Meeting Student Demand for High-Touch Advising

Strategies and Implementation Tools for Elevating the Student Experience
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Meeting Student Demand for High-Touch Advising (18881)  
Strategies and Implementation Tools for Elevating the Student Experience

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Introduction to this Publication

Overview of the Research

This book profiles capabilities of advising self-service tools to provide higher-level advising interactions that increase student academic and cocurricular intentionality, innovative approaches to advisor education and training, and models for engaging professional advisors in collaboration with faculty and staff. The toolkit at the end of this publication provides detailed examples of job descriptions, advisor expectations, training materials, guides to help advisors during their meetings with students, and other materials to facilitate implementation of the highlighted research. This study is divided into three sections.

Section I: Facilitating Student Self-Advising

The first section beginning on page 1 introduces self-advising tools that enhance students’ advising experience by enabling them to access key information independently and think through advising decisions before meeting with their faculty advisor. These tools encourage students to make better use of face-to-face meetings with advisors and take full advantage of existing resources.

Section II: Improving the Faculty’s Advising

The second section beginning on page 23 presents tactics for improving, rather than radically restructuring existing faculty-based advising systems. While the Council did not find any institutions achieving dramatic improvements in improving faculty’s engagement with and execution of advising, this section reviews innovative approaches that successfully address targeted pieces of the problem.

Section III: Leveraging Non-faculty Advisors

Accepting that faculty at certain types of institutions can be resistant to improving their advising, the final section beginning on page 41 presents sophisticated approaches to using non-faculty advisors to deliver high-touch advising service. The highly successful advising systems at the University of Chicago, Hofstra University, and Washington University in St. Louis are presented in detail.
How to Use This Material

Suggested Audience
This study is designed for deans, directors of advising, and other university administrators who oversee advising at the department, college, or university-wide level.

Understanding Your Current Practice
The self-test beginning on page xvi helps members assess the relevance of each section to their own institutions. If members answer “yes” to any of the questions in a section, the Council recommends reading that section carefully.

Toolkit
The toolkit located at the back of the book supports implementation of these tactics on your campus. A wide variety of materials—used by practitioners and experts in the advising field—are provided.

Teleconferences and Onsites
Teleconferences and onsite visits allow for live presentation of this material with the opportunity for members and their staff to ask questions. Recordings of this material are also available from your Dedicated Advisor.

For Further Assistance
If you have any questions related to this study, please do not hesitate to contact the Education Advisory Board staff. All comments and inquiries may be addressed by visiting our website, www.educationadvisoryboard.com, or by contacting your Dedicated Advisor at 202-266-5600.
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About the Education Advisory Board

The Firm
Since 1979, The Advisory Board Company has been providing best practice research to the world’s leading hospitals, academic medical centers, and health systems. With a staff of over 1,000 in Washington, D.C., we serve health care CEOs, administrators, and clinical leaders at 2,700 institutions, publishing 55 major studies and 10,000 customized research briefs yearly on progressive management practices. The work focuses on the industry’s best (and worst) demonstrated practices, helping member institutions benefit from one another’s hard-learned lessons.

A New Practice in Higher Education
Encouraged by academic medical centers that our model and experience serving nonprofit institutions might prove valuable to universities, the Advisory Board began a higher education practice in 2007, with memberships serving academic affairs (the University Leadership Council), student affairs (the Student Affairs Leadership Council), and business and finance executives (the University Business Executive Roundtable). As of this writing, we are honored to serve over 250 of the nation’s leading universities on whose advice and goodwill we rely.

A Member-Led Agenda
Our members set the agenda for our Education Advisory Board research. Each year, we poll the membership to better understand their “up-at-night” issues—topics of genuine aspiration or urgency. The most widely voiced issues become the focus of our best practice work.

Casting the Net Wide
Our search for innovative practice is not limited to the membership. We scan the entirety of the higher education, nonprofit, and corporate sectors for effective and replicable models, typically reviewing thousands of pages of literature and interviewing hundreds of institutions to find the 10 to 15 top ideas worthy of our members’ attention.

Specializing in Best Practice Inquiry, Not Policy Analysis
New to the higher education community, we are acutely aware of how much we have to learn and modest in our ambitions in serving higher education executives. Our work is not intended to propose national policy (or to lobby policy makers), nor is it peer-reviewed academic research. Our narrower intention is to distill the empirical experiences of institutions like yours, profiling success stories (and failure paths) to help prioritize investments and improve performance. At our best, we offer original insight into “what’s working” in higher education and critique the popular wisdom and fad-like trends that take hold in all fields and industries.
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With Special Thanks

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Top Lessons from the Research

Rising Demand for High-Touch Advising Service

1. Student expectations for high-touch advising service—most prominently a personal relationship with a caring adult institutional representative—are higher than ever before.

2. Among the reasons for students’ heightened expectations, university contacts report the influence of hyper-involved parents, the proliferation of high-touch service industries, and the increasing cost of college tuition.

3. To attract, retain, and establish long-term connections with students, institutions are striving to enhance and market their ability to provide personal and high-touch advising service.

Facilitating Student Self-Advising

4. High-quality self-advising tools enrich the advising experience, enabling students to quickly access key information; the Council identified four tools that effectively supplement face-to-face advising interactions.

5. Tactic #1: Year-by-Year Navigational Portal: Stanford University’s continuously updated online portal communicates key information by class year; a “must do” list highlights the 7 to 10 most pertinent actionable items while linking students to documents, resources, and campus websites.

6. Tactic #2: Advising Fortnight: Harvard University’s 14-day advising fair consists of an opening night kick-off and more than 70 events and panels to facilitate major decisions.

7. Tactic #3: Major Maps: Georgia State University’s Major Maps educate students about their major options and stimulate thinking about relevant curricular and cocurricular opportunities.

8. Tactic #4: What-If Schedule Modeling: Duke University’s user-friendly modeling tool automatically answers student queries regarding possible majors, minors, course sequences, and cocurricular opportunities.

9. Students value easy access to information that enables them to think through course scheduling on their own; faculty advisors frequently use these tools as conversational aids during student meetings.

10. When equipped with these tools, students spend more time with their advisors discussing higher-order issues such as career development, internships, and study abroad. In fact, far from being a replacement for advisors, one of the goals of self-advising tools is to encourage students to make better use of face-to-face meetings with advisors.

Advising at the Bottom of Faculty Priority List

11. While students’ expectations for access to faculty advisors are rising, the research productivity arms race is also reaching an all-time high; at many institutions accomplishments that only a decade or two ago would have been adequate for earning tenure are now virtual requirements for securing an entry-level tenure-track job.
12. Faculty at elite institutions accurately perceive research productivity as the single greatest influence on their career trajectories; accordingly, faculty spend as little time as possible on tasks unrelated to their research.

13. Of all the non-research expectations placed on faculty by the institution, advising has arguably been the least emphasized and least consequential.

14. At most universities, advising responsibilities fall under the category of “service,” the least among equals in evaluation for tenure and promotion; within the “service” category, activities that benefit the institution—such as advising undeclared students—are far less valued than those that benefit the faculty member’s department directly.

**Improving the Faculty’s Advising**

15. Faculty not only lack incentives to devote time to advising, they also typically lack the specific knowledge required to do advising well, especially knowledge about the frequently changing institutional graduation requirements; while faculty could develop this knowledge through training sessions, workshops, or self-study, the vast majority do not care to learn nor invest the considerable time required to stay current.

16. Nevertheless, many institutions seek improvements in their faculty-based advising systems because of the high cost of professional advisors and their institutional value proposition which centers on faculty–student relationships.

17. While the Council did not find institutions achieving unqualified success in improving faculty’s engagement with and execution of advising, a few approaches to faculty training have realized targeted successes.

18. **Tactic #5: Student Services “Walkabouts”:** Syracuse University’s School of Communications offers student services “walkabouts” as part of the second-semester training workshops for new faculty advisors; walkabouts offer an in-person introduction to primary staff in key offices so faculty have contacts to turn to when questions arise.

19. **Tactic #6: Faculty-Friendly Advising Seminars:** Twice-monthly training seminars at Duke University are typically led by faculty and include discussions of advising-relevant academic research.

20. **Tactic #7: Just-in-Time Action Prompts:** Advisors at Duke University receive periodic informational e-mails calling attention to upcoming advising deadlines; e-mails reinforce items learned during initial training and link faculty to pertinent documents and resources.

21. Despite these promising approaches, the Council notes that compelling faculty to attend trainings represents such a formidable barrier that few institutions have even created, much less perfected, an advisor training program.

22. The advising community is currently lobbying to relocate advising from the “service” to the “teaching” component of faculty expectations. Some institutions are now specifying expectations related to advising under the “teaching” section of tenure and promotion documents, and at least one institution is working to rename the category “Teaching and Advising.”
23. Unfortunately, merely reclassifying “advising” as “teaching” fails to address an underlying barrier to faculty engagement with advising: faculty value teaching that draws on their specific subject-area expertise. And, some administrators feel that advising can be done as well or better by nonacademics who have the time, interest, and natural mentoring skills to provide effective advising.

24. While advising departmental majors is more properly considered service to the department, faculty realize no real benefit from quality advising and suffer no real consequences from ineffective advising; in fact, top performers are often “punished” with increased advising loads.

Leveraging Non-faculty Advisors

25. In response to this dilemma—a student body demanding high-touch advising service and a faculty unwilling to deliver it—several institutions that have historically relied on faculty to deliver advising are rethinking the role of faculty in this area; these institutions are using professional advisors, administrators, and staff as students’ primary advisors.

26. Institutions experimenting with this approach fall along a spectrum with regard to faculty and staff involvement in advising.

27. **Tactic #8: Professional Advising Staff** (University of Chicago): As an intensively research-focused institution, busy faculty play virtually no role in the advising process at the University of Chicago; 20 professional advisors and five associate deans serve as four-year advisors for students, advising in areas beyond course selection such as cocurricular and developmental issues.

28. **Tactic #9: Professional Advisor-Faculty Pairs** (Hofstra University): Approximately 20 four-year professional advisors lend continuity to advising while working in tandem with major advisors to provide comprehensive student support.

29. **Tactic #10: Staff-Faculty Pairs** (Washington University in St. Louis): Over 50 administrators and staff and 30 faculty volunteer as four-year advisors to small groups of 5 to 40 students and work in concert with major advisors.

30. While the suitability of any one approach depends on the campus culture and the financial and non-financial resources available, the profiled approaches all leverage the consistency and personalized attention of a four-year non-faculty advisor.
Understanding Your Current Practice

The following questions are designed to guide member evaluation of their current advising programs. These categories should be used to spotlight tactics that map to institutional challenges.

Facilitating Student Self-Advising

1. Are your students increasingly seeking more personalized advising service than ever before, especially given the economic downturn?  
2. Do students typically find it difficult to complete technical advising tasks—such as identifying major and graduation requirements—independently?  
3. Do students complain that advising information—such as course requirements, deadlines, and advising opportunities—is not readily available and easily accessible online?  
4. Do advisors find themselves meeting with the same students multiple times to discuss fairly routine advising questions?  
5. Are advisors dedicating more time to bureaucratic box-checking than to career pathing and skills development?  
6. Does evidence suggest that students are hard-pressed to access campus resources because of information siloes?  
7. Do students find current programming and support insufficient to help them choose a suitable major?  
8. Do you have the sense that major changes or major planning errors contribute to additional advising meetings or even a delay of graduation?  
9. Do students sometimes find it difficult to visualize the various interdependencies involved in major selection, including the relation between major and cocurricular opportunities?  
10. Does your campus continue to conduct course scheduling, including hypothetical course schedule changes, manually by paper and pencil?

If you answered “yes” to any of the above questions, please turn to: Facilitating Student Self-Advising on Page 1

Improving the Faculty's Advising

1. Do tenure and promotion documents at your institution give relatively little (or no) weight to advising?  
2. Is faculty advising part of the institutional value proposition for your students?  
3. Is current funding at your institution insufficient to support a team of professional advisors?  
4. Do you struggle to compel faculty to attend advising training or advising workshops?  
5. Is your advisor training primarily focused on administrative policies rather than building mentoring skills or introducing advisors to the variety of student services?
6. Do faculty advisors express feeling underequipped to address students’ developmental issues or career choices?  
7. Do advisors report finding advising training unhelpful or insufficient to enable them to meet student needs?  
8. Do faculty complain that the advising training they receive is too distant in time from advising episodes?  
9. Are expectations with regard to faculty advising unclear or unpublicized?  
10. With proper incentives and communication, is it likely that faculty advisors would prioritize advising among other responsibilities?

If you answered “yes” to any of the above questions, please turn to: Improving the Faculty’s Advising on Page 23

Leveraging Non-faculty Advisors

1. Do faculty express deep resistance to prioritizing their advising because of a strong orientation toward research?  
2. Do students experience a lack of consistent service across various pre-major advisors?  
3. Do students struggle with navigating the hand-off from pre-major to major advising and complain about information loss in the transition?  
4. Do informal and formal surveys and focus groups reveal student dissatisfaction with your current advising system?  
5. Do you suspect that poor advising is contributing to suboptimal retention rates?  
6. Is there support and financial assistance from the administration to hire professional advisors?  
7. Is your advising office housed in academic affairs and thereby suffering from siloed support of students?  
8. Is high turnover of professional advisors consuming resources and impeding continuity of advising care?  
9. Do some staff and administrators on your campus seek opportunities to more closely engage with students regarding pivotal academic and cocurricular issues?  
10. Is advising staff willing and able to train and manage a team of professional advisors?

If you answered “yes” to any of the above questions, please turn to: Leveraging Non-faculty Advisors on Page 41
I. Facilitating Student Self-Advising

- Tactic #1: Year-by-Year Navigational Portal
- Tactic #2: Advising Fortnight
- Tactic #3: Major Maps
- Tactic #4: What-If Schedule Modeling
Meeting Student Demand for High-Touch Advising
Universities are facing a substantial misalignment between the expectations of arriving students and the faculty reward structure. Sophisticated universities are developing resources that facilitate students’ self-advising as one component of a multipronged strategy for addressing this misalignment.

The Advising Dilemma

Arriving with Great Expectations...

✓ Close personal relationship with institutional representative who truly cares about their development and success
✓ Focus on their personal and professional as well as intellectual growth
✓ A high-touch lifestyle experience commensurate with their tuition dollars

...That Are at Odds with Faculty Incentives

Faculty Reward Structure at Typical University

Source: Education Advisory Board interviews and analysis.
A growing number of institutions are providing resources and online tools aimed at facilitating student self-advising to meet student expectations and relieve advisor burden. For well-resourced private institutions where high-touch service is a critical part of the institution’s value proposition, student self-advising is primarily targeted at improving quality, not cutting costs.

### Aims of Self-Service Advising

- Preserves face-to-face advising time
- Increases productivity of advisor meetings
- Meets student demands for 24-7 access
- Provides a centralized location for access

### The Advisor Burden (2003)

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Mean Number of Advisees per Advisor</th>
<th>Mean Number of Student Contacts per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year Public</td>
<td>375.4</td>
<td>2.5</td>
</tr>
<tr>
<td>2-Year Private</td>
<td>121.0</td>
<td>2.2</td>
</tr>
<tr>
<td>4-Year Public</td>
<td>284.9</td>
<td>2.4</td>
</tr>
<tr>
<td>4-Year Private</td>
<td>153.2</td>
<td>3.3</td>
</tr>
<tr>
<td>All</td>
<td>281.7</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Students value having access to information that enables them to consider course and major issues on their own. Far from being a replacement for advisors, one of the goals of self-advising tools is to encourage students to make better use of face-to-face meetings with advisors so more time is spent discussing higher-order issues such as career development, internships, and study abroad.

**Students Crave Convenience, Coddling**

*Providing Ease, Convenience, and Developmental Support*

- Students Want Online 24–7 Access...
- ...and Personalized Attention from a University Representative

- One-stop source for information
- Progress to degree at click of a button
- Speedy, electronic answers to advising questions
- Advisors who truly care about students
- Cocurricular and career pathing
- Skilled, knowledgeable and engaged advisors

---

**In Search of Deep, Caring Relationships**

“Students are looking for somebody with whom they can really feel a connection of some sort; they are often looking for more than just the pure ‘academic’ advising.”

Barry Scherr  
Provost, Dartmouth College

---

Tactic #1: Year-by-Year Navigational Portal

Our research identified a number of progressive self-advising tools that increase advising quality and efficiency while tackling the most critical advising problems facing members. One key challenge is overcoming the problem of siloed advising information impeding student decision making. For example, while Stanford University has high-quality informational centers, students inexperienced in multitasking or long-term planning tend to spend too much time on one area and under-think others.

Siloed Centers Inhibit Students’ Access to Critical Information

Scattered Resources Difficult to Navigate

"We have a marvelous array of programs that are cross-departmental, but students often found that the wealth of information in the Bulletin did not provide them with the tools necessary to make informed choices among departments and programs."  

Carol Porter  
Former Senior Associate Vice Provost for Undergraduate Education  
Stanford University

Source: Education Advisory Board interviews and analysis.
Stanford approaches this problem by providing a single-stop, dynamic, year-by-year navigational portal that focuses students’ attention on the most critical requirements for the year while encouraging them to think ahead. The student advising portal includes a “must do” list—a week-by-week list for each graduating class year—with the most pertinent deadlines for each week or month, and registration dates and links that take the user directly to relevant forms, documents, and websites.

One Stop for Key Resources
Stanford’s Dynamic Year-by-Year Navigational Portal

Welcome to the Sophomore Page
To the Class of 2011:
Some students feel like sophomore year is the time when they should have everything figured out. It is true that by the end of your sophomore year, you should be ready to focus your academic interests by declaring a major. However, the time leading up to that point is still about exploring your interests and learning how to fit those within Stanford’s offerings and requirements. Read below to learn more about resources and opportunities that will guide you through your second year at Stanford.

The Sophomore Advising Newsletter
The monthly newsletter provides information on upcoming academic deadlines, resources, programs, and opportunities related to academic life for sophomores. Make note of these important deadlines and events.
- Sophomore Advising Newsletter—May 2009

The Sophomore “Must Do” List
This year is a great time to explore your interests as you head toward declaring a major, or as you begin to integrate into your chosen field of study.
- Meet with professional Advisors in the VFUF
- Take advantage of tutoring in Sophomore level classes
- Take PWR 2
- Declare your Major
- Consider pursuing Honors
- Think about applying for a Research Grant
- Take a Sophomore Seminar
- Get involved in activities related to your major
- Map out potential 4-year plans
- Choose, and start developing a relationship with, a faculty advisor
- Plan for Overseas Study
- Read the printed Quarterly Time Schedule

Resources and Opportunities
Continue to develop connections with people, programs, and resources to enrich your time here.
- Going abroad spring quarter Sophomore year
- Chappell-Lougee and other scholarship and fellowship opportunities
- Undergraduate Research
- Arts Intensive
- Community Centers
- Associate Director for Sophomore Advising
- Student Government
- Student Leadership Opportunities and Staff Positions
- Student Activities
- Public and Community Service
- Cultivate relationships with faculty
- Stay in touch with your Freshman Advisors:
Who is my Freshman Advisor
- Get to know your Resident Fellow

Important Upcoming Dates
5–10 significant deadlines and events occurring within next month

Thinking Ahead Prompts
Students directed to resources for cocurricular enrichment, e.g., overseas study and residential staff opportunities

By providing a central point of reference, the portal allows students to easily locate advising information and make advising appointments. Its usefulness is reflected in a high number of repeat site visits and clicks to the advising appointments page.

**Repeat Visits on the Rise**

*Centrality, Convenience Benefit Students*

Site Visits Within Stanford Network

<table>
<thead>
<tr>
<th>Year</th>
<th>New Visits</th>
<th>Repeat Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>28,737</td>
<td>83,263</td>
</tr>
<tr>
<td>2009</td>
<td>29,226</td>
<td>98,774</td>
</tr>
</tbody>
</table>

77% of Stanford users are repeat visitors, illustrating that students rely on it as a regular resource.

Visits to Advising Appointment Page (2009)

- **5,395 Total Visits to Advising Appointments Page**
- **558 visits from web portal to Advising Appointments Page (Spring Quarter)**

Source: Education Advisory Board interviews and analysis.
Another key challenge to advising is the increasing number of major and minor changes, as well as double majors, which delay or impede graduation. Harvard University’s approach to student self-advising took aim at the problem of students opting early into ill-fitting majors; even among their high-performing student base, change of majors during the sophomore year presented a significant problem.

**Tactic #2: Advising Fortnight**

80%

Percentage of Students Who Re-evaluate or Change Majors

**National Estimate**

*“I didn’t have the right information about my major.”*

*B.L. Erickson and D.W. Sommers, Teaching College Freshmen*

*“Coursework in my major is more challenging than I expected.”*

*“I wasn’t exposed to the full options available to me.”*

*“I was wrong about my academic interests.”*

*“I felt pressured by my family.”*

Source: Erickson, B.L. and D.W. Sommers, Teaching College Freshmen. San Francisco: Jossey-Bass, 1991.
To increase student intentionality and reduce major changes, Harvard University chartered the Advising Fortnight, two weeks of rich programming focused on helping first-year students think more deeply about their fields of interest before the summer break. Of the over 70 Fortnight events, especially valuable are panels that serve to compare and contrast similar majors and alumni-led educational panels.

**Harvard University’s Advising Fortnight**

*Increasing Student Intentionality, Reducing Major Changes*

**Educational Panel: Major Comparison**
- Faculty from similar majors (“History and Literature,” “Literature,” “English,” “Romance Languages,” and “Folklore and Mythology”) each present 5–6 minutes on the unique features of their subject areas; students ask questions to probe for similarities and differences.

**Fortnight Kick-Off**
- Three-hour evening in which faculty and advisors from all 44 majors mingle and mix with first-years.

**Educational Panel: Alumni Experiences**
- Alumni with successful careers share key elements of their career path, including the value of diverse majors to professional life.

**Advising Q&A**

**Q: What is the Advising Fortnight?**
A: Over the next two weeks, each concentration will hold at least one event or hold one-on-one advising hours designed to introduce you to the concentration requirements and the experience of being in the field.

**Q: What is an advising conversation?**
A: Every first year student is required to engage in at least one Advising Conversation in their second term, but we hope that you will engage in many.

**Q: How should I choose my concentration?**
A: While it may be tempting to surrender your concentration choice to a Magic 8-Ball, a coin toss, or your friends and family, in reality the process of choosing a concentration should be an enjoyable period of personal exploration and intellectual curiosity.

Source: Education Advisory Board interviews and analysis.
Two weeks of continuous programming requires considerable preparation; Harvard’s advising fortnight depends in large part on early planning, administrative and financial support, and intense marketing. In the first few years since introducing the Advising Fortnight, Harvard has seen the percentage of students who change majors reduced by half.

Harvard’s Strategies for Success

☐ Early Planning
  • Planning of the over 70 Fortnight events must begin the prior summer; date scheduled by January to avoid conflicts with other offices

☐ Administrative and Financial Support
  • Advising staff reserve panel rooms and arrange room equipment; each department receives a stipend of $100–$500 for food

☑ Intense Marketing Campaign
  • Advising staff individually distribute schedules of events to students in the dining hall each day of Fortnight

Percentage of Students Who Change Majors

<table>
<thead>
<tr>
<th></th>
<th>Before Fortnight</th>
<th>After Fortnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;50%</td>
<td></td>
<td>&lt;20%</td>
</tr>
</tbody>
</table>

Source: Education Advisory Board interviews and analysis.
Tactic #3: Major Maps

Georgia State University takes yet another approach to facilitating intentional major declaration with a tool that moves beyond academics to address cocurricular programming throughout the four years. To help students visualize the different interdependencies involved in major selection, Georgia State University produced a “Major Map” for each major. Major Maps not only help students with course progression and sequencing but also encourage use of existing resources by suggesting relevant cocurricular activities at each stage of students’ undergraduate career.

Mandatory Coursework
Key prerequisite courses structure a four-year plan for graduation

Cocurricular Opportunities
Practical applications of coursework encourage use of student services and interaction with peers

MAJOR MAP
B.S. in Biology

Areas A–E—save some of these for later too
Biology majors must take CHEM 1211 before any biology courses.
Review core and other requirements in undergraduate catalog, TAKE THE www.gsu.edu/es/catalog_courses.html

Areas F
Use Major Pathways to plan your best route to graduation, www. cas.gsu.edu/major_pathways.html
Complete Biology 2107K/2108K

Visit the university’s Student Advisement Center. www.gsu.edu/es/student_advisement_center.html
Visit the Undergraduate Coordinator in 402 Kell Hall and pick up a course planner. www.biology.gsu.edu

Work throughout your college career with a faculty member on research projects and other major activities as a University Scholar Assistant. www.gsu.edu/es/university_scholar_assistantship.html Apply for the Biotech Scholars program. www.biology.gsu.edu

Visit University Career Services. www.gsu.edu/career/
Horizons

Major Maps

Areas G

Biology 3800 is a prerequisite for most of the upper division courses.

Meet with the Undergraduate Coordinator. Continue meeting and visiting faculty

Register for Biology internships and/or Biology 4905, and use these connections to provide leads for after-graduation employment.

Apply for the McNair Scholarship. www2.gsu.edu/~wwwmcn/progdsp.html

Run for an officer position in one of the clubs. Be sure to do your volunteer hours (especially pre-professional).

Attend a professional or research conference.

Discuss graduate/professional school with department advisor. Review school offerings using Princeton Review or other online resource.

Senior

Finish all your major requirements and Chemistry minor courses. Remember you must have at least 39 hours overall at the 3000/4000 level to graduate from GSU.

Meet again with both OAA and departmental advisors to confirm you are on course to graduate.

Register for Biology 4910 to work on faculty research projects.

Register for Biology 4910 to work on faculty research projects.

Present your research results at a conference.

Take MCAT, DAT, GRE or appropriate exam and apply for graduate/professional school

Source: Education Advisory Board interviews and analysis.

Career Forecasting
Career development timeline presents professional development options and concretizes possibilities

GRADUATION AND BEYOND

BIOTECHNOLOGY
Research and Development, Laboratory Testing, Teaching

GENETICS
Research and Development related to Animals, Plants, and Humans, Genetic Counseling

EDUCATION
Teaching, Non-classroom Education

LEGISLATION LAW
Lobbying, Regulatory Affairs, Science Policy, Congressional Fellow, Patent Law, Environmental Law, Technical Writing

Source: Education Advisory Board interviews and analysis.
Major Maps also serve as a helpful guide for advisors, reminding them of issues to raise with students, critical major requirements, and cocurricular opportunities; students find the maps helpful not only when making a major choice but also throughout their undergraduate career.

**Points of Access for Major Maps**

**Informational Booth**

**Advising Workshop**

**Academic Departments**

**High School Recruitment**

**Online**

---

**Use of Major Maps**

**Students use the maps to:**
- ✓ Compare potential majors
- ✓ Check progress to degree
- ✓ Ensure optimal utilization of resources

**Advisors use the maps to:**
- ✓ Motivate degree progress
- ✓ Illustrate cocurricular opportunity
- ✓ Remind themselves of major requirements

Source: Education Advisory Board interviews and analysis.
Tactic #4: What-If Schedule Modeling

Course scheduling is a particularly laborious element of advising that the aforementioned self-advising tools do not explicitly address; many schools still conduct analysis of different course schedules manually which is not only tedious and prone to error but consumes valuable face-to-face advising time.

The Burdens of Choice
Complex Schedule Questions Are Error Prone and Labor Intensive

Indicators of Growing Student Schedule Complexity

<table>
<thead>
<tr>
<th>Re-Evaluate or Change Major</th>
<th>Complete Degree or Certificate Beyond Major</th>
<th>Increase in Double Majors Since 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>~75% (National Estimate)</td>
<td>~60% (Washington University)</td>
<td>~60% (University of Maryland)</td>
</tr>
</tbody>
</table>

Developing Alternate Course Plans

- Obtain transcript
- Cross-reference course catalogue
- Check major requirements
- Check graduation requirements
- “Check boxes” with advisor

Completion requires 2+ hours

To address this challenge, Duke University has developed the “What-If” Schedule Modeler. Students input hypothetical schedule changes (e.g., the addition of a major, minor, or course) and the system automatically...
generates close to 100 percent accurate responses on unfulfilled requirements, projected course availability, and semester-by-semester model schedules; an unlimited number of model schedules may be generated.

**Querying**

*Generates Full Path to Graduation*

<table>
<thead>
<tr>
<th>Student Inputs Hypothetical Schedule Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can I change my major?</td>
</tr>
<tr>
<td>• Can I add an additional major, minor, or concentration?</td>
</tr>
<tr>
<td>• Can I change my major while taking an art history elective?</td>
</tr>
<tr>
<td>• Can I study abroad in the fall?</td>
</tr>
</tbody>
</table>

**System Generates Close to 100% Accurate Responses**

- **Unfulfilled Requirements**
- **Projected Course Availability**
- **Semester-by-Semester Model Schedules**

**Case in Brief**

**Duke University**

**Durham, NC**

- An upgrade in the PeopleSoft Student Administration tool afforded Duke the opportunity to develop the what-if functionality for use with its long range plan, an interactive online tool which encourages students to reflect on their academic plans prior to major declaration.
- The what-if tool responds to student queries regarding alternative course plans by utilizing data from the course catalogue and their course planner to indicate fulfillment of major and graduation requirements.
- What-if reports are kept on file for advisor review, freeing up time for more sophisticated developmental advising sessions.

Source: Education Advisory Board interviews and analysis.
The primary value of the What-If Report Modeler is the reduced in-person advising time spent on pure course scheduling as opposed to higher-level mentoring.

**Enabling Higher-Value Advising Sessions**
*Fast, Accurate, Intentional*

Initial Usage Rates 2008–2009
*6,000 Undergraduates*

- Total of 6,000 reports completed by 2,280 students at an average of 2.6 reports per user
- 4,500 reports generated beyond the 1,500 required for this year’s cohort of students declaring majors

**Estimated Student Time to Calculate Accurate List of Requirements**

- Manual Scheduling: 2 Hours
- What-If Scheduling: 5 Minutes

**Estimated Time Spent Mentoring During Advising Session**

- Manual Scheduling: 25%
- What-If Scheduling: 75%

Source: Education Advisory Board interviews and analysis.
The What-If Report Modeler required approximately $136,000 in labor to set up. Beyond initial start-up costs, maintenance of this system requires two full-time employees to stay current on the many changes in major requirements, course schedules, and new minors and certificates that are at the faculty’s discretion.

**Putting It Together**

*Assembling the “What-If” Application*

**Development Time**

*Total: 17 Weeks*

- Implementation of the Planner, What-If, and Long Range Plan carried out over nine-month period by 2 FTEs
- Process also included collection of information from academic departments and business process analysis
- Some maintenance required to keep current with new requirements, majors, minors, courses, etc.
- Estimated cost for 17 weeks of labor equivalent to $136,000

**A PeopleSoft Upgrade**

Contacts’ ability to identify the exact amount of time and dollars spent on the modeler was confounded by its integration with a planned PeopleSoft implementation.

*Source: Education Advisory Board interviews and analysis.*
In the long term, self-advising systems such as those profiled here may be cost effective because fewer advising staff might be needed; that said, in the short term they do require sometimes significant upfront investment.

**Key Implementation Features of Self-Service Advising Models**

**Stanford University’s Navigational Portal**
- Two-day staff retreat for content development
- Regular communication with disparate offices
- Web consultant for design and aesthetics

**Duke University’s What-If Schedule Modeling**
- Implementation for nine month period by two FTEs
- Information collection from academic departments and business process analysis
- Troubleshooting by Oracle consultant for approximately five weeks

**Harvard University’s Advising Fortnight**
- 10–12 FTE hours per week for preparation, starting in November
- Dean support and financial backing
- Full advising staff support during Fortnight for campus publicity and event set-up

**Georgia State University’s Major Maps**
- Monthly meetings with Undergraduate Council and academic departments
- Dedicated graduate student assistance for 200 hours
- Map publishing costs of approximately $2,800 per year

Source: Education Advisory Board interviews and analysis.
II. Improving the Faculty’s Advising

- Tactic #5: Student Services “Walkabouts”
- Tactic #6: Faculty-Friendly Advising Seminars
- Tactic #7: Just-in-Time Action Prompts
Numerous structural barriers inhibit the engagement of faculty in advising; the greatest single barrier is the misalignment of incentives for faculty behavior. Many tenure ladders reward research, then teaching; fewer institutions reward service, the category under which advising falls, and those that do give it very little weight.

**Buried at the Bottom of the To-Do List**

<table>
<thead>
<tr>
<th>Tenure and Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research</td>
</tr>
<tr>
<td>2. Teaching</td>
</tr>
<tr>
<td>3. Service</td>
</tr>
<tr>
<td>- Advising?</td>
</tr>
</tbody>
</table>

“In most cases, tenure and promotion require distinction in at least two areas, one of which shall be that of the faculty member’s primary responsibility, and those areas should be teaching and research unless the faculty member or extension faculty member has an assignment that primarily reflects other responsibilities…”

*University of Florida Guidelines and Information Regarding the Tenure, Permanent Status and Promotion Process for 2009-2010*

“Good teaching and university service should be expected but cannot in and of themselves be sufficient grounds for tenure. The expectation of continuous intellectual development and leadership, as demonstrated by published scholarship that is recognized by leading scholars at Duke and elsewhere must be an indispensable qualification for tenure at Duke University.”

*Duke University Faculty Handbook, 2008*

**No Reward**

“Fewer than one in three campuses recognize, reward or compensate faculty for academic advising.”

Wesley Habley and Richard Morales
*Current Practices in Academic Advising: Final Report on ACT’s Fifth National Survey of Academic Advising*

In addition, most faculty lack the expertise (or interest) to advise students regarding the bureaucratic minutia that impact students’ course of study; typically, faculty are poorly equipped to address students’ developmental issues and career choices or support them in interests beyond the faculty’s direct area of expertise. Yet faculty responsibility for advising continues despite these structural barriers.

Faculty Typically Lack Preparation for Advising

Handbook for Undergraduate Advisors

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  First Meeting ................................................................. 10
  September: Follow-up ....................................................... 11
  October and March: Midterm Grades ............................... 11
  Early November: Preparation for Spring Semester .......... 12
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  Advanced Placement by CEEB (AP Scores) ....................... 9
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  Implementation Toolkit ..................................................... 55

Source: Education Advisory Board interviews and analysis.
Even so, many institutions are interested in improving, rather than radically restructuring, their current faculty-based advising systems. At many of these institutions, faculty advising is part of the value proposition; students are paying top tuition dollar specifically to have close interactions with faculty. Other administrators cite quality advising as an important part of the faculty role. Yet another critical factor is cost; hiring professional advisors requires resources often not available in this time of fiscal austerity.

**Placing a Premium on Value**

*Rising Tuition Prices, Increasing Expectations*

Average Tuition, Fees, Room and Board at Four-Year Institutions, 1987–2008


“The Faculty Role”

“Faculty are here not just to give grades but also to shape lives.”

Richard McCarty
Provost, Vanderbilt University
Unfortunately, we did not discover any institutions achieving unqualified success in improving faculty’s engagement with and execution of advising. Our search for model training and educational sessions turned up few good models of comprehensive training; however, we did find some innovative approaches targeting small pieces of the problem.

**Comprehensive Training Scarce**

*Tackling Training One Piece at a Time*


<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandated by All of the Academic Units</td>
<td>16%</td>
</tr>
<tr>
<td>Mandated by Some or None of the Academic Units</td>
<td>84%</td>
</tr>
</tbody>
</table>

**Comprehensive Training Uncommon**

- Neither Offer nor Mandate Training for All Departments on Campus: 35%
- Offer Training as a Single Workshop of One Day or Less per Year: 38%
- Offer Counseling Skills as a Topic Included in Training Program: 30%

Three key challenges plague advising training sessions. The first is that advisor training focuses on administrative policies, not student needs; more time is dedicated to bureaucratic rules—such as degree requirements or course credit—than building mentoring skills or positioning faculty to work with students more effectively.

Current Training Only Partially Meeting Student Needs

Developmental Elements Largely Absent from Training

- Advisor responsibilities and challenges
- Characteristics of today’s students
- Communication strategies
- Advising students about major, career planning
- Referring students to additional resources
Syracuse University’s School of Communications addresses this problem by offering student services “walkabouts” as part of the second-semester training workshops for new faculty; walkabouts offer an in-person introduction to primary staff in key offices so faculty have contacts to turn to when questions arise. The value of this approach is two-fold; first, the walkabouts ensure that advising training is pertinent to broader student needs and connects faculty to a network of student services. Second, by including training as part of new faculty’s onboarding process, the experience is viewed as a desirable networking opportunity.

**Building a Student Services Network**

![Diagram of student services network]

**Importance of Advising Training Reinforced in Multiple Settings:**
- Faculty orientation opening weekend
- The future of the professoriate meeting
- Meetings with faculty mentors
- E-mail from Associate Dean for Student Affairs
- Informal interactions with the Associate Dean around campus

**100 Percent Attendance**

Attendance at these trainings is 100 percent because of the focus on new faculty hires enticed by the opportunity to socialize with same-level peers in other departments, and over whom Deans and Chairs have influence (because they are not yet tenured).

Source: Education Advisory Board interviews and analysis.
A second problem with typical training is dry content poorly delivered. Duke University addresses this by offering bimonthly advising seminars; structured to promote analysis and discussion, these seminars engage faculty intellectually to stimulate interest in advising. The active role that faculty play in leading and creating these research-focused advising training sessions lends prestige to advising training and contributes to high turnout.

**Prestige, Discussion Yield High Turnout**

**Traditional Training**
- Cursory review of materials lacks rigor
- Lecture style inhibits discussion
- Delivery by staff person

**Duke’s Faculty-Friendly Training**
- Pertinent faculty research analyzed and critiqued
- Group dialogue and exchange
- Led by faculty

**Popular Seminars:**
- Recap of the large, popular majors, e.g., Markets and Management certificate program
- Pre-professional scheduling and preparation
- Primer on new majors, minors, and certificates
- Co-curricular life
- Counseling and psychological issues

Source: Education Advisory Board interviews and analysis.
In addition to formal training, Penn State provides a comprehensive handbook to all advisors that addresses developmental aspects of advising.

The Penn State Adviser
The Developmental Elements of Advisor Training

Table of Contents

The concept of shared responsibility
The Top Three Challenges Encountered by New Advisors

What are the characteristics an advisor brings to the advising situation?

Who is the student?
Classification of Undergraduate studies

How do I prepare for the advising meeting?
Communication Competencies in Academic Advising

How do I conduct the advising meeting?

How do I advise students about crafting their education?
General Education in the Curriculum

How do I advise students who are choosing their major?

How do I advise students about planning their course schedules?
Sample Schedules
Strategies for Getting into Closed Courses
Advising Transfer Students

How do I discuss careers with students?
Opportunities through Internships

How do I help students reflect on their educations?

Copies of the Penn State Adviser are available to Penn State advisors at no charge by contacting the Division of Undergraduate Studies

Tactic #7: Just-in-Time Action Prompts

A third problem is that advisor training is distant from key “advising moments” across the term; lengthy detailed presentation of curriculum requirements often overwhelms faculty and limits recall months later. Duke University delivers select advising information via informational e-mails sent to faculty prior to key periods, such as registration, midterm, and major declaration.

### Periodic Advising E-mails

<table>
<thead>
<tr>
<th>August</th>
<th>October</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor Training</td>
<td>Midterm Grade Review</td>
<td>Midterm Grade Review</td>
<td>Major Declaration Deadline</td>
</tr>
<tr>
<td>Midterm Grade Review E-mail to Advisors</td>
<td>Midterm Grade Review</td>
<td>Midterm Grade Review E-mail to Advisors</td>
<td></td>
</tr>
</tbody>
</table>

#### Midterm Grade Review E-mail

By limiting the material presented during training and following up with actionable e-mails that link faculty to necessary resources, advising tasks are rendered manageable, essential information is reinforced, and faculty are more likely to complete required tasks on time with minimal backlash.

Subject: (Advisors) Midterm Grades  
From: Academic Advising Center Director  
Date: Tuesday, February 24, 2009  
To: advisors@duke.edu  

Dear Advisors:  

Happy Tuesday!  

Midterm grades for all first-year students were due last Friday, February 20. While many grades still have not been submitted, a number have come in, so you can start checking your advisee’s grades in STORM.  

Detailed instructions on how to access grades in STORM are provided on Page 2 of the Guide to Checking Midterm Progress document (http://advising.trinity.duke.edu/advisor/forms/CheckingMidterms.pdf) along with other important guidelines for midterm assessment of your advisees. You can find this guide as well as the midterm assessment form on our website (http://advising.trinity.duke.edu/advisor)  

Please take a few minutes to print off the 5-page guide and look it over. *This is especially important if you are a new advisor this year.* If you have any questions please be sure to get in touch with one of the Advising Center deans.  

Finally, if you have any advisees whose midterm grades include 2 D grades, 1 F grade or some worse combination, you will be copied on an e-mail to the student from his/her academic dean. This e-mail will instruct the student to set up an appointment with you. Please keep an eye out for these e-mails as they serve as a useful clue to you that an advisee has low midterm grades in one or more courses.  

Thanks!

Source: Education Advisory Board interviews and analysis.

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Whether or not they attend advisor training, faculty have few incentives to focus on the quality of their advising. At most institutions faculty are not compensated or rewarded for advising students, and advising has traditionally fallen under the category of “service,” the category given lowest weight in tenure and promotion decisions.

### Few Incentives for Quality Advising

<table>
<thead>
<tr>
<th>Advisor Recognition, Reward, or Compensation</th>
<th>2003 by Institution Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of 2-Year Public</td>
</tr>
<tr>
<td>All academic departments/units</td>
<td>23%</td>
</tr>
<tr>
<td>Some academic departments/units</td>
<td>13%</td>
</tr>
<tr>
<td>None of the academic departments/units</td>
<td>64%</td>
</tr>
</tbody>
</table>

### Types of Recognition, Reward, or Compensation

(For Campuses Responding “All” or “Some” Departments in Above Table)

<table>
<thead>
<tr>
<th>Types of Recognition, Reward, or Compensation</th>
<th>2003 by Institution Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of 2-Year Public</td>
</tr>
<tr>
<td>Release time from instruction</td>
<td>29%</td>
</tr>
<tr>
<td>Release time from committee work</td>
<td>8%</td>
</tr>
<tr>
<td>Release time from research expectation</td>
<td>1%</td>
</tr>
<tr>
<td>Salary increments for time spent in advising</td>
<td>25%</td>
</tr>
<tr>
<td>A major consideration in tenure and promotional decisions</td>
<td>8%</td>
</tr>
<tr>
<td>A minor consideration in tenure and promotion decisions</td>
<td>24%</td>
</tr>
<tr>
<td>Awards for excellence in advising</td>
<td>14%</td>
</tr>
</tbody>
</table>

The advising community is currently lobbying to relocate advising from the “service” to the “teaching” component of faculty expectations, and one institution is working to rename the category “Teaching and Advising.”

**Early Attempts to Incent Faculty Behaviors**

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**Penn State’s Promotion and Tenure Policies**

- **Research**
- **Teaching**
  “The Scholarship of Teaching and Learning—ability to convey subject matter to students; demonstrated competence in teaching and capacity for growth and improvement; ability to maintain academic standards, and to stimulate the interests of students in the field; effectiveness of counseling, advising and service to students.”
- **Service**

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**An Add-on Responsibility**

“If you don’t build advising into the tenure and promotion policies, it will always be seen as an add-on responsibility. Advisors will question, ‘Why should I do it? What is the reward?’”

Eric White
Executive Director for Undergraduate Studies
Penn State

Source: Education Advisory Board interviews and analysis.
A few universities are going so far as to include explicit expectations for advising linked to faculty rank; for instance, Western New Mexico University has progressively more stringent criteria regarding advising for achieving assistant, associate, and full professor status.

### Linking Advising Expectations to Faculty Rank

#### Sample Requirements from Western New Mexico University

<table>
<thead>
<tr>
<th>Expectations for Assistant Professor Rank</th>
<th>Expectations for Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate an interest in mentoring studies</td>
<td>• Know advisees both personally and in terms of institutional demographics</td>
</tr>
<tr>
<td>• Establish rapport with students</td>
<td>• Understand the kinds of challenges and problems faced by these students</td>
</tr>
<tr>
<td>• Be active in retention efforts</td>
<td>• Keep good advising records</td>
</tr>
<tr>
<td>• Attend advisor-training sessions</td>
<td>• Know how to use the student information system for advising</td>
</tr>
<tr>
<td>• Advise undergraduate students</td>
<td>• Demonstrate basic knowledge of general-education and major requirements</td>
</tr>
<tr>
<td>• Direct students into majors appropriately</td>
<td>• Demonstrate knowledge of all majors within the department</td>
</tr>
<tr>
<td>• Follow all university policies and procedures in regard to advising</td>
<td>• Establish a track record of successful advising</td>
</tr>
<tr>
<td>• Understand the emerging needs of the field and communicate with advisees</td>
<td>• Demonstrate awareness of the professional qualities of graduates need for success in the field</td>
</tr>
<tr>
<td>• Be knowledgeable about and use campus support services</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectations for Associate Professor Rank</th>
<th>Expectations for Professor Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate more experience and maturity in mentoring</td>
<td>• Demonstrate mastery of mentoring process</td>
</tr>
<tr>
<td>• Attend advisor-training sessions and help deliver training</td>
<td>• Work toward building collaboration among students in the major</td>
</tr>
<tr>
<td>• Advise students on issues after graduation—work or graduate school</td>
<td>• Conduct advisor-training session, help organizing training, attend training sessions</td>
</tr>
<tr>
<td>• Effectively facilitate student decision making</td>
<td>• Demonstrate competence in helping students reach their goals</td>
</tr>
<tr>
<td>• Create degree plans focusing on student needs</td>
<td>• Exhibit few advising errors</td>
</tr>
<tr>
<td></td>
<td>• Share expertise with junior faculty</td>
</tr>
<tr>
<td></td>
<td>• Be actively involved in advising both students and faculty</td>
</tr>
<tr>
<td></td>
<td>• Identify improvements needed to departmental and instructional policies and procedures</td>
</tr>
<tr>
<td></td>
<td>• Direct graduate programs</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate knowledge of degree plans across departments</td>
</tr>
<tr>
<td></td>
<td>• Answer colleagues’ questions on advising issues</td>
</tr>
<tr>
<td></td>
<td>• Know the major and work to shape it appropriately</td>
</tr>
</tbody>
</table>

Given the misalignment between advising and faculty incentives, modest stipends are seldom sufficient to encourage effective advising by uninterested faculty. Contacts at Duke University note that the yearly stipend of $750 to $1,000 serves as a symbolic gesture of appreciation and is not a critical motivator for participation. Offering financial incentives large enough to inflect faculty behavior is generally cost prohibitive for the institution.

**Efforts to Incent Faculty Behavior Fall Short**

Too little to influence faculty behavior

Too costly for the university

*The faculty activity report only queries how many students faculty advise. There is no question about the quality of the advising. It is just a tally…There is absolutely no consequence of this reporting or advising activities. I’ve never felt that there is any reward for being a good advisor, and there is no penalty for being a bad advisor.*

Vice Provost
Small Private University

Source: Education Advisory Board interviews and analysis.

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In summary, our research found that at least some universities’ attempts at improving faculty advising are unlikely to overcome time constraints, a basic disinterest in the advising role, and conflicting incentives established by the academy. Efforts at restructuring incentives via integration of advising into performance reviews or by offering modest stipends have had little effect.

Intractable Structural Barriers

<table>
<thead>
<tr>
<th>Time Constraints</th>
<th>Disinterest</th>
<th>No Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Mentoring Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Priorities</td>
<td></td>
<td>No Consequences</td>
</tr>
</tbody>
</table>

**Faculty Priorities**

1. Research
2. Teaching
100. Advising

Source: Education Advisory Board interviews and analysis.
III. Leveraging Non-faculty Advisors

- Tactic #8: Professional Advising Staff
- Tactic #9: Professional Advisor–Faculty Pairs
- Tactic #10: Staff–Faculty Pairs
While the faculty advisor model is one that many students and university administrators hold dear, relying exclusively on faculty can impede efficient and effective delivery of advising. Key challenges include continuity across four years (especially in the transition from pre-major to major advising), lack of preparation by faculty to navigate the complex bureaucratic detail associated with course and major requirements, and insufficient attention to student developmental needs.

**Faculty Lack Training, Expertise**

*Faculty Are Not Experts…*

**Fish Out of Water**

“One of the issues with faculty is that they are trained, educated, and hired because they are experts in a field. This is how they are rewarded and that is how they advance throughout the system...When it comes to advising, they are not experts. They may be very uncomfortable in that role.”

Eric White
Executive Director for Undergraduate Studies
Penn State

**…Yet Still Responsible**

**Percentage of Universities That Rely on Faculty Advising**

Most evidence points to relative dissatisfaction among students with advising despite the fact that students view it as very important.

### Students Not Satisfied…

**Satisfaction with Academic Life**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Percentage Satisfied or Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class size</td>
<td>88.6%</td>
</tr>
<tr>
<td>Courses in your major field</td>
<td>87.9%</td>
</tr>
<tr>
<td>Interaction with your studies</td>
<td>86.3%</td>
</tr>
<tr>
<td>General education or core curriculum courses</td>
<td>82.6%</td>
</tr>
<tr>
<td>Humanities courses</td>
<td>75.8%</td>
</tr>
<tr>
<td>Library facilities</td>
<td>75.6%</td>
</tr>
<tr>
<td>Social science courses</td>
<td>75.6%</td>
</tr>
<tr>
<td>Relevance of coursework to future career plans</td>
<td>69.8%</td>
</tr>
<tr>
<td>Relevance of coursework to everyday life</td>
<td>67.8%</td>
</tr>
<tr>
<td>Laboratory facilities and equipment</td>
<td>65.3%</td>
</tr>
<tr>
<td>Science and math courses</td>
<td>65.0%</td>
</tr>
<tr>
<td>Tutoring or other academic assistance</td>
<td>63.1%</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>59.4%</td>
</tr>
</tbody>
</table>

…In Spite of Its Importance

**Student Satisfaction**

- ✔ Incoming student body president at Vanderbilt University has made advising a top issue

**Low Retention**

- ✔ Low retention at the University of Chicago inspired a major shift in advising in the 1960s

**Delayed Graduation**

- ✔ A survey of graduating Texas Christian University seniors from 2007–2008 reveals that 9.5% of students experienced delayed graduation due to misadvisement

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**The Key to Success**

“Good advising may be the single most underestimated characteristic of a successful college experience.”

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Note: Respondents marking Can't rate/No experience were not included in these results.

Our research uncovered three institutions successfully creating the high-touch advising experience by looking outside the faculty; common to these institutions is a focus on creating continuity across the advising experience by providing students with one four-year advisor. While not the primary focus of these efforts, in many cases the new advising models significantly increased student retention.

**Faculty Involvement in Advising**

**Degree of Faculty Involvement**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Faculty Involvement Details</th>
</tr>
</thead>
</table>
| University of Chicago| • Team of 25 four-year professional advisors  
                         • One undergraduate director in each department helps with major-specific questions |
| Hofstra University   | • Team of 21 four-year professional advisors  
                         • Faculty advisors work in tandem with professional advisors upon major declaration |
| Washington University| • 54 administrators and staff, 13 deans, and 32 faculty advisors  
                         • Advisors work with small groups of students |

**A Voluntary Role?**

“If a faculty member happens to be interested in and good at advising, they should be included in the system in some way, shape, or form. I don’t think forcing faculty to play the role of academic advisor is the right way to utilize their time.”

Monique Rinere  
Former Associate Dean  
Harvard University

Source: Education Advisory Board interviews and analysis.
Tactic #8: Professional Advising Staff

At the University of Chicago faculty are focused on research and mentoring doctoral students, leaving little time for undergraduate advising; in the 1950’s and 60’s, inadequate advising contributed to a low undergraduate retention rate. To improve retention and relieve faculty of the advising burden, Chicago created a team of full-time professional advisors who focus specifically on advising. Upon matriculating, each undergraduate is assigned a professional advisor who remains with the student all four years.

Taking the Burden Off the Faculty

Providing High-Touch Service with a Team of Professional Advisors

Moving from Faculty to Professional Advisors

Prior to 1960s

1960s–1980s

1989–Present

Faculty Serve as Advisors

Gradual Introduction of Professional Advisors

Full-Time Professional Advisors Execute Advising

- Extremely complicated curriculum
- Low retention rates
- Advisors (typically advanced graduate students) hold part-time appointments
- Advisor position extended to full-time, 9.5 month appointment
- Selection criteria elevated and training, professional development enhanced

Case in Brief

University of Chicago

- With 20 professional advisors and five associate deans, Office of the Dean of Students provides advising for the university’s 5,000 undergraduate students
- Students have same advisor for all four years, promoting development of close relationship
- Advising extends beyond course selection to address wide range of cocurricular and developmental issues
- Approach associated with substantially higher retention rates and student satisfaction with advising

Source: Education Advisory Board interviews and analysis.
Currently the Dean of Students oversees 25 professional advisors—16 College Advisors, 4 Senior Advisors, and 5 Associate Deans. A typical daily schedule for the professional advisors consists primarily of half-hour appointments with students, note recording, and follow-up on student issues.

### Achieving a High-Touch Experience

#### A Dedicated Advisor for Four Years

<table>
<thead>
<tr>
<th>16 “College Advisors”</th>
<th>4 “Senior Advisors”</th>
<th>Dean of Students and 5 Associate Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Advising load: 275 students</td>
<td>- Advising load: 140–200 students</td>
<td>- Advising load: 65–125 students</td>
</tr>
<tr>
<td>- Serve as liaison for 2–3 academic departments</td>
<td>- Assume additional duties related to area of specialization: transfer students, study abroad, scholarships, LBGTQ issues</td>
<td>- 12-month appointment</td>
</tr>
<tr>
<td>- Five years post-bachelor’s experience and MA required</td>
<td>- Professional backgrounds include musician, writer, social worker, management consultant</td>
<td>- Approximately 20%–50% of time devoted to advising</td>
</tr>
<tr>
<td>- Professional backgrounds include musician, writer, social worker, management consultant</td>
<td>- Compensation: $35 K and up</td>
<td>- Other responsibilities include student discipline, supervision and training of advisors, coordination with other units that provide student support</td>
</tr>
<tr>
<td>- Compensation: $35 K and up</td>
<td>- Compensation: low $40s and up</td>
<td></td>
</tr>
</tbody>
</table>

**Typical Schedule for College Advisor**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.–9:30 a.m.</td>
<td>E-mail follow-up on student issues</td>
</tr>
<tr>
<td>9:30 a.m.–12:00 p.m.</td>
<td>Half-hour appointments with students</td>
</tr>
<tr>
<td>12:00 p.m.–1:00 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 p.m.–4:30 p.m.</td>
<td>Half-hour appointments with students, departmental meeting</td>
</tr>
<tr>
<td>4:30 p.m.–5:30 p.m.</td>
<td>Recording notes on student meetings, e-mail follow-up on student issues</td>
</tr>
</tbody>
</table>

Source: Education Advisory Board interviews and analysis.
The advantage of lavishing trained and dedicated professional staff on students is that instead of merely addressing course selection, the majority of advising visits involve higher-order mentoring issues, such as selecting a major, deciding whether or not to study abroad, and finding an internship.

Meeting Student Needs
Focus of Student Visits to Advisors

- **Required Quarterly or Annual Visits**
  - First-year students: once per quarter
  - Sophomores, juniors, seniors: once per year

- **Visits Beyond Required Meeting**
  - Student seeks guidance on major selection, study abroad, internships, personal issue, etc.
  - Advisor initiates meeting based on concern communicated from faculty member, administrator, or staff member

Making a Personal Connection

"Over the years I feel like I have gotten to know all of my advisees well. The value of having followed these students over four years is that it provides us with a pretty good picture of each student. If we had to go back a year or two later and do a summary of any given student, I think anybody could do that."

Marianne West
Associate Dean of Students
University of Chicago

Source: Education Advisory Board interviews and analysis.
The University of Chicago has taken a multifaceted approach to addressing concerns about professional advisors’ lack of connection with the academic disciplines. Regular events expose advisors to departmental faculty and issues, and each department appoints an undergraduate director to address students’ discipline-specific concerns. In addition, advisors coach students on strategies for making most productive use of visits with faculty in office hours.

**Staying Connected with Academic Departments**

**Undergraduate Directors**
- In each department, one faculty member serves as director of undergraduate studies, meets with students who have questions about the major.
- Undergraduate directors receive course release and typically serve terms of 1–2 years.

**Departmental Liaisons**
- Each advisor serves as the liaison to two or three academic departments.
- Liaisons serve as “go to” person to answer faculty’s questions about advising and work with the department to review copy for the course catalog.

**Faculty Breakfasts**
- Each quarter, three faculty members are invited to have breakfast with the advisors to discuss their research, their courses, issues in their discipline, and developments in their departments.

**Meetings with Division Collegiate Directors**
- At end of academic year, directors of collegiate divisions meet with the advisors to talk about the state of the division and issues related to general education courses.
- Faculty who teach general education courses are also invited to participate.

**Preparing Students to Use Resources on Campus**

“Advising doesn’t happen in a vacuum. We collaborate closely with the Counseling Office, the Career Advising Center, and faculty. We help students figure out how to tell their story so when they go to the Career Advising Office they can better articulate what their background is and what they’re interested in. If they had to start from zero, they wouldn’t get as far. Also, students can be intimidated by faculty, so we help them clarify their questions and frame the best way to approach faculty members in office hours.”

Francisco Santamarina  
Associate Dean of Students, University of Chicago

“Advisors are able to help students figure out the most efficient way of using the other resources to which we have ties. We’re the point of contact for students to be deployed to other units and services on campus.”

Marianne West  
Associate Dean of Students, University of Chicago
Hofstra University faced a challenge common among our members, a split between the centralized, pre-major advising function and the decentralized major advising that left many students falling between the cracks. Student focus groups revealed widespread dissatisfaction with advising and a lack of connection to the institution.

**Mind the Gap**

*Split Advising System Leads to Common Service Failures*

- Loss of continuity in transition to major advisor
- Students wishing to change majors unsure of where to go
- Major advisors often poorly equipped to answer questions transcending discipline

**Case in Brief**

*Hofstra University*

- University improves continuity and quality of undergraduate advising by assigning four-year professional advisors who work in tandem with major advisors
- Admissions and orientation materials present personalized advising as part of the university’s brand identity
- New system substantially improves student satisfaction with advising

Source: Education Advisory Board interviews and analysis.
To create continuity and improve service, Hofstra University developed a new advising system in which 20 full-time, professional four-year advisors (“Advisement Deans”) work in concert with faculty advisors provided upon major declaration. The shift in the advising system from a walk-in center serving only undeclared students, with staff reporting to leaders in academic affairs, to an integrated office operating under student affairs, was intended to provide a broad and holistic support of students across their four years.

Creating Continuity, Improving Service

Pairing a Professional Four-Year Advisor with a Faculty Advisor

Advisement Dean
- Works with student from orientation through graduation
- 350–400 students per advisor
- Talk with students about their lives beyond academics
- Prepare students to get the most out of their relationships with faculty advisors

Faculty Advisor
- Begins working with student after declaration of major
- Leverage area expertise to help students work through academic and discipline-specific choices

Key Advising Activities—Advisement Deans

1. Maintain contact with advisees and provide continuity throughout their time at Hofstra
   - Provide accurate information about academic policies, programs, and options
   - Assist students in the development of meaningful educational plans
   - Support students by helping them to identify and assess alternatives and the impact of their decisions on their educational plans
   - Support students as they transition into and out of college, develop greater responsibility for their educational goals, and evaluate their academic options

2. Monitor the academic progress of advisees and communicate with faculty as appropriate

3. Plan and conduct appropriate outreach to students in academic difficulty

4. Serve as an informed resource for students to make appropriate referrals to other university resources

Source: Education Advisory Board interviews and analysis.
One challenge with four-year advisors is combating advisor turnover; the combination of high advising loads and relatively low salaries can lead to rapid burnout especially in urban areas with a high cost of living. To improve advisor retention, Hofstra University developed a clear advancement path for advisors.

## Creating a Career Path for Advisors

*Opportunities for Advancement Improve Retention*

### Center for University Advisement Positions

<table>
<thead>
<tr>
<th>Assistant Deans (16)</th>
<th>Associate Deans (4)</th>
<th>Senior Associate Dean</th>
<th>Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advise 350–400 students</td>
<td>• Advise 150 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Serve as liaison to assigned academic departments and university offices</td>
<td>• Supervise four assistant deans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assume leadership role in select program areas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Senior Associate Dean**
  - Advises 150 students
  - Supervises assistant deans, support staff, and graduate assistant
  - Manages advising satellite offices

- **Dean**
  - Advises 80 students
  - Provides leadership, vision, and oversight of the Center for University Advisement

See Toolkit for full job descriptions

Source: Education Advisory Board interviews and analysis.
With the success of their model, Hofstra is deliberately marketing high-touch advising as part of their institutional brand; in all outreach and enrollment communications, students encounter marketing of the service. During the summer before their arrival, students receive a personalized letter to acquaint them with their individual advising team who will provide dedicated support throughout their undergraduate career.

**Part of the Institutional Brand**

**Personalized Summer Advising Mailing**

“A key component of success is creating continuity in your interactions with key campus administrators. Recognizing this need, Hofstra University has designated a support team for you, which includes a dean from the Center for University Advisement, a Student Accounts representative, and a Financial Aid counselor. These three individuals will serve as your contacts for each of these offices throughout your time at Hofstra…”

**Sally Ramirez, meet your advisement team**

**Advisement Dean**

Alison Milewski  
631-845-2211  
Center for University Advisement

As your Advisement dean, I can help you with questions or concerns about:

- Your degree and academic program
- Your future plans and career development
- Your academic goals and how to achieve them
- Your educational opportunities and resources

My office is located on the second floor of the Center for University Advisement, and I look forward to meeting you and supporting you throughout your college experience. Sally Ramirez, Dean, and good luck with the rest of your journey.

---

**Bursar and Financial Aid Office contacts also introduced**

---

Source: Education Advisory Board interviews and analysis.
Since the system launched, there has been a meaningful increase in student satisfaction scores and utilization of advising services.

Improving Student Satisfaction

Student Satisfaction with Advising at Hofstra University

On a Scale from One to Five

<table>
<thead>
<tr>
<th></th>
<th>Spring 2004</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction Score</td>
<td>2.98</td>
<td>3.27</td>
</tr>
</tbody>
</table>

Source: Education Advisory Board interviews and analysis.
Tactic #10: Staff–Faculty Pairs

Washington University’s approach is unique in that rather than hiring full-time professional advisors, the university fills slightly more than half of their four-year advisor positions with staff and administrators, each of whom advises a cohort of 5 to 10 students, with the remaining positions filled by faculty and deans. Many staff and administrators relish the opportunity to engage with students regarding pivotal academic and cocurricular issues and appreciate the variation from their day-to-day routine.

Distributing the Load
Engaging Existing Staff and Administrators in Advising

Four-Year Advisors at Washington University

- **54 Administrators and Staff**
  - 5–10 advisees each
  - Include administrators and staff from the Admissions Office, the Career Center, Engineering and Law Schools, the Office of the General Counsel, and Chancellor’s Office

- **13 Assistant and Associate Deans**
  - 170 advisees each
  - Spend 50% of time advising while serving in other capacities at the university
  - Possess advanced terminal degrees, e.g., PhD or JD

- **32 Faculty**
  - 5–40 advisees each
  - 37% are non-tenure-track, 63% are tenured or tenure-track

**Case in Brief**

- **Washington University in St. Louis**
  - By engaging a large number of existing administrators and staff to advise small groups of students, the university provides four-year advisors to the 3,300 students in the College of Arts and Sciences at minimal cost
  - A student is assigned an additional major advisor, generally a faculty member, upon major declaration

Source: Education Advisory Board interviews and analysis.
Washington University has invested considerable resources to support this approach. For instance, top-down support and financial backing, as well as input from departments, was critical to securing faculty and administrator time. While this is one effort among many, Washington University has seen a six percentage point increase in their six-year graduation rate since implementing this new advising system.

### Making It Work

**Key Elements of Washington University’s Success**

#### Top-Down Support
- Strong public endorsement from top leadership in academic and student affairs
- Resources to develop program and IT infrastructure

#### Ongoing Quality Controls
- Initial and ongoing training
- Annual evaluations by students
- Monitoring by program director

#### Input from Stakeholders
- Program piloted in a few departments to solicit early feedback

#### Financial Incentives
- $1,000 stipend per 10 advisees

### Six-Year Graduation Rate

**Washington University in St. Louis**

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>86%</td>
</tr>
<tr>
<td>2005</td>
<td>92%</td>
</tr>
</tbody>
</table>

New Advising System Implemented

Source: Education Advisory Board interviews and analysis.
Despite the success of the three models at their respective institutions, we caution that such approaches are not inexpensive; estimated direct costs range from $93 to $127 per student per year. And, while Washington University employs existing staff, administrators, and faculty, the model is not appreciably cheaper because the advisors receive stipends; for this institution, engaging staff and administrators is primarily directed at improving quality rather than cutting costs.

### Weighing the Costs

**Direct Costs of Different Advising Models**

<table>
<thead>
<tr>
<th>Advisor-to-Student Ratio</th>
<th>Direct Costs Per Student (Estimated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:275</td>
<td>$127 University of Chicago model</td>
</tr>
<tr>
<td>1:375</td>
<td>$93 Hofstra University model</td>
</tr>
<tr>
<td>1:1,000</td>
<td>$35 Common advisor ratios</td>
</tr>
<tr>
<td>1:1,500</td>
<td>$23 Washington University model</td>
</tr>
<tr>
<td>1:10</td>
<td>$100 Common advisor ratios</td>
</tr>
<tr>
<td>1:?</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Advisor-to-Student Ratios**

- **Professional Advisors (Assuming $35K Salary)**
  - 1:275
  - 1:375
  - 1:1,000
  - 1:1,500

- **Existing Staff and Administrators (Assuming $1K Annual Stipend)**
  - 1:10

- **Faculty Advisors (No Stipend)**
  - 1:?

**Source:** Education Advisory Board interviews and analysis.
Direct costs are only one factor an institution should consider when evaluating advising models; each option also has implications for less measurable factors, such as faculty productivity, student-faculty interaction, and advising quality. While the absence of direct costs makes the faculty advisor model appealing, many faculty at research-oriented institutions will resent the intrusion into their time for scholarship and teaching, and some students will continue to receive poor advising from disinterested faculty. This decision depends on individual institutional context and will be affected by the larger organizational culture as well as resource constraints.

No Free Lunch

Weighing Tangible and Intangible Costs

<table>
<thead>
<tr>
<th>Model</th>
<th>Tangible Costs to Institution per Student</th>
<th>Intangible Costs to Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Advising Staff</td>
<td>$127</td>
<td>?</td>
</tr>
<tr>
<td>Four-Year Professional Advisors with Upper-Division Faculty Advisors</td>
<td>$93</td>
<td>?</td>
</tr>
<tr>
<td>Faculty and Administrators as Four-Year Advisors (Assuming No Annual Stipend)</td>
<td>$0</td>
<td>?</td>
</tr>
</tbody>
</table>

Source: Education Advisory Board interviews and analysis.
IV. Advising Toolkit

- Job Descriptions
- Advisor Expectations and Responsibilities
- Training Sessions and Workshops
- Guides for Advisors’ Meetings with Students
College Advisor

Reports to Dean of Students in the College

This 9.5-month position provides a central resource for every student in the College. As student advocates, advisors counsel students on academic issues, brainstorm solutions to problems, counsel students who are experiencing personal or health difficulties, provide foundational career advising, and strategize with students how to maximize their educational experience in and outside of the classroom. They coordinate interventions with other offices, such as housing, health professions advising, Career and Planning Services, Student Counseling, and the Student Care Center. Advisors must have a deep knowledge of the academic landscape of the University as well as an ability to work with a variety of students from different backgrounds. Advisors also need to possess counseling skills to help students with personal problems, ability to work with parents in times of crisis, and knowledge of the disabilities accommodation process under the ADA. Advisors must field time-sensitive concerns from faculty and be able to exercise good judgment always. Advisors need to recognize where their role as student advocate must end, and when they need to take on an educational role as an administrator.

Among other tasks, advisors: Oversee the academic programs of a group of undergraduate students. Monitor students’ progress towards completion of their degrees. Help students resolve problems, refer students to campus resources, and be knowledgeable about the curriculum, study abroad programs, internships, campus jobs, student activities, graduate school, and career planning. Understand and interpret University policies and deadlines and be able to access information through various electronic student-systems databases. Keep records of students’ degree programs and make notes on student conversations. Employ counseling skills for dealing with troubled students and be able to establish good working relationships with all types of students.

80% Meet with students throughout the year to discuss academic programs, choice of major, academic progress and career goals. Oversee students’ progress towards the degree. Advise students with academic difficulties. Respond to queries about students from faculty, parents, and staff. Refer students to appropriate resources for guidance and information. Handle confidential student information as required by FERPA.

3% Participate in orientation, registration, and introduction of new students to the University.

4% Write letters of recommendation for students for fellowships, financial aid, jobs, and graduate and professional schools.

3% Consult with faculty members, departments, and collegiate divisions about curricular matters, course changes, and the nature of requirements. Serve as liaisons to academic programs.

10% Attend weekly staff meetings and staff development workshops. With other campus offices, promote and staff College programs and activities. Participate in College-sponsored programs such as Orientation, Family Weekend, class events, and other campus activities as requested. Complete committee work, within and outside of the Dean of Students office, as assigned. Some evening and weekend work required.
Qualifications

Bachelor’s degree with a five-year minimum gap between date of graduation and appointment as College Advisor required; masters degree or beyond preferred. Familiarity with how universities organize academically and administratively preferred; initiative and experience in dealing with people required; ability to establish good working relationships with people of different backgrounds and a strong commitment to young adults and the values and goals of a liberal arts education preferred.

Mental Demands: Strong organizational abilities to manage several tasks concurrently in the face of constant interruptions. Ability to meet deadlines and respond to many e-mails, in-person, and phone requests in a timely fashion.

Physical Demands: Must be able to carry student files from the file room to the advisor’s office, attend meetings both in Harper and across campus, be able to be sedentary for long periods of time.
Senior Advisor

Reports to Dean of Students in the College

This position combines academic advising (50%) with other substantial areas of responsibility (50%). The Senior Advisor position is a 12-month position. Summer quarter is spent planning activities for the academic year as well as participating in other summer projects with the Deans and other Senior Advisors. As a member of the senior staff, meet regularly to plan for the office, discuss issues related to the curriculum, academic advising, and our students. The senior staff is responsible for hiring new advisors. As described here, the other substantial areas of responsibility will vary over time according to the needs of the office and the College.

Academic Advising (50%)

Advise a group of students (approximately 135). This entails oversight of students’ progress towards the degree; advising students with academic difficulties; responding to queries about students from faculty, parents, staff; referring students to appropriate resources. Advisors must be completely knowledgeable about the curriculum, the 60+ major and minor programs, the range of course offerings, and issues related to test and transfer credit. Advisors must also know about study abroad programs, internships, campus jobs, student activities, and graduate school and career planning; must understand and interpret University policy and deadlines; be able to access information through the University’s registration system; keep records of student’s degree programs and make notes on student conversations. Advisors must employ counseling skills for dealing with troubled students and be able to establish good working relationships with all types of students.

Scholarships and Fellowships (40%)

Oversee the College’s fellowship and scholarship initiatives; chair fellowship committee; supervise fellowship advisors and support staff involved in fellowship efforts; provide staff education on scholarships; plan the annual cycle of information meetings, scholarship selection committees, and application review; track scholarship winners; take primary responsibility for several scholarship competitions; assemble faculty scholarship committees as necessary; write institutional endorsements; track winners; publicize opportunities through information sessions, e-mail communications and websites; maintain scholarship and fellowship website; attend national meetings; work with faculty to identify candidates for competitions; review applications and letters of recommendation, and advise students on their applications.

College Website (10%)

Supervise student on quarterly review/update of College website, monitor other websites within the University, and check for accuracy of information related to our office. Organize and implement major website revisions each summer.
Qualifications

MA required; PhD preferred. Familiarity with the University structure and the functions of its various offices and departments required; initiative and experience in dealing with people required; demonstrated ability to establish good working relationships with people of different backgrounds and a strong commitment to young adults and the values and goals of a liberal arts education preferred. Ability to write well, edit written materials, speak in public, and make presentations required. Strong computer skills with a number of programs, including MS word, the University’s registration system, and Eudora required. Good communication skills and an ability to train and supervise staff required. Previous experience with scholarship competitions and web editing preferred.

Mental demands: Strong organizational abilities to manage several tasks concurrently in the face of constant interruptions required. Ability to meet deadlines and respond to many e-mail, in-person, and phone requests in a timely fashion required.
Associate Dean

Reports to Dean of Students in the College

This position combines a set of responsibilities performed by assistant and associate deans along with other substantial areas of responsibility and a small academic advising load. The Associate Dean position is a 12-month position. As members of the senior staff, Assistant and Associate deans meet regularly with the Dean and with the Executive Assistant for Planning and Administration to plan for the office, discuss issues related to the curriculum, academic advising and our students. Summer quarter will be spent planning activities for the academic year as well as participating in other summer projects with the senior staff. The senior staff is responsible for hiring new advisors. As described here, the other substantial areas of responsibility will vary over time according to the needs of the office and the College.

Responsibilities of Assistant and Associate Deans (20%)

Assistant and Associate Deans will work with the Dean to handle all discipline cases and student problems and crises. They will summon students who are experiencing academic, personal, or discipline problems. They will assist with students in crisis, and plan interventions for students with special needs. They will also communicate with parents when appropriate. They will help with students’ financial planning and will work with the financial aid office to resolve problems. They will put students on leaves of absence and give permission for students to return to school. They also supervise three to five academic advisors, routinely reviewing their work, advocating for them and trouble shooting, and conducting annual performance reviews.

Academic Advising (20%)

Advise a group of students (approximately 55). This entails oversight of students’ progress towards the degree; advising students with academic difficulties; responding to queries about students from faculty, parents, staff; referring students to appropriate resources. Advisors must be completely knowledgeable about the curriculum, the 50 major programs, the range of course offerings, and issues related to test and transfer credit. Advisors must also know about study abroad programs, internships, campus jobs, student activities, and graduate school and career planning; must understand and interpret University policy and deadlines; be able to access information through the University’s registration system; keep records of student’s degree programs and make notes on student conversations. Advisors must employ counseling skills for dealing with troubled students and be able to establish good working relationships with all types of students.

In addition to advising, advisors participate in office committee work (scholarships and fellowships, staff development, publications, etc.) as well as serve as liaisons to the major programs. They must be prepared to read admissions applications, scholarship applications and internship applications, and to write recommendations for students. Advisors make presentations to prospective students and parents and sit on committees in other areas of the University.

Special Responsibilities (60%)

Curricular (40%): liaison program, catalog, work with divisional senior advisors and collegiate masters, curriculum committee.

Study abroad/international education (20%): recruitment, counseling, admission, and preparation of accepted program participants. Sole responsibility for all visiting international students who participate in various exchange programs with the University of Chicago, including admissions, visa, and other logistical preparation, and academic advising.
Qualifications

BA required; graduate/professional degree strongly preferred. Ability to write well, edit written materials, speak in public, make presentations. Familiarity with the University structure and the functions of its various offices and departments required; initiative and experience in dealing with people required; ability to establish good working relationships with people of different backgrounds and a strong commitment to young adults and the values and goals of a liberal arts education preferred. Good computer skills with a number of programs. Strong organizational abilities to manage several tasks concurrently in the face of constant interruptions. Good communication skills and an ability to train and supervise staff.
Overview of Staff Positions in Office of Dean of Students—University of Chicago

Dean of Students in the College

Breakdown of Staff Positions

Our office has overall responsibility for the well-being and success of our 4,800 College students. We attend to this in a number of ways. As academic advisors we offer students a deep knowledge of the University’s academic programs and we guide them through the completion of their degrees. As counselors and student advocates, we counsel students who are experiencing personal, financial, or family troubles, and psychological or physical ailments. We are usually among the first lines of response for serious student issues, and we all must make good judgments about whom else to involve—parents, faculty, and staff from other College offices. We are responsible for handling sensitive discipline cases, and for showing students how to construct their own arguments and how to cite sources properly. In our role as educators, we prepare students to make good decisions that maximize their experience in the College.

Our office also plays a key position in mediating between the academic side of students’ experiences and the rest of their lives. We work with faculty to develop a clear understanding of the curriculum and to represent their courses appropriately. In our roles as departmental liaisons, we help faculty understand the larger demands on our students, and the potential career paths undertaken by students in certain majors. All of my staff discuss sensitive issues about academic dishonesty with faculty. Various members of my staff have taken on initiatives that support the College’s academic mission—examples in the past two years have included an analysis of grading practices in the sciences and the success of our premed students, initiating a collaborative learning study model for chemistry, and a revamping of the prematriculant summer program for Chicago area students. We have also developed programming to improve our campus climate for students of color and provide support for gay and lesbian students. Along with faculty, we have a large role in preparing students for prestigious scholarship competitions and making successful applications for graduate and professional schools.

Advisors, senior advisors, and deans all contribute to the evolving priorities of the College. We do this through our office committee structure. Some committees—such as scholarships and fellowships—are permanent fixtures for the College, while others evolve as issues change. We have had committees tackle a four-year plan for advisors, international students’ concerns, second year issues, advisors’ role in foundational career counseling, and the development of tools for assessing the success of certain student groups. Committees are formed as needed and dissolved when their work is completed. Advisors and senior staff serve on two or three committees each year. In general, members of the senior staff chair the committees.

Because my whole staff has such a range of responsibilities, we look for a number of important qualities in our advisors and deans. First, our staff needs to be able to understand and represent the academic project of the University. Because of this, we look for those with a master’s degree or PhD. Our staff also needs to have currency with the faculty; again graduate experience helps with this. Equally important is the ability to engage with college-aged students, to understand the developmental issues they face, to support students’ making their own decisions while knowing when to intervene, to appreciate the cultural contexts from which our students come. Our staff also needs to be able to learn continually. The initial “learning curve” for the job is two years, but there are on-going curricular changes, as well as evolving expectations for our role. In the last two years we have been training our staff to do the foundational career counseling that had been done by career counselors at CAPS in the past, with the aim to make referrals to industry specialists at CAPS once a student has identified skills and interests. Finally everyone on our staff needs to be able to exercise good judgment, whether it be when to walk a student in crisis to the counseling center, what to say to an anxious parent, how much personal student information to share with faculty, and when to “widen the circle of concern” by bringing in other professionals from our staff and elsewhere.
We have on our staff four PhDs, one JD, three PhDs in progress, eight master’s or ABDs, and six master’s in professional fields (business, education, and social work). In order for us to work successfully with our students, we seek diversity in our staff and are pleased that we currently have five African Americans, two Latinos, one South Asian, two East Asians, and two colleagues active in the gay and lesbian community. Because of all the qualities we seek, our hiring process is done very carefully, and our job descriptions can only touch the surface of what we are seeking in our employees.

Though in many ways everyone on the staff needs the same skills set and performs many of the same tasks, we have divided responsibilities in order to organize the work of the office and capitalize on the talents of our staff. Some of our positions are 9.5 months, while others are 12-month positions. Our 12-month positions constitute our senior staff; each dean or senior advisor with a 12-month position has duties for which s/he has sole responsibility as well as a role in doing all planning for the office. Some of the 9.5-month staff also have special responsibilities (and a reduced advising load to accommodate these). The assistant and associate deans have many of the same types of responsibilities—staff supervision, discipline, student problems, parent communication. They differ in that the associate deans are more experienced than the assistant deans and therefore are assigned thornier problems to manage. In addition the scope of the associate deans’ extra responsibilities is broader and the publics with which they interact are larger.

To meet the administrative needs of the office, we have a support staff of four. This includes the Dean’s secretary, a receptionist, a file clerk, and the Executive Assistant, who serves as both support staff and senior staff. Each of the support staff must also exhibit excellent judgment, as they are often the first point of contact in our office for issues ranging from the mundane to true emergencies. The support staff constantly handles confidential student information and must remain flexible and open to learning as policies and rules change.
Breakdown of Positions

9.5-Month Advisor (11)
• FT advising load (currently 270 students)
• Faculty liaison role
• Member, office committees (1–3)
• Advisor on call

9.5-Month Advisor (6)
• PT advising load (varies from 70%–90%)
• Area of special responsibility
• LGBTQ mentoring program
• Study abroad advising and program oversight
• Scholarships and fellowships
• Faculty liaison role
• Member, office committees (1–3)
• Advisor on call

2-Month Senior Advisor (1)
• PT advising load (50%)
• Area of special responsibility
• Scholarships and fellowships
• Office website
• Prematriculant summer program and term-time program
• Faculty liaison role
• Chair or member office committees (1–3)
• Advisor on call
• Senior staff responsibilities
• Planning
• Hiring
• Lead or participate in ad hoc initiatives

12-Month Assistant and Associate Deans (6)
• PT advising load (20%–50%)
• Areas of special responsibility
• Transfer credit evaluations
• International exchange students
• Student problems and probation
• New advisor training
• Liaison with the registrar’s office
• Chicago Bridge Program
• Business school petitioning process
• Curricular issues and meeting with the curriculum committee
• Study abroad advising
• Programming for students of color
• Mellon and McNair summer research program
• Faculty liaison role
• Chair or member office committees (1–3)
• Advisor on call
• Senior staff responsibilities
• Planning
• Hiring
• Staff supervision
• Lead or participate in ad hoc initiatives
• Student discipline
• Student crisis management

Executive Assistant for Planning and Administration (1)
• Areas of sole or shared responsibility
• Budget
• Publications
• Communications
• Computing systems and registrar liaison
• Graduation degree program auditing and archiving
• Chair or member office committees (1–3)
• Advisor on call
• Senior staff responsibilities
• Planning
• Hiring
• Training, supervision, and project planning of support staff
• Lead or participate in ad hoc initiatives
Dean of Students (1)

- Liaison work with other College personnel and setting College agenda
- Senior staff responsibilities
- Planning
- Hiring
- Supervision of senior staff
- Discipline
- Crisis management
- Student petitions: late registration changes, variants in requirements, etc.
- Other student issues
- Financial
- Personal
- Health

Dean’s Secretary (1)

- Manage the Dean’s calendar and schedule large meetings (including discipline hearings)
- Dean’s correspondence
- Process administrative changes (LOAs, resumptions, registration change paperwork)
- Day-to-day supervision of front desk staff

Receptionist (1)

- Schedule student meetings with advisors
- Answer questions and triage phone and in-person inquiries
- Maintain calendar schedules (appointments, staff meetings, and other office functions) and office inventory of supplies and forms.
- Process petitions and FERPA forms
- Other clerical support (packets, mailings, new student files, etc.)

File Clerk (1, 10 months 67% FTE)

- Pull files for Advisors’ appointments
- Check-in/file returned files
- Loose filing
- Front desk back-up coverage
- Other clerical support (packets, mailings, etc.)
Assistant Dean, University Advisement

Division of Student Affairs

The Assistant Dean is a member of the Center for University Advisement, which is responsible for non-major academic advising for all undergraduates from orientation through graduation. Each Assistant Dean builds a relationship with an assigned group of students, assisting them with academic planning and decision making, making referrals to campus resources, and supporting students’ academic success. Assistant Deans maintain student records and monitor the academic progress of their advisees. They also support the programming efforts of the Center and the Division of Student Affairs.

Essential Duties

Advising Responsibilities

- Serve as advisor to an assigned group of student advisees across all class years, from the point of entry through graduation. Advising responsibilities include: providing accurate information about academic policies, programs, and options; assisting students in the development of meaningful educational plans; supporting students by helping them to identify and assess alternatives and the impact of their decisions on their educational plans; supporting students as they transition into and out of college, develop greater responsibility for their educational goals, and evaluate their academic options
- Maintain contact with advisees and provide continuity throughout their time at Hofstra
- Monitor the academic progress of advisees and communicate with faculty as appropriate; plan and conduct appropriate outreach to students in academic difficulty
- Act as a liaison with assigned academic departments and university offices to keep colleagues informed about changes to university curricula, programs, and services
- Serve as an informed resource for students to make appropriate referrals to other university resources

Administrative Responsibilities

- Maintain accurate records on students (e.g., meeting notes, correspondence, academic forms, leaves of absence, etc.)
- Develop, implement, and evaluate group advising programs to promote the mission and goals of the Center for University Advisement

Additional Responsibilities

- Continually update own knowledge of University curricula and resources, and keep current on issues and trends in higher education that impact students
- Support the daily operations and projects of the Center as needed
- Participate in working groups, prepare reports, and develop presentations as needed
- Support the programming efforts of the University and of the Division of Student Affairs, including Family Weekend, Fall Open House, Orientation, Commencement, etc.
- Serve on Divisional or University-wide committees as needed
Qualifications

- Master’s degree in higher education, student affairs, counseling, or another related field is preferred.
- One to three years experience working with college students in one or more of the following areas is required: academic advising, college teaching, career counseling, supportive academic programs, residential life, or general student affairs administration
- Demonstrated understanding of the developmental needs of college students
- Excellent computer skills and comfort with technology
- Collaborative, organized, efficient, and detail-oriented
- Excellent written, oral, and presentation skills
- Must be willing to work occasional evening and weekend hours

Direct Supervisor
Each Assistant Dean reports to an Associate or Senior Associate Dean of University Advisement

Supervisory Responsibilities
Assistant Deans do not have supervisory responsibilities

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Associate Dean of Advisement—Hofstra University

Associate Dean, University Advisement

Division of Student Affairs

The Associate Deans for University Advisement play a key leadership role in the Center for University Advisement. Reporting to the Dean of Advisement, the Associate Deans contribute to the development, implementation, and evaluation of a comprehensive advising system for undergraduates, from admission through graduation. Each Associate Dean will take a lead role in coordinating a part of the Center’s services. This position will be responsible for two primary areas: 1) creation of advising services for continuing students, focusing on the transitional needs of these populations; and 2) coordination of advising services by incorporating innovative practices in technology and assessment. In addition, this Associate Dean will directly supervise four professional staff members and act as a non-major advisor for a cohort of students. This key position will collaborate with Academic Affairs and Student Affairs to support Hofstra’s advising system. The successful candidate must have demonstrated success as a team player who collaborates well with faculty and administration.

Essential Duties

Advising Responsibilities

• Serve as the non-major academic advisor for an assigned group of students. Maintain regular contact with the group from orientation through graduation. Meet with students one-on-one to develop intentional educational plans. Assist with decision making and make referrals as necessary. Maintain records on student interactions, and review student progress toward the degree at the end of each term. Conduct regular outreach to cohort

Program Responsibilities

• In collaboration with the Dean of Advisement, other Associate Deans, and Senior Assistant Dean, create a comprehensive advisement plan to meet the needs of continuing students. These duties include but are not limited to: training Assistant Deans on the developmental needs of continuing students; working closely with departments to help students select a major and make the transition to departmental advising; coordinating the faculty liaison program; and working with the Program Coordinator to create programs for this population, as well as developing publications and other forms of communication

• Take the lead on the use of technology and assessment in the CUA, including using data to support student outreach efforts, and the development of an electronic student notetaking/CRM system. Support student outreach efforts across the University. Work closely with other Student Affairs offices, Academic Records, Information Technology, and Institutional Research.

• Coordinate the grade review process for all students, which monitors Hofstra students’ degree progress on a semester basis.

Supervision Responsibilities

• Act as the direct supervisor for four Assistant Deans, who may be in separate physical offices across campus. Participate in the hiring and training of staff. Provide regular feedback and conduct annual performance reviews. Recommend annual salary increases.

• Serve as collegial and accessible role model for advising staff. Contribute to and promote the professional development of staff.

• Guide staff effectively through various system-wide projects.
Additional Responsibilities

• Participate, and at times lead, working groups, prepare reports, and develop presentations as needed
• Support the programming efforts of the University and of the Division of Student Affairs, including Family Weekend, Fall Open House, Orientation, Commencement, etc.
• Serve on Divisional or University-wide committees as needed

Qualifications

• Master’s degree in higher education, student affairs, counseling, or another related field is required
• Three or more years post-master’s experience advising college students in one or more of the following areas is required: academic advising, career counseling, supportive academic programs, residential life, or general student affairs administration
• Two years staff supervision experience strongly preferred
• Demonstrated understanding of the developmental needs of college students, particularly sophomores through seniors
• Direct experience initiating and developing new programs
• Direct experience in incorporating technology into daily functions
• Commitment to developing new professionals in the field of student affairs
• Collaborative, organized, and detail-oriented, ability to coordinate system wide-projects
• Excellent written, oral, and presentation skills
• Must be willing to work occasional evening and weekend hours

Direct Supervisor
The Associate Dean reports to the Dean of University Advisement

Supervisory Responsibilities
The Associate Dean will supervise four Assistant Deans

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Senior Associate Dean for University Advisement

Division of Student Affairs

The Senior Associate Dean for University Advisement plays a key leadership role in the Center for University Advisement. Reporting to the Dean of Advisement, the Senior Associate Dean contributes to the development, implementation, and evaluation of a comprehensive advising system for undergraduates, from admission through graduation. The Senior Associate Dean will take a lead role in coordinating three primary areas of the Center’s services: 1) creation of advising services for new students, both first-years and transfers; 2) coordination of an electronic academic monitoring system for all students; and 3) creation of an educational campaign to promote academic integrity among students. In addition, the Senior Associate Dean will oversee the daily operations of a satellite office of the Advisement Center, and will directly supervise six professional staff members, a support staff member, and a graduate assistant. He/she will also act as a non-major advisor for a cohort of students.

Essential Duties

Program Responsibilities

• In collaboration with the Dean of Advisement, two Associate Deans, and a Senior Assistant Dean, create a comprehensive advisement plan to meet the needs of new students. These duties include but are not limited to: training Assistant Deans, assigning students to Deans/Advisors, developing and coordinating the academic components of Orientation; working with Admissions on the advising component of Enrollment Services Days for transfer students; and working with the Program Coordinator to create programs that meet the developmental needs of this population, as well as developing publications and other forms of communication

• Work closely with the Coordinator of Information Systems to implement an electronic system of academic monitoring for all students; promote the use of the system among faculty; train Assistant Deans to follow up on reports generated by the system

• Collaborate with administrators, faculty, and students to create an educational campaign to promote academic integrity on campus

• Oversee the daily operations of a satellite office of the Center for University Advisement

Supervision Responsibilities

• Act as the direct supervisor for six Assistant Deans, who may be in separate physical offices across campus. Participate in the hiring and training of staff. Provide regular feedback and conduct annual performance reviews. Recommend annual salary increases.

• Supervise a support staff member or graduate assistant who will support the operation of the satellite office

Advising Responsibilities

• Serve as the non-major academic advisor for an assigned group of students. Maintain regular contact with the group from orientation through graduation. Meet with students one-on-one to develop intentional educational plans. Assist with decision making and make referrals as necessary. Maintain records on student interactions, and review student progress toward the degree at the end of each term
Additional Responsibilities

- Participate in working groups, prepare reports, and develop presentations as needed
- Support the programming efforts of the University and of the Division of Student Affairs, including Family Weekend, Fall Open House, Orientation, Commencement, etc.
- Serve on Divisional or University-wide committees as needed

Qualifications

- Master’s degree in higher education, student affairs, counseling, or another related field is preferred.
- Five or more years experience advising college students in one or more of the following areas is required: academic advising, college teaching, career counseling, supportive academic programs, residential life, or general student affairs administration
- Demonstrated understanding of the developmental needs of college students
- Experience developing new programs and services
- Commitment to developing new professionals in the field of student affairs
- Excellent computer skills and comfort with technology
- Collaborative, organized, and detail-oriented
- Excellent written, oral, and presentation skills
- Must be willing to work occasional evening and weekend hours

Direct Supervisor
The Senior Associate Dean reports to the Dean of University Advisement

Supervisory Responsibilities
The Senior Associate Dean will supervise six Assistant Deans and either a support staff member or a graduate assistant

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Dean of Advisement—Hofstra University

Dean, Center for University Advisement

The Dean of University Advisement provides leadership, vision, and oversight of the Center for University Advisement (CUA). The Dean, along with a team of associate deans, 16 full-time Advisement deans and a program and communications coordinator, is responsible for the development, implementation, and evaluation of a comprehensive academic advising system for 8,000 undergraduates, working with students outside of the major from admission through graduation. The CUA is also responsible for the preprofessional advising program, and for the coordination and implementation of the University Tutorial Program. University Advisement is a dynamic office of professional advisors who work in collaboration with faculty and staff across the University to developmentally and proactively support and guide students as they explore, identify, and achieve their academic goals.

Characteristic Duties and Responsibilities

Provide leadership and vision: continually evaluate and refine the advising model, programs, and services in the Center for University Advisement (CUA); provide direction and support to staff; lead the long-range strategic planning process for CUA; create, lead, and/or participate in appropriate work teams across the University to represent and serve the needs of students; provide opportunities for the professional growth and development of staff including committee work and mentoring; participate as part of the leadership team for the Division of Student Affairs.

Responsible for administration of the CUA: oversee the maintenance of student records generated by CUA (i.e., notes on student meetings, withdrawal and readmission requests, academic progress reports, etc.); develop and maintain the CUA budget; oversee and participate in the hiring, training and supervision of staff.

Provide non-major academic advising for students: counsel students about academic policies, programs, and options, and assist students in the development of meaningful educational plans. Support students by helping them to identify and assess alternatives and the impact of their decisions. Support students as they develop greater responsibility for their educational goals, evaluate options, and transition to life at college. Participate in all aspects of advisement programs, including New Student Orientation and registration, transfer student concerns, and work with students in academic jeopardy, students with disabilities, pre-professional advisement, athletic advisement, and general career/academic planning.

Serve as primary CUA representative for University-wide projects. Participate in admissions and orientation program committees; Serve as liaison on policy and procedural issues between advisement and the offices of Admissions, Financial Aid, Academic Records, Student Accounts, Honors College, First Year Connections, Dean of Students, and a variety of other offices within Student Affairs. Work closely on academic issues with the Vice Provost and the Associate Deans of Hofstra’s undergraduate schools. Work with Institutional Research on the preparation of annual surveys and NCAA compliance reports. Perform other related duties as assigned.
Minimum Qualifications

Master’s degree in related field and at least 7 years of directly related experience, or combination of education and experience. Working with college students in one or more of the following areas is required: academic advising, college teaching, career counseling, supportive academic or student success programs, new student experience, and/or admissions. The successful candidate will have a service orientation, a collaborative disposition, and a demonstrated record of ethical, fair, and participatory leadership. He/she will possess skills in short-term and long-term planning, problem analysis and resolution, the use of technology in advising, and report preparation and presentation. Experience in directly supervising professional staff is mandatory. Excellent written and oral communication skills are essential.

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Assistant Dean

Trinity College

The assistant dean monitors progress toward the degree for undeclared students and/or students in one or more assigned majors. The assistant dean provides accurate information on the curriculum and academic policies and regulations to students, academic advisors, and faculty. He or she assists students with short- and long-term academic planning and provides specialized academic counseling and advising. The assistant dean contributes to the development of new and revised academic policies and programs as a member of the Dean’s staff. The assistant dean may be called upon to serve on task forces and committees. Depending on interests and/or qualifications, the assistant dean may have opportunities to teach undergraduates in a department or program in Trinity College.

Work Performed (and % time)

- Administer Trinity College academic policies and regulations and interpret them to undergraduate students, faculty, and academic advisors; contribute to the development of academic policies and programs as a member of the Dean’s staff; provide specialized academic counseling and advising to students; represent the College on various other University Committees as appropriate. (30%)
- Develop and administer programs providing special opportunities for students at Duke and elsewhere. (5%)
- Represent the College and University to students, parents, alumni, other institutions, and friends of Duke in both informal and formal settings. (5%)
- Provide academic guidance for undergraduate students concerning programs and courses of study and requirements for graduation; provide specialized advising in areas such as pre-business, pre-health, pre-law, study abroad, and graduate scholarships. (30%)
- Identify students’ academic problems, based on review of their records, and take appropriate actions. (20%)
- Hear and rule on students’ petitions for exceptions to College regulations. (5%)
- Authorize students’ continuation at, and readmission to, the College. (5%)
- Perform other related duties incidental to the work described herein.

The above statements describe the general nature and level of work being performed by individuals assigned to this classification. This is not intended to be an exhaustive list of all responsibilities and duties required of personnel so classified.
Advising for Freshmen

August: Group meeting #1 Sunday and individual appointments on Monday before classes
September: Group meeting #2 week 1 or 2 and Group meeting #3 week 3
October: Check Advisees At-Risk List and contact advisees on the list
Optional Group meeting #4 to get ready for registration
November: Individual advising appointments
Jan/Feb: Group meeting #5 to review registration and deadlines
E-mail congratulations to advisees on Dean’s List
March: Check Advisees At-Risk List and contact advisees on the list
Optional Group meeting #5 to get ready for registration
April: Individual advising appointments
May: E-mail congratulations to advisees on Dean’s List

Advising for Sophomores

August: Attend Sophomore Kickoff to reconnect with advisees
October: Check Advisees At-Risk List and contact advisees on the list
November: Individual advising appointments
January: E-mail congratulations to advisees on Dean’s List
March: Check Advisees At-Risk List and contact advisees on the list
April: Approve nominated academic plans
Individual advising appointments
May: E-mail congratulations to advisees on Dean’s List

Advising for Juniors and Seniors

October: Check Advisees At-Risk List and contact advisees on the list
November: Individual advising appointments; check post-graduation plans
January: E-mail congratulations to advisees on Dean’s List
March: Check Advisees At-Risk List and contact advisees on the list
Individual advising appointments: for Juniors, promote Junior Jumpstart
May: E-mail congratulations to advisees on Dean’s List
Trinity College
Academic Advising Center
Academic Advising Reply Form, 2009–2010
(To be completed by new advisors)

Name: ________________________________________________

Mailing address: ________________________________________________

E-mail address: ________________________________________________

I agree to serve as an academic advisor for a cohort of first-year and/or sophomore students in
2009–2010. I understand that my service as an advisor involves fulfilling the responsibilities and
requirements listed below.

Advisor Requirements and Responsibilities, 2009–2010

(1) Participation in one new advisor training session in late July or August (dates TBA).

(2) Attendance at the general meeting of academic advisors on Monday, August 17 at the Michael
Krzyzewski Center for Athletic Excellence on West Campus (tentative time: 8:00 am to 10:30
am).

(3) Availability to first-year advisees during Orientation Week (August 19-21) and registration
and major declaration periods (see enclosed calendar of important advising dates for 2009–
2010).

(4) Absences from campus during either the fall or spring semester will not exceed two
consecutive weeks.

(5) Maintenance of written records of meetings with advisees in STORM. Notes from meetings
must be entered by the end of the semester in which the meetings took place.

(6) Participation in at least one Academic Advising training session or other student and/or
advising-related event each semester.

(7) Compliance with SISS Student Information Confidentiality Agreement. (Please review and
sign the enclosed Agreement and return with this form.)

Signature: ________________________________________________

Please return this form ASAP to the Academic Advising Center, Box 90697, Durham, NC 27708
or fax to 684-4515.
Advisor Responsibilities and Expectations
In our office we practice a fairly standard set of work policies. We expect the staff to be present from 8:30 to 5:00 each day, to be punctual in keeping appointments and attending meetings, to dress appropriately (no jeans except on Fridays or logo tee shirts) and to keep our offices orderly and welcoming to students. We also expect the staff to be present at various evening and weekend events where advisors’ attendance is requested. Respect for other people must govern all of our interactions—from our relationship to each student, to our collegial relationships with members of our staff and other offices, to our interactions with faculty. Teamwork is an important value in our office and we try to support each other as we can.

Routine Advising Procedures
- Learn names of advisees and basic information about each student
- Keep detailed notes on student conferences
- Review notes and update degree programs (DPs) prior to each conference
- Answer e-mails on the day they are received; copy e-mail correspondence into notes
- Return phone messages the same day; keep notes on phone conversations related to students
- Track students for required conferences, probation appointments, etc.
- Prepare accurate DPs by scheduled deadline
- Review student registrations regularly
- Establish and maintain a functional filing system
- Review course offerings each quarter
- Write recommendations as appropriate

Information Advisors Must be Knowledgeable About
- The curriculum—general education, majors, and minors — and the goals of liberal education as interpreted at the University of Chicago
- Information in the Black Book, Advisor Reference Sheets, the Catalog, and on the web
- The College language requirement
- Registration procedures
- University procedures and policies regarding confirmation, restrictions, fines, cancellation, deadlines
- The College’s probation policy
- The impact of academic performance on financial aid eligibility
- Other offices devoted to student services (e.g., housing, SCRS, ORCSA, CAPS, CPO), and how to make referrals
- Transfer evaluations, PT results, residency requirement, posting credit
- Study abroad programs: locations, quarter(s), and content of programs; and other opportunities for study abroad, such as FLAG grants
- CAPS services: career counseling, internships, on-campus recruitment, UChicagoTrak, Interfolio
- The range of student activities and options for community service
• Graduate school and professional school applications, preparation for graduate and professional school, scholarship opportunities

• The development issues of college age students and the broad goals and challenges of each college year

• The Buckley amendment, and how it limits the information that can be shared with parents

**Interactions with Advisees**

• Make students feel welcome; communicate your interest in each student

• Articulate the advisor’s role and set student expectations

• Find a way to connect with every student

• Let each student know that you care and are interested in helping—take time with conferences, show curiosity about the student, listen carefully to the student’s concerns

• Think strategically with student; brainstorm possibilities; point out options

• Contact students with special opportunities that would fit a student’s interests: a course, an internship, a campus lecture, etc.

• Be willing to explore program options; share your perspective on the central issues and the methodology of each discipline

• Find ways to praise good decision making and show confidence in the student’s ultimate success

• Protect confidentiality of each student and of advisor’s relationship with each student

**Other Responsibilities**

• Participate in committee work

• Take on special projects as assigned

• Participate in staff meetings

• Make suggestions for improving work of our office and experience of students

• Read relevant publications, make suggestions for office library

• Attend conferences; debrief staff

• Participate in College-wide projects/committees

**Collegial Relationships**

• Support and train new advisors

• Help support staff with front desk coverage and other duties, as necessary

• Maintain positive relationships with other offices that serve College students and who are part of our team: Registrar, CPO, Housing, CAPS, ORCSA, Financial Aid, Admissions, SCRS, Office of International Affairs

• Be helpful when approached by faculty about options (e.g., grading); offer information and lay out options but do not tell faculty what to do
  – Develop good relationships with assigned faculty undergraduate program chairs
  – Direct concerns appropriately
New Advisor Training

Welcome to the College and to the Dean of Students Office!

When you are not in formal training sessions, you will find it helpful to read the Catalog, Information for Entering Students (IES), organize entering students’ folders, and review returning students’ electronic files.

Monday, August 27

8:30 Continental Breakfast and Introductions (HM 284)
9:00 Meet with Mary Lott (HM 241)
   Rooms, keys, timecards, tax forms
9:15 Tour of Harper
   Supplies, kitchen, xeroxing, faxing, Dean’s Office, Study Abroad suite, coffee shops, College IT suite, file room
9:30 General Orientation and Administrative Duties (HM 284)
   Hours, scheduling appointments, sick days, dress code, FERPA, Advisor-on-call
12:00–1:00 Lunch (on your own)
1:30 The Nuts and Bolts of Advising (HM 284)
   College curriculum, general education requirements, majors, minors, developmental issues, strategies of course configurations, progress towards the degree and financial aid eligibility, Academic Warning and Probation, quarterly flow of work

Tuesday, August 28

10:00–11:30 The Nuts and Bolts of Advising continued (HM 284)
   Working with sample degree programs and transcripts
12:00–1:30 Lunch with the Deans (HM 284)
2:00 Introduction to the Computing Systems (HM 284)
   E-mail, electronic note-keeping system, degree programs

Wednesday, August 29

8:30–4:30 University Human Resources New Employee Orientation (Regenstein Library)

Thursday, August 30

9:00–11:00 Degree Programs and Files (HM 284)
   Setting up incoming student files, organization of file materials, forms, petitions
1:00–2:00 Health Professions Advising (BSLC 102)
3:00–4:30 Administrative Loose Ends and Discipline Issues
   Student statuses (full-time, part-time, leaves of absence, withdrawn, barred)

Friday, August 31

9:00–11:00 Campus Tour
1:00–3:00 Review of Ancillary Student Affairs Offices
   Career Advising and Planning
   Student Counseling Resource Center
   Student Care Center
   Financial Aid
   Office of Minority Student Affairs
   Office of the Reynolds Club Student Activities
Agenda • Seminars for First-Year Faculty Advisors

Session One: Overview

• The role and importance of the faculty advisor
• University Advising Statement
• Advising Structure in the Newhouse School
  – COM 100: First-Year Seminars
  – Peer Advising
  – Advising Transfer Students
  – Undergraduate Records Office
  – Meetings for Majors/Departmental supplements
  – Career Development Center
  – Office of Student Affairs within Newhouse
  – University Services
  – Advising Tools (noted below)
• The Admissions Process: Undergraduate/Graduate
• Undergraduate and Graduate Course Catalogs (TOOL)
• Degree Programs and Types:
  – Graduate
  – Undergraduates: one program
  – Undergraduates: dually enrolled
  – Minors
• Overview of Newhouse majors
• Accreditation Requirements

Assignment: Please review the major sheets (provided in your folder) and the first 50 pages in The Newhouse Fact Book (TOOL) which gives an overview of the core curriculum.

Session Two: Curriculum Details

• Review of Major Requirements
• Review of Undergraduate Degree Requirements
• Review of Minors available to Newhouse Students
• Review of Dual Major programs and role of advisors in both colleges
• COM 100: First-Year Seminar
• The Time Schedule of Classes for each semester (TOOL)
• How Registration Works
• Cocurricular Learning and Student Organizations
• Internships and School Rules
• Highlights of University Rules
Assignment: Please read the remainder of The Newhouse Fact Book including the Newhouse School rules and review the University rules in the Undergraduate and Graduate Catalogs.

Session Three: Academic Resources/Recognition/Problems

• What is Good Standing?
• Review of Probation Policy
• Academic Services for Students
• Academic Recognition
• Mid-Semester Progress Reports
• Online Information Systems for Advisors:
  – List of Advisees and Academic Information
  – Advisor Information posted
  – E-mail capabilities
  – Advising Links for faculty and students
• Paper Files: Review of a Student’s File
• Degree Audits
• What Advisors Have to Sign

Assignment: Log-on to MySlice Advising Services and take a look. You have been assigned a couple of student volunteers who are temporarily your advisees. Review the Student Handbook (TOOL), particularly the Code of Student Conduct.

Session Four: The Whole Person, Needs and Services

• Any comments or questions about online Advising Services?
• Students’ Rights and Responsibilities
• Academic Integrity Office
• Sexual Harassment
• Judicial Affairs
• Counseling Services
• Health Issues and Services
• Disability Services

Session Five: Walkabout and Lunch

We will meet at 10:30. Wear comfortable shoes because we will be visiting various offices on campus.

• 10:45 Presentation at SU Abroad
• 11:30 Presentation by the SU Internship Program at the Student Center
• 12:15 Lunch at the Faculty Center. We will be joined by the Director of the Newhouse Career Development Center
• 1:45 Presentation by the Honors Program in Honors suite, Bowne Hall

Congratulations! You are now officially Newhouse advisors.
Training Session for New Advisors • Agenda Overview
Trinity College of Arts and Sciences, Room 105 Academic Advising Center, East Campus, Duke University

Introduction And Overview
1. Introductions
2. An Overview of Academic Advising in Trinity College
3. Academic Advising Structure (Handout #1: Academic Advising Structure at Duke)
4. Trinity College Graduation Requirements and Curriculum Requirements (Handout #2: Graduation and Curriculum Requirements)

Advising First-Year Students
1. What Has Already Happened Over the Summer
2. How to Get Important Information About Your Advisees from the PeopleSoft Student Administration System (STORM)
3. Advising and Orientation Week (Handout #3: Check-List for Meetings with First-Year Advisees)
4. Drop/Add and Course Registration Issues
5. Advising Case Studies #1 and #2 (Handout #4: Advising Case Studies)

Advising Sophomores
1. Goals of the Sophomore Year
2. Major and Career Exploration
3. Declaration of a Major and the Long-Range Plan
4. Advising Case Study #3 (Handout #4: Advising Case Studies)

Break

Basic Facts About the First Year in Trinity
1. Requirements (Handout #5: Basic Facts About the First Year in Trinity College)
2. Course Placement
3. Programs of Study
4. Major Declaration

Advisor Responsibilities
1. Professional Development and Training
2. Record Keeping
3. Availability and Responsiveness
4. Confidentiality
5. Making Referrals

Technology and Advising
1. Online Comments and Appointment Calendar
3. Academic Advising Website: http://advising.aas.duke.edu/
4. Advisor Mailing List: advisors@duke.edu and Advisor Access
5. Handy URLs (Handout #6: Handy URLs for Academic Advisors)
Introduction And Overview

1. Introductions

2. An Overview of Academic Advising in Trinity College
   - Trinity versus Pratt (2 schools, 2 curricula, 2 advising systems)
   - Student learning objectives: self-assessment, planning, navigation, strategic risk-taking, strategic help-seeking
   - Shift in advising and deanng once student declares his/her major
   - Specialized advising and programming available throughout four years
     - pre-health advising
     - majors Fair
     - information sessions on academic programs and opportunities
     - peer advising (academic and career)
     - social events (e.g., sophomore dinner series)

3. Academic Advising for First-Year and Sophomore Students (Handout # 1)
   - All Trinity students enter Duke undeclared
   - Academic Advising Center and pre-major deans serve as advisors over the summer when students register for classes for their first semester at Duke
   - East Campus advising groups
   - Who are the academic advisors?
   - Purpose of academic advising in first- and sophomore years
   - Role of academic dean and role of academic advisor
   - Our staff

4. Trinity Graduation Requirements and Curriculum Requirements (Handout # 2)
   - W20 and seminar
     - Half class takes W20 in the fall, half in the spring
     - How seminar requirement can be satisfied (not just 49S)
     - How to tell if a course is a seminar (STORM, Schedule of Courses)
   - Major
     - Maximum number of programs a student can have on transcript (3, with no more than two majors)
   - Completion of 34 credits
     - Most academic courses are 1.0 credit
     - Partial credit courses offered in some academic departments but most come from house courses, Phys Ed activity courses, dance and music courses
     - Most academic courses are 1.0 credit
     - Partial credit courses offered in some academic departments but most come from house courses, Phys Ed activity courses, dance and music courses
     - 8 semesters X 4.0 credits = 32.0 credits
– Students can make up 2 credit deficit by using Advanced Placement credit, overloading, taking summer session courses
– Up to 2 domestic transfer courses allowed
– No more than 10 credits can be transferred to Duke from domestic study and/or study abroad
– Information on credit limits can be found on T-Req (show advisors http://www.aas.duke.edu/trinity/t-reqs/limitations.html)

**Advising First-Year Students**

1. Summer Registration
   - In late spring, incoming students sent a First-Semester Registration Workbook
     - Introduces them to Student Information System (ACES)
     - Walks them through a four-step preregistration process, that includes providing academic information about themselves that is available to advisors and deans on paper and electronically (more on this later)
     - This preregistration process also asks students to consider requirements and intellectual interests as they place courses in their book bags
     - The Workbook lets students know how to access info on course placement and requirements and also instructs them to contact Academic Advising for help from the pre-major deans
   - In early June, students can log onto ACES using their net ID and password and begin the preregistration process
     - By late June: students have book bagged a fall schedule
     - July 11, 12 and 13: students register for classes (explain registration windows)
     - July 14: summer drop/add begins
     - July 28: summer drop/add ends. Students should be enrolled in four credits for the fall (four 1.0 credit courses). They will not be able to make changes to their schedule until they meet with their advisor during Orientation and receive a 4-digit PIN
   - Show advisors First-Semester Self Assessment screen of a first-year student
   - Show advisors yellow hopes and dreams sheet
   - Show advisors book bag screen on STORM
   - Show advisors schedule screen on STORM
   - Summer registration rules for incoming first-year students:
     - They may not enroll in more than 4.5 credits in the first semester at Duke. Starting in the spring they can enroll in a total of 5.5 credits (i.e., up to 4.5 during registration windows and then up to 5.5 during drop/add)
     - They may not enroll in a course with enforced prerequisites if they do not have those prerequisites (relatively few courses are like this)
     - They may not place themselves on waitlists. Sometimes students think they are on a wait-list but this is impossible until they meet with their advisor during Orientation and receive a PIN. Because of the 4.5 credit limit, a first-semester student must drop a course during the fall drop/add period in order to add themselves to a wait-list. This is risky and not something we recommend. In the spring, they will be able to enroll in 4 courses and be wait-listed for a fifth.
   - Show advisors ECON 55D in the Schedule of Courses as an example of a course with enforced prerequisites and a course that looks like the lecture section is wait-listed (but is not)
Focus students: About 250 students (Trinity and Pratt) are participating in Duke’s living and learning experience, Focus. Focus students are enrolled in 3.5 Focus course credits and may select one elective course to fill out their schedule (total = 4.5 credits). Focus students may not make changes to their Focus courses without the permission of the Focus program.

Show advisors the Schedule of a Focus student: Elizabeth Do. She has chosen CHEM 23L as her elective course.

Some characteristics of ideal first-semester schedules:
- Include four 1.0 credit academic courses (versus three 1.0 academic courses and two 0.5 credit phys education activity courses)
- Include Writing 20 or a seminar course
- Include a foreign language
- Include general chemistry and/or intro calculus if the student has indicated strong interest in the sciences and/or is pre-health (and has not placed out of MATH 31/32 or CHEM 21L/23L with AP scores)
- Include courses from at least two of the following broad areas: natural sciences, quantitative sciences, social sciences, humanities
- Include at least one course that is consistent with an academic interest identified by the student
- Include courses that are appropriate for the student based on placement guidelines, prerequisites and the student’s preparation (as indicated by test scores)

2. Reading Your Students’ Advising Files and Info in STORM

- Most of the information you need about your student is available to you on the Web via STORM, the staff and faculty version of ACES
- We also provide advisors with a paper advising folder. (This will be the last year folders are provided). Information on and in the folder:
  - The front breastplate includes a color photo (if available), name and address info, high school, gender and DOB…it also lists test scores that were available at time of label printing. If the student is an athlete or Focus participant there should be a label on the front of the folder…finally, the name of the student’s pre-major dean is also on a label on the front of the folder.
  - Inside the folder is a yellow academic info sheet and, if available, a final high school transcript.
  - Advisors can keep e-mails in the folder and printouts of book bags and notes from meetings. We ask that summaries of all in-person meetings with students be recorded in the online comments tool (more later).

- What’s in STORM:
  - Advisement Report (not much there now for first-years, but will be handy during October-November preregistration meetings)
  - E-mail information
  - Name of pre-major dean (see Academic Info)
  - PIN (generated before Orientation and thereafter before preregistration period each semester)

3. What Happens During Orientation Week (Handout #3)

- Monday: general meeting of all academic advisors at FCJL
  - Announcements and overview of year ahead
  - Opportunity to meet members of advising group
4. What Happens After Orientation

- Advisors should try to meet with advisees in second half of September to see how classes are going, etc.
  - Academic Advising can provide $$ support if advisors want to get together with students over pizza, etc.
  - If a in-person meeting doesn’t happen, at least check in via e-mail
- October: midterm grades submitted
  - Grades posted on STORM
  - Students with low grades will be identified by their dean; both student and advisor will receive an e-mail from the dean’s office asking that student meet with their advisor to discuss grades
  - Detailed guide on midterm grade meetings available on Academic Advising Website (http://advising.aas.duke.edu/advisor/)
  - Midterm Assessment form should be submitted to dean after these meetings; if not, student will be blocked from registration
  - Reminders and details about midterm grades and assessment meetings will be sent out to advisors this fall
- Late October, early November: advisors meet in person with students to discuss their spring book bags and give out PIN
  - Guide to these meetings available on Academic Advising Website (http://advising.aas.duke.edu/advisor/)
- Final grades posted on STORM once classes end. First-semester students must pass two courses (2.0 credits) in order to proceed to the spring; thereafter, 3.0 credits must be passed every semester. The deans monitor grades and progress toward degree.

5. Struggles of First Year Students (Handout #4)

- The Advisor Manual (also available online as a pdf) goes over in detail some common issues facing first-year students:
  - homesickness
  - social isolation
  - depression and anxiety
  - academic under preparedness and/or inappropriate or underdeveloped study skills (resulting in low grades)
  - time management and freedom
  - too many extracurricular activities
  - alcohol and substance abuse
resistance to explore curriculum

- The pre-major deans are an important resource to use when dealing with a first-year advisee who is experiencing problems or who is resistant to suggestions and advice

- Case Studies #1 and #2: Handout #4

Advising Sophomores

1. Goals of the Sophomore Year

- Coalesce academic plans
- Engage with faculty in independent study, research or other forms of experiential learning
- Civic engagement and service
- Plan for study abroad, internships
- Declare a major

2. Major and Career Exploration; Helpful Resources

- Departmental Websites and directors of undergraduate studies
- Peer advisors (coming soon)
- Career Center
- Office of Study Abroad
- Majors Fair and other info sessions

3. Declaration of a Major and the Long-Range Plan

- Timing of declaration
  - First-year students can declare during their second semester, but will be served by Academic Advising and pre-major deans through the end of their first year
  - Most students declare during sophomore year
  - Final deadline for sophomores is the beginning of spring break
  - Students who do not declare on time will be unable to register for classes or study abroad during the summer or in the fall of their junior year until a Long-Range Plan is filed

- Declaration and study abroad
  - First year students who want to study abroad during the summer before sophomore year do not need to declare their major
  - Students who wish to participate in a semester or year-long study abroad program must have declared their major before the final deadline for study abroad application packet (mid-November and mid-April each year)
  - First-year students cannot study abroad in their second semester at Duke

- Long-Range Plan process
  - Ideally, should take several weeks (or months) as student thinks about goals, consults experts (e.g., directors of undergraduate studies), and meets with advisor
  - Student logs on to ACES and completes LRP online (go to STORM)
  - Detailed guides on completing LRP available to both students and advisors on Academic Advising Website (http://advising.aas.duke.edu/soph/declare.html)
  - The advisor reviews LRP and makes sure that it is complete and that student has accounted for
all remaining curriculum requirements
– Advisor also makes sure that student understands that the LRP (especially the essay) will be a way of introducing him/herself to the major department and new faculty advisor

• Changes to major and academic plan
– Once students complete a LRP and declare their major any subsequent changes can be made at the Registrar’s Office or Student Service Center (see T-Req, http://www.aas.duke.edu/trinity/t-reqs/changemajor.html); they do not need to edit their LRP or submit a new one

4. Struggles of Sophomores: Case Study (Handout #4)
• Advisor Manual is again a good resource
• Sophomore problems include:
  – Doubts about academic goals and plans
  – Mental health issues
  – Persistence in course work that is not well suited to student’s abilities
  – Lack of engagement or excitement about academic life
  – Anxiety about choosing a major and how the decision will affect career prospects
• Pre-major deans can help students explore options, including leaves of absence and referrals to experts to help with major and career decisions
• Case Study #3: Handout #4

Basic Facts About the First Year In Trinity
1. Requirements (Handout #5)
2. Course Placement
3. Programs of Study
4. Major Declaration

Advisor Responsibilities
1. Professional Development Training
2. Record Keeping
3. Availability and Responsiveness
4. Confidentiality

Technology and Advising
1. Online Comments and Appointment Calendar
2. T-Req
3. Advisor listserv: pmacadv@duke.edu and Advisor Access
4. Academic Advising Website: http://advising.aas.duke.edu/
5. Professional Development Accounts
6. Handy URLs (Handout #6)
Handouts

- Handout #1: Academic Advising Structure at Duke
- Handout #2: Graduation and Curriculum Requirements
- Handout #3: Check-Lists for Group and Individual Meetings with First-Year Advisees
- Handout #4: Advising Case Studies
- Handout #5: Basic Facts About the First Year
- Handout #6: Handy URLs for Academic Advisors
Academic Advising Structure at Duke University

Academic Deans

The five academic deans for pre-major students in Trinity College are assisted by an assistant dean for pre-major advising. All of the deans in the Academic Advising Center are responsible for overseeing the academic progress of students during their first and second years, or until they declare a major. They will:

- Setup and maintain records on approximately 1,380 first-years and 1,330 sophomores
- Monitor course load and progress toward the Bachelor’s Degree
- Review midterm and final course grades
- Place students on academic probation
- Notify students of academic honors
- Authorize postponement of final exams due to illness or sudden emergency
- Help resolve problems with classes
- Approve requests for a leave of absence
- Process forms for transfer credits from other institutions
- Coordinate flow of information between parents, students, instructors, advisors and Student Affairs staff
- Accept and evaluate petitions to withdraw from a course
- Approve requests for an Incomplete “I” grade at the end of the semester
- Coordinate and oversee the actions of 125 academic advisors, including training sessions each semester

Academic Advisors

The 125 academic advisors who work with first-year students and sophomores are faculty members who hold teaching appointments in the Faculty of Arts and Sciences and administrators and staff at the University. Each advisor is assigned 12 or 13 first-year students each fall; they will work with these students through their sophomore year or until they declare a major. They meet with their advisees twice during the first week of Orientation and thereafter at least twice a semester. Responsibilities include the following:

- Provide personal and continuous contact with a student for up to four semesters
- Discuss progress in classes, problems that come up, transition to Duke
- Approve course selections and issue PIN each semester
- Refer students with questions to Academic Skills, Career, Center, CAPS, and academic departments
- Encourage students to ask questions and seek answers
- Identify signs of stress or problems and refer to the appropriate academic dean, as necessary
- Approve Long-Range Plan and declaration of major
Graduation and Curriculum Requirements

_Graduation and Curriculum Requirements_  

**Trinity College of Arts and Sciences**

- Completion of 34 credits/courses
- First-year writing course (Writing 20)
- First-year seminar (any one credit course listed as a seminar)
- Small-group learning experience (SGLE) (2 courses)
- Major
- Satisfaction of General Education courses
- Please refer to T-Reqs (http://t-reqs.trinity.duke.edu/gradreqs.html) for details.

Curriculum Requirements

**Trinity College of Arts and Sciences**

- Five Areas of Knowledge—two courses in each for a total of 10 courses
  - Arts, Literatures and Performance (ALP)
  - Civilizations (CZ)
  - Natural Sciences (NS)
  - Social Sciences (SS)
  - Quantitative Studies (QS)

Courses taken to fulfill the Areas of Knowledge requirements can be at any level, 0–200
- Please refer to T-Reqs (http://t-reqs.trinity.duke.edu/curriculum/areas.html) for details.

- Six Modes of Inquiry
  - Cross-Cultural Inquiry (CCI)—two courses
  - Ethical Inquiry (EI)—two courses
  - Science, Technology, and Society (STS)—two courses
  - Foreign Language (FL)—one to three courses
  - Research (R)—two courses
  - Writing (W)—three courses

- Please refer to T-Reqs (http://t-reqs.trinity.duke.edu/curriculum/modes.html) for details.

Notes:

(i) Students will take one to three Foreign Language courses (all in the same language) depending on their level of preparation before starting language studies at Duke.

(ii) The Writing requirement is satisfied through completion of Writing 20 in the first year and two additional Writing courses in the disciplines (coded W).

(iii) Students may apply all Modes of Inquiry codes carried by a particular course toward fulfillment of their requirements. For example, if a history course carries CCI, STS, and W modes of inquiry codes, all three codes will count.
Check-Lists for Group and Individual Meetings with First-Year Advisees

Welcome to Duke!

- Who you are, the location of your office, and how to contact you during the semester; also where the Academic Advising Center is located.
- What you do as an academic advisor:
  - serve as a friendly personal contact they can call on for advice;
  - listen, as they begin to experience a new life;
  - answer questions about curriculum, Trinity policies and procedures, resources;
  - discuss course selection, placement, long-range plans, career plans;
  - issue PINs each semester;
  - refer them to support offices they might find helpful.
- What you can't do as an academic advisor:
  - answer all questions about all majors and all departments (this is why there are directors of undergraduate studies and faculty!);
  - make decisions for students;
  - be their only source of advice for the next 2 years.
- Students may wish to consult with instructors, peer advisors and resident assistants, deans in the Academic Advising Center, staff in the Career Center and Academic Resource Center, and other academic advisors and faculty as questions arise and they begin to formulate an academic plan.

Announcements

- Academic Advising will have weekend advising hours on August 25 and 26 (Saturday from 9 a.m. to noon and Sunday from Noon to 2 p.m.) and is otherwise open Monday–Friday, 8 a.m. to 5 p.m. for students with questions or problems. The academic deans for first-year students have their offices in the Advising Center.
- Faculty in the Mathematics department will be available to answer students’ questions about math placement on Saturday, August 25 from 8 a.m. to 11:30 a.m. in Room 123 Physics building.
- Academic exploration meetings (pre-health, pre-law, pre-business, pre-graduate school, careers) are on Friday, August 24 from 9 a.m. to 10 a.m. and repeated from 4 p.m. to 5 p.m.
- ACES is open again; students can adjust their schedule once they receive their PIN from you. (Do not distribute PINs at the group meeting!)
- Students who wish to take more than 4.5 credits by adding PE, dance, music or other partial credit courses can request permission by contacting their academic dean or dropping by the Academic Advising Center.
- Students who wish to waitlist for a course will have to first drop one of their full courses since they cannot be registered for four courses and wait-listed for a fifth. Students interested in wait-listing should discuss this with you in their individual advising meeting.
- Check the final exam schedule: Registrar’s Website (http://registrar.duke.edu/) > Students > Calendars > Exam Schedules; students should NOT schedule flights home too early in December. They will not be excused from final exams because of preexisting travel plans.

Use the provided sign-up sheet to set up individual appointments for Wednesday afternoon, Thursday or Friday.
Check-List for Individual and Group Meetings with First-Year Advisees

Get to Know Your Advisee

- Check pronunciation of name and any preferred nickname
- Where is (s)he from? What attracted them to Duke? Any siblings here?
- Academic interests (review First-Semester Self Assessment in STORM).
- Strengths? Weaknesses? Do these need to be taken into account for fall courses?
- Extracurricular plans? (athletic commitments, work-study, student organizations, clubs)
- Any questions or concerns?

Fall Course Schedule

- Is student happy with fall courses? Do they seem appropriate?
- If dropping/adding, remind student that first week is free drop/add, second week is add by permission only
- Advisee should be in four 1.0 credit courses (additional half-credit or quarter-credit courses are possible
- Tell student to check course schedule in ACES by the end of the second week of classes; if anything is incorrect they must contact their academic dean immediately to ensure that corrections are made during the Schedule Correction period (the third week of classes)
- If advisee is worried about a class, suggest that he/she discuss this with instructor or with a dean during the weekend advising hours at the Academic Advising Center
- Placement is critically important in sequenced courses (e.g., foreign language, math, chemistry, biology, economics and computer science); if an advisee thinks the placement is not correct, (s)he should talk to the course instructor or program director. Changes should be made within the drop/add period, with the following exception: Chemistry will allow a student to drop back from Chem 151L to Chem 23L and from Chem 23L to Chem 21L within the first month of class

Before student leaves the meeting…

- Provide PIN to student
- Be sure that they know the best way to get hold of you and let them know how soon they can reasonably expect to hear back from you; remind them that their academic dean is also available to answer any questions they might have, especially if it is urgent and they cannot get hold of you right away
- Keep notes on your conversation with the student: enter them into the online comments form
Explain that your advisee will be required to meet with you again in October, but encourage student to contact you earlier with questions or concerns

Send them off with best wishes!

Other Suggestions for Your Conversation

- Advisees may be worried about "requirements" for the curriculum, major, or health professions. Try to reassure them that they have 8 semesters to complete all graduation requirements, and that advisors and deans will be monitoring their progress along the way. If they seem especially anxious, refer them to the weekend advising hours so that they can speak to a dean.

- Remind students of your specific role as their academic advisor and let them know that information on major requirements is best obtained from faculty and departments. You can help advisees access these resources, but your job is not to be a walking compendium of program requirements.

- Having said that, try to avoid providing a lot of information about specific majors, especially if you are a faculty member in a Duke department or particularly knowledgeable about a certain program of study. This is a good topic for conversation later in the semester but may be too overwhelming during the first meeting. Survey responses indicate that students tend to perceive advisor enthusiasm for a major as an attempt to “sell” them that program of study.
Advising Case Studies

Case Study #1:

First-year student Veronica is pre-med. She attended a public high school in Texas. She received a score of 510 on the math portion of the SAT-1 and a verbal score of 640. Veronica also received a “2” on both the AP Chemistry and AP Calculus AB tests.

Veronica is Hispanic. In addition to identifying herself as pre-med, she listed biology, biological anthropology and anatomy (BAA), psychology, and human development as her main academic interests on her First Semester Self Assessment.

It is October, and you see the following midterm grades posted for Veronica in STORM:

- CHEM 21L, General Chemistry I: F
- MATH 25L, Lab Calculus I: D
- WRITING 20: B
- BAA 93D, Intro to Biological Anthropology: B+

Veronica is blocked as a result of her low grades in chemistry and math and is required to see you to discuss her problems with these courses before she can be allowed to register for Spring 2008.

- What will be important for you, as Veronica’s advisor, to cover in this meeting?
- What resources will you use to prepare for this meeting?
- What advice and suggestions will you give her?
- What resources should Veronica utilize to bring her grades up?

Case Study #2:

First-year advisee Caitlyn tells you in your first meeting during Orientation that she is majoring in public policy studies, minoring in economics, and doing the Markets and Management Studies certificate. In her First Semester Self-Assessment you see that she plans to attend business school. She also writes that she wants to start learning French at Duke and study abroad in Paris in her junior year.

Caitlyn has lots of questions for you. She wants to know what courses she should be taking this fall and in the spring and what she should be thinking of taking in her sophomore year. She heard that public policy majors are required to do an internship. Will this be a problem for her study abroad plans? She also wasn’t able to get into FRENCH 1 because it was full by the time she registered. Will she have enough French to study abroad? What should she be doing as a freshman to look good for grad schools? Is her fall schedule too intense?

Caitlyn is in the “Visions of Freedom” Focus program and her fall schedule looks like this:

- FOCUS 99 (0.5 cr)
- POLSCI 88FFCS, Hierarchy and Spontaneous Order
- ENGL 139CS, Liberty and Literature
- ECON 55D, Intermediate Economics
- PUBPOL 195S, Collective Action Development and Environment
Caitlyn attended a private high school in California. She has very high test scores and several AP credits, including a “5” on the AP Microeconomics and Macroeconomics exams (which places her out of ECON 51D), and a “5” on the AP Spanish language exam.

- What thoughts do you have about her fall schedule?
- What advising issues do you foresee having to confront with Caitlyn?
- How would you go about responding to her many questions?
- What resources would you use or suggest that Caitlyn uses in the weeks and months ahead?

**Case Study #3:**

Your advisee, Tad, a sophomore in his fourth semester, entered Duke declaring himself as pre-med. He always wanted to be a doctor and never thought about being anything else. The problem is his science and math grades from his first three semesters are not good. He failed Organic Chemistry (Chem 151L) in the fall. Tad is considering a different track and career but has no clue on where to start, let alone what his major should be. Initially, he was planning to major in biology since that was his best subject in high school but that is no longer the case at Duke. Tad is beginning to feel really stressed since he has to choose a major and declare in a few weeks. What should he do?

- What are the advising issues here?
- What suggestion might you make to Tad about choosing a major?
- Do you think going to medical school is totally out of the question for Tad?
- How can you, as an advisor, inspire Tad to take charge of his situation and develop a plan of action?
Basic Facts About The First Year—Trinity College of Arts and Sciences

Registration

• Fall course registration took place in mid-July online via Duke’s course registration system, ACES. Students were sent detailed course planning and registration instructions in the “Blue Book” that was mailed home in May and were also encouraged to contact Academic Advising over the summer with questions about courses, placement and programs of study. This means that most students should be enrolled in a full schedule for the fall by the time they meet with their advisor during Orientation.

• Students are allowed to make changes to their schedule once they meet with their academic advisor during Orientation, discuss the proposed change, and receive a four digit PIN. They must enter this PIN in ACES before they can drop or add courses. Students will receive a new PIN from their advisor in late October/early November when the advisor has reviewed and approved their proposed schedule for the spring 2008 semester.

• All Duke students are expected to enroll in four 1.0 credit courses each term (most academic courses = 1.0 course credit; 34 credits are required for graduation). Three 1.0 credit courses and two 0.5 credit courses is not an acceptable combination.

• First semester students are allowed to enroll in up to 4.5 credits. If they wish to go above this limit to add partial credit courses, they should see their academic dean. Starting in the spring, students will be permitted to enroll in up to 5.5 credits on their own in ACES.

• Students were not allowed to waitlist for courses over the summer. Because waitlisted courses are included in the 4.5 credit total, waitlisting for a course once they receive their PIN is not generally advised since it will require that students drop a class (if they are already enrolled in four 1.0 credit courses). Students interested in waitlisting should be referred to their academic dean before dropping any of their classes.

• Registration instructions are provided on the Office of the University Registrar website at http://www.registrar.duke.edu/registrar/studentpages/student/registrationinfo.html.

Requirements

• Trinity students must complete two courses by the end of their first year at Duke:

  1. Writing 20, Academic Writing. There are enough sections for about half the first-year class to take Writing 20 in the fall. The rest of the class will take it in the spring. Pratt students are told which semester they will take the course. Trinity students enroll on a first-come, first-serve basis.

  2. A 1.0 credit seminar course. Any course coded as a seminar (numbered 0–199) may satisfy this requirement. The course may be in any subject area. Each semester a limited number of First-Year Seminars (numbered 49S in ACES) are offered by various departments. While designed for first-year students, these seminars are not required to complete the seminar requirement. Any full (1.0 credit) seminar will work as long as the student meets any stated prerequisites, etc. Students cannot satisfy the first-year seminar requirement by taking two half-credit seminars.

• Other suggested first-year courses: mathematics and/or chemistry for pre-health students or students interested in possibly pursuing a science major; foreign language; gateway courses for social science majors (e.g., ECON 51D/55D, PUBPOL 55D, SOCI 10), any intro or survey course < 100-level.

• Students have the freedom to select any course that looks interesting to them beyond the suggestions above. They should review ACES course descriptions and synopses (when available) and make sure that they have met any stated prerequisites. Many 100-level courses are appropriate for first-year students.
Later in the fall semester, Academic Advising will instruct advisors to introduce their first-year students to the Advisement Report, an electronic tool in ACES that will help students track their progress toward completion of their curriculum and major requirements. First-year students should not select fall courses based solely on whether they satisfy Area of Knowledge or Mode of Inquiry requirements.

**Course Placement**

- Duke departments offering courses where enrollment should be based on preparation and prior experience (including Advanced Placement and other test scores) with the subject matter have prepared helpful self-placement guidelines for students on their websites. Students enrolled in courses in any of the following subjects should consult these placement web pages:
  - Foreign Language: [http://languages.duke.edu/](http://languages.duke.edu/)
  - Physics: [http://www.phy.duke.edu/ugrad/elsewhere.ptml](http://www.phy.duke.edu/ugrad/elsewhere.ptml)

- Students who have particular concerns about their course placement that go beyond the information provided on the Web should contact their academic dean.

- The AP Table on T-Reqs ([http://t-reqs.trinity.duke.edu/apcredit.html](http://t-reqs.trinity.duke.edu/apcredit.html)) is another useful guide for course placement. (Note: Scores of 6 or 7 on the Higher Level International Baccalaureate exam in similar subject areas are deemed equivalent to scores of 4/5 on the AP exam.)

- First-year students are not permitted to take 200-level graduate courses or courses offered in any of Duke’s professional schools (Fuqua, Law, Medicine, and Divinity). If a student asks about this, (s)he should be referred to the appropriate academic dean.

**The Focus and Emerging Scholar Programs**

- Some first-semester students will be enrolled in one of two special academic programs for first-year students: Focus and the Duke Emerging Scholar Program (DES-CS).

- Focus students are enrolled in 2.5 course credits (two seminars and one half-credit discussion course) that cluster around one of several interdisciplinary themes or topics. A listing of fall 2007 Focus clusters is given on the Focus website ([http://focus.duke.edu/program/](http://focus.duke.edu/program/)). Students in each Focus cluster take these courses together and also live in the same residence hall.

- Emerging Scholar students are enrolled in 1.5 course credits in the fall and another 1.5 course credits in the spring (this is a year-long program) ([http://www.cs.duke.edu/csed/des/](http://www.cs.duke.edu/csed/des/)). There is no residential component to this program.

- Students enrolled in these programs are not permitted to drop their Focus or Emerging Scholar courses in ACES. They must consult with the respective program coordinators.
Pre-graduate School Planning

• Trinity offers specialized advising to students considering a health profession, law school, business school or graduate school. This advising is centered in the Office of the Trinity Deans and the Academic Advising Center and is provided by the Trinity academic deans.

• Pre-law and pre-business students do not need to follow a set curriculum and there are no required courses or majors.

• Pre-health students are free to major in any discipline at Duke. They are required to take a set of courses over their undergraduate career that will prepare them for the MCAT examination and for graduate study in a medical, dental, veterinary or other relevant graduate program. The courses are described along with sample schedules on the Health Professions Advising website, http://pre-health.trinity.duke.edu/.

• Students who self-identify as pre-health are encouraged to meet at least once a year with a pre-health advisor. The pre-health advisors in Trinity College are:

• First-semester students who are pre-health, pre-law or pre-business should attend the pertinent meeting on Friday of Orientation Week (offered at 9 a.m. and repeated at 4 p.m.). This meeting is especially critical for pre-health students.

Engineering

• Some Trinity students may wish to apply for transfer to the Pratt School of Engineering at the end of their first year. If they have not already consulted with her over the summer, these students should schedule a meeting with the Dean in the Pratt School to plan course work in mathematics, chemistry, and engineering that will prepare them for a possible transfer.

• Trinity students planning to transfer to Pratt still must complete the Writing 20 and first-year seminar requirements.

• Because there is no foreign language requirement in Pratt, potential transfers might want to hold off on starting foreign language study unless they are keen to take foreign language course work at Duke.

• Pratt students may opt to take a second major, minor, or certificate program in Trinity, but Trinity students may not take a second major in an engineering discipline. Some Pratt courses are open to Trinity students.

• Pratt students may triple major; Trinity students may have no more than two majors.

Studying Abroad

• Trinity students may not participate in a study abroad program until the summer following their first year. Semester study abroad programs are open to Trinity sophomores (in the fall or spring) as long as they have declared their major. Major declaration is not required of Trinity students who wish to study abroad in the summer between their first and sophomore years.

Major Declaration

• First-year students may submit their Long-Range Plan and declare their major following the spring semester registration period for fall '08 (i.e., in April). This means that they will discuss their fall '08 courses and receive the PIN from their first-year academic advisor. A faculty advisor in the major will be assigned to them over the summer before their sophomore year.

• A detailed Guide to major declaration and the Long-Range Plan process in ACES is available on the Academic Advising Center website at http://advising.trinity.duke.edu/LRP-instructions.pdf.
Handy URLs for Academic Advisors

This list will be e-mailed to you so that you can open each website and bookmark it on your browser for easy reference.

<table>
<thead>
<tr>
<th>URL Description</th>
<th>URL</th>
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<tr>
<td>T-Reqs Trinity College policies and procedures</td>
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<td>Advisor online comments login</td>
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<tr>
<td>STORM login Access to advisee academic records on the Web</td>
<td>Go to: <a href="http://www.sisoffice.duke.edu/links1.html">http://www.sisoffice.duke.edu/links1.html</a></td>
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<td>Click on &quot;Log on to STORM&quot; link</td>
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<td>Bookmark the page that is launched</td>
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<tr>
<td>Majors, minors, certificate programs</td>
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Subject: [Advisors] Midterm grades
From: Academic Advising Center Director
Date: Tue, 24 Feb 2009 08:40:19 -0500
To: advisors@duke.edu

Dear Advisors,

Happy Tuesday!

Midterm grades for all first-year students were due last Friday, February 20. While many grades still have not been submitted, a number have come in, so you can start checking your advisees’ grades in STORM.

Detailed instructions on how to access grades in STORM are provided on Page 2 of the Guide to Checking Midterm Progress document (http://advising.trinity.duke.edu/advisor/forms/CheckingMidterms.pdf) along with other important guidelines for midterm assessment of your advisees. You can find this guide as well as the midterm assessment form on our website (http://advising.trinity.duke.edu/advisor/)

Please take a few moments to print off the 5-page guide and look it over. *This is especially important if you are a new advisor this year.* If you have any questions please be sure to get in touch with one of the Advising Center deans.

Finally, if you have any advisees whose midterm grades include 2 D grades, 1 F grade or some worse combination, you will be copied on an e-mail to the student from his/her academic dean. This e-mail will instruct the student to set up an appointment with you. Please keep an eye out for these e-mails as they will serve as a useful cue to you that an advisee has low midterm grades in one or more courses.

Thanks!

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Duke University
112 Academic Advising Center
Campus Box 90697
Durham, N.C. 27708 USA

On the Web: http://advising.trinity.duke.edu/Questions? Ask advising@duke.edu
Overview
Midterm grades for all first-year students (and sophomores earning a D or worse in a course) should be submitted by the end of the seventh week of classes (see the Academic Calendar on the University Registrar's Web site for the date). However, you can start viewing your advisees' midterm grades on STORM as grades are posted. You may decide to work this into your daily routine (e.g., check STORM each morning as soon as you get into your office or later in the afternoon before you leave for the day). However, this is optional.

It is extremely important that you meet with students who are making unsatisfactory progress in their courses. These conversations can uncover issues a student may be struggling with, including:

- Lack of academic preparedness
- Poor study skills
- Problems with time management
- Homesickness, depression, and transition difficulties
- Health problems (mono, migraines, insomnia, disordered eating)
- A need to reevaluate his/her academic plans and goals

Our job is to help advisees figure out what is preventing success in their course work and make the appropriate referrals to an academic dean, the Academic Resource Center, the Writing Studio, CAPS, Student Health, or the Career Center.

Step 1: Print Midterm Assessment Forms
You may wish to have a stack of these handy as you meet with advisees to discuss low midterm grades. These forms help guide your conversation and also map out a plan for the student to engage in strategic help-seeking.

This form is available as a PDF file: Midterm Assessment Form.

If you have any difficulties accessing this form, please call us at 684-6217.

Step 2: Check Midterm Grades in the New STORM
Please note that hard copies of your advisees' midterm grades will not be sent to you. You can check grades using STORM.

- Log into STORM using your NetID and password;
- Select View My Advisees from your STORM home page;
- Click on the View Student Details link of the first undeclared advisee on your list (see the right side of the panel);
- On the next screen, select Grades from the drop-down menu;
- If any midterm grades have been submitted, you will see a Midterm Grades tab. Click on this tab to see the grades. If a student has one F, two Ds or worse, (s)he is required to meet with you
The academic deans will also be monitoring midterm grades and will send an e-mail to students who receive one F, two Ds or worse informing them that they need to meet with their academic advisor. Advisors will be copied on this e-mail; you may decide to use this as your cue to reach out to students to set up an appointment.

**Step 3: Schedule Meetings with Student(s)**

Upon hearing from you and their academic dean, students should be prompt in getting back to you about a meeting to discuss midterm progress. Giving students about a week to get back to you is reasonable. If an advisee with low midterm grades has not set up an appointment with you within 5 to 7 days after receiving the e-mail from the academic dean, please let the academic dean know.

**Step 4: Having a Productive Midterm Assessment Meeting**

It can be difficult for students to talk about their low midterm grades and you may encounter some resistance to your suggestions and referrals when you meet with your advisee(s). It is not uncommon for students to be in denial about their poor performance. They may report that the grade was based on only one exam and that “everyone” in the class did badly or they may say that all they need to do is “study harder.” Such reactions may be especially pronounced among students who entered Duke with very fixed academic and/or career plans that depend heavily on strong classroom performance (e.g., students who wish to attend medical school).

While you do not want to put your advisees through the third degree and make them feel that you do not believe what they are telling you, it is also important that you do not automatically accept what they say on face value and send them on their way. Engage your advisees in a conversation and try to find out more about their overall experience to date at Duke—what you hear may provide insights into what is underlying their academic difficulties.

Specifically, keep in mind the student learning objectives we have for undeclared students in their advising experience and try to ask questions that will give you the following information about your advisee:

**Student Learning Objective # 1: Self-Assessment**

- How are individual courses going? (Be specific; “Chemistry is fine” is not an answer you can do much with!)
- Do midterm grades suggest a need for adjustments in the student’s approach to taking notes, studying, etc.?
- How does the student describe the challenges (s)he has encountered so far?
- What strategies will (s)he use for dealing with them? Do they seem adequate and/or realistic to you?

**Student Learning Objective # 2: Strategic Risk-Taking**

- Has the student met with instructors in the problem courses?
- What is the student’s attitude toward seeking help? Is help-seeking seen as a bad thing?
- If the latter is true, can you help your advisee see that help-seeking is “normal” and expected in many cases?
- Should the student think about taking a course next semester that will help in the development of
certain key skills?

**Student Learning Objective # 3: Strategic Help-Seeking**

- Would tutoring, the Academic Skills Instructional Program (ASIP), Writing Studio, or some other assistance (see the Midterm Assessment Form) be useful, given what the above uncovers about the student’s overall progress at midterm?

If it seems clear to you that your advisee would benefit from seeking help or talking to staff in ARC, CAPS, or the Academic Advising Center, remember that it may not appear as obvious to your advisee. An effective referral depends on your ability to explain to your student why it is necessary, and how the person or office you are suggesting (s)he visits can really be of help. Now is a good time to review “The Art of Referring Students to Others for Assistance” in your Advising Manual.

Tip: Resist combining midterm assessment and pre-registration meetings for first-year students who have poor midterm grades. Why? You may find that students will only want to discuss courses for the spring and avoid addressing the problems they are experiencing now that are preventing success. It is easy to take up a 30-minute appointment time answering schedule questions—a single meeting is not usually adequate for trying to do this in addition to meaningfully examining the underlying causes for a first-year advisee’s academic underperformance.

**Step 5: Return Midterm Assessment Form(s) to the Academic Advising Center**

After you have met with a student, sign the Midterm Assessment Form(s) and fax it to the Academic Advising Center (the fax number is on the bottom of the form). Your comments and recommendations will be reviewed by your advisee’s academic dean who may also request a meeting with your student based on your appraisal of his/her situation.

If Midterm Assessment Forms are not returned for a student with low midterm grades, the student will be blocked from registering for courses. This step is taken to ensure that the student sees you to discuss his/her academic problems. These students will be able to register for courses only when they have met with their advisor and a Midterm Assessment Form has been sent to the Academic Advising Center.

If, for any reason, you are unable to meet with an advisee who has low midterm grades (one F, 2 Ds or worse), it is very important that you contact the student’s academic dean so that (s)he can arrange to meet with your advisee in your place.

**Step 6: Following Up**

Following up with advisees who have received low midterm grades can be just as important as your initial meeting. The steps that your students take (or do not take) during the weeks ahead have significant implications:

- If an advisee is not able to bring up his/her grade in a course (for whatever reason) a course withdrawal should be seriously considered (http://trinity.duke.edu/academic-requirements). Students should know that the deadline to request a course withdrawal is four (4) weeks before the last day of classes. Students should be encouraged to meet with their academic dean before this date if they need advice on taking this step.

- Your advisee’s experience with a particular class should be considered when the two of you meet to discuss course registration for the upcoming semester and review his/her short- and long-term academic goals.
Many of you will have an opportunity to follow up with your students when you hold your preregistration meetings. Be sure to spend some time talking about developments in the problem courses and ask advisees to update you on the help they have received from referrals you made.

What if Parents Call or E-mail? Starting this year, the midterm grades of all first-year students will no longer be mailed home in the fall and spring semesters. Parents who learn about their son or daughter’s low midterm grades may be concerned and want to talk to someone. Since your relationship is with your advisee, parents should always be directed to their student’s academic dean. If a parent contacts you wanting information about one of your advisees, please tell them to call 684-6217 and ask to speak with one of the dean’s staff in the Academic Advising Center. (It is okay to give parents the name of their student’s academic dean—you can see it on the Student Center page in STORM.)

When in doubt, ask! Call the academic deans at 684-6217
Subject: [Advisors] Midterm grades
From: Academic Advising Center Director
Date: Tue, 24 Feb 2009 08:40:19 -0500
To: advisors@duke.edu

Dear Advisors,

Just a reminder that all sophomores in their fourth semester of enrollment are required to turn in their Long Range Plan to the Advising Center by 5 pm Friday, March 6. The students have received e-mail reminders about this impending deadline, so they should be aware.

If you or your advisee experience any technical difficulties with the Long Range Plan tool in ACES and/or the What If report, please get in touch with me or with one of the other academic deans in the Advising Center.

A completed Long Range Plan consists of:

1) An essay page, signed by you and by your advisee

2) A What-If Report that accurately displays the student’s first major and any other (optional) plans of study (eg, second major, minor or certificate program)

Sophomores who miss the March 6 deadline risk being blocked from fall 2009 course registration. The Advising Center will send a warning e-mail to these students over spring break.

Thanks, and please get in touch if you have any questions.

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Duke University
112 Academic Advising Center
Campus Box 90697
Durham, N.C. 27708 USA

On the Web: http://advising.trinity.duke.edu/Questions? Ask advising@duke.edu
Advising Goals for Freshman, Sophomore, Junior, and Senior Years

Necessary Materials and Access

- Syracuse University Undergraduate Catalog
  - The Newhouse Fact Book
  - The Time Schedule of Classes
  - The Student Handbook
  - Major Requirement Sheet
  - Access to MySlice
  - Access to the Syracuse University website at syr.edu
  - A functioning syr.edu e-mail account

Description

This syllabus is a timeline of advising goals to guide faculty advisor and student interaction over the course of the student’s undergraduate career. The syllabus is broken down into four parts: First Year, Sophomore Year, Junior Year, and Senior Year.

Overall Goals

To achieve a successful transition to college and academic success in college through an understanding of academic requirements and opportunities, School and University resources, and opportunities for enrichment and extracurricular engagement.

Minimal Requirements

- COM 100: First-Year seminar
- Periodic meetings with faculty advisor
- Attendance at Departmental Advising Meetings
- Participation in Newhouse Career Development Workshops
- Junior- and Senior-Year Degree Check: Meeting with Recorder in 102B NCCI

Review of Advising Materials

- Review of updates and announcements: Please check your SU e-mail regularly and keep your local address and phone number up to date.
  - Newhouse Resources
  - Faculty advisor
  - Peer advisor
  - The Newhouse Records Office (102B NCCI; ext. 4654)
  - The Associate Dean for Student Affairs (312 NCCI; ext. 1908)
  - The Newhouse Career Development Center (20B NCCI; ext. 3270)
First Year

- Get to know your Newhouse advisor and other students
- Understand your advisor’s role and expectations
- Understand advising resources within the School
- Become familiar with degree requirements, courses, and course terminology (credits and average course load), full-time status, and implications
- Become familiar with the semester calendar and academic deadlines
- Be aware of Time Management issues and seek assistance if needed
- Review your Mid-Semester Progress report and seek clarification and help if needed
- Become familiar with how to use the registration system and prepare a reasonable course schedule for the spring semester
- Explore different majors
- Explore options for future academic enrichment: dual major programs, Division of International Programs Abroad (DIPA), internships, Honors Program
- Explore extracurricular options

Sophomore Year

- Explore the resources in the Newhouse Career Development Center and sign up for at least two workshops
- Continue to explore major options; finalize major in the spring
- Change advisor, if necessary, to faculty in major department by May
- Discuss dual majors and minor requirement: what are the various options and what are the implications for your academic planning
- If ready, declare minor
- Discuss study abroad opportunities and implications for your future course planning
- Continue exploration and participation in extracurricular opportunities
- Discuss and investigate internship opportunities for summer and beyond
**Junior Year**

- Continue contact with Career Development Center
- Plan for semester abroad
- Plan for future internships
- Discuss professional organizations, memberships, and competitions
- Discuss other networking opportunities
- Declare minor, if you haven’t done so already
- Have junior-year degree check in the Newhouse Records Office; discuss any problems with advisor
- If considering graduate school or law school, begin to research options, application process, testing needs
- Consider ways to share your academic success by taking on leadership roles, volunteering, or mentoring younger students
- Discuss ways to enrich your education by wisely using your electives

**Senior Year**

- Set goals early in the academic year for what you want to accomplish in your senior year
- Increase contact with the Career Development Center, participate in Consortium and Job Fair opportunities, prepare resume, portfolio, and gather references
- Have senior-year degree check with the Newhouse Records Office; discuss any problems or questions with advisor
  - Consider ways to share your academic success by taking leadership roles, volunteering, or mentoring other students
  - Discuss ways to enrich your education and add new skills by wisely using your electives
  - Discuss career plans and continue networking
Reconnecting With Your Advisees in the Spring Semester

The first few weeks of the spring semester provide an important opportunity to reconnect with your advisees. We encourage all of you to invite your students in for a chat soon. You can do this over a meal or coffee, in groups, or one-on-one.

It is particularly important to make contact with all of your first-year students, even those who earned good or exceptional grades in the fall (to check grades, visit STORM). To help you, we offer the following suggestions and guidelines for these early spring meetings with advisees:

First-Year Students: Deconstructing Fall 2007…What Now?

Students with D’s and F’s

First-year students who earned two D’s, a D and an F, or two F’s in the fall are on academic probation this spring (see T-Reqs, http://t-reqs.trinity.duke.edu/grades.html). While their probationary status will not become part of their permanent academic record, these students must meet certain conditions this semester in order to return to good standing and continue at Duke next fall. These conditions include regular meetings with their academic dean and attaining a 2.0 spring semester GPA (or earning no grade lower than C-minus).

There are many potential reasons for low grades in the first semester at Duke, ranging from lack of academic preparedness and poor study habits to significant personal and medical problems like homesickness and depression. Probation students will be referred to the Academic Resource Center and in some cases to CAPS, for help making the adjustments necessary for improved academic performance this spring. The deans will follow these students carefully to make sure that they are following through on their recommendations.

Unfortunately, the arrival of a brand new semester and enrollment in four new classes can lead to a tabula rasa mentality among those students who underperformed in the fall. They tend to attribute poor grades from the fall to a general lack of effort or discipline on their part, and vow to “do better” in the spring whether it is through studying more, getting a tutor, requesting a new housing assignment, or readjusting their attitude. We frequently see this mindset in students who are continuing with sequential math, science and economics classes that are important for a pre-health track or a science and/or economics major. While it is not a bad thing for students to view the spring semester as a fresh start, it can be detrimental if they do not also take proactive steps to find out what prevented academic success in the fall and work on fixing it. The best way to do this is though collaborating closely with the specialists in the Academic Resource Center, course instructors and the academic deans.

Students with C’s

Although C is technically a “satisfactory” grade at Duke, it may indicate difficulties and underlying problems in a subject matter that need addressing by the student—especially when the subject is one in which the student plans to continue, like math or science.

The stakes are higher in the second semester of enrollment, because starting this spring all first-year students must pass three courses to remain in good standing (they are only required to pass two courses in the first semester). Students who are continuing with courses in subjects where they earned Cs (or worse) in the fall are potentially at risk if they continue to experience the same academic difficulties in the spring.
As academic advisors you can be very influential in this regard by reaching out early to first-year students with one or more low fall semester grades or multiple C’s and encouraging them to think critically about the concrete steps they are going to take this term to improve their grades. By emphasizing that developing skills and approaches to academic work will help them succeed and improve in all their classes—not just the subjects in which they earned D’s and F’s last term—you can help students see the benefits of consulting with experts in ARC and the Dean’s Office rather than figuring it out on their own…and risking more bad grades.

**High-Performing Students**

It is just as important to reach out to students who earned good grades (all Bs and As) in the fall. Dean’s List honors do not always mean that first-year students are not in need of academic support and encouragement and these students are just as deserving of our attention. Issues to keep in mind when talking with your advisees who did well in the fall:

- Did they really enjoy their fall classes? Are they curious to try a new discipline or subject? Since they have experienced an excellent academic transition to Duke these students should be encouraged to step outside their academic comfort zone and try something new (whether it be this spring or next fall). Just because students are doing well in courses doesn’t mean that they find them stimulating. They may be taking courses to please parents or because they have always done well in those particular subjects. Lack of intellectual stimulation can lead to the infamous “sophomore slump” (in grades as well as in overall attitude about college) if these students are not nudged into new disciplines and ways of thinking and learning.

- More is not always better. Students who earned exceptionally good grades may think it makes sense to overload this spring (take five semester courses). In truth, overloading is rarely something we recommend, regardless of high GPA. If the student believes that (s)he needs more academic challenges, they should consider using the time they would otherwise spend in a fifth course seeking out mentored research opportunities, investigating study abroad programs and looking into other experiential education opportunities (e.g., DukeEngage).

- Thinking ahead to summer ’08. Are these students thinking about summer opportunities and experiences? Students showing promise in the sciences should be encouraged to learn more about the Howard Hughes Research Fellows Program (http://www.aas.duke.edu/trinity/resfel/); multiple opportunities for summer research and funding exist across the humanities, social sciences, and natural sciences; do your advisees know about them? Alternatively, have your students thought about summer study abroad after their first year or gaining experience in a career field that interests them through an internship or summer job? While these questions can be directed toward all of your advisees, it may make more sense to wait until later in the semester to broach these topics with students whose first priority this spring is to get back on track academically.
Sophomores: The Day of Reckoning Draws Near...Declaring the Major!

Many of you already are working with sophomores who are ready to declare their major and who are planning on meeting the Early Declaration Deadline on Friday, February 1. Please refer to the Long-Range Plan Guide (see http://advising.trinity.duke.edu/advisor/) if your advisees have technical questions about completing their LRP. Remember that advisors may view their students’ LRPs on STORM.

The final declaration deadline for all other sophomores in their fourth semester of enrollment this spring is Friday, March 7. Here are some tips for helping students reach this important landmark in their undergraduate careers:

• While early declaration (i.e., meeting the February 1 deadline) is highly recommended for those students applying to study abroad programs for Fall 2008 it is not required.

• Students should try to have a conversation with the Director of Undergraduate Studies (DUS), advising center (Ecoteach in Economics) or a faculty member in the department (or program) of their intended major(s) before submitting the Long-Range Plan. This meeting is especially helpful for students considering a major with sequenced courses (e.g., the natural and quantitative sciences, economics and public policy). Although many students know what they want to major in, they may be surprisingly ignorant of specific requirements, concentrations and pathways in their major of choice. If students seem unsure about their options within a major please encourage them to consult with the experts. This will greatly reduce the need for LRP revisions when the student declares his/her major.

• Remind students that it is possible (and easy) to make changes to their program of study after they have declared their major. The Long-Range Plan is not a binding contract. If an advisee wants to drop or add a major or make any adjustments to plans for a minor or certificate program, they may do by visiting the Registrar’s Office or Student Service Center.

• Pre-health students who have questions about integrating pre-health course work with major/minor/certificate program requirements should schedule an appointment with their pre-health advisor before submitting their LRP.
Checklist for Student Meetings

1. Review courses and discuss grades:
   • Note midterm grades and ask how grades are now in each course
   • Dean’s List? Remember to congratulate the student.
   • Academic problems? If student is having trouble, suggest seeing the TA and/or the professor and going to Cornerstone. If the problem seems to be related to health or emotional problems, please refer the student to Student Health Center.
   • Failing a class? If the student is going to fail a class explain why withdrawing is probably the best option. You may wish to refer the student to see the Dean of the Day in the College Office.

2. Review online academic plan—is progress being made with DR? Use as guide for possible course suggestions.

3. Select fall/spring courses and authorize to register

4. Activities Outside of Class—extracurricular activities, volunteer activities, work, research, etc.

5. Plans for semester break, spring break, or summer—are they planning to work, apply for an internship, go to summer school, travel, etc.?

6. Remember to take notes!

Do not rush the student’s appointment. Take 30 minutes to get to know the student, select courses, work with online planner, etc.

Check Academic Options

• Graduating with Latin Honors?
• Internships?
• Major Declared?
• Minor Declared?
• Research?
• Study Abroad?
Checklist for First-Year Students—University of Chicago

Checklist for the Next Year

**Summer**

- Look at the course catalog (collegecatalog.uchicago.edu). Make a list of courses you would like to visit to explore a major or expand your knowledge.
- Visit the study abroad website (study-abroad.uchicago.edu) and decide if /where you might apply.
- Surf the CAPS website (caps.uchicago.edu) and other job resources (Idealist. Monster etc.) to gain an idea of the types of summer internships and careers available (Note: the Careers A–Z link and Snapshots on the CAPS website are good resources if you are curious about career possibilities). The Alumni Careers Network (alumniservices.uchicago.edu/Careers/network_main.asp) can help you find alums in your area to contact for information about their career paths.
- Create a resume, if you have not already done so; see the CAPS website for sample resumes (caps.uchicago.edu/resourcecenter/handouts/resumes.pdf). Sign up for the list hosts on your Chicago Career Connection (CCC) profile for information in your areas of interest.
- Search the Fellowships/Research Opportunities/Grants/Scholarships website (frogs.uchicago.edu) for additional opportunities.
- Declare major/minor/areas of interest on cMore.

**Things to Remember for Second Year**

- Explore different fields/classes/majors and finish your core requirements, especially PE and language.
- Join a department host list to learn more about what the major has to offer. If the department is not on this site (http://www.college.uchicago.edu/academics/dep_email_lists.shtm) contact the department directly to see if they have one.
- Attend department events and seminars.
- Actively build relationships with faculty, TAs, and others across campus. Make use of the instructors’ office hours; ask questions, review exams and papers, seek help with problems or papers.
- Talk with ASAP counselors, your professors and your advisor about how to improve your academic skills. Check the ASAP website (http://counseling.uchicago.edu/services/asap) for helpful workshops and advice (note taking, speed reading, test taking, etc.).
- Visit the library’s website to learn how to use library resources. Get to know your class librarian (www.lib.uchicago.edu/e/classlibrarians) and ask questions on this site.
- Explore Chicago and make time for extra-curricular activities. Check out RSOs at (studentactivities.uchicago.edu) and get out of Hyde Park!
- Look at your class website for more resources (classof2012.uchicago.edu).

**October**

- Find at least one meaningful cocurricular activity for the year (e.g., an IM sport, a RSO, a job, a volunteer opportunity)
Reminders for Second-Year Students

Review Your Degree Program and Your Transcript and Confirm the Following, if Applicable

- AP, placement test and transfer credit have been posted.
- Your language and PE requirements have been completed and entered on your transcript

Explore Majors and Plan Ahead

- Discuss ideas for majors with your advisor, focusing on your interests and strengths. Keep in mind: in selecting a major you are choosing an area of study, not a career. Consider a minor.
- Meet with the undergraduate program chair. Ask for information about departmental seminars and meetings, as well as undergraduate organizations affiliated with the major. Join the departmental listhost.
- Schedule remaining general education requirements and PE and language requirements as soon as possible, if not already completed.

Use College Resources

- Use the Academic Skills and Assessment Program (ASAP) to work on effective study habits.
- Visit the library’s web page for your class (www.lib.uchicago.edu/e/classlibrarians).
- If you are preparing for a medical profession, meet with the health professionals advising office (Harper West Tower 4th floor).
- Visit the college website for information about study abroad, scholarships, fellowships, and other special programs (www.college.uchicago.edu).
- Explore the resources at Career Advising and Planning Services (CAPS). Visit the CAPS library and website. Make an appointment with a CAPS counselor, whether or not you have a clear career interest. Ask them to check your resume. Attend CAPS workshops, especially career exploration workshops.
- Open a letter of reference file at interfolio.com.
- Use instructors’ office hours: ask questions; review exams and papers, seek help with problems or papers; explore your academic interests. If appropriate, ask about research opportunities or preparation for graduate school.
- Build and maintain relationships with faculty and TAs.

Make Time for Cocurricular Activities

- Check out volunteer activities, student organizations, political, and religious groups.
- Explore Chicago.

Review Online Resources to Help You Plan for the Future

- Career exploration
  - For all careers: https://caps.uchicago.edu/resourcecenter/snapshots.html
  - For non-profit careers: http://ideal.org
– Speak with alums about their career paths: https://alumniservices.uchicago.edu/careers/network_main.asp

• Graduate and professional school exploration
  – Business: http://chicagogps.uchicago.edu/business
  – Health professions: http://chicagogps.uchicago.edu/health
  – Law: http://chicagogps.uchicago/law/
  – Ph.D.: chicagogps.uchicago.edu/arts_sciences/departments’ graduate program sites
Reminders for Juniors

Review Your Degree Program and Your Transcript and Confirm the Following, if Applicable

- AP and placement credit have been posted.
- College language and PE requirements have been completed.
- Transfer credit has been posted and required approvals are on file.
- Approved petitions for any variations in your core or major requirements are on file with your advisor.

Plan Ahead

- Schedule remaining requirements into your four-year plan. Develop a realistic program with a balanced workload. Seeking employment or applying to graduate school during your senior year may be the equivalent of registering for an additional course; take those demands on your time into account.
- If you are interested in pursuing a minor, speak to your advisor about this and make an appointment to see the program chair. The deadline for declaring a minor is Spring quarter of your third year.

BA Papers and Research

- If your major requires a BA paper or research, meet with your program chair. Ask about the timetable for information meetings, if any. Discuss proposals for a BA topic and suggestions for a BA paper supervisor. If you have two majors with BA paper requirements, discuss your plans with your advisor. Special procedures may apply.
- If you want to do an optional BA paper or research, meet with the program chair to discuss plans and request approval.
- Science students trying for honors: get started now if you are not already working on a research project.
- Arrange a library consultation for advice about how to do library research. Visit the library’s website page for your class (www.lib.uchicago.edu/classlibrarians).

If You Will Seek Employment After Graduation

- Make an appointment with a CAPS counselor to discuss career directions.
- Begin research into areas of interest. Use CAPS library.
- Attend CAPS workshops and Job Fairs.
- Strengthen work related skills. For example: register for computer, math, or statistics courses; or for writing oriented courses, including “Little Red Schoolhouse” (ENGL 13000).
- Apply for internships, summer jobs, or volunteer work to explore career fields.
If You Will Apply to Graduate School

- Seek advice from departmental faculty and graduate students. Ask about the relative strengths of different programs. Ask about ways to become as competitive as possible; e.g., conducting research or presenting papers.
- Read journals in your field and note who does research that interests you.
- Get information from the Web about programs and requirements.
- Join campus or national organizations that focus on your area of interest.
- Review graduate school application and funding information through the College website at http://www.college.uchicago.edu. Also see Getting What You Came For in the CAPS library.
- Consult pre-law or health professions advisors about how/when to apply.
- Decide when to take the MCAT, LSAT, and/or GRE.
Reminders for Seniors

Reminders

• Open letters of reference file if you have not already done so at: http://www.interfolio.com.

• Identify three faculty members who know you well enough to write effective recommendations for you; otherwise, begin to develop those relationships now.

Complete the College Degree Application

• You may do this at any time this academic year. However, you must complete an application by Friday of the first week of the quarter in which you plan to graduate.

• Students who do not meet graduation requirements by the appropriate deadlines will be removed from the convocation list, accessed cancellation fees by the Registrar’s office, and required to submit new degree applications prior to the anticipated quarter of graduation. If you know you will not graduate in the quarter for which you applied, withdraw your application by the end of the first week of that quarter to avoid cancellation fees.

• If you want your name listed on your diploma differently from the way it appears in our records, see the registrar.

Deadlines

• Students must declare second majors by the end of Autumn Quarter of the year they expect to graduate, and must designate which major is primary. The primary major appears on the diploma. The Transcripts lists both majors and honors, if received, in one or both majors.

• Check your department’s BA paper deadline. Many deadlines fall early in the quarter of graduation

• Grades for courses taken in quarters prior to the graduation quarter (e.g., I’s, blanks) are due in the registrar’s office by Friday of ninth week of the quarter graduation. Summer Quarter deadlines differ.

• Grades for final-quarter courses are due in the registrar’s office by Friday of tenth week. Summer Quarter deadlines differ; confirm these deadlines before the end of the first week of the Summer Quarter.

• Outstanding bursar balances must be received by Friday of ninth week of the quarter of graduation

Reminders

• Leaves of Absence/Part-time Registration: if you have completed all course requirements but wish to delay graduation to a later quarter, or if you will register for fewer than three courses in any quarter this year, see your advisor.

• Keep your address and phone number current in cMore. Check your e-mail regularly, and stay in touch with your advisor.

• Meet with health professionals and pre-law advisors or program chairs about plans for advanced study.

• Following graduation, request a final transcript from the registrar’s office for your personal records.
Convocation

- Tickets: Summer, Autumn, and Winter—an extra ticket request list is maintained by the Advising front desk. All tickets (standard and extra, when available) are distributed at the Advising front desk beginning the Tuesday before convocation.

- Tickets: Spring—all ticket requests are made through your class website during the eighth week of spring quarter. CPO coordinates spring ticket requests and pickup.

- Attire: Caps and Gowns are available for purchase at the bookstore a few weeks before the ceremony.

- Post-convo technical questions: you keep your cnet ID for life and continue to request transcripts through cMore. You may also sign-up for e-mail forwarding services with an alumni.uchicago.edu address at http://www.alumni.uchicago.edu/aa.html.
V. Selected Bibliography
Selected Bibliography


