

Offering Report

2006 NACADA Graduate Student Advising Commiss...: Advising Graduate & Profession...

Summary

Survey Name:

2006 NACADA Graduate Student Advising Commission Membership Survey

Offering Name:

Advising Graduate & Professional Students Survey

Offering Date:

1/23/06 to 2/12/06

StatisticsStarted: **82** out of **388**Opted out before starting: **8**Completed: **81**Drop outs after starting: **1**

Drop outs by page number:

- Page 1: **56**

Average completion times:

- Average Time To Complete Survey: **8 hours 17 minutes 54 seconds.**
- Average Time Spent Before Quitting: **Not enough information.**

[top of report](#)**Note: Survey result percentages are always out of the total number of people who participated in the survey.**

Page 1

Question 1

Do graduate and/or professional student advisors have an organization or campus-wide professional network on your campus?

Yes, if yes please give details		29 (35.37%)
No		52 (63.41%)
N/R		1 (1.22%)

[View Comments Text](#)**Question 2**

Are there organized and/or professional development opportunities for these advisors on your campus?

Yes, if yes please give details		31 (37.8%)
---------------------------------	--	------------

User Responses

[Close](#)

Do graduate and/or professional student advisors have an organization or campus-wide professional network on your campus?

- Advising Center, electronic network, meeting structure
- we are members of NACADA; otherwise, I'm not sure what this question is asking.
- advisory committee to graduate dean
- Graduate Coordinator Network - Univ. of Texas
- there is one for graduate student advisors; we meet once a month with Office of Graduate Studies personnel for updates; and one for undergraduate professional advisors that also meets once a month
- We meet once a month and it is run by the office of graduate studies.
- The Consortium for the Advancement of Adult Higher Education (CAAHE), founded in 1990 under the leadership of the Institute for Professional Development (IPD), is a self-supporting organization of 23 private colleges, universities, and institutions committed to meeting the learning needs of adult students through innovative approaches to higher education.
- We have a monthly meeting called the Graduate Student Services Collaborative. It consists of networking, updates on campus policies affecting graduate students, and special guest speakers on varying facets which impact graduate student life (i.e. International Services, Housing, Financial Aid).
- We have a Graduate Coordinator Network.
- There is a formal advising network group overseen by the Director of Teaching & Learning Services. The group meets monthly to share ideas.
- UAC- University Advisors and Councilors
- We have a graduate council but it also includes faculty members.
- I wish that we did and we need organize one. We are all isolated.
- The other advisors deal with undergrads only.
- We meet once a semester and have an email listserv.
- The dean of our graduate school is trying to move in this direction in a de facto fashion, I think, by at least

emphasizing more interaction with his office and sharing of best practices.

- Advisors discuss current issues or questions.

- there is a graduate coordinator listserv but is is mainly used for university/department announcement not always as a networking tool

- We are small and only have 2 graduate advisors who serve in the capacity similar to professional advising as opposed to faculty advisors.

- I am a grad student (wish to be an advisor), according to my experience, they are only faculty advisors who are available -often not available to serve our/grad.students needs

- I suppose! There is an undergraduate advisor's forum that graduate advisors can attend. However, little if any attention is paid to graduate advising.

- Yes, it is called the Graduate Coordinator Network. We are similar to the ACA on our and other campuses. We have been forming for several years, but were officially "born" three years ago. We meet monthly and network about campus developments, regulations, and many aspects of our profession.

- We have the Association for University Administrators which consists of different types of administrators. We have the Academic Academic Advising Committee to discuss advising issues at the undergraduate level. We plan and hold retreats and workshops for campus undergraduate advisors.

- There is a group of advisors that meet on a monthly basis, but the vast majority are undergraduate professional advisors.

- We have a gradcoords listserv, and we meet annually together with our Dean, the Graduate Student Association, Housing Office, etc.

- We have an advising meeting every other week for all Academic Coordinators (who are the professional advisors) and Admissions Counselors--not specific to graduate school but campus wide.

- Just an informal association at this point.

- Professional advisors do have a campus-wide organization. Issues discussed are generally more pertinent to undergraduate advising.

- informal meetings and emails

- There is a campus-wide Graduate Student Association and then most of the larger graduate programs have smaller "sub-GSAs" within their department/program

- The university-wide academic advising committee is open to all professional and faculty advisors, undergraduate and graduate. My impression is very few graduate advisors attend these meetings.

- However, the organization is more for advisors who have no other responsibilities and manage a great more applications that those directed to a specific health care profession.

- Yes and No. We have an organization, UI ACADA, see web site below BUT it is primarily directed to undergraduate

advising. <http://www.students.uidaho.edu/default.aspx?pid=35604>

- Univ.-wide Advising Council for both professional and faculty advisors (not specifically just for grad/prof. student advisors). Unfortunately, not many faculty participate, and we do not have upper admin. leadership (more grassroots).

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

50

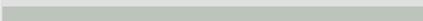
No		(60.98%)
----	---	----------

N/R		1 (1.22%)
-----	---	-----------

[View Comments Text](#)

Question 3

Does your department/unit/institution financially support outside training opportunities and/or professional development opportunities for these advisors?

Yes. If yes, please provide examples of such training		58 (70.73%)
---	--	----------------

No		22 (26.83%)
----	---	----------------

N/R		2 (2.44%)
-----	---	-----------

[View Comments Text](#)

Question 4

How can this NACADA Commission help support your organizational roles as a graduate/professional student advisor (whether you do or don't have a campus-wide professional network and/or appropriate training and staff development opportunities? Note: write-in answers are limited to 232 characters.

[Hide Responses](#)

discounts for multiparty groups and repeat customers

online references/resources Local trainings/workshops

Schools and requirements for programs vary so greatly that it would be difficult to cover the subject adequately. My advice would be to find the common ground that we all share and focus on that information.

providing workshops and sessions at conferences pertaining to developing skills in this role

I was hired as an advisor for both graduate and undergraduate students. Graduate students do not pay an advising fee and my salary is paid from undergraduate fees. I have two supervisors. It is a problem.

I would like more information on how other colleges/universities function and what type of support they receive from upper management. My university is very non-traditional and we have programs beginning almost monthly.

Continue to provide training workshops and resources for graduate advisors

I am a new advisor, so a mentor or some mentoring program would help. It is easy to get bogged down in the system and be so focused on bureaucratic matters, that one needs a boost to coming up with creative solutions/ideas.

Provide ways to share experiences among NACADA members who advise graduate students.

Provide a directory of members that is organized by categories, eg. graduate, business, law, international students, faculty advisor/staff advisor. Members can then informally network in areas that match their specific needs.

User Responses

[Close](#)

Are there organized and/or professional development opportunities for these advisors on your campus?

- Master advisor training and brown bag lunches (CE)
- In house training sessions
- attending NACADA events
- Regular group sessions to discuss any issues that come up in the course of advising
- Professional development workshops are conducted by the Graduate School and Academic Colleges three times a year. In addition, a separate workshop is held for New Graduate Advisors and Dissertation Committee members each semester.
- Between the GCN and Academic Counselor's Group, we have meetings, seminars and conferences. Each group also links us to regional and national groups (like NACADA).
- Academic Counselors Association puts on a workshop in the spring and we (GCN) attend it.
- There simply is no budget at present.
- NACADA, conferences seminars
- Opportunities to attend NACADA conferences
- professional development for undergraduate student advisers would be available; grad advising differs by program/department/college
- Campus-wide university sanctioned Network for all professional and faculty advisors sponsors workshops and monthly meetings/training sessions.
- general advising conferences
- only through the regular monthly meetings
- Money is available for this.
- Informal networking onlu
- Web based training on FERPA, etc.

- There is a beginning training for undergraduate advisors every semester. Last semester was the first time any new training had been created for advisors. However, beyond this, there are no professional development activities related specifically to advising. There are activities present which help develop computer and/or life skills.

- I don't know, but am not sure. Maybe for undergrad-

- Yes, for undergraduate advisors.

- The GCN organizes professional development opportunities and we also participate in ACA and other professional days on campus. We are working on more opportunities, as well.

- Workshops, retreats, conferences

- Campuswide training is available through Human Resources. My dept. pays for convention attendance or other training.

- In fact, I have not been able to attend the NACADA national conference in the last several years because I was told, "We do not send staff to conferences." The professional development opportunities are repeated workshops on reading a budget, applying for grants--nothing applicable to my position.

- Very limited and general in nature

- Many departments support attendance at professional meetings and conferences

- Yes, but the activities are mainly geared towards undergraduate advisors. However, our Graduate College has recently started to offer some workshops on mentoring and advising, so the future looks brighter.

- Again, this is done through the university-wide academic advising committee.

- There is nothing available on this campus per se, primarily because of our size, but 75% of our advising staff is a member of NACADA.

- Yes for undergraduate advising, just beginning for graduate advising.

- Each prof. advisor has annual funds for prof. dev. We also try to have an annual advising day or week devoted to advising issues and training.

- Professional development opportunities come in periodically in the community.

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

User Responses

[Close](#)

Does your department/unit/institution financially support outside training opportunities and/or professional development opportunities for these advisors?

- NACADA and related conferences
- Workshops, Conferences, Memberships to Professional Organizations such as NACADA
- sometimes, depending on School budget
- attendance at conferences
- Advisors attend NACADA as well as other conferences related to academic advising and retention
- The Office of Academic Affairs provide institutional funds for external training opportunities.
- my department supports professional development for all employees; it is very uneven on institutional level, though.
- Well, it depends on the department. My department is willing to help finance or even fully finance most of my professional development. A previous department I worked in did not.
- Each advisor has \$1,000 available to them for professional development. In addition, the university hosts workshops that are appropriate for advisors to attend.
- various...training that involves direct assistance with the job. training for professional development and training for personal growth
- I am sent to conferences and workshops if I feel they are relevant and helpful. I am encouraged to attend NACADA state and regional conferences.
- Novell-Levitz, etc...
- See question two, please.
- NACADA
- But most likely would if there was an interest.
- NACADA conferences, although typically advisors can only attend once every 2-3 years
- local, regional, national conferences/workshops

- Conferences and workshops partially supported.

- see number #2

- University/advisors' network sponsors opportunities for speakers and web training

- My department will pay attendance at one or possible two conferences per year.

- general advising sessions at regional and national advising conferences

- NACADA regional and national meetings, NM advising association meetings

- NACADA national and regional conferences

- They support my participation in NACADA and other developmental opportunities.

- Attendance at either a NACADA national or regional conference is offered to every advisor. One advisor is planning to attend Summer Institute.

- We can only go to development opportunities if there is extra in the budget. It is not part of the budget on the norm. We have just been informed that for the 2006-2007 academic year there is nothing available.

- Budget crunch.

- We have attended Nacada and ACHE national and regional conferences.

- conferences

- My institution will pay for me to go to NACADA meetings as my primary professional association. It will not pay for other meetings.

- Conference attendance, workshops, local networking events

- Attend conferences for professional development in various areas.

- depending on the department and availability of funds, there are staff education courses and training sessions led by the office of graduate studies

- We participate in OACADA, Region VII, and NACADA conferences.

- when I was at NACADA seminar in MArch 2005, I was only one who went to discuss the grad. advising issues- we were only 2 members in this discussion group. I know there is no specialized grad.advisor-yet

- There should be a "sometimes" on this question. We do get some support, but just like other places, it depends on who is in charge of the budget at any given time. My supervisor does not understand why people need to go to conferences and professional development, so I have to go above her head sometimes. Not a good situation, but at

least I do have some funding, so far. I have gone to NACADA national the past three years, but they have not allowed me to go to any regional yet.

- We are encouraged to attend NACADA.
- Conferences and seminars
- Conferences, workshops if budget allow
- Annual NACADA convention
- nacada
- yes, if we can find outside training other than Nacada.
- This depends on the supervisor but many advisors will attend professional association conferences.
- With the exception of the regional NACADA conference that didn't cost them much money.
- Trips to NACADA, support for NACADA workshops
- Classes at Seattle campus. Membership in NACADA
- Support attendance to NACADA regional or national conference, or training conference such as Academic Advising in St. Pete's Beach in '05
- My boss is very supportive of me attending NACADA conferences and anything else that I think is justifiable.
- conferences and training
- Since I am the Director of my center I was able to dedicate part of my budget to professional development...this is not true in all offices on campus.
- NACADA conferences
- various training - dependent on Advisors needs
- All academic advisors are encouraged to join NACADA. The college will pay for any advisor interested in attending a regional or national conference as long as it is planned for in the budget.
- Nominally. Part of my support to come to the NACADA national meeting was supported by my associate Dean.
- NACADA conferences and other such events. Funds may also be used for subscriptions and memberships to prof. organizations like NACADA.
- Our attendance at local workshops is paid by the university.

- NACADA national conference

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

Have more specific training or topics for which we can directly bring back to our work environment to use. I'm looking for tools, methodologies to use in my office. How to manage folks, how deal with difficult students, etc.

I have requested to be a part of the mentoring program but have yet to be matched up with a mentor.

Offer opportunities to learn new technologies to streamline work, ex: computer programs that input data from prospective students (we write same things at least 2-3x for each applicant); avoiding redundancy in work, etc.

NA

Continue to provide information on resources for learning about best practices in graduate/professional student advising. Contact graduate deans to encourage them to promote NACADA membership at their respective campuses.

Workshops, in-house training, networking, new technologies etc.

Offer more workshops pertaining to graduate advising.

Keep us updated on latest topics, information, innovations

If you have members from the same academic institution, network them together (with their permission).

Knowing that other institutions are wrestling with graduate advising issues, and hearing what IS being done or is working at other institutions, would be useful to me in my role.

more information about the needs of grad students as relates to advising

published forums

I am rather new to this particular role. I have only been employed at this institution for a little over six months. Still trying to learn the ropes and politics of the organization.

market NACADA membership to the departments

The informational material you provide now is helpful. The online newsletters, online notifications of upcoming meetings. Plus the journal we receive as being members of NACADA.

Continuing ed. on the local level.

Information on the variety of roles G/PSAs play on their job would provide understanding to administrators & faculty who do not view us as necessary, & give credence to our professional roles.

Direct us to a listserv.

Dissemination of practical, how-to articles.

On-line seminars and web based training would be helpful.

Approach the university.

the graduate certificate helps; developing on the job basic training models and/or materials might help; these should be specific to graduate/professional advisors

I think that providing sessions at both national and regional conferences is a top priority. Providing members with timely articles on trends is helpful. Providing examples of campus training programs may be useful.

a monograph written by and for advisers of grad/professional students would be a good way to put some ideas out there. given the wide differences in audience, some thought would need to go into the approach

Provide info on how to set up a campus-wide network....

I would like to see the development of free, online training modules related specifically to graduate advisors' interests.

It would be nice to network and interact with other professionals that work with adult students.

Just provide information on the norms of the industry. Listserv with posed questions.

Networking opportunities with other advisors with jobs similar to mine.

I don't know. I am writing my thesis proposal with topic "The Impact of Academic advising on the successful MA degree achievement on women over 45". I am planning to interview 5-6 women students to find what can be improve.

We would like to network with other graduate student advisors other than just at the national conference. I don't know how we do this, exactly. Maybe use the listserv more often?

Currently, as Assistant Director of Advising, my primary responsibility is advising day undergraduate students. I also provide additional support to the graduate/professional studies advisors.

Low cost training opportunities

The undergraduate training for advisors is present, but help in developing something similar for graduate advisors would be helpful. Support and a network also. A place to ask questions/ discussion about graduate issues.

I need to know what issues other advisors are facing, so do not have any particular needs other than to network, go to conferences and talk to other advisors. It also helps to have surveys on things such as salary, titles, etc.

Offer a funding opportunity for staff to apply for where the university does not support conference attendance.

Provide education and training at NACADA events. We never learn about the challenges of advising professional students. Also would like to learn how advisers can move up in positions such as directors or unit advising leaders.

Providing information found in journals about advising graduate students.

Providing research and resources through the web page that I could share with departments.

Helping us to connect with advisors nation-wide and identify advisors who may provide insight and guidance regarding issues one faces in personal practice.

More resources on website - in particular it would be great if there were up-to-date articles concerning graduate advising on the website. Also, I would love it if there was more on-going dialogue on the commission listserv.

More about opportunities for students to study at different schools

Provide networking and information sharing opportunities specifically directed toward Graduate and Professional school advisors. Draw attention to "best practices" in Graduate Student advising...provide information about programs

Anything I can read would be helpful!

more Canadian based training opps

I would like a consortium of allied health professions advisors that would allow an exchange of advising ideas specific to our needs and situations.

Offer regional workshops (outside of conferences) designed to assist advisors who work with graduate/professional students.

Develop workshop for new graduate faculty that focuses on role of major professor Typical conflicts that arise btwn faculty and students, ways to prevent and resolve same.

Articles, training materials on the topic to help get everyone on the same page with regard to advising. Many faculty/advisors do not know the developmental/teaching aspects of advising that have developed over the past 10-20 years

support more research aimed at understanding advising for graduate students

[Hide Responses](#)

Question 5

What are the critical professional/topical issues facing graduate/professional students' advisors on your campus? (please give as much detail as necessary)

[Hide Responses](#)

Professionalism and professional development; holistic development of self in competitive academic environment - demanding curriculum leaves little time for extra-curricular activities

Graduate student retention and how to speed up the doctoral process.

stress and burnout the students face make advising challenging. Also, professional degree programs are highly focused leaving students little option if they experience academic difficulty(i.e. do not have options to change majors

Honesty and integrity of the candidates and being able to recommend candidates in a way that will make them competitive without violating ethics.

interpreting how outside life circumstances really do (or do not) affect coursework or program completion (such as increased workload at job, illness or death of parents, divorce, marriage, or new baby)

They do not have the same authority to assist students as the undergraduate advisors have. Every change (such as catalog year) has to be done with a memo from the program director to the graduate college dean.

We have a real space issue and the academic advising department has become decentralized. Most of the issues that I face as an advisor are within my power to handle. If I need assistance I work with the faculty or Deans

Best Practices for Dissertation Chairpersons and Committee members. Seeking funds for graduate students to conduct research. Seeking funds for graduate students to present research at national meetings.

Ways to advance through the ranks. How does one find, and get promoted to a more challenging position?

Students basically want to know what courses to take and how the degree/courses will help them get a job and professional develop. Professional development is difficult since we don't have industry experience or job market knowledge

Dealing with a multicultural student body, understanding the characteristics of the upcoming generation.

Being recognized for the value we bring to higher education. We assist students thru matriculation and even beyond when they graduate and assist in our recruitment efforts to support the university.

Personally, I need help with programming for grad students and ways to communicate with them so that they respond.

Increasing student load (current professional students, as well as prospective professional students)

Dealing with FERPA, dealing with personnel issues on comparative workloads (perceived and actual inequalities of time commitments for different courses), and insufficient financial aid being a negative stimuli for GTAs to moonlight

Technology supported advising tools; faculty as main advisors vs. administrators; lack of knowledge on the subject; lack of structure.

helping our students manage family/work/school balance; helping our students returning to school after many years;

How to best serve a diverse population, world community of graduate students.

Haven't worked with professional/graduate students (only 2 months) long enough to give a considered answer

One of the most difficult issues I face is having 400+ advisees. Fortunately, they are all within one department within the college. Understanding if there are guideline for grad student/advisor ratios would be helpful.

1. Who is responsible for advising GR students? How to engage faculty? 2) What do GR students WANT/NEED from advising? 3) How best to provide advising in meaningful ways (technology, paper) given the students' wants and needs?

connecting with students, counseling out of programs

Diversity, workload, home life and trying to go to school. Time management for students trying to balance everything, new univ. computer system.

Work load, staying on top of new info, keeping students on track.

Interaction with professional advisors and faculty advisors. Communication amongst different departments.

Greater understanding of how to deal with an increasing student load; handling arrogant students.

Time on the students part. Most of our student work full-time as well as attend school full-time.

Assisting working adults manage graduate study as well as career/family issues.

Life/work balance while maintaining educational excellence is a challenge. US congressional action proposing that institutions must accept all US DOE approved transfer credit also threatens educational quality and institutional independence.

gatekeeping

lack of systematic training and development opportunities

Dealing with difficult students Dealing with students unprepared for the rigors of graduate school
Inadequate schedules of classes each term

motivation for completion of dissertation; funding (for students)

The current review of Graduate Programs. It will be a complicated process that we will all be involved in doing.....

Constant need to update knowledge base about the curriculum, meeting the demands of an adult population (evening hours, emails, etc.); trying to create a positive relationship with the faculty

We don't really have set advisors so there is a disconnect with students.

It is such a close group of professionals that new graduate coordinators can feel intimidated

The main issue I face is when faculty do not understand my role and are concerned that I remember that I am "not faculty." Most of them are on the main campus and I am here on the branch campus because students need information.

lack of consistent leadership and effectiveness in the Office of Graduate Studies; it seems that they are understaffed and cannot get work done in a timely matter

teacher is also professional advisor, my experience as a grad.student= it is not easy to find the professional advisor who has skills and is available for student, students don't want to share personal issues with them

We have a gross lack of support for our jobs. The graduate advisor is usually multifaceted and can not concentrate solely on student issues.

Lack of class availability. Student dissatisfaction with certain instructors and administration's failure to respond.

We're currently examining advising models and the benefits and drawbacks to "specializing" advisors to serve one population (as we currently do) or to fully integrate responsibilities to advise both day and GPS students at once.

Uncertainty of the school's administration.

Budget concerns; delivery of programs

How to explain detailed information on how to get admitted efficiently-the transition from undergraduate to graduate. Students seem to need lots of help and encouragement.

Enough time to get an abundance of work done. Need for assistants to help. Respect from faculty for the job we are doing for them. Recognition programs for our efforts (which we have at UCSD). Increasing anger from faculty...

Professionalism within the field, rise of emotional problems in the graduate population, training within the University for new advisors, better interaction between faculty advisors and professional staff. Diversity recruiting.

Advising graduate students was just added to my undergraduate advising duties, so I am still learning the process itself. I am not aware of any critical issues at this time.

local networking for jobs, professional speakers, nothing in place to support business alumni on a campus level

University has a biased slant toward importance of undergraduate advising and assumes faculty will handle graduate students, even though professional graduate advisors have an important role in advising graduate students.

Balancing their own disciplinary issues with the broader context of students lives and needs, e.g., financial, medical, social, cultural. Faculty tend not to have any concept of the broader complexities that impact student success.

Salary scales that reward effective advising and help to retain quality advisors. Campus recognition and appreciation for the advising profession.

Mental Illness, learning disabilities, and stress in Graduate students Campus communication between Graduate Advisors

Communication with faculty and departments; communication with the Graduate School

Students can take up to three classes here before they are required to apply for a graduate program. Matriculating these students can be a challenge. Also, many students have to take courses online even if they don't want to.

1. poor communications, defining expectations, 2. Plagiarism at grad level. Some faculty want to expel student, other faculty let them rewrite their reference list. Our graduate dean says this is a growing problem.

Integrating the rigors of graduate-level coursework into a professional's time schedule (How to fit it all in?) Effective relational advising in light of both time and distance constraints (with online courses/programs)

Currently, there is no clear direction on handling personal counseling issues. There is no licensed

counselor on staff.

which model of advising to use - graduate faculty aren't spending enough time with their advisees, and using only professional advisors doesn't provide them with the faculty expertise and knowledge of the field that are essential

[Hide Responses](#)

Question 6

How can this NACADA Commission help you solve the critical issues you are facing? (please give as much detail as necessary).

[Hide Responses](#)

More dialogue on the listserv.

Discussion groups, listservs, workshops, literature

Subdivide the categories into the different colleges in order to be able to address more specific topics, eg. health professions, law, arts, etc., as well as an overall approach that all advisors share.

present related research/studies that have already been done (or are being done)

I would just like to know more about the issues that other colleges/universities face and how they are able to overcome any obstacles

Graduate advising has previously been done by faculty at my university and professional advisors have no authority. I would like to know how other institutions balance the responsibility between faculty and professional advisors.

Continue to provide educational materials and other resources

I think dialogue and sharing common ideas, problems, and solutions is the best thing. Networking is extremely useful as well. I love working in higher ed, and if I move, I would like to continue in that area, in another place.

Job market resources for various professions - could be just links to websites or references to govt publications that have info on professional jobs.

Written articles, suggestions of publications addressing these issues and/or websites to explore.

Providing training opportunities which provide the tools, skills, and knowledge we need in order to be able to do our job.

newsletter?

I'm not sure...

Would prefer to discuss face-to-face.

See question 4.

Offer more workshops at regional meetings and summer institutes.

Cannot answer yet

I'd like to see more academic advising research performed and supported specifically for graduate advising.

access to current research and best practices

the grad/prof list serv to send questions out and get responses back from all grad/prof advisors is probably the best resource and quickest.

?

With more information about how to work with this population of students -- what works on various campuses, more serious discussion about their needs.

Online workshops.

As a new academic advisor general training and resource provision would be helpful.

I need to be able to contact others to see how they handle gatekeeping issues.

on-line courses, materials on basic issues faced by all professionals advising graduate/professional students

Provide handbooks for advisors of graduate programs

please see question #4. also, let's get regional meeting presentations- travel for faculty advisers wouldn't be too expensive.

Provide information.

at first, I must become a grad. academic advisor, then I can be more helpfull, However, I am trying to get advising or at least admission officer job for last 3 years- no success so far-at 56 it is still my dream and a deep desire

I would like to see a monograph put together on the development and responsibilities of graduate advisors--a relatively new sector of advising. Previously, these positions went to faculty and not professional staff.

Just by providing opportunities for networking with other graduate student advisors.

Provide benchmarking on advising models and best business practices used by other small, private colleges. We recently experienced a re-org. Looking for best advising staffing models to serve both day undergrad and GPS students.

low cost training opportunities

Awareness and sharing our other universities have solved similar issues

Make the graduate/professional commission a strong entity; creative thinkers who do the sessions; be available to point us towards resources on a national level.

Network more.

N/A

Bring professional student advisers together from various schools/regions Publications about #5 issues

Setting standards for graduate advising, similar to undergrad standards available. Sending email information specific to grad advising issues to those who are grad advisors.

I am not sure! Even if I had all the resources in the world I am not sure that the departments would be receptive to the data/ resources. There is a culture of taking care of issues within the discipline.

Sharing of ideas and experiences on how advisors took on responsibilities and roles making them a valued employee within their departments, and across the University. Ideas on networking and building collaborations across campus.

Hmmm....good question!

I really don't know how the commission can help since our issues are related to college policies.

Your usual successful workshop format. Have people work through case studies and examples. Provide some clear protocols, even though we understand we'll have to deviate from them.

Best practices ideas that have worked for others Instructional materials or workshops on these topics

panels to discuss best models for advising graduate students - what's working and what's not

[Hide Responses](#)

Question 7

PROFESSIONAL/TOPICAL INTERESTS IN THE FIELD OF ADVISING GRADUATE /PROFESSIONAL STUDENTS

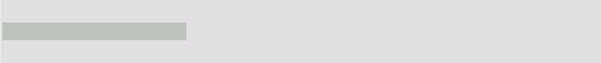
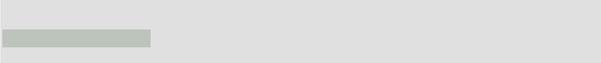
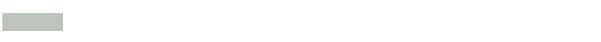
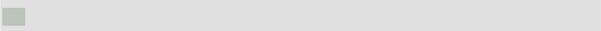
In an attempt to further the general knowledge In the field of advising graduate/professional students, please indicate your interest in the following topics:

7.1 . Defining faculty and professional advising roles in graduate and professional schools; best practices in sharing responsibility and tasks between faculty advisors and professional advising in graduate and professional schools

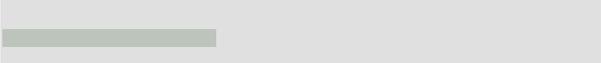
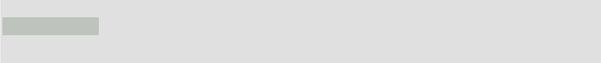
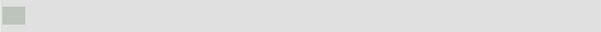
Highest interest		38 (46.34%)
Strong interest		16 (19.51%)
Some interest		19 (23.17%)
No interest		6 (7.32%)
N/R		3 (3.66%)

7.2 Helping graduate students balance academic and non-academic responsibilities (counseling, life skills for successful transition to graduate school, health crises, economic hardships, etc.)

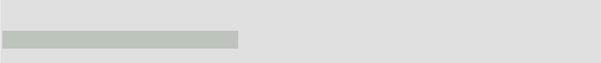
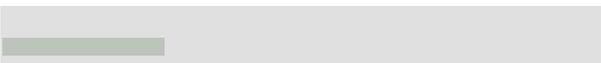
--	--	--

Highest interest		25 (30.49%)
Strong interest		26 (31.71%)
Some interest		20 (24.39%)
No interest		8 (9.76%)
N/R		3 (3.66%)

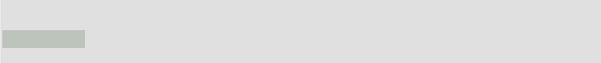
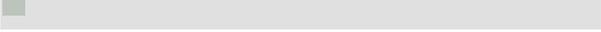
7.3 Training and staff development needs and opportunities for graduate/professional student advisors

Highest interest		29 (35.37%)
Strong interest		36 (43.9%)
Some interest		13 (15.85%)
No interest		1 (1.22%)
N/R		3 (3.66%)

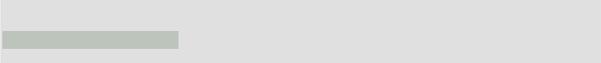
7.4 Comparing practices in advising graduate students in different fields (social sciences, humanities, natural/physical science, professional schools)

Highest interest		32 (39.02%)
Strong interest		16 (19.51%)
Some interest		22 (26.83%)
No interest		8 (9.76%)
N/R		4 (4.88%)

7.5 Comparing policies and practices in advising graduate student instructors/teaching assistants including available training, credit bearing courses, ethical issues, etc.

Highest interest		11 (13.41%)
Strong interest		27 (32.93%)
Some interest		31 (37.8%)
No interest		10 (12.2%)
N/R		3 (3.66%)

7.6 Graduate student recruitment practices

Highest interest		24 (29.27%)
Strong interest		27 (32.93%)
Some interest		24 (29.27%)

No interest		4 (4.88%)
N/R		3 (3.66%)
7.7 Minority recruitment in graduate schools: comparisons between disciplines and different schools		
Highest interest		26 (31.71%)
Strong interest		19 (23.17%)
Some interest		28 (34.15%)
No interest		6 (7.32%)
N/R		3 (3.66%)
7.8 Career development for graduate students		
Highest interest		14 (17.07%)
Strong interest		33 (40.24%)
Some interest		28 (34.15%)
No interest		4 (4.88%)
N/R		3 (3.66%)
7.9 Electronic systems in advising (on-line, admissions, student data, degree audits, etc.)		
Highest interest		30 (36.59%)
Strong interest		20 (24.39%)
Some interest		20 (24.39%)
No interest		8 (9.76%)
N/R		4 (4.88%)
7.10 Fellowships, grants, and budget administration		
Highest interest		12 (14.63%)
Strong interest		30 (36.59%)
Some interest		23 (28.05%)
No interest		13 (15.85%)
N/R		4 (4.88%)

Question 8

If you answered "Highest" or "Strong" Interest to any of the above questions and would like to connect with

Do you have electronic templates or URLs that you can share with other members via the Commission Web site?

Yes		12 (14.63%)
No		66 (80.49%)
N/R		4 (4.88%)

Question 10

Do you need training in computer applications (such as FileMaker, Access, Microsoft project, etc.)

Yes. If yes, what systems?		23 (28.05%)
No.		56 (68.29%)
N/R		3 (3.66%)

[View Comments Text](#)

Question 11

Are there other topics of high interest to you within the field of advising graduate/professional students?

Yes. If yes, please describe		17 (20.73%)
No		57 (69.51%)
N/R		8 (9.76%)

[View Comments Text](#)

Question 12

What means of communication do you prefer? (fill in as many as appropriate)

Periodic email messages		55 (67.07%)
Updated web site		29 (35.37%)
Electronic newsletter		44 (53.66%)
Any		18 (21.95%)
None		0 (0%)
N/R		1 (1.22%)

Question 13

How often would you prefer the Commission to send out updates?

Once every month		38 (46.34%)
------------------	--	----------------

User Responses

[Close](#)

Do you need training in computer applications (such as FileMaker, Access, Microsoft project, etc.)

- We use DARS and I would like to talk to other advisors who use DARS for their graduate programs.
- Filemaker Access
- But can get that through my university.
- I've never heard of FileMaker or Microsoft Project. I have very limited experience with Access. Our campus uses PeopleSoft almost exclusively.
- I never seem to have the right schedule for when there is training or there is a change of systems that means a frustrating attempt at retraining.
- The institution offers training.
- Training is being provided
- How are people keeping track of advising info? I probably need training in all that you mention above; could get some of it on my campus.
- Microsoft project Access
- Access
- Currently, I use MSWord, Excel, Outlook, and Datatel for my job. I am not very familiar with other programs and no training is provided for any applications.
- FileMaker Access
- All the above
- could always use some additional database training
- FileMaker, Access
- I have a basic knowledge and some improvement will be good in a File Maker, Access and Microsoft project.
- I would like to be trained in Microsoft project.

- We are using FileMaker but I have little experience with it.

- Access

- FileMaker, Access

- Most listed in #10

- All of the above!

- Some electronic system to track/monitor clinical rotations for graduate nurse practitioner students and their professional preceptors.

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

User Responses

[Close](#)

Are there other topics of high interest to you within the field of advising graduate/professional students?

- Minority recruitment and retention. How we as grad and professional students can reach out to our undergraduate institutions.
- Typical conflicts that arise btwn faculty advisors and students - how to prevent and resolve same.
- Integrating the international student into their program and student body. How to educate faculty about the special needs of new incoming international students.
- undergradaute probation students
- Unsure at this time.
- too many to list here
- international student recruitment
- advising the returning adult grad student, especially persons making significant changes in field of study
- comparing time to degree with other universities
- Best practices and advising staffing models. Whether to integrate staff responsibilitie or not and remain specialized in advising specifically day undergrad vs. eve.undergrad, online, and graduate students.
- Developing academic sturure..creating campus communities for off-campus locations
- Getting connected with these students. Adults seem to feel more self sufficient.
- Better communication between graduate faculty and departments with the professional advisors
- Helping other groups form networks like our GCN.
- Preparing Future Faculty and Preparing Future Professionals programs. What works, best practices etc.
- Topics specific to the allied health professions
- See number 10

conceptual framework for the graduate advising experience - student preferences, advisor preferences, program preferences, and how to get everyone on the same page

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

Once every two months		24 (29.27%)
Once a quarter		18 (21.95%)
Once a year		0 (0%)
Never		0 (0%)
Other:		1 (1.22%)
N/R		1 (1.22%)

[View Other Text](#)

Question 14

Are you interested in participating in email Q&A sessions with commission colleagues?

Yes		50 (60.98%)
No		30 (36.59%)
N/R		2 (2.44%)

Question 15

If I were the Commission Chair, I would spend the time at the annual commission meeting during the conference

Only on topical subjects		5 (6.1%)
Only on commission business		0 (0%)
Only on networking with colleagues		0 (0%)
A combination of the above		57 (69.51%)
Do not have specific preference		18 (21.95%)
Other:		0 (0%)
N/R		2 (2.44%)

[View Other Text](#)

Question 16

Which of the following best describes your primary role at your institution?

Faculty Advisor (primary role teaching or research)		3 (3.66%)
Academic Advisor/Counselor (primary role advising)		39 (47.56%)
Advising Administrator		11 (13.41%)
Administrator with responsibilities over several areas, one of which is advising		25 (30.49%)
Graduate student		1 (1.22%)

Institutional position that supports advising --

AXIO SURVEY

User Responses

Close

How often would you prefer the Commission to send out updates?

- as needed

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

AXIO SURVEY

User Responses

Close

If I were the Commission Chair, I would spend the time at the annual commission meeting during the conference

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

Registrar, admissions, financial aid, technology specialist, office assistant, etc.		0 (0%)
Affiliated with a college or university but not in any of the roles previously mentioned	■	2 (2.44%)
Not affiliated with an institution of higher education		0 (0%)
N/R	■	1 (1.22%)

Question 17

Which of the following best describes your supervisor's primary role at your institution?

Dean/Chair	■	35 (42.68%)
Faculty Advisor (primary role teaching or research)	■	3 (3.66%)
Academic Advisor/Counselor (primary role advising)	■	6 (7.32%)
Advising Administrator	■	9 (10.98%)
Administrator with responsibilities over several areas, one of which is advising	■	20 (24.39%)
Graduate student		0 (0%)
Institutional position that supports advising -- Registrar, admissions, financial aid, technology specialist, office assistant, etc.	■	1 (1.22%)
Affiliated with a college or university but not in any of the roles previously mentioned	■	7 (8.54%)
Not affiliated with an institution of higher education		0 (0%)
N/R	■	1 (1.22%)

Question 18

Highest degree you have earned

Associate degree, some college or no college	■	2 (2.44%)
Baccalaureate	■	17 (20.73%)
Masters	■	36 (43.9%)
Educational Specialist	■	1 (1.22%)
Professional degree (J.D. M.B.A., M.D., etc.)	■	3 (3.66%)
ABD (all but dissertation)	■	7 (8.54%)
Ph.D., Ed.D., J.D. or equivalent	■	15 (18.29%)
N/R	■	1 (1.22%)

Question 19

If you are a professional staff advisor, what is your educational background? (i.e., History undergrad; M.Ed., etc.) (Faculty advisors, please skip to next question).

[Hide Responses](#)

Masters of Arts in education, Postsecondary Education: Student Affairs

Communication Studies undergraduate, MA in Management, MBA and DBA

MA, Political Science

Higher education administration

M.Ed

Engineering, management, and computer & information science

MS in Career and Human Resource Development

bs in education

B.S. Psychology, currently working on M.Ed. in Higher Education Administration

M.Ed. in Counselor Education: BA in Communication Arts; Started a PhD in Higher Education Admin but did not finish

Leadership Education

Skipping.

M.Ed. Completing EED this fall in Higher Ed.

BA, Communications MA, Student Personnel Administration in Higher Ed.

BA in marketing; MEd in College Student Services Administration

BS - Education, MS -Student Personnel, ABD -Higher Education, Educational Policy Studies

BS in education, MS college student development & counseling

M.S. and Ed.S. in Professional Counseling with a focus on Career Counseling. I am an academic advisor in a professional counseling program.

Psychology undergrad and Human Resource Mgmt masters

MSEd.

Psychology and Spanish undergrad

Ed.M., College Student Services

Business Undergrad MPA Grad 2006 will be attending a graduate program for M. Ed specializing in Higher Education

BA geography, MS Human Resource Development, MA Christian Education

20 years faculty advisor (teaching and advising) at a 4-year institution. I have a Bachelors of Science in Education, a Masters in Education and a MBA.

M.A. Community/Clinical Counseling

History BA

English major, elementary education minor college Masters in Education-Specialization Reading Other advanced graduate courses in education I advise, MBA/MSA, Engineering Masters and 3 Education Masters at the Graduate Office.

u-grad is history; two masters, college student personnel and counseling; doctorate in higher education with cognate in ed psych

Bachelor's and master's in social science, science & technology.

BA in English

History Undergraduate

BA Psychology, MEd College Student Personnel Administration and Counseling (double major)

at this time, I am a grad. student writing my thesis, but wish to be an academic advisor. I have been involved with the university students for more than 12 years in my working experience (in Czechoslovakia 9, in Canada 3)

MBA in Management

BA in French, currently working towards an M.Ed. in Postsecondary Administration and Student Affairs

Speech Communications B.A., Masters of Human Relations, Doctor of Education in Adult Education, working on master's in Speech Communication

BA in psychology

M.Ed.

B.S. Education M.A. Counseling Psychology C.A.G.S. Professional Communication

nursing

Education

B.A. Communication, M.S. Education

BSN, MS in Comm. in progress

Psychology undergraduate; M.S. Ed. in Counseling

B.A. in Business

English/folklore undergrad, currently graduate student in Higher Education Administration.

EdD MS BA

Master of Arts in Interdisciplinary Studies

M.Ed

Leisure Services, Undergraduate Degree Student Personnel Services, Master's Degree

Almost 30 years in higher education; 25 of them as an advisor. Developed the skills and knowledge by doing the job.

Environment

B. A. Psychology

BFA, M.A

Bachelor of Science - Psychology major, Speech Communication minor; Master of Science - College Student Personnel major

Bachelor's in Organizational Administration Master's in Technical Communication

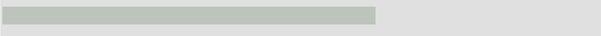
M.S. in Counseling Psychology

religion and philosophy undergrad.; M.T.S. (master's in theological studies); candidate for the doctor of philosophy degree in Curriculum and Instruction with an emphasis on higher education

[Hide Responses](#)

Question 20

Your institution would best be described as:

Public		51 (62.2%)
Private (non profit)		29 (35.37%)
Proprietary (for profit)		1 (1.22%)
Employed by agency or firm; primary income not from an institution of higher education		0 (0%)
Not currently employed		0 (0%)
Other:		0 (0%)
N/R		1 (1.22%)

[View Other Text](#)

AXIO SURVEY

User Responses

Close

Your institution would best be described as:

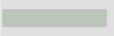
Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

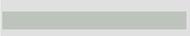
Question 21

Institutional Size (number of students enrolled)

Less than 2,500		15 (18.29%)
2,500 à 4,999		9 (10.98%)
5,000 à 9,999		11 (13.41%)
10,001 à 19,999		15 (18.29%)
20,001 à 29,999		14 (17.07%)
30,000 à 39,999		4 (4.88%)
more than 40,000		12 (14.63%)
Not applicable		1 (1.22%)
N/R		1 (1.22%)

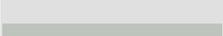
Question 22

Total graduate and/or professional student enrollment

Less than 1,000		25 (30.49%)
1,000 to 2,499		19 (23.17%)
2,500 to 4,999		11 (13.41%)
5,000 to 9,999		15 (18.29%)
Over 10,000		9 (10.98%)
N/R		3 (3.66%)

Question 23

You work primarily with

Doctoral students		3 (3.66%)
Masters degree students		23 (28.05%)
Both doctoral and Masters degree students		10 (12.2%)
Professional school students (J.D., M.B.A., O.D., M.D., etc.)		7 (8.54%)
Undergraduate and graduate students		30 (36.59%)
Other:		7 (8.54%)
N/R		2 (2.44%)

AXIO SURVEY

User Responses

Close

You work primarily with

- PharmD
- undergrad health profession
- Masters and Specialist Degree
- I am a grad.student
- adult ed
- Day undergraduate students
- Ed Specialist

Close

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.

[View Other Text](#)**Question 24**

How many graduate students do advise? (please do NOT include thesis or dissertation chair or committee responsibilities).

1-10		15 (18.29%)
11-25		4 (4.88%)
26-50		3 (3.66%)
51-100		18 (21.95%)
101-150		7 (8.54%)
151-200		11 (13.41%)
201+		18 (21.95%)
N/R		6 (7.32%)

Question 25

To what degree do you feel your work is valued by your department?

My work is highly valued		40 (48.78%)
My work is somewhat valued		29 (35.37%)
Neutral		4 (4.88%)
My work is somewhat undervalued		3 (3.66%)
My work is highly undervalued		4 (4.88%)
N/R		2 (2.44%)

Question 26

How satisfied are you with your current position overall?

Very satisfied		26 (31.71%)
Somewhat satisfied		31 (37.8%)
Neutral		12 (14.63%)
Somewhat Unsatisfied		6 (7.32%)
Very Unsatisfied		6 (7.32%)
N/R		1 (1.22%)

Question 27

Your current salary as a full time employee is (please respond if your **PRIMARY** responsibility is associated with general academic advising as opposed to thesis advising or mentoring of a Masters or doctoral student)

Under \$20,000		1 (1.22%)
\$20,000 - \$24,999		2 (2.44%)
\$25,000 - \$29,999		2 (2.44%)
\$30,000 - \$34,999		10 (12.2%)
\$35,000 - \$39,999		15 (18.29%)
\$40,000 - \$44,999		11 (13.41%)
\$45,000 - \$49,999		10 (12.2%)
\$50,000 - \$54,999		6 (7.32%)
\$55,000 - \$59,999		3 (3.66%)
\$60,000 - \$64,999		1 (1.22%)
\$65,000 - \$69,999		3 (3.66%)
\$70,000 - \$79,999		3 (3.66%)
\$80,000 - \$89,999		0 (0%)
\$90,000 - \$99,999		1 (1.22%)
\$100,000 and above		2 (2.44%)
N/R		12 (14.63%)

Question 28

How long have you been working in the field of academic advising? (e.g. you have been an advising administrator in your current position for 2 years, but were a faculty advisor at another institution for 5 years; therefore you have been connected to advising for 7 years. Mark "at least 3 years but less than 10 years".)

Less than 3 years		14 (17.07%)
3-5 years		20 (24.39%)
6-10 years		16 (19.51%)
11-15 years		7 (8.54%)
More than 15 years		22 (26.83%)
N/R		3 (3.66%)

Question 29

How long have you been working in the field of **graduate/professional student advising**? (follow note from question 28 above).

Less than 3 years		28 (34.15%)
		25

3-5 years		(30.49%)
6-10 years		12 (14.63%)
11-15 years		5 (6.1%)
More than 15 years		8 (9.76%)
N/R		4 (4.88%)

Question 30

Gender

Male		15 (18.29%)
Female		65 (79.27%)
N/R		2 (2.44%)

[top of report](#)

- End of Survey -

[Feedback](#) | [Privacy](#) | [Contact Us](#)

© 2013 Axio Learning. All Rights Reserved.