devise metrics, not clear on who to report to, such as College or not.

Table 8. Principle 2: not sure. Principle 4: Use surveys for feedback.

BREAK: Yes, this is needed.

Table 7 again. Now, the 4 options, to be discussed. Marcel will review them:

Think about the different ways of advising and trade offs. The 4 are reasonable representation of different options. No decision or recommendation at all.

Option 1- Fully decentralized. Current structure mostly, but some changes

Option 2 – Hybrid structure

Option 3 – Fully centralized, as in eng and biological sciences.

Option 1 – Major based advising structure, with advisors in current dept structure, with communications between staff, faculty and students. Excellent for small majors. Community structured is major strength of this option. Depts have high degree of autonomy. CAES may have to increase advising support, such as staff certification. Problem, it is hard to maintain equity in advising, as well as continuity and access, especially for small majors. Actions required will depend on major and department.

Option 2. Based on physical proximity or subject-based. Implies shift from autonomous to more group responsibilities in order to help achieve efficiencies. Optimize the group size to allow co-location and coverage. Have multiple people (some part time) at the same place. It may increase student visibility, esp useful for undeclared majors. Staff availability will have to be clear, and they will likely more collaborate as option 1. Reporting lines are currently to cluster staff, and collocation could improve training opportunities and staff evaluation.

Option 3. All together in one physical place, with increase in cross training, like in DO for undeclared. This option represents loss of autonomy and control, but make day by day things more flexible and better communicated. Some of core principles are now delegated to DO. Biggest problem is keeping track of changes within majors, and loss of community culture.

Focus on student access, transfer students, training and staff review, cross coverage, faculty engagement and departmental community.

**Breakout 2 - 3 minutes per person to advocate your dept. group discussion with common and diverging themes. Maybe compromise already.**

ANS -

Fully autonomous. Staff enjoy backup for Option 3, but faculty engagement disappears. So option 2 is preferred.

Kathryn /Lisa: clustering small majors works great. But loosing faculty contact is a problem. Physical distance is a problem.

FST: already clustered with about 450 students. Tiffany is only staff advisor. She likes the cluster hybrid model of option 2. Involved in curriculum development and with students. However, no faculty advising model. As only staff advisor it is difficult to manage, as she has to go to meetings, etc. Difficult to communicate with students because of limited time.

ARE: Large dept. Managerial economics serving about 1200 students. Would to keep option 1. It is all about numbers. Currently two advisors. Too many students, and could use a third advisor. Now, no admin.

ETOX: Metro cluster, serving about 600 students. Everybody likes it. Cluster oriented with cross training, but not co-located. Like centralized training, and centralized quality monitoring, college advising committee.

Synthesis: Collective training is good, but reduces student access. But sharing of resources, training is good. Consistent training across college is needed, including how to respond to stressed students. Faculty need to know resources, handbook centralized. Consistency in shared visions is important.

Like size of majors. All are large, serving many undergraduate students, but clustering arrangements vary. Some of large and single major in one department (favors option 1), where as others have multiple majors in one dept to advise (option 1 and 2 mix), and others use some kind of admin clustering arrangement in advising. Some do not like the multiple locations, and favor single location while serving multiple majors, including for those with multiple majors/depts. Still student-staff-faculty relations are important. There is a conflict of needing staff backup versus student/staff relationship. One would favor collocation, versus the other option for advising so stay within dept. Special case is Tiffany with BAE, FST and VIN advising.

If same geography location, but different majors. Need different expertise across majors. Like ANS and NUT, would not favor further clustering. Even if more resources, difficult to find qualified credentials for supervision of advising staff.

Need same PD for student advisors. Group advising sessions and mandatory advising would be good. Also the Portal.

Common: Relationships between faculty staff and students are important. SO, geography is important. Also sizes of majors are important when considering options. Each department should have autonomy in deciding option. Dependent on nr of students, how does dept decide to cluster? Others would find discipline more important. It seems that much of the discussion is determined by the departments current situation. In other words, no change !!!!! It is a wicked problem. No solution possible. Give the advisors resources, and then evaluate best advising model later.

Now: Number 1 think that will make it happen or not happen?

Table 9- in between options 1 and 3. Each have clear advantages. The hybrid takes much collaboration between CAES and dept units, and maintain level of training between units.

Table 8 – Advising structures of each dept are very unique. SO structure needs to be decided for each dept. Reporting to CAES makes no chance. No change for the sake of change.

Table 7 – Advising cluster should left to the dept and depends on size. But need uniform structure of advising and quality performance. Main discussion was relevance between disciplines versus geography.

Table 6 – Maintain autonomy. Personalization between master and staff advisors remains important. Maybe do centralized advising in first year only.

Table 5 – Should have CDG course for all freshman. Keep advising dept – based. GE advising should remain one-step. Keep everything as is, pretty much.

Table 4 - No agreement on model type. Agreed on not completely centralized. Should keep staff advisors in dept offices. Majors are all very unique. Develop centralized freshman development center.

Table 3 - Agree that the hybrid model would work well. Home-based is important. Training remains important, with assistance by the DO. Maybe DO will be the major connection, as well as continuity of advising across various levels.

Table 2 – Keep staff advisor in dept, but increase cross training, with more supervision by DO. Need more opportunities for communications with DO and across depts./majors.

Table 1` - Like hybrid model. Location, location, location, no size fits all. Bring advisors together is a good thing.

Call out Big Themes: No centralized, but consenses mostly on smart clustering. Freshman co advising seems very important. Shared training, communication across majors and between departments and DO. Many would not support reporting to DO, but not clear what that means.

Helene: Hard work. Will have to weave together ideas. How about the 700 undeclared students that have no departmental affiliation. Now , we need to synthesize. Will get back to you.



## Table 8 – Summary of Retreat Notes

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### Summary Report

### Hopes and Concerns

#### » Hopes

- › Maintain continuity in advising, while increasing the interaction between faculty and students
- › Process is actionable
- › Changes contribute to student’s success
- › Learn more about Master Advisor role and what students need
- › FR “*get on their feet quicker*”

#### » Concerns

- › Implementation—if it will actually happen, and time
- › Will budget and finances be there to support change
- › Advisor burnout
- › Overworking staff advisors
- › Office space
- › Reconfiguring is not really addressing the issue, but rather “*reshuffling desk chairs*”

## Principles and Responsibilities

- » Principle #2: Provide equity in student access to advising to CA&ES
  - 】 Students don't know when to see a staff advisor vs. faculty, vs. dean's office
  - 】 Differences between the types of advisors unclear
    - *"What's the difference between a college advisor and a staff advisor? This is a consistent question"*
  - 】 Develop a FAQ's for all majors
    - A "simple and low-cost" way to help guide students
    - Could be housed in the same place for all departments in order to ensure consistency (could be online, and not in a physical location)
      - Sample Question: *what are the differences among advisors?*
    - Even FAQ would not be able to handle all types of inquiry
      - Some questions are not quick, require file review, not a simple yes or no
  - 】 Information regarding advising access and student advising numbers was not well known
    - *"What access is available to advising and what do students understand (how do we get them to understand)?"*
      - *"Do we have students turned away for advising?"*
      - One solution: "Send a reminder to students via email about the advising services available"
  - 】 Stressed the importance of access to advisors (advisors seeing all students), but are aware of limitations (due to administrative duties, and staff capacity)
    - *"Could be a problem to see everyone who want to be on the safe side in addition to those who are not in good academic standing"*
    - Suggestions for reducing admin burdens
      - "Figure out which administrative duties we'd keep for advisors"
      - "Helpful to have more staff advisors, but also someone designated to work with advisors and faculty." ("someone" would cover administrative duties?)
- » Principle #4: Apply systems of accountability to CA&ES student advising systems
  - 】 There is value in a system of accountability
    - Metrics need to be identified and determined
    - Metrics are necessary in order to ensure consistency
      - *"We need metrics for consistency"*
  - 】 Important to understand current state of advising and satisfaction in order to determine solutions and allocate resources
    - *"To allocate resources, it may be helpful to know where students are being turned away for advising"*
      - Suggestion for deployment of an advising survey
  - 】 Unsure of the effectiveness or impression advising structure has on student decisions
    - *Will students take our advice?"*

- 】 Strong support for no change in the reporting protocol
  - Reporting and annual evaluations should stay within the department and college
    - *“Departments should not be bypassed...faculty need to know what’s going on in advising”*
    - *“Okay to report to 2 people – don’t want Dean’s office doing my yearly appraisal”*

## Advising Structures

- 】 Strong alignment that complete centralization would now be a successful model
- 】 Did believe that some “centralization” could benefit departments, in particular where it could alleviate some of the administrative burdens
  - 】 *“Petitions would go to central location/Dean’s office as well as exceptions. Shared service for FR advising/study plans/here are your options”*
- 】 Some Hybrid models were deemed viable possibilities
  - 】 *“Lower-division being broader and upper-division more major/departement-focused”*
  - 】 *“CDG model expanded to include departmental advising”*
- 】 Clustering is a good compromise that allows for a knowledgeable advisor, collaboration, and back-up
  - 】 *Metro cluster discussion – cluster based advising program discipline driven.*
  - 】 *Important to have administrative/analyst position to take on some task to free up advisors*
  - 】 *Collaboration, back-up, meeting with Master Advisors and faculty advisors*
- 】 The geographic location of advising was recognized as an important consideration
  - 】 Central place/location to address general advising and to help with some of the associated administrative tasks
  - 】 Closer to where students are in class the better
- 】 Ideal: one-stop major and GE advising

## Full Retreat Notes

May 20, 2014

Diane's intro

Dean's intro

- How can we build towards excellence in our undergraduate advising
- How to reach and improve FR and TR advising
- Academic difficulty – feels like students in this generation just need more help
- 2020 initiative – how can we get ready for this next wave of students, how can we enhance advising

Tim

- Objectives
- Principles to guide
- How to achieve

### Hopes and Concerns

Breakout (Group)

- Hopeful for continuity in advising, worried it will take a long time to implement.
- Hope we come out of this with some very specific things/actions. Concern is always about the budget.
- Hopefully the students will get a lot out of the changes. Concerns for advisor burnout.
- Hope he can learn more about MA role and what students need. Concern for overworking staff advisors
- Really want to help students and want them to succeed. Concerns about how long it will take, the finances, and office space.
- Wants to see FR get on their feet quicker. Concern about implementation, will it really happen.
- Increasing interaction between faculty and students. Concern is reshuffling desk chairs, not really addressing the issue.

(Tim)

Hopes

- Benefit students
- Preserving what works
- Clearer communication
- Evolve with change
- Increase interactions
- Simple proactive address department needs
- Student responsibilities

Concerns

- Change is hard

- One size fits all
- Too centralized, lose availability to be adaptable flexible
- Mediocrity
- Less faculty involvement with centralization
- Money, support, training
- Implementation

## Ground Rules

### Invitations

- Be open to having your mind changed
- Don't be attached to your ideas or listen from your own
- Embrace compromise
- Have fun and be creative
- Accept there will be differences

## Principles and Responsibilities

Implementation committee members (Russ, Sara, Kim):

### Undergraduate Advising Review Workgroup

- 13-month process
- Comprehensive review
- Diverse workgroup
- Consultation and presentations
- Comprehensive report
  - About the students
  - Successful students, researchers, alumni
  - Data showed deficiencies in advising, needing clearer communication, paths to advising
    - Student success and satisfaction
    - resources challenges
    - Faculty roles in advising
      - Acknowledgement
    - Budget
      - Lack of resources/resources needed
    - National advising best practices
      - Build a proactive culture in our College
      - Provide equity for advisors/students
      - advising – online resources
      - Collaboration and connectedness important
    - Curriculum
  - Guiding principles:
    - Proactive advising culture
    - Provide equity for advising access
    - Cultivate and maintain advising professionalism
      - HR issues
      - Roles of faculty / awards
    - Measures of success

## Principle # 2

### Provide equity in student access to advising to CA&ES

- Students don't know when to see a staff advisor vs faculty, vs dean's office
- What's the difference between a College advisor and a staff advisor – consistent question
- FAQ's for all majors – what are the differences among advisors? Who should be creating it and where does it live? Same location for all departments – consistency.
- FAQs seem simple and low cost
- Some questions are not quick, require file review, not a simple yes or no
- Location could be website, not physical location.
- Make “Advising Information”
- What access is available to advising and what do students understand (how do we get them to understand)
- Do we have students turned away for advising?
- Some students do not want to see peer advisors, want to see staff advisors
- Problem to see everyone who want to be on the safe side in addition to those who are not in good academic standing
- Send a reminder to students via email about the advising services available
- Figure out which admin duties we'd keep for advisors
- Helpful to have more staff advisors, but also someone designated to work with advisors and faculty

## Principle #4

- All can advise students, sense of accountability, will students take our advice
- System of accountability for everyone, what do we measure
- To allocate resources, may be helpful to know where students are being turned away for advising
- What is student satisfaction – advising survey
- We need metrics – consistency
- Reporting lines – Departments should not be bypassed (faculty need to know what's going on in advising)
- Okay to report to 2 people – don't want Dean's office doing my yearly appraisal
- Would not want actual reporting to change
- Why not give more resources to staff advisors who need them
- What is the level of satisfaction among majors in CAES

(Note: our table broke into several side conversations, making it difficult to capture everything.)

## Advising Structures

Marcel

### Possibilities/strategies

- Think broadly about the different ways advising can be structured
- Think of the range of possibilities
- Open discussion needed about trade-offs

Departmentally/Major based  
Hybrid  
Co-Localized

Table discussion:

What are the common themes/what are the divergent views/what are the department preferences/possible approach to meet distinct needs at table

No major, no history, here to learn, no clue what the department would want. Personal would be hybrid with lower division being broader and upper division more major/dept focused

One extreme to the other – one major advisor very knowledgeable – now clustered. Have peer advisors. Geographic location matters. Central model would not work, do not feel true major advising can be supported in central

Hybrid – CDG model expanded to include departmental advising

Metro cluster discussion – cluster based advising program discipline driven. Collaboration, back-up, meeting with MA and faculty advisors. Could co-locate. Important to have administrative/analyst position to take on some task to free up advisors. Dotted-line to the Dean's Office. Approximately 1100 students. 3.5 FTE.

LAWR – Departmentally based for advising. Would like one-stop major and GE advising. Petitions would go to central location/Dean's office as well as exceptions. Shared service for FR advising/study plans/here are your options (Comment – by DO staff: GE cannot be parceled out. Expectation is that all students will come to the Dean's Office.)

Departmental model - large major – need for more advising support, advising center in place already

In favor of keeping advising in the department (HDE, CRD, LDA, SAFS). Keep it in house (Hart and Hunt halls).

## **Report Back**

General comments:

- Electronic oversight/review
- Better link for undeclared referrals (biggest major is undeclared/exploratory)
- CDG for all undeclared, if not full year, at least one quarter
- Our college is too diverse

Common themes

- CDG course for first quarter
- Departmental based
- Discipline clustering maybe
- Respect what we already have and have built
- Include GE for advising one-stop

- Better refer undeclared students, betterment of communication between College advisors (who would refer undeclared) and staff advisors

Big themes

- No centralizing
- Range from autonomous to smart hybridization
- Collaboration, connection
- Training for all levels of advising
- Area of concern, reporting lines to CAES
- Freshman resource center
- Cross training and sharing best practices
- Concern – don't want to lose sense of "home base" with a hybrid model
- Advising team approach
- 350:1 ratio doesn't work for all majors



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### Summary Report

#### Hopes and Concerns

##### » Hopes

- › Simple system for advising
- › Solutions that work best for students in their specific majors that account for differences between majors
- › More proactive advising structure, mandatory advising, and that there are sufficient resources to do proactive advising
- › Sees advantage of mandatory advising, and it might be best overall
- › Would like to see mandatory advising with a staff advisor, so that staff member could explain to the student the resources available (staff advising, faculty advising)
- › Likes the idea of centralized training and staff development
- › Hybrid model might be good. Could include a college advising committee

##### » Concern

- › Too much centralization at the dean's office, they won't know all the information specific to the individual majors
- › That advising will end up centered in the dean's office
- › If we move more towards a clustered advising structure, it would be centralized in the dean's office
- › Advising centered in the dean's office
- › In exchange for mandatory, we might lose some of what is currently offered
- › Situation where there is mandatory advising when there is nothing for the faculty member to discuss with the student

## Principles and Responsibilities

- » Principle 1: Build a proactive advising culture within CA&ES
  - › Overall group was in support of principle 1
  - › Some concerns about 350:1 ratios
    - It's nice to have a target number, but perhaps it should be flexible. In discipline based advising, you might have 250:1
    - If you have only one major or one track, a higher ratio might be acceptable
    - If a staff advisor is responsible for more than one major, a lower ratio might be acceptable
    - Consider 350:1 as an average. There would be a concern that some departments have a high ratio only because they do not want to devote resources to advising
  - › An advising curriculum should include mandatory advising
    - First year students need more. Perhaps they should be required to get mandatory advising 2 or 3 times in the first year; sophomore year, at least once
    - Perhaps we need to put a hold on registration until they come in for mandatory advising (like College of Engineering does)
  - › Improving access to on-line advising services
    - The Student Advising Portal is already making strides. So, put a stronger focus on the Student Advising Portal
      - It improves students' ability for long term planning
    - Students can create their study plan on the Portal, then come to the staff adviser to discuss the study plan
  - › Master advisers should help set policy and gather faculty input for that.
    - Seems like master advisers deal with problems for which there are not specific answers (e.g. a student requests an exception for an override)
      - Course catalog should be revised to formalize the exceptions so we make it fair for all students
- » Principle 3: Cultivate and maintain a high level of professionalism in advising services
  - › There are some faculty that do not have any interest in advising and they do not want to advise students
  - › The effort should be recognized formally in the merit process
    - There is no negative impact in merit/promotion if you do not advise, or if you do not advise well
    - Perhaps provide a stipend for additional advising for advising meetings, for advising groups, etc.
  - › Value in developing some support tools
    - Develop a list of "best practices" or handbook (for both faculty and staff advisers), especially for how to deal with exceptions
    - Develop an advising syllabus for staff training purposes to understand different needs of transfer students versus freshman
  - › Peer Advising

- CA&ES has peer advising training for peer advisors in the dean's office. There is a plan to extend the peer advising training to peer advisors in the departments.
  - *"In the past, there was a model that clearly defined what was done by the peer adviser, the staff adviser, and the faculty adviser. It seems that technology has changed that"*
  - *"When faculty stopped handing grades to staff advisers, the staff advisers lost some of the ability to easily see which students might be in difficulty and need more advising attention"*

## **Advising Structures**

*Table joined table 10*

## Full Retreat Notes

### HOPES and CONCERNS DISCUSSION (Table #9)

Hope for simple system for advising. Concern that it not be centered in the dean's office.

Since majors are different, hope for solutions that work best for students in their specific majors.

Hope for proactive advising structure. Concern that if we move more towards a clustered advising structure, it should not mean centralized in the dean's office.

Hope for mandatory advising. Concern that in exchange for mandatory, we might lose some of what is currently offered. Would like mandatory to be in addition to what we currently offer.

Hope that we have sufficient resources to do proactive advising. Concern is that she does not want it all centered in the dean's office.

Sees advantage of mandatory advising, and it might be best overall. But wants to avoid the situation of mandatory advising when there is nothing for the faculty member to discuss with the student.

Would like to see mandatory advising with a staff advisor, so that staff member could explain to the student the resources available (staff advising, faculty advising).

Likes the idea of centralized training and staff development.

Hybrid model might be good. Could include a college advising committee (SAO from each cluster meet with UAP Associate Dean on regular basis.)

Concern that if you have too much centralized at the dean's office, they won't know all the information specific to the individual majors.

### SESSION 1 – FEEDBACK ON PRINCIPLES & ACTIONS #1 and #3 (Table #9)

#### PRINCIPLE/ACTION #1

#1 is an important principle. It's nice to have a target number, but perhaps it should be flexible. In discipline based advising, you might have 250:1. If you have only one major or one track, a higher ratio might be acceptable. If a staff advisor is responsible for more than one major, a lower ratio might be acceptable. Consider 350:1 as an average. There would be a concern that some departments have a high ratio only because they do not want to devote resources to advising.

An advising curriculum should include mandatory advising. First year students need more. Perhaps they should be required to get mandatory advising 2 or 3 times in the first year;

sophomore year, at least once. Perhaps we need to put a hold on registration until they come in for mandatory advising (like College of Engineering does).

The Student Advising Portal is already improving access to on-line advising services. So, put a stronger focus on the Student Advising Portal. It improves students' ability for long term planning. Students can create their study plan on the Portal, then come to the staff adviser to discuss the study plan.

Master advisers help set policy and gather faculty input for that. Seems like master advisers deal with problems for which there are not specific answers (e.g. a student requests an exception for an override.....course catalog should be revised to formalize the exceptions so we make it fair for all students).

### PRINCIPLE/ACTION #3

There are some faculty that do not have any interest in advising and they do not want to advise students. The effort should be recognized formally in the merit process. There is no negative impact in merit/promotion if you do not advise, or if you do not advise well.

Perhaps provide a stipend for additional advising for advising meetings, for advising groups, etc.

It would be good to develop a list of "best practices" or handbook (for both faculty and staff advisers), especially for how to deal with exceptions.

It would be good to develop an advising syllabus for staff training purposes to understand different needs of transfer students versus freshman.

CA&ES has peer advising training for peer advisors in the dean's office. There is a plan to extend the peer advising training to peer advisors in the departments.

In the past, there was a model that clearly defined what was done by the peer adviser, the staff adviser, and the faculty adviser. It seems that technology has changed that. When faculty stopped handing grades to staff advisers, the staff advisers lost some of the ability to easily see which students might be in difficulty and need more advising attention.

### SESSION 2 – RECOMMENDATIONS ON ADVISING STRUCTURES (Table #10)

[We had only 3 people plus the note taker at Table 10. So, Carol moved the 4 of us at Table 10 to other tables that needed people to fill out their 8 seats.]

## Table 10 – Summary of Retreat Notes

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Full Retreat Notes (Ebeler).....	4

### Summary Report

### Hopes and Concerns

Not captured by note-taker

### Principles and Responsibilities

Not captured by note-taker

### Advising Structures

- » Agreement that a completely centralized system would not be effective for majors.
  - › Group be need for different structures for different majors
    - “Special requirements for major can’t be met through Dean’s Office advising”
  - › “I only want a decentralized model, I have not had good experiences with the Dean’s Office”
- » Some interest expressed for a Hybrid Model
  - › Co-localized yet independent
    - “Multiple advisors in one place, but each dept has responsibility for their own advisors. Leads to better coverage when staff advisors out”
- » Certain opportunities where support Deans Office would be useful
  - › When student are undeclared or struggling academically

- *“Undeclared and exploratory go through Dean’s office for help in identifying major—class (CDG) can help students learn how to navigate the system”*
- *“Need Dean’s Office for students in academic difficulty”*
- › Training (for faculty, staff, and MA) and resources deployment
  - Value in consistent trainings program across campus
    - *“Training should be consistent, with the Dean’s Office organizing the training”*
    - *“Need handbooks and resources for advisors”*
    - *“Need more information and training on portal”*
    - *“How to have good transitions as faculty and staff advisors change”*
- › Support with online tools and networks
  - Use of Portal in On-line Advising
    - This was identified as a useful tool, but the level of use across campus was unknown
      - *“Use portal to monitor student progress find ways to identify triggers when students are starting to get into trouble”*
      - *“Are departments using the portal? Need consistency in use and applications for on-line advising”*
      - *As an information entryway for students, but unknown “probably best entryway”*
      - *“Considering all of METRO and part of CHEDDAR together; want the Dean’s Office to provide assistance”*
      - *“Are there networks in place to support advisors, faculty, CAOs—can we develop such networks?”*
- › Job descriptions need to be clear and consistent
  - *“Make sure Master Advisors know their responsibilities*
  - *“Need to have consistency in position descriptions. There needs to be equities in job descriptions across colleges”*
  - *“Some staff advisors don’t really know who their supervisor is...”*
- › Mixed opinions on clustering
  - Some thought it was a promising approach. Other expressed skepticism
    - *“Staff would like room to move up professionally—with more clustering this offers that”*
  - How to cluster without turning over control—ie a local hybrid
    - *“How can CAO maintain supervisory authority if staff report to Dean’s Office?”*
  - Dean Office could also serve as “back-up” to support department-level advising
    - *“Maybe someone from Dean’s office can help to fill in for absences in departments”*
    - *“Coverage and back-up needs to be incorporated into the models”*

## ›› Miscellaneous Comments

- › Need interventions before students get in Dean's Office
  - *"Want to be able to meet student needs locally so problems don't always end up in Dean's office"*
- › Creating activities that develop a rapport between faculty, staff, and students will lead to more communication and a healthier advising culture
  - *"Need sense of community (fun things for students to interact with faculty and staff) and Mentorship Programs"*



## **Full Retreat Notes (Ebeler)**

### **Hopes and Concerns**

### **Principles and Responsibilities**

#### **Summary Comments from Breakout #1 (focused on Principles)**

##### Group 1

##### Principle #1:

Use of new technologies—on-line catalog is difficult to traverse, doesn't allow browsing/exploring (Principle 1)

Mandatory advising for first year and transfer students

Communications to students the tools that are available—social media channels

##### Principle #3

Training and mentorship for staff advisors and master advisors, recognition of MAs and staff advisors

Collaborative meetings with staff advisors and DO advisors regarding academic difficulties

##### Group 3

##### Principle #1

Benchmark ratios of 350:1—or less

Mandatory advising—course with advising curriculum (Career Discovery Groups)

On-line advising can be used to push students to advising office

Recognition for faculty advising—how to make that meaningful, truly

##### Principle #3

Diversity of staff advisor responsibilities (in favor of focus on student)

## Group 5

### Principle #1

Alternative models to deliver mandatory advising—class is one option, alternatives: you-tube videos, student clubs, dept-based information, delivery through residence halls, topic series for students living off-campus, group advising within major around specific topics

### Principle #3

Culture of expectations and time and resources for staff—peers and SAO level, set up a certificate program through the college/campus

Training expectations

On-line delivery of tools

## Group 7

### Principle #1

Pro-active—identify teachable moments, when does advising start?

Access—computer, different apps

Creating community

### Principle #3

Clear to students who their faculty advisor is

Create community for students with dept—staff, faculty, peers—need resources to create communities—increase student level of comfort in interacting with faculty/staff

Administrative duties—but staff need to be engaged with faculty

Centralized training (peer advisors have fairly extensive training—other faculty staff not so much)

Training on diversity—understanding of cultural norms and learning influence how we teach classes and offer advising

Freshman resource center—advising, residence hall programs

Building future leaders—how can this happen through advising

Professional development—empowering student rather than simply enabling them

## Table 9

### Principle #1

Making sure student is ready to meet with and interact with faculty

### Principle #3

Compensation for MA

Roadmap for advising

Handbook—what does MA do, staff advisor do, etc.?

## Table 2

### Principle #2—equity and access

Communication—what works best, what are obstacles

Time is limited

Non-advising duties take time away from advising

Many students just won't come in—external issues—work that 'interfere'

Planning for peak advising needs can be difficult

Portal is helpful—

Mandatory advising—way to identify students who are falling behind

Cultures of advising different in each dept

### Principle #4—systems of accountability

Merits and promotions with faculty—Master Advisors vs faculty advisors

Staff somewhat isolated at times—accountability not always clear, better connection to DO

Budgeting for advising varies a lot among dept.

Balancing student advising vs administrative needs

Different majors have different paths through the major—some more straightforward than others

#### Table 4

##### Principle #2

Accessibility—can't be available all hours, use calendaring system

What is back-up? Make sure back-up is available, formalizing of back-up system

Mandating advising—first quarter,

Better ways to identify predictors of struggling students

##### Principle #4

Against formalized annual review—major has learning outcomes,

Define successful advising outcomes and have depts be accountable for these outcomes

How can success of advising be assessed

Students surveys, focus groups

Identify broad objectives at dept level

#### Table 6

##### Principle #2

Communication

How many students are being turned away?

What happens if we are successful—can we handle all students at the key times?

High quality

Curricular aspects—introduce students to advisors

##### Principle #4

How to devise metrics?

Supervising advisors—split feelings

#### Table 8

Proximity to depts.

Surveys after advising visits

## **Advising Structures**

### **BREAKOUT #3—Table 8**

Individual comments

ESM and EPAP; ESP: Co-localized yet independent—multiple advisors in one place, but each dept has responsibility for their own advisors. Leads to better coverage when staff advisors out. 400 majors in ESM and 200 in EPAP—1.5 staff advisors for 600 students

See need for different structures for different majors (was in a different major where faculty advisors had more input on a regular basis). Considering all of METRO and part of CHEDDAR together; want DO to provide assistance

Animal Science: 12-1400 students for, 3 Master advisors, advising staff communicates with faculty daily, have ability to be proactive,

Nutrition: no back-up when staff are out, rely heavily on peers, want to be able to meet student needs locally so problems don't always end up in Dean's office, need sense of community (fun things for students to interact with faculty and staff)

Human Development (also CRD): share advising, one SAO plus 1 assistant, can't turn over advising over dean's office—special requirements for major that can't be met through DO advising. Need DO for students in academic difficulty.

\*Need interventions before students get in Dean's Office

\*There has to be a change—training, more staff, etc.

Dean's office—don't want clustering, make sure depts have coverage for each majors, make sure Master Advisors know their responsibilities, maybe someone from Dean's office can help to fill in for absences in depts; use portal to monitor student progress find ways to identify triggers when students are starting to get into trouble

\*Question—are depts using the portal? Need consistency in use and applications for on-line advising

\*Some staff advisors don't really know who their supervisor is....

\*there are some campus training programs

\*Need training opportunities for faculty and MA also

ARE—only want a decentralized model, have not had good experiences with DO, don't feel that it's true that faculty are not recognized, need more resources for advising, feels that this conversation is one way and is only cosmetically attempting to be open, butt-out to the Dean's office

Need to have consistency in position descriptions—need equities in job descriptions across colleges

Staff would like room to move up professionally—with more clustering this offers that

Can see that different needs for different depts may result in different types of delivery

Maybe let depts choose

Cluster without turning over control—ie a local hybrid

How can CAO maintain supervisory authority if staff report to DO?

Local organized advising, no money conditional on reporting

College needs to help majors—training

Training should be consistent—DO organize training

Develop mentorship programs

Are there networks in place to support advisors, faculty, CAOs—can we develop such networks?

What “everybody knows” may not be true

Need handbooks and resources for advisors

How to have good transitions as faculty and staff advisors change

Students should be most familiar with their dept

Undeclared and exploratory go through Dean’s office for help in identifying major—class (CDG) can help students learn how to navigate the system.

What is best entryway for students to get information—the student portal probably.

Need more information and training on portal

**Shared comments from Breakout #3 (two things to say that emerged from group)**

Table 9

Autonomous and moving toward hybrid models

Autonomous gives more attention to students

With centralized model DO can be responsible for training, etc

Mandatory advising would have to be collaborative

Table 8

Each dept choose own structure

Reporting to DO not appropriate—majors responsible for advising

No change for sake of change

Table 7

Decisions to cluster and remain autonomous depend on dept

But need to have uniform structure and resources for faculty and staff

Problem—if a dept does cluster—how would that happen, geographic vs content

Table 6

Maintaining autonomy—unique aspects of majors/depts.

Specialization and personalization between staff and master advisors is important

Central advising for first years—navigating University,

Table 5

Have a CDG course for all undeclared students in fall

Not centralized, clusters could decide on their own to cluster by discipline

Respect what we have and what we've built

GE advising at Dean's office?

Dean's office triage students, refer undeclared back to depts.

Table 4

Didn't agree on specific model, not really wanting a completely centralized model, keep staff advisors in dept offices

Centralized freshman resource center; one stop web site to get help;

Required advising if get certain grades

MA meet with Assoc Dean

Ensure cross-training between dept and college advisors

Table 3



Hybrid model would work well—need a home base (otherwise students loose sense of community) but there is a disconnect that needs to be addressed, maybe through training, etc.

Advising team approach from college level to dept

Table 2

Keep staff advisors in dept, add in cross-training—said something else that I missed

More opportunities to share good practices—small group discussions, include DO staff

Table 1

Hybrid models—but specific details harder to specify

Bringing advisors together, need better training

## **Report Back**

Tim summary

Ranging from autonomy to smart clustering

Freshman advising could be more centralized

Collaboration, communication, connection—working together to be smarter about what each does

Training

Reporting relationships are areas of concern—how to hold attention of all so that there can be some consistency?