

NACADA The Global Community for Academic Advising

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Creating or Restructuring an Advising Center

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“There are few things more daunting than being told you will chair the institution’s effort to restructure academic advising.”

(Miller, 2003)

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Where to Start?

- Understand your mandate
- Identify stakeholders
- Assemble a committee
- Set a timeline

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Ask Yourself:

- What would the ideal state of advising look like at my institution?
- How will I know if we achieve this ideal state?

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What is Academic Advising?

Core Values

- Mission
- Vision
- Goals

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What is Academic Advising?

- Program Outcomes
- Student Learning Outcomes

Mission & Vision Statements

- See examples in Participant Guide
- Find more examples at:
 - <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Examples-of-academic-advising-mission-statements.aspx>

Understand:

Your vision lays the foundation for everything that lies ahead

Ask Yourself:

What is the current status of academic advising on my campus?

- What problems am I trying to solve?
- What doesn't work that should change?
- What works, that we should do more of?

Internal Information

- Conduct needs assessment
 - Questionnaires
 - Focus groups
- Current demands
- Projected future demands
- Sustainability

External Information

- Colleagues & Peers
 - What advising model do they have?
 - What works well?
 - What doesn't?

External Information

- Literature
 - Practical
 - 2011 NACADA National Survey of Academic Advising
 - NACADA Clearinghouse
 - Theoretical
 - *Academic Advising Approaches*

Understand:

Context is key –
What works at your institution?

Ask Yourself:

- Who will be advised?
- Who advises (or will advise)?
- Where will advising be done?
- How will responsibilities be divided?

(Miller, 2012)

Who will be advised?

- Define the scope of your advising center
 - Academic sets and subsets
 - Student subsets
- Mandatory advising
- Proactive advising

Who advises (or will advise)?

- Many organizational models exist
 - Faculty
 - Primary-role advisors
 - Para-professionals
 - Counselors
 - “Advising Partners”

Where will advising be done?

- Centralized vs. decentralized
- Physical Space
 - Advising
 - Access/intake
 - Triage
 - Reception/waiting area
 - Support staff

How will responsibilities be divided?

- Shared models
 - What's common
 - Communication
 - Mutual respect
- Coordination
 - Oversight
 - Professional Development

How will responsibilities be divided?

- Blended service models
 - Career & academic advising
 - “One-Stop” models
- Advising load
- “Assigned” advisors

Understand:

The planning process is recursive; these answers interconnect.

Keep your mission and vision in mind

Ask Yourself:

- What else might be affected?
- What/who else interacts with academic advising at my institution?

Other Factors

- Processes & Services
 - Career advising
 - New student orientation
 - Evaluation of transfer credit
 - Success classes
 - Curriculum

Other Factors

- Technology
 - Student information systems
 - Degree audits
 - “Flipped” advising
 - LMS systems
 - Student portals

Other Factors

- Reporting lines
- Recognition/Reward
- Funding
- Training & professional development

Understand:

Academic advising is at the center of an intricate system

Ask Yourself:

- What needs to occur to make this happen?
- How is the change best implemented?

Implementation

- Pilot programs
 - Is a pilot advisable?
 - Review after 1 year
 - Assessment after 2-3 years

Implementation

- Managing change
 - Communication
 - Vision
 - Buy-in
 - Provide the tools for success

Implementation

- Measuring outcomes
 - Building in assessment
 - What's a win?

Understand:

Stay positive, stay on track.

Ideas to Take Home

- Talk with stakeholders: what does academic advising mean to them?
- Identify a college with a very different advising model than yours.
 - What are benefits/drawbacks of that model?
 - How could it be adapted to your context?
- Host a brown bag lunch; discuss an article on organizational change.