



# University of Alaska Fairbanks Chancellor Report

## Undergraduate Academic Advising: Plan for Improvement

Submitted to:

Brian Rogers, Interim Chancellor  
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Prepared by the Ad hoc Committee for Improving Undergraduate Academic Advising

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# Introduction

In an effort to identify what can be done to improve UAF's student advising and better communicate best practices, an ad hoc committee, under the direction of the Assistant Provost for General Studies, was formed to write an initial plan for improving undergraduate academic advising at UAF. The committee represented faculty and staff advisors, Fairbanks campus, TVC and rural campuses and student interests. A final report will be completed by December, 2009. The impetus for the formation of the committee came from comments about advising (especially faculty advising) that were raised by the Interim Chancellor's transition teams during the summer of 2008.

UAF's advising structure is based on the Shared Split Model wherein undeclared (General Studies) students are advised in an advising unit and declared majors are advised by academic departments. UAF also has elements of the Shared Dual Model of advising where an advising unit (i.e. Rural Student Services, Honors, Student Support Services, rural campuses) shares advising responsibilities with the academic department (NACADA, 2006a). Even though UAF won the NACADA 1993 Outstanding Program Advising Award (UAF Academic Advising Center), the 2001 Advisor Publication Award (Faculty Advisor Manual) and the 2005 Academic Advising Administrator Category and Rola Award (Wanda Martin), there is still room for improvement.

The committee met and reviewed national standards and assessment of academic advising from the National Academic Advising Association (NACADA) [www.nacada.ksu.edu](http://www.nacada.ksu.edu) and the Council for the Advancement of Standards in Higher Education (CAS) [www.cas.edu](http://www.cas.edu). These standards as well as information gleaned from the February 2008 AcademyOne national survey on academic advising and reviews of well-regarded academic advising programs throughout the country informed the recommendations outlined in this plan.

The Ad hoc Committee on Improving Academic Advising has prepared a plan to improve UAF's academic advising and better serve student needs. Members of the committee solicited feedback from other faculty and staff advisors and departments, students, and the Core Revitalization Committee, in preparation of this report. The plan for improving undergraduate academic advising at UAF includes recommendations for six (6) areas listed below:

- 1) Web-Based Advising Resources and Training
- 2) Student Advising Development
- 3) Faculty, Staff, and Peer Advisor Development
- 4) Targeted Advising for Identified Student Populations
- 5) Academic Advising Council
- 6) Assessment

## 1) Web-Based Advising Resources and Training

**Problem:** A new web-based system that includes degree audits, educational planning, and advisor documentation has been purchased by the UA system and is currently being implemented. In the past, the Registrar's office was responsible for the training involved with these BANNER add-on systems with assistance from other academic advising units. This new program, DegreeWorks, will eventually replace the CAAP degree audit system and will be accessed through UAOnline. Students, faculty and staff advisors will have access to the DegreeWorks website with some differences in permission levels. Training for DegreeWorks, UAOnline, and BANNER is not universally accessible, resulting in some advisors who know and understand the web-based systems very well, and some who do not know the systems at all. Student training has been even spottier with most students figuring out how to use UAOnline on their own (students do not have access to BANNER).

**Recommendation:** Provide a three (3) part approach that would institutionalize the process involved in scheduling courses and phase-in additions to DegreeWorks, UAOnline, and BANNER addressing:

- current or immediate web-based resources
- short-term web-based resources and training
- long-term vision of Electronic Advising

**Description:** Phase I: This phase would call for the continuation of activities that are currently in place, which would include, but not be limited to, student orientation, student success workshops and other associated workshops and courses available to students through various advising units. In examining current registration practices, students typically have their registration form printed off, bringing the form to their academic advisor for completion of classes and advisor signature. To bring the process of change and to enhance student self-efficacy, it is recommended that students, utilizing DegreeWorks on UA Online, be able to develop a proposed course plan (indicating courses to be taken), print out the completed plan, and bring it to their academic advisor for review and signature. The key here will be to institutionalize this process, which will be further refined in Phase III. It is hoped that this change in process could be outlined in Fall, 2009 orientation, to be operational for Spring, 2010 registration. Students at rural campuses start the registration period mu

student access. Student familiarity and a sense

## 2) Student Advising Development

**Problem:** This is an expansion of an issue addressed in Web-Based Advising Resources and Training (see section 1) concerning improving student knowledge of university requirements and resources. The recommendations are motivated by the observation that degree requirements and course offerings can be very complicated and thus it is critical that students are aware of these issues early. To better ensure that all students are well informed, two recommendations are presented. The first is simple, specific, and

on-line. However, even with DegreeWorks fully operational, the faculty and staff advisors will still be the sole gate-keepers ensuring that all their advisees have a degree plan.

Second, if UAF should institute a Freshman Seminar, based on the Appalachian State or Ohio State models, a stand-alone course on technology and information literacy, or add onto the current Library Science Core course (LS F100X or LS F101X) that knowledge of Degree Works and the development of a long-term, comprehensive degree plan should be included as part of such a course. Expansion of the current student success course offerings like RD F100 would probably increase compliance with the recommendation above. More generally, since the only way to for all students to have access to these courses is for it to be required, it is important that the Core Revitalization Committee at least consider the possibility of a course that includes an academic advising curriculum. Certificate and associate degree students should also have access to the credit-based course.

**Costs:** If all incoming freshman take a one-credit course either as a freshman seminar, RD F100ro8 RD d pro06254

### 3) Faculty, Staff, and Peer Advisor Development

**Problem:** Faculty and staff advisor training in Fairbanks has mainly been done by the Academic Advising Center (AAC) through the workshop series offered by Faculty Development. New faculty and staff advisors are strongly encouraged by the Faculty Development office to attend the beginner advising workshop (Academic Advising 101), however, departmental support for advising training varies greatly for this and the rest of the advising workshop series (Academic Advising 201, 301, 401). Rural Student Services (RSS) and the Academic Advising Center have provided training to rural campuses as well. Furthermore, The Academic Advising Center offers academic advisor training and updates at the beginning of fall and spring semesters that are web-cast university-wide and linked on the AAC website. The faculty advisor manual is updated and distributed to all departments each academic year and is also available on line. In addition to the faculty advisor manual, other web-based resources, information, updates and links are available on the AAC website. Eight (8) faculty advisors, representing most colleges/schools that do not have a college staff advisor, work two (2) hours a week in the Academic Advising Center. These advisors gain advising experience for all undergraduate programs at UAF, which gives them a great advantage over their peers with their own departmental advising. Formal peer advisor training through the AAC is currently offered as a one-credit Human Services course (HMSV F340). Peer advisors also enroll in Peer Advising Practicum (HMSV F342) for 1 to 3 credits and work as peer advisors in the AAC.

Although development opportunities have increased over the past few years, accessibility is still limited (especially for rural community campuses) and only a small portion of advisors actually go through the training workshops. In order to properly train all faculty/staff advisors at UAF, these efforts need to be expanded and coordinated so that more advisor workshops could be developed and offered every semester at more locations and through various media. More faculty advisors at every campus need to have this opportunity to work in the AAC, RSS, TVC Student Assistance and Advising Center, or with their college/school staff advisors. After these advisors have completed their residency in the AAC or other advising center, they could be tapped to be the "expert" advisors for their department or college/school and mentor new advisors. In addition, peer advisors have been few and under-used by UAF. Widespread support from deans and department chairs will be necessary for advisor development to be a priority and to develop a residency and mentoring system.

**Recommendation:** Coordination and expansion of current advisor training and development: Coordinate training and development efforts university-wide through the proposed UAF Undergraduate Academic Advising Council (see #5) and Faculty Development. Expand current series of advisor workshops and peer advisor course offerings to other times, locations, presenters, and media.

Faculty residencies: Develop in-depth faculty advisor "residencies" for each college/school and campus similar to the AAC program. Develop mentoring system for faculty/staff advisors pairing up "expert" advisors who have completed a residency rotation with new advisors.

Expansion of peer advisor program: Expand peer advisor practicum settings for every college/school and campus.

**Description:** Undergraduate academic advisor training is recommended to continue to be available by the AAC, but coordinated through the newly established UAF Undergraduate Academic Advising Council (see #1). The development and incorporation of faculty advisors in a system resembling the AAC for each college and school is expected to improve advising and career planning for students with declared majors. These advisors would be identified as a key resource in each department to answer questions concerning courses offered by the department, placement, pre-requisites, and other advising issues affecting students campus-wide. Appointment and rotation through the AAC and other advising centers offer opportunities for faculty to further enhance their advising skills as undergraduate academic advisors.

Peer advising would be expanded to include practicum settings at locations other than the AAC. More sections and qualified instructors of the Peer Advisor Training class would also be necessary to accommodate expansion of peer advising. Resident hall mentors would also be targeted to take the HMSV F340 course and practice in the residence halls. Other students anticipated to work well as peer advisors would need to be identified, provided incentives, recruited and trained to assist fellow students with peer advising.

Good web-based resources and updates are also essential for accurate and timely advising information. New faculty advisors should receive training before students are assigned to them and continuing advisors need on-going refresher training. In addition to assisting students with academic progress toward graduation, career planning is an expected component of undergraduate faculty advising.





Pre-professional students heading toward professional schools of medicine, dentistry, veterinary medicine, health, law, library science, and architecture receive scattered advising services. Coordination of advising between the Academic Advising Center (AAC) and academic departments is needed, with ideally a staff or faculty advisor with time in their workload dedicated to being a central location for all the pre-professional advising and information on campus. Many universities use a committee to review and evaluate student medical, health, dentistry, and veterinary applications before the student sends it in to the centralized school application service. UAF students could benefit from the creation of such a committee to track student professional school applications.

Non-degree students (NODS) are not assigned academic advisors and may register for classes without an advisor's signature on the registration form. PAIR data indicates that 18% of NODS students are intent on obtaining a degree from UAF and not taking courses for avocational reasons. Academic advisors need to reach out to these students to encourage them to apply to UAF. Furthermore, 7% of NODS students are previous degree-seeking students who have been academically disqualified. A

## 5) Academic Advising Council

**Problem:** Currently, advising training, publications and programs have been developed and disseminated by several advising offices, academic departments and community campuses. The Academic Advising Center, Rural Student Services, and TVC Student Assistance and Advising Center have been at the forefront of this process for the Fairbanks area, while the rural campuses and some academic departments or colleges/schools developed their own advising materials and processes. There have been attempts to collaborate and unify these efforts, but there is still confusion over whom or what department is really "in charge" of undergraduate academic advising at UAF. At times, these localized efforts have unwittingly been at cross-purposes with other departmental efforts and result in duplication of services and confusion for students as well as advisors.

**Recommendation:** Establish a campus-wide UAF Undergraduate Academic Advising Council to include resident experts on academic advising from each college/school, a rural community campus advisor, Rural Student Services, Academic Advising Center, a department or college-based staff advisor, and a freshman/sophomore and junior/senior student for a maximum of fifteen members. Based in conjunction with the Provost's office, this group would collectively focus on academic advising issues that impact the entire undergrad





and access; campus and external relations; diversity; ethics; and assessment and evaluation. The Council would prioritize which elements would be assessed, as well as how often and how intensive the evaluation would be.

**Costs:** Incentives for taking surveys or for being involved in focus groups or interviews will need to be ascertained for students and advisors alike. Home-grown surveys using free web programs like SurveyMonkey and reports from PAIR would keep costs low. UAF involvement in national surveys on student success are already being used and paid for by the Provost's office or Student and Enrollment Services. The Community College Survey of Student Engagement (CCSSE) may be a valuable addition for rural campuses to use. The ACT also has surveys that include questions on academic advising that have been administered by UAF in the past.







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# APPENDIX B

## National Academic Advising Association THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

### INTRODUCTION

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

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

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

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

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

The Statement of Core Values provides

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates

## DECLARATION

1) Advisors are responsible to the individuals they advise.

Academic advisors work to strengthen th

and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

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

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## EXPOSITION

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

- Academic advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.
- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps

of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.

- Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:
  - advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and
  - advisors can help the institution's administrators gain a greater understanding of students' needs.
- Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution.

Core Value 3: Advisors are responsible to their institutions.

- Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students' learning and development, advisors advocate for change on the advisees' behalf with the institution's administration, faculty, and staff.
- Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students' lives. They articulate the need for administrative support of advising and related activities.
- Advisors increase their collective professional strength by constructively an

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

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

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.
- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.
- Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

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

- Advisors use the Statement of Core Values to guide their professional actions.
- Advisors seek opportunities to grow professionally. They

# APPENDIX C

## National Academic Advising Association CONCEPT OF ACADEMIC ADVISING

### INTRODUCTION

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

The three documents are:

- Concept of Academic Advising
- Statement of Core Values
- Council for the Advancement of Standards in Higher Education: Standards and Guidelines for Academic Advising

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

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

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

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

### PREAMBLE

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while



## THE PEDAGOGY OF ACADEMIC ADVISING

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

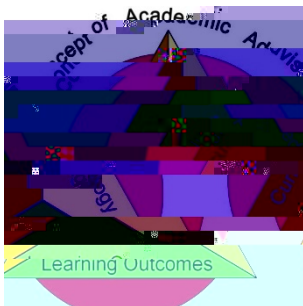
## STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING

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

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements
- articulate the meaning of higher education and the intent of the institution's curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them

## SUMMARY

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



# **APPENDIX D**

## **ACADEMIC ADVISING PROGRAM CAS STANDARDS and GUIDELINES**

### **Part 1. MISSION**

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

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

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

### **Part 2. PROGRAM**

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

Enhanced self-esteem Shows self-respect and respect for others; Initiates actions toward achievement of goals; Evaluates reasonable risks with regard to academic course selection and course load when conferring with advisors

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Realistic self-appraisal Evaluates personal and academic skills, abilities, and interests and uses this appraisal to establish appropriate educational plans; Makes decisions and acts in congruence with personal values and other personal and life demands; Focuses on areas of academic ability and interest and mitigates academic weaknesses; Uses information on degree program requirements, course load, and course availability to construct a

Appreciating diversity	Selects course offerings that will increase understanding of one's own and others' identity and cultures; Seeks involvement with people different from oneself; Demonstrates an appreciation for diversity and the impact it has on society
Spiritual awareness	Identifies campus and community spiritual and religious resources, including course offerings; Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors

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

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

AAP must be guided by a set of written goals and objectives that are directly related to its stated mission. AAP must:

- Promote student growth and development

- Assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives

- Discuss and clarify educational, career, and life goals

- Provide accurate and timely information and interpret institutional, general education, and major requirements

- Assist students to understand the educational context within which they are enrolled

- Advise on the selection of appropriate courses and other educational experiences

- Clarify institutional policies and procedures



promote student learning and development

prescribe and practice ethical behavior

recruit, select, supervise, and develop others in the organization

manage financial resources

coordinate human resources

plan, budget for, and evaluate personnel and programs

apply effective practices to educational and administrative processes

communicate effectively

initiate collaborative interactions between individuals and agencies that possess legitimate concerns and interests in academic advising

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

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

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

#### Part 4. ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Academic Advising Programs (AAP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management practices must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. AAP



AAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. AAP must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

AAP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

AAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

AAP must strive to improve the professional competence and skills of all personnel it employs.

Continued professional development should include areas such as the following and how they relate to academic advising:

- theories of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities

- academic policies and procedures, including institutional transfer policies and curricular changes

- legal issues including US Family Education and Records Privacy Act (FERPA)/Canadian Freedom Of Information and Protection of Privacy (FOIPP) and other privacy laws and policies

- technology and software training (e.g., degree audit, web registration)

- institutional resources (e.g., research opportunities, career services, internship opportunities, counseling and health services, tutorial services)

- ADA compliance issues

## Part 6. FINANCIAL RESOURCES

The Academic Advising Program (AAP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal and external resources.

AAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Special consideration should be given to providing funding for the professional development of advisors.



AAP must assure that online and technology-assisted advising includes appropriate mechanisms for obtaining approvals, consultations, and referrals.

Data about students maintained on individual workstations and departmental or institutional servers must be secure and must comply with institutional policies on data stewardship.

Academic advisors must have access to computing equipment, local networks, student data bases, and the Internet.

Privacy and freedom from visual and auditory distractions must be considered in designing appropriate facilities.

Academic advising is integral to the educational process and depends upon close working relationships with other institutional agencies and the administration. AAP should be fully integrated into other processes of the institution. Academic advisors should be consulted when there are modifications to or closures of academic programs.

For referral purposes, AAP should provide academic advisors a comprehensive list of relevant external agencies, campus offices, and opportunities.

#### Part 11. DIVERSITY

Within the context of the institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore the Academic Advising Program (AAP) must nurture environments where similarities and differences among people are recognized and honored.

AAP must promote educational experiences that are characterized by open and continuous communication that deepen understanding of one's own identity, culture and heritage, and that of others. AAP must educate and promote respect about commonalities and differences in historical and cultural contexts.

AAP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

#### Part 12. ETHICS

All persons involved in the delivery of the Academic Advising Program (AAP) must adhere to the highest of principles of

When handling institutional funds, all AAP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

AAP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

AAP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

AAP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

### Part 13. ASSESSMENT and EVALUATION

The Academic Advising Program (AAP) must conduct regular assessment and evaluations. AAP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

AAP must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance and the performa

# APPENDIX E

## Advising Definitions

A NACADA Task Force has studied the comprehensive and complex task of defining academic advising. Their efforts have garnered the NACADA Concept of Academic Advising. Below are some of the definitions compiled for the Task Force's use in its endeavor.

- O'Banion: Advising is a process in which advisor and advisee enter a dynamic relationship respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment. O'Banion, T. (1972). An academic advising model. *Junior College Journal*, 42, 62-69. Also quoted by Burton and Wellington. Burton, John and Wellington, Kathy, (1998). The O'Banion model of academic advising: An integrative approach. *NACADA Journal*, 18(2),13-20.
- Burns Crookston's definition of developmental advising: "... Developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making, and evaluation skills." Crookston, B.B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, volume 13, pp. 12-17. Article reprinted in *NACADA Journal*, 14 (2), 5-9. Quoted by William G. Hendy. *Developmental Advising: A Practical View*. Published in *The Mentor* on January 20, 1999 <http://www.psu.edu/dus/mentor/990115wh.htm>.
- Developmental Advising - A Definition "...A systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources. Miller, T. K. (Eds.) (March 1982). Developmental approaches to academic advising. *New Directions for Student Services*, 17. Quoted on the PBS teleconference: *Academic Advising: Campus Collaborations to Foster Retention* aired via satellite . November 4, 1999.
- Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary. David S. Crockett, Ed. (1987). *Advising Skills, Techniques and Resources: A Compilation of Materials Related to the Organization and Delivery of Advising Services*. Iowa City, Iowa . ACT Corporation.
- Academic advising is a process of information exchange that empowers students to realize their maximum educational potential. The advising process is student-centered and will result in the student gaining a clearer understanding of himself/herself, and the experience of higher education. University of Michigan - Dear



# APPENDIX F

## UNESCO Descriptions of Academic Advising (Education Counseling)

### **Purpose/functions**

1. To assist students in developing educational plans that are consistent with their life goals.
2. To provide students with accurate information about academic progression and degree requirements.
3. To assist students in understanding academic policies and procedures.
4. To help students access campus resources that will enhance their ability to be academically successful.
5. To assist students in overcoming educational and personal problems.
6. To identify systemic and personal conditions that may impede student academic achievement and developing appropriate interventions.
7. To review and use available data about students academic and educational needs, performance, aspirations and problems.
8. To increase student retention by providing a personal contact that students often need and request, thereby connecting them to the institution.

### **Typical activities:**

1. Assisting students with decision-making and career direction.
2. Helping students understand and comply with institutional requirements.
3. Providing clear and accurate information regarding institutional policies, procedures and programmes.
4. Assisting students in the selection of courses and other educational experiences (e.g. internships, study abroad).
5. Referring students to appropriate resources, on and off campus.
6. Evaluating student progress towards established goals.