

June 2014

Advising Summary by UA Institution

	UAA	UAF	UAS
1.) How many students utilize faculty academic advisers verses staff advisers?	There is no way of knowing although in most programs, students who have declared tend to see faculty advisors for career related issues and staff advisors for process related issues, e.g. applying for graduation.	About 55% of undergraduates are advised by staff and 45% by faculty. Not all advisors enter each interaction in Banner, so the percentage is not tracked precisely. Some students who are advised by faculty also have a secondary staff advisor through programs like Rural Student Services or Student Support Services.	As a regional university with three campuses, UAS employs a network of professional staff advisors at the campus/school level along with faculty advisors within our major programs. Advising is mandatory for first-year degree-seeking students and for transfer students. Most other students also receive advising. A majority of UAS undergraduate students work with staff advisors in their first year and then transition to faculty advisors either late in their first year or in their second year.
2.) How many faculty advisers is each department required to have? Is this a policy based on number of students or is it department by department? Is every department required to have advisers?	All tenured and tenure track faculty advise as part of their service workload. Every department therefore does have faculty advisors. The number is related to, although somewhat indirectly, the number of students.	Because advising is mandatory, all students have an assigned advisor. Procedures vary by department. In some departments, every faculty member advises students. In others, one or two faculty members serve as the department's advisors. Some schools, colleges, and departments use only staff advisors for academic issues such as course selection, while the faculty serve as career advisors.	All UAS faculty members are expected to advise students. This is a part of their regular contractual workload. There is no set number of required faculty advisors. However, many of our programs have a department chair or program coordinator who has lead responsibilities amongst their faculty colleagues for ensuring that effective faculty advising is in place.

<p>3.) What is the process for becoming an adviser as a faculty member? Is their training?</p>	<p>Advising is part of the normal workload for tenured and tenure track faculty. Training on the tools, e.g. Degree Works, is provided although not required.</p>	<p>The Provost’s Office strongly recommends faculty be employed with UAF at least one year before starting academic advising duties. New faculty are encouraged to attend a training session held by the Academic Advising Center before beginning to advise students. An advising manual is available online to all advisors http://www.uaf.edu/advising/manual/. There are ongoing training opportunities through the Academic Advising Center, and monthly advisor roundtable meetings. We have designed an online training course for all advisors (faculty and staff) that will certify advisors and serve as a reference tool. This training will be available starting Fall 2014, and it will be required for advising staff and for faculty who include advising in their workload.</p>	<p>Again, all faculty are expected to advise students as part of the contractual workload. UAS has a mentoring program for new faculty members where training relating to advising from senior faculty is encouraged. Advisor training is commonly provided at our UAS Fall Convocation in August each year. UAS has an Advising Manual dating to 2009. We have plans to send two UAS advisors (one faculty/one staff) to the NACADA national conference as a step toward updating that manual and providing improved training for both faculty and staff advisors. We expect that will include an online component as well. Faculty advisors commonly coordinate with professional academic advisors in addressing student needs and concerns.</p>
<p>4.) Is there a process for student complaint if lead astray by an academic adviser? (It would seem that a large quantity of complaints would warrant requiring the adviser in question to have a refresher)</p>	<p>There is no specific process for filing a complaint related to advising. There is no measure of advising quality and thus no process for remediation.</p>	<p>UAF has a designated Academic Appeals Advisor, housed in the Academic Advising Center, who helps guide students through the process of academic complaints and appeals. Students may also e-mail or speak with the department chair, dean, vice</p>	<p>UAS has both an informal and a formal process for bringing forward complaints of this nature. Student rights in this regard are spelled out in the UAS catalog (“Resolution of Disputes regarding Academic</p>

		<p>provost, or provost if they are dissatisfied with the advising that they receive. Resolution of complaints varies. It can involve additional training for the advisor, and sometimes direct recompense for the student such as a tuition waiver.</p>	<p>Decisions or Actions”). Students are encouraged to use the informal process first—contacting the department chair, Student Resources Center director, dean, or provost. A formal process for resolution of such disputes is also available, including an appeal to the Petitions Committee or, in more serious instances, an Academic Decision Review Committee. These policies and procedures are currently under revision through a process involving the UA General Counsel’s office.</p>
<p>5.) How is a faculty adviser compensated? Where in the tri-partite does this particular commitment come? Is it a priority? How do we create a process to reward faculty participation in the process?</p>	<p>It is a part of their workload. Most colleges and many departments have student nominated awards for outstanding advisors.</p>	<p>Undergraduate advising is considered to be part of Teaching in the tri-partite workload. Awareness of the importance of undergraduate advising is continuing to increase following UAF’s receipt of state funding for the Comprehensive Advising Initiative. The new training course will make it easier for department chairs to identify trained faculty advisors and for deans to officially recognize that activity in workload assignments.</p>	<p>Faculty are compensated for advising as part of their annual salary—regardless of whether they are bipartite or tripartite. UAS consistently focuses on the importance of effective advising for student success. UAS annually recognizes faculty excellence in advising to promote its importance to student success.</p>

<p>6.) How do we effectively create a process to ensure a consistent quality advising experience for our students no matter if they receive academic advising from a faculty or staff adviser?</p>	<p>Staff and faculty advisors have different goals. Students should expect to receive appropriate help from either staff or faculty advisors depending on whether their needs are academic, e.g. choice of a minor, or process, e.g. financial aid.</p>	<p>UAF's new online training course was designed for the purpose of ensuring that all advisors have ready access to the same information and that they will receive the same training. It will also function as a repository of academic advising information and resources available publicly to all faculty, staff, peer advisors and students. DegreeWorks helps both advisors and students to monitor progress toward meeting degree requirements.</p>	<p>Quality advising has received greater attention in recent years, leading to a more consistent advising experience for UAS students. Online programs like DegreeWorks are an effective tool for advising. As with all aspects of university operations, advising is an area deserving of continuous improvement. At UAS, our decision to send a team to the NACADA conference as a means of updating our manual and training reflect that focus on continuous improvement.</p>
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