

## Offering Report

New Advisor Survey : New Advisor Survey

## Summary

**Survey Name:**

New Advisor Survey

**Offering Name:**

New Advisor Survey

**Offering Date:**

11/28/05 to 12/11/05

**Statistics**Started: **411** out of **960**Opted out before starting: **14**Completed: **411**Drop outs after starting: **0**

Average completion times:

- Average Time To Complete Survey: **46 minutes 30 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****Which of the following best describes your primary role at your institution?**

Faculty Advisor (primary role teaching or research)		4 (0.97%)
Academic Advisor/Counselor (primary role advising)		315 (76.64%)
Advising Administrator		31 (7.54%)
Administrator with responsibilities over several areas, one of which is advising		32 (7.79%)
Graduate student		14 (3.41%)
peer advisor (undergraduate who advises)		1 (0.24%)
Institutional position that supports advising -- Registrar, admissions, financial aid, technology specialist, office assistant, etc.		10 (2.43%)
Affiliated with a college or university but not in any of the roles previously mentioned		4 (0.97%)

Not affiliated with an institution of higher education		0 (0%)
N/R		0 (0%)

## Question 2

### Your institution would best be described as:

Public		298 (72.51%)
Private (non profit)		98 (23.84%)
Proprietary (for profit)		12 (2.92%)
Employed by agency or firm; primary income not from an institution of higher education		1 (0.24%)
Not currently employed		0 (0%)
Other:		0 (0%)
N/R		2 (0.49%)

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## Question 3

### The highest degree granted by your institution:

Technical (vocational) certificate		0 (0%)
Associate's degree		48 (11.68%)
Bachelor's		16 (3.89%)
Master's Degree		84 (20.44%)
Specialist		4 (0.97%)
Ph.D., Ed.D., or professional degrees, i.e. M.D., J.D., D.D.S. etc.		258 (62.77%)
Not Applicable		0 (0%)
Other:		1 (0.24%)
N/R		0 (0%)

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## Question 4

### Institutional Size (number of students enrolled)

Less than 2,500		48 (11.68%)
2,500 to 4,999		40 (9.73%)
5,000 to 9,999		63 (15.33%)
10,001 to 19,999		69 (16.79%)

# AXIO SURVEY

## User Responses

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Your institution would best be described as:

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# AXIO SURVEY

## User Responses

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The highest degree granted by your institution:

- Joint Ed.D

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20,001 à 29,999		97 (23.6%)
30,000 à 39,999		52 (12.65%)
more than 40,000		39 (9.49%)
Not applicable		1 (0.24%)
N/R		2 (0.49%)

### Question 5

#### Age

Under 22		2 (0.49%)
22 à 25		73 (17.76%)
26 à 29		134 (32.6%)
30 à 39		104 (25.3%)
40 - 49		52 (12.65%)
50 - 59		41 (9.98%)
60 - 69		4 (0.97%)
70 and over		0 (0%)
N/R		1 (0.24%)

### Question 6

#### Highest degree you have earned

Associate degree, some college or no college		4 (0.97%)
Bachelors		125 (30.41%)
Masters		246 (59.85%)
Educational Specialist or ABD (all but dissertation)		11 (2.68%)
Ph.D., Ed.D., J.D. or equivalent		16 (3.89%)
Other:		9 (2.19%)
N/R		0 (0%)

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### Question 7

#### How long have you advised?

0 - 1 year		136 (33.09%)
1 - 2 years		162

## User Responses

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### Highest degree you have earned

- Masters certificate
- currently pursuing a Ph.D., one semester of coursework and dissertation to be completed.
- first year Master's student now
- Bachelors in 04, Masters will be granted in May 06
- technical school diploma
- None
- post bacc teaching certificate
- Bachelors, but finishing Masters presently
- Post-Master's Certificate

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(39.42%)

2 - 3 years		101 (24.57%)
3 - 5 years		9 (2.19%)
6 - 10 years		1 (0.24%)
More than 10 years		2 (0.49%)
N/R		0 (0%)

**Question 8****Academic level(s) of most students you advise** (mark all that apply)

First Year (Freshmen)		353 (85.89%)
Second Year (Sophomores)		304 (73.97%)
Third Year (Juniors)		207 (50.36%)
Fourth Year (Seniors)		180 (43.8%)
Graduate students		41 (9.98%)
N/R		1 (0.24%)

**Question 9****Majors you advise** (Mark all that apply)

Open (undecided, undeclared)		157 (38.2%)
All majors (across the institution)		151 (36.74%)
A selected group of majors (within one college or school)		158 (38.44%)
One or two specific majors		51 (12.41%)
Other:		35 (8.52%)
N/R		1 (0.24%)

[View Other Text](#)**Question 10****Where is your position housed administratively within your college or university?**

Campus wide Advising Center		108 (26.28%)
Department		87 (21.17%)
		155

## User Responses

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### Majors you advise (Mark all that apply)

- Non-matriculated
- nursing only
- "Intended" majors; students can't declare until sophomore year.
- Associate Degree Nursing
- Business
- Multiple Majors across several colleges
- All online degrees
- Transfer Students
- transfer students
- Transfer Students
- Learning Support
- professional program
- All Students - Career Advising
- Probationary
- Interdisciplinary Studies
- students needing developmental courses
- Allied Health
- Undeclared engineering students
- Pre Med



- Pre-business in general and Finance specifically

- non-matriculated students

- 6 majors in 3 colleges

- Only Biology Majors

- First year students in all Health Science Majors including Undecided

- Probation students

- readmits, and academic jeopardy

- GE

- Students with Disabilities

- everything but business

- high school students (SB140/Early College)

- Distance Education

- Applicants to Bachelor of Integrated Studies major

- Student-athletes

- Business

- Disability Services

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College/school (e.g., Liberal Arts, Medicine, etc.)		(37.71%)
I advise in my faculty office		6 (1.46%)
Other:		53 (12.9%)
N/R		2 (0.49%)

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### Question 11

**What type of training and development opportunities has your institution provided for you?**

Minimal - self-trained		94 (22.87%)
Training done by peers		254 (61.8%)
A formal and well-developed training program		44 (10.71%)
Self-directed online training		2 (0.49%)
Other:		16 (3.89%)
N/R		1 (0.24%)

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### Question 12

**How many people work closely with you?**

None, it is just me all alone		38 (9.25%)
A small number of colleagues (1-4) who also advise		217 (52.8%)
A large number (more than 4) of advisors who work together out of a single office		138 (33.58%)
Other:		17 (4.14%)
N/R		1 (0.24%)

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### Question 13

**What duties does your job description list?** (Please note that the software limits you to 232 characters).

[Hide Responses](#)

Work with students in distance and continuing education from time of inquiry as a prospective student to their graduation. In addition to advising students, we represent advising on program teams, internal process teams.

Advising, admissions, recruiting, planning student events, and whatever needs to be done in the realm of student services.

advising teach college success courses study skills help

assess student developmental stage and advise to promote growth by establishing attainable academic and career goals. Monitor & analyze student academic progress. Maintain student records. Interpret U policy.

## User Responses

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Where is your position housed administratively within your college or university?

- small advising office
- AHANA Student Programs
- Office of Counseling and Career Services
- Area specific Advising Center
- Student Success Office
- Residence Hall
- Individual House
- Athletics
- The admin bldg
- Residence Life
- Distance Education, so advising occurs via email and phones.
- Separate Outreach Center
- ACADEMIC SERVICES
- Distance Learning Service Center
- Counseling, Career, and Transfer Services Office
- Dean of Studies' Office
- First Year Residence Hall
- Administration building
- Student Affairs

- student support services

- Administration Building

- Health Professions Office

- my own office in faculty area

- Athletics

- we are our own program, and students are enrolled in it

- No Response

- Honors program

- Distance Learning

- Residential College

- We are non-traditional school in business park; advisors sit in cubicles per each school (ie- School of Tech)

- Student Services

- No Response

- Library

- Residence Hall / Residential College Program

- Enrollment Management and Academic Services

- part of College of A&S, but office is in Campus wide Student Success Center

- Advising center in specific college

- Residence Life and New Student Programs

- Athletics Dept. Bldg

- extended campus

- administrative bldg.

- through provost's office

- Student services

- Student Services

- Academic Affairs

- Distance Education Advisor

- College freshmen/transitional advising center

- Disabled Student Services

- not an advisor yet

- Residence Hall

- Disability Services

- Statewide Campus-Distance Learning

- Gateway Center for freshmen and for Transfer students under 24 hours of coursework

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## User Responses

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What type of training and development opportunities has your institution provided for you?

- NACADA attendance
- Training by peers and a training program and online training
- Paid graduate school
- NACADA confs.
- conferences
- Two-hour orientation
- No Response
- conferences
- NACA conferences
- Various-formal and informal
- workshops offered by central advising resource center
- none
- rec'd much of training from previous position
- Nacada conferences
- training done by my predecessor
- train as I go by supervisor

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## User Responses

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How many people work closely with you?

- I oversee the advising, but we faculty advisors are available as well
- 2 staff members, mainly faculty-based
- Within my residence hall-3; as an Office of Residence Life and New Student Programs - 35ish
- twenty or so of us who work mostly independently
- 100 advisors and I coordinate
- I work closely with all in the department, but I do the actual advising piece
- 4 other colleagues in the Dept, who are not advisors
- No Response
- a large number who work out of a variety of offices
- 2
- Large number of first year advisers who work with first year students
- 35 faculty advisors
- 7 advisors throughout the college of education, spread throughout the departments
- 2, not in advising
- A large number of advisors who work within the building but not within a single office
- I work with/train 5 - 10 undergraduate peer advisors
- 1 supervisor

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Evaluate transcripts

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Prerequisite and general advising for prospective students in undergraduate programs. Recruiting responsibilities to include college visits, special events and presentations.

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participate on special admissions committee, advise first year and undecided students, coordinate production of Guide to First Year, interviewing high school students at their high school, college visits

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Advise students individually and in groups about the development of educational options and the resources available. Refer student to resources, assist in registration. Evaluate transcripts, manage degree plans.

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advising primarily

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Provide academic counseling, plan and implement academic related events, outreach to various constituencies, develop and conduct relevant workshops/classes, develop and disseminate relevant resources to students and alumni

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Responsible for the advising of Certificate and Associate majors, conduct orientations into School, updating advisement center web pages, serve on appropriate committees, disseminating information to student about the School.

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responsible for all departmental undergraduate advising including: annual orientations, transfer evaluations, etc; recruiting/training peer advisors; serving on the curriculum comm/advising the chair on curricular issues; more...

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academic advising in individual appointments, in group sessions, at the service counter, and in programs (new student orientation, etc.); petitions and advisory committees; running the pre-med, -health, and -law advising program

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Registration, completing students' Academic Program Plan per their major for entire stay here; helping students clarify their major/career choice and referring for campus services, incl. career assessments; orienting new students

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1. assisting students with interpreting and following degree plans. 2. assisting students with personal growth and academic achievement. 3. linking students to university resources (career services, mental health counseling, tutor

---

Developmental Advising of about 145 (primarily) first-year students in the Residential College Program, this also includes group advising.

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Advising, learning communities, orientation, recruitment

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Practicum: Perform transfer orientation and advising sessions. Assistantship: Advise career clients on potential career/major choices and opportunities. Maintain resources in our career library.

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Advise all Honors students (2000); oversee Honors contract process; assist with First Year Experience activities & programs; oversee Honors probation; communicate w/those who will graduate each quarter; certify graduates

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Advising, Counseling, Teaching a success course (1 credit)

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Advise students, recommend students for certification.

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advise incoming freshman, work in a team with faculty advisors to progress students to graduation, evaluate students for graduation, post degrees, counsel students on the general curriculum, evaluate transfer credits, etc.

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Advise students who are not yet in a program of study, keep up-to-date on campus policies, help students develop educational goals, refer students appropriately, committee/outside work, department projects, professional development

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Working with HHC students to help them plan their course enrollments, navigate degree requirements, personal issues, career path options, referrals and outreach to underrepresented groups in area high schools and middle schools.

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advising at risk students in the federal sssp program. Including but not limited to personal counseling, academic advising, and financial aid filing assistance

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My primary function is to advise first and second year freshmen about our program. My secondary function is to process student data for all college programs.

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advise current and potential business students in individual, group, and orientation settings; use computer information system to access student records, teach student success course

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to provide quality academic advising to undergraduate students who major under the college of Education.

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advises both enrolled and prospective students regarding the academic programs offered through distance education, including requirements for admission and retention through graduation.

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-Participates in academic advising for UHC students in all majors. Coordinates UHC requirements with those of the students' disciplinary college, monitors student progress, and performs audits and enforces retention criteria as nes

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Advise freshmen and sophomores, Liaison to department (faculty), recruiting events, teach campus culture course, presentations, assist students with university and unit policy and procedures, work with retention data and reports

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1) Advise Learning Support students. 2) Check all LS class roles for accurate placement & take appropriate corrective actions. 3) Responsible for all LS related documentation such as Special Case, Course Request, & Appeal forms

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I am actually the office manager. We are the Advisement Center for the largest college on campus. Our front desk receptionists are highly trained students so I manage their activities and advise on tricky situations.

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academic counseling/adviving administrative projects - academic misconduct committee, senior thesis program, summer orientation

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Advise new and continuing students; teach them about the curriculum and the institution; act as a referral to other campus services; discuss academic progress/concerns; serve on college-wide committees;

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advising transfer students, working with provisionally admitted students and well as those on probation, degree checks, students walk-in questions, help with orientation and registration for first time freshmen, maintain web

---

Recruiting new students, advising and train first time students to the college on using our computer software, currently developing a Web Ct program that will test students on their knowledge on Web

Advisor, newsletter, and many more

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Advise students, act as a liason to central university counseling services, counsel non students about possible admission, evaluate applicants for admission to specific courses of study, work with our counselors

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I do budgets, deposits, member relations, recruiting, spreadsheets, and generally keep track of our members' needs.

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transferring in students, graduation check lists, certification for graduation, schedule making, probation/suspension, orientations, dropping/adding classes after deadlines.

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mandatory advise engineering majors, recruitment

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Assistant Dean of Campus

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-advise students in the Academic Assistance Program on a weekly basis -coordinate tutoring on campus - provide academic advising to students who cannot meet with faculty advisors -conduct learning skills workshops

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Manage Advisors, academic advising, teaching Freshman survival course to all Fine Arts Majors

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Provide academic advising to transitional and first time students. Maintain student records Conducts workshops on academic success and other related areas. Connects students to needed resources.

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providing accommodations for all student's with disabilities, academic advising, personal counseling

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provides guidance and information to students concerning course and program selection, timetabling, the terms of academic probation and GPA requirements etc.

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Advising undeclared students

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advising, career mentoring, probation/disqualification issues,

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Accommodations for Students with disabilities, working with DESE's definition of Special Population (low income, single parent, non-traditional, etc.) WIA and TRA funding

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primary advisor to undeclared freshmen and sophomores in the college of arts and sciences

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Interviewing,advising,public relations.Effectively communicate,work effectively with Ss from a variety of culturally diverse backgrounds.Assists students with admission,registration,assist in recruitment.Maintain student files/recor

---

I have not been given a job description.

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I am a TRIO Student Support Services Advisor and touch on topics from careers and majors, picking classes, and personal issues.

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advise/monitor/register students, Assist in selection/training/evaluation of advisors & block schedules/registration, Fill-in for advisors, Academic Workshops, assign AP credit, assist Associate Deans, web site, Generate reports

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Advise undeclared, pre-communication, pre-journalism and students in transition Arts & Science Dean's Office

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Advising students in any area of the schools (Science, Math, now) plus administrative assistant for the Dean of humanities and sciences.

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I don't remember

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program administration, teaching, advising, budget management, coordination of workshops and seminars.

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meeting with each student, recommending coursework, recruitment, updating curriculum guides, updating individual student degree plans, reviewing graduation requirements

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Advising Liberal Arts students, transfer student programs, advise student group, freshman orientation programs, transfer student recruitment activities and travel, readmissions, college petition committee, training faculty advisors.

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Academic Advising

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Advising Students Orientation Articulation Grade Review Graduation Audits Teach 2 Freshmen experience courses

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Answering phones & emails, investigate student issues, communicate university policies & procedures to students, helping students decide on courses, communicate degree requirements to students, teach students to be self-sufficient.

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Provide advising for students on academic, vocational, educational, and/or personal matters, Coordinate and administer freshman testing, counseling, and advising programs, Assist in resolving academic problems, Interpret placement exam results, Identify and monitor progress of individual students

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Holding divisional meetings, meet individually with all first year students in the hall, hold mid-term interventions & probation meetings (2 in the spring), attend a recognition banquet, participate in Major Fair and transfer folder

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Establish strategies for delivering advising services to students. Assist students with understanding general education requirements, major and minor requirements, academic regulations and campus resources. Assist students in the development of meaningful educational plans that are compatible with their life goals by guiding students in the selection of appropriate courses and other educational experiences, by interpreting institutional requirements to students and by enhancing student awareness about educational resources available. Educate academic advisors to provide assistance in helping students refine goals and objectives, understanding available choices, and assessing the consequences of alternative courses of action. Provide current and accurate advising information to students and to academic advisors. Provide and facilitate workshops for all students, faculty and staff, and to coordinate tutors for the tutorial services for students. Provide academic advisors with all pertinent research (e.g., about students, the academic advising program, and perceptions of the institution). Direct all aspects of the university advising program. Other duties as assigned.

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Advisors are faculty or staff who guide students toward fulfilling degree requirements and planning successive semester courses of study.

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Advise new and returning students. Assign advisees to advisors.

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Advise first semester freshmen in the orientation process; advise diverse population of students who are on working in meeting their academic criteria.

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To advise freshmen and sophomore in the college of edu. To help with summer orientations, graduation and special projects , also coordinate information to assist students from across campus, example University health, sports etc.

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Provide developmental and academic workshops to faculty, staff, and students; academic advisement for all students

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Advising students on changing major, registration, planning course schedules, taking a leave of absence, having academic difficulty, withdrawing from classes, goal planning, adding a minor. I also teach a First year seminar course.

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advising, checking degree requirements, orientation, graduation ceremony

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Interaction with students, prospective students, families; Evaluation of previous course work, development of plan of course work; Review of admission criteria/application to College of Nursing; Recruitment/Health Career Events; Etc

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academic advising, probation/dismissal hearings, course substitutions, withdrawal requests, freshman orientation, academic warning programs, transfer student orientation

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Advise prospective undergraduate and graduate students on admission into teacher education programs; oversee state reporting; update and keep current all admissions materials; special projects as needed

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The duties listed in my job description do not cover the tasks that I complete each day. My description says that I prescriptively advise students, complete the necessary paperwork to process graduation, and facilitate orientation.

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Advising internal transfer students and dual degree students and I am starting to work with upperclassman who will be peer leaders for all new students

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Supervise and Evaluate instructors; Coordinate Professional growth and student retention plans; Develop new curriculum; Counsel Students on academic, scheduling and personal issues; Instruct General Studies Courses.

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Academic Advising and Counseling Academic Advising Programming Academic Record Review Special Projects College and Campuswide Service

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I basically advise around 140 students interested in Health Sciences and Health Professions.

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primarily advising students

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Advising Freshmen and Sophomore, undeclared students, advising students who are on probation or subject to being dismissed. I also advise and track students who are in remedial English and/or Math.

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- Coordinate Student Advising - Develop and revise advising materials - Train faculty - Coordinate schedules - Supervise COT mailings - Member of University Advising Council - Chair of Student Affairs Advising Committee

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advising and registering new students and my 185 student case load. Advise probationary students. Sit on orientation and first year committees.

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teaching a first-year seminar, academic advising, advising about all campus resources

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academic advisor to all students, answer phones for general questions as well for Registrar and Financial Aid, provide assistance to cashiers.

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Advising, Admissions, other projects

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Develop knowledge of various degrees, majors, & general college & university regulations; develop contacts w/departments & appropriate faculty; assist students w/academic difficulty; advise students according to said regulations

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Advising all new business students and meeting them on a one-to-one basis. We are presently looking at AACSB certification and the university is stressing advising and retention.

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Coordinator of learning assistance services, advising for undeclared students

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I don't have it available at this time... it can be found at <http://www.unt.edu/hr/employment/bulletin.htm> when an academic advisor 1 job becomes available.

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advise non-matriculated students in person, by email, or on the phone by appointment or on a drop-in basis.

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Advising incoming freshman/transfer students, both open majors and intended majors. Taking part in out-of-office meetings with freshmen, especially during Aug/Sept. Meet with all students prior to registration each semester.

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advise fr. to sr. students; admissions; fr. orientation; recruitment; retention; newsletter publication; academic actions; policy; record keeping; gpa rankings / awards; referrals

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Coordinator of Campus-wide Academic Advising Program, Create a comprehensive career planning and placement program, and retention specialist

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Advise students in the College of Arts and Science, helping them to pick courses, majors, and extracurriculars; navigate the bureaucracy; evaluate probation students. Special duties with preprofessional and service-learning students

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Academic Advising at a distance to adult learners, evaluating student's transcripts, course approvals, unofficial evaluations.

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Academic Advisement, Personal counseling, outreach to freshman, programming for students, co-directing summer bridge program

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Duties include transcript evaluations, meeting with students before they join the college and keeping in contact with them while they are completing their degree. My duties are related to an adult degree completion program

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Advise & assist new students w/ enrollment process, monitor probation students, Maintain referrals on campus, complete degree plans, meet with each advisee min. of 3 times first 2 semesters, teach first year success class.

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Introduce new students to the purpose and goals of a college/university; Provide orientation to academic advising process; Serve as a liaison to academic advisors in academic units; Triage academic/curricular problems...

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retention, academic advising, academic support services (probation, tutoring, etc.), career services, testing services

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Academic advising, orientation, graduation certification, team member

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Academic advising and coordination with faculty advisors, new student intake, transfer credit evaluation, program development and assessment, transfer advising (curriculum specific), transfer agreements.

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advising, special events planning, recruiting, coordinate admissions and scholarships

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In addition to advising undergraduates, I am responsible for course scheduling, admissions activities and processing for undergraduate and graduate applicants, graduation clearance, College-wide graduation ceremony and other tasks.

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Advising transfer and online students primarily. New student orientation and college visit days.

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administer pathways to success program (which includes advising) Monitor progress of at-risk students

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Advising, supervision, collaboration with faculty and other academic staff, teamwork, professional development, understanding of university policies and procedures

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Besides advising my job discription is three pages long! I coordinate numerous recruiting and student support activities and continuing education programs.

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advising students

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Advise first time in collge students with less than 30 credits, participate in group advising/registration, meets with department representative in a liaison capacity, interpretation on university policies

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Advising traditional and returning students on various programs offered by CSM, also research projects (i.e. retention, non-traditional students, graduates, etc.)

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graduation certification

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My responsibilities can be divided into two major activities. One is to advise undeclared engineering students. As advisors, we also teach a small number of courses, which is my other major responsibility.

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Meet with undergraduate students to advise them of the courses for each semester. Develop degree plans for each student. Advise students who wish to change majors. Advise students about the development of education plan options and resources available. Work closely with other advisors and faculty to provide timely information on courses, degree options and University policies. Keep notes on advisee meetings on AdviseWeb. Perform audits of the degree plans at the 75-90 hour level. Perform graduation audit of degree plan. Meet periodically with AES students who are on Scholarship probation. Meet with students who are on academic probation. Teach sections of RHET 1101, Oral Communication. Participate in recruiting programs, like Fiesta Nights and Transfer Expos. Perform related duties as required.

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advise students, coordinate advisor training

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career counseling, enforcing policies and proedures.

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Counsel students on a wide range of problems including academics, financial aid, personal, and career objectives. Assist students in registration process. Gather, review and interpret student data for assessment purposes.

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Full academic advising to all student interested in or who have declared a major within the college of Arts



and Sciences, teaching students how to develop as experts in their own academic experiences while at college.

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Advise freshmen and sophomore students; conduct reinstatement interviews; serve on committees as needed; plan and coordinate Academic Recovery Conferences; advise incoming freshmen during summer advising conferences.

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Advising about certification, reporting to the state department of education, back-up for assistant dean, coordinator for Teacher of the Year selection process and Scholarship Selection Committee Coordinator.

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completion of degree audits for students with 90 earned credit hours; coordinating registration of transfer students; assignment of faculty advisors; coordinating process for students who request permission to add closed classes

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Administrative Assistant for two departments: Academic Advising & Academic Information Management & Analysis. Serves as confidential assistant to directors; provides appropriate academic advising for undergraduate students.

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Advise First-Year, Transfer, and Continuing students, provide them with gen ed, graduation, and major requirements. Train and work with a peer advisor managing the caseload, serve on committees

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Advise undecided freshman and freshmen who are academically at risk (and anyone else who seeks my assistance). Also maintain contact with parents of ~60 freshmen families and produce 5 newsletters per year.

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I meet with students that are interested in pursuing a degree in education. I discuss the curriculum and make sure that they are taking the correct course.

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Meets with students and student groups for problem-solving, counseling, information-giving, and program development. Recommends and organizes new programs and advises staff superior on progress of current programs.

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Advise and train other advisors

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Advising students; preparing paperwork such as degree plans, graduation applications, etc.; taking part in orientation; helping organize graduation ceremonies

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Advising undergraduate and graduate business students, recruitment of future students, supervising of advising staff.

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Outreach, assessment, supervision of undergraduate Peer Advisors, Coordination of satellite office

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career advising, academic advising, registration, initial application, review of holds, committee membership

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Provide students with basic counseling services relating to choosing major and career path. Also provide advice and referrals on non-academic problems and concerns. Provide orientation services to students.

---

academic advising, some counseling, training and supervising student staff members, judicial hearings, serve on committees (2), advise hall council, teaching RA course, conducting new staff interviews

---

Advising students in the Undergraduate College of Leadership & Service (~350) Teach 4 sections First-Year Seminar - LDS 101 Serve as the coordinator of LDS 101 (curriculum development, instructor support) Orientation coordination

---

Advising, internship information, prospective, registration and orientation programs, waiting lists, etc

---

Advising freshmen and sophomore students in the college of arts and sciences and meeting with students about a variety of issues...also representing the college and university at recruiting events.

---

Advising undeclared, pre-computer & high school students for registration. Maintaining "senior sheets" to clear for graduation.

---

teaching orientation and career planning classes, outreach and information sessions, advising students, career counseling

---

Academic Advising, Academic Counseling, Web site coordinator, teaching a study skills course, teaching an exploring business majors course, probation advising, etc.

---

phone, walk-in, email, and scheduled in-person appointments, assistance with information sessions and new student orientation, application review for admission to program, registration of new and continuing students, parent contact

---

I advise very little. I am primarily the administrator of the department.

---

advising, recruitment, requisition requests, dual credit students

---

Advisement Recruitment Retention Support

---

Advising 200-300 undeclared students Assisting/implementing advising related projects Assisting with Dean's Office functions

---

Registrar, Financial aid, advisor, scheduling of classes, submit approvals for instructors, ordering of books and supplies, etc.

---

I am a graduation counselor and I build schedules, do audits, answer questions, and generally tell students what they need to take to graduate.

---

Advising freshmen engineering students, running a 4-day new student orientation program, open house, advising a peer mentoring program, advising the student council, and meeting with prospective students.

---

Academic Advising (includes assistance with program planning, midterm interventions, probation intervention, etc), residence hall director (includes supervision of RA and advising hall council), committee work within department

---

Advising freshmen which classes to take in order to move efficiently toward their academic goals.

---

graduate school advising, career advising, academic support and guidance

---

Advise, assist in marketing and recruitment and retention. Data integrity, training and grad school preparation, and workshop preparations.

---

Academic advising of fresh./soph. and transfer Arts and Sciences students Instruct General Orientation class Majors declaration Career Services initiative

---

Associate Dean for Academic Support; Assign faculty advisors; advise students at all levels who come in; advise and schedule freshmen; supervise staff of 8 who advise in specific areas - disabilities, EOF,

academic probation

---

Advising freshmen and transfer students about academic policies and requirements.

---

create with students a 'plan' to meet goals and select courses to fulfill program and/or academic requirements. Make referrals for in depth services to the Licensed Professional Counselor and or to other student service areas

---

Help students with selection of classes and answer questions they may have create an academic plan and guide them to achieve and attain success in class and in the workforce.

---

Academic advising of undecided 1st and 2nd year students Registration of incoming first year students (all intended majors) Career Advising Coordinating fall & spring career & internship fairs

---

scheduling, withdraws, cease enrollments, probationary student advisement, transfer student advisement, counseling, study skills training, faculty support, administrative support, letters to parents, at-risk outreach, career counsel

---

-co-teach freshman seminar

---

Advise students, prospective students, and parents on topics related to academic majors and assistance with academic progress. Manage and oversee the delivery of advisement services in the assigned school.

---

advising of undergraduate and graduate students, recruitment, class scheduling, TA placement, AIP reports and stats, entering student grades, graduate tracking, student social events, advising updates, student email addresses list

---

The options above don't allow me to accurately represent a number of things. I direct advising here as Assistant Dean of Faculty for PreMajor Advising, but as a member of the teaching faculty, I also advise.

---

Don't remember exactly, but the usual Academic Advising stuff.

---

Clerical functions, data entry, staff support

---

advising and registering new, undecided/undeclared, and transfer students. cooperating w/ 4 year institutions on transfer articulations/agreements, fairs, clubs, visits, library. scholarship info, campus-wide mental health support.

---

Director of undergraduate student advising within college of 3000 students; work with distance learning students & their site directors, work w/college to ensure efficiency of advising among faculty advisors, oversee office operations

---

Advise students -advise student organization-participate in Dean's office activities-web development for advising

---

advising for 2 majors offered within the program, recruiting, administering a 50K scholarship

---

Retention Specialist--counsel, advise, plan workshops and programs, success planning and intervention

---

academic advising, career guidance, resource referral

---

Classified Information, can not answer.

---

liaison between faculty, staff, & students; academic advising; probation; honor roll; degree audits, transcript evaluation; Datatel entry; registration;

---

Advising, all academic services, meetings, recruitment, app processing, All Banner functions, reports, waivers, etc.

---

implement online academic warning system, assist students with major exploration, conduct programs on academic/career planning, provide developmental interventions for at-risk students, consult with faculty on cases

---

advising students on coursework and careers, evaluating courses for study abroad, organizing two events per year for students, recruiting new majors, keeping faculty updated on degree requirements, moderate student organization.

---

- Develop and implement support programs for student-athletes - Continually evaluate program effectiveness - Identify and monitor academically at risk student-athletes - Monitor the tutorial programs for student-athletes - Assist student-athletes in appropriate course registration - Monitor study halls for student-athletes - Monitor the order and control of book inventory - Monitor the achievement of graduation requirements for student-athletes - Monitor the academic performance of student-athletes - Other duties as assigned

---

advising students, help with summer welcome and graduation, graduation checks and updating the programs of study.

---

Transfer advising

---

advise freshman and transfer students during orientation and serve as their advisor until they declare their major; schedule prep. for incoming freshmen; attend monthly advisor development sessions; participate in campus committees

---

advises undergraduate students, assists in orientation, provides technical assistance to departments, answers correspondence, processes majors and minors

---

Maintaining website, majors of the month, advising students, other various odd jobs when needed.

---

Advising, teaching career and life planning, project research for faculty

---

Advising STRIVE U students, as well as undergraduate undeclared students. Responsible for understanding information to respond to the basic inquiries of students: student billing, student life, registrar, housing, financial aid etc.

---

admissions counselor, international student advisor, placement testing coordinator

---

advising three different majors and conducting senior summaries for students

---

advise pre-health profession students: workshops, sponsor prehealth organizations coordinate scholarships coordinate externships, application process coordinate, present college orientations for new students promote program

---

advising students, editing/creating the departmental alumni newsletter, thanking donors, assisting faculty with data requests, working on the spring awards ceremony, managing the "front office" (but with no authority)

---

academic advising, college recruitment

---

I am on the Adjunct Faculty. I also work as a Professional tutor in the Math Learning Center. I also work as a Retention Specialist, advising students.

---

Advise undecided students; advise and oversee the Education program; teach a first year seminar on Education

---

Recruitment, admissions, and advising.

---

advise undeclared Liberal Arts students, process petitions and appeals, accept graduation applications, certify graduates, participate in Orientation.

---

Advisement of all undergraduate students in our school/department. Recruitment and retention efforts for the entire school/department.

---

teach first year critical thinking class, assist with orientation programs, walk in hours, file review

---

assist in monitoring the progress of and assist with schedule development; monitor student athlete academic progress; assist in the development and delivery of learning strategy programming;

---

Online advisement - Schedule classes Advise per academic schedule Advise probation students Monitor academic progress of students

---

Prepare and develop advisement materials; coordinate and present academic information to students and potential students during orientation and recruitment events; evaluate transcripts; interpret degree audit reports.

---

Schedule alterations; faculty-student conflicts; academic monitoring; outreach; in-coming phone and email inquiries. (I work for an online university.)

---

Recruiting and Advising Learning Communities students

---

Assesses the student's stage of development and promotes student growth, Advises students on academic, career and personal issues, Identifies options for students to satisfy degree requirements, major exploration

---

transcription evaluation, student retention tasks, advising to majors in Biology, Computer Science, and Athletic Training; writing Committee Letters for dental applicants, registration of students, Orientation presentations.

---

Advising undeclared 1st students who are mainly pre-medical students, advising 2nd yrs who still have not selected a major, planning panels and other events of interest to pre-medical students, transition to college class.

---

Advising & registration

---

Review senior record audits before they go to the registrar's office. Review and make recommendations on the substitutions/transfers. Maintain copies of all forms mentioned above. Teach New Student Orientation course.

---

Typical: Plans, develops, and implements all policies and programs affecting a specific student population and facilitates campus-wide coordination. Advises students individually and in groups. Represents the academic unit in meetings with students, parents, faculty, or administrators. Performs related duties as

required.

I advise the general population of students and have also been assigned to the athletes

academically advise students in the associates, bachelors, and certificate programs. Coordinate commencement, summer new student orientation, and coordinate the family newsletter to all students and families.

Advising - 2 majors; Course scheduling; student registration Grade co-ops; Check degree schedules; Meet prospective students; Support accreditation; Scholarship selection; Coord Annual Tele campaign; Develop marketing materials

My job is to provide academic advising for sophomore nursing students, tutoring in writing, and study skills. In the future, I will be advising students at other levels of study, depending on needs within the college of nursing.

§ Advise (via all media formats) students in their consideration of educational goals by relating interests, skills, abilities and values to careers, the world of work, and the

graduation certification student advisement freshman advisement

Provide intrusive, proactive advising to students who are working to gain acceptance into programs/majors to which they were initially not admitted; teach one section of three-credit first-year-experience course

help deciding major, knowing NCAA rules for eligibility, work with academic advisors on campus to facilitate development of student-athletes, be a counselor/advisor/role model for students

Advising is about one fourth of my position. I assign advisors, work with first year and pre-major advisors, maintain the database, coordinate declare major process, coordinate all programming such as major fair and major daze

Advise upperclass students, particularly those with academic difficulties. Conduct academic review of all students. Advise transfer students

Advise students in my major, assist with walk-in advising for all students in my college, evaluate transfer work, perform degree audits, collaborate with other campus services to assist students, participate in orientation, etc.

Maintaining advising records, database administration, low level programming, software installation troubleshooting

ESL Advisement Academic Advising Career Testing Career Counseling Workshops and Presentation International, ESL, & domestic student Programming Orientation Registration Committee and community involvement

academic advising for pre-business majors with some teaching responsibilities if needed

Overseeing the administrative and student service functions of the Department of Curriculum and Instruction.

Admissions processing, registration assistance, prospective student advising

Primarily advise freshmen/sophomore students on university general education requirements. plan and

execute new student academic orientation

---

Provides direct counseling services to students in academic, career and personal arenas Coordinates the academic advising program for the college Hires, trains and supervises a team of counselors Teaches human development classes

---

Academic Advising, Advise Student Group, Record Keeping, Student Enrichment Activities, Recruitment and Retention, Service to the University

---

Assist students in choosing a specific major within ESS. Assisting students plan out their session by session plans. Assisting students in taking the required course work in the required order of study.

---

Advising Administrator: software module manager, assign advisors, advisor development & training. Meet with/advise new students; coordinate advising on Orientation days; participate on Student Success Team. Some institutional research.

---

Provide academic, career and personal advisement to matriculated students. Identify and recommend achieving students for recognition, honors, awards. Conduct applicant interviews for SSSP enrollment. Coordinate SSSP newsletters.

---

Advising Administrator for 35 faculty advisors ( who work from their offices) with approx. 550 business students. I also work with those students graduating, orientation and new students, and work with academic class scheduling.

---

Organize recruiting efforts; administer exit surveys; track outcomes and assessments; counsel students regarding degree plans, departmental programs, course substitutions, teacher certification, etc.; conduct freshman orientations.

---

Adviser, ombudsperson, coordinator, liaison

---

advising, recruitment, retention, supervision, scholarship coordination

---

Advises students on academic, career and personal issues.

---

Assist students in selecting classes and schedules, develop and maintain a strong working knowledge and referral base of college resources, discuss academic and career goals.

---

Advising all students with GE and graduation requirements. Conduct workshops for freshman, transfer, and academic probation. Give classroom presentations. Use people soft.

---

Assist Dept of Rehab clients transfer from community colleges, connect with campus services, and graduate timely. Liaison for students and DOR counselors with financial aid, admissions, records, registration, academic advising.

---

Educational planning, class registration, degree application assistance, general academic advising.

---

Academic Advising, Registration, Admissions Advising, Tuition receipt

---

plan, coordinate, and assist with College events; coordinate the College residential program; assist with College Convocation; assists students with graduation processing and petitioning

---

reviewing and revising students Career and Education Plans, scheduling for the upcoming academic year, assisting with financial aid, coordination of internships, being the student's primary academic contact

---

academic advising, administrative responsibilities (teacher evaluations, orientation, class registration)

---

Advising undergraduate students of program requirements and any other concerns, coordinating special programs sponsored by our dept., coordinating our peer advising program, liaison to multiple campus groups and in-house groups

---

-guide students to majors, minors, classes based upon interests, skills, values. -promote students to connect majors with careers -promote students to draw connections between class topics

---

academic planning, financial aid advising (loans, grants, verification), admission work, probation, suspension, program changes, faculty relation building, transfer advising

---

-Advising College of Business undergraduate students as well as students from other colleges in our institution who are interested or enrolled in business minors. -Degree Audits & Certifications -Orientation & Graduation Duties

---

General advising, schedule planning, study skills, group advising, counseling

---

- Advising general population - Overseeing everything related to teacher licensure exam for the college - Serve as a learning specialist; develop programs and initiatives focusing on student development and support

---

Advising, special projects, maintaining student files

---

" Undergraduate Petitions " Convene Committee of Advisors " Coordinate Student Advisory Council " Undergraduate Recruitment \ materials & display " Miami Bulletin updates " New Student Bulletin updates " Transfer Student communication " Probation Student communication " Respond to student and parent inquiries\issues " Respond to EAP web site inquiries " Approve course substitutions for LAC students " Sign off or initiate on the following forms: Withdrawal from the University Excess Hours Grade Corrections Consortium Agreements " Presentations \ updates for: Summer Orientation Red Carpet Day Open House Admission Updates First Year Advisor Training First Year Institute Bridges Program High School Counselor Visit " Represent EAP at the following university meetings: Inter-Divisional Committee Registrar Advisory Group Orientation Committee Admissions Liaisons

---

Advise conditionally admitted students, advise students on an as needed basis, assist with faculty advising training, assist with summer orientation.

---

Fostering academic adjustment, success, and retention of academically disadvantaged students. Academic advisor. Also, Coordinator of a high school bridge program for students interested in teaching.

---

Academic Counseling, study abroad advising, peer mentor program, first-year retention

---

advising 65%, database maintenance 15%, direct orientation sessions in department & answer all questions from public 10%, program planning 5%, professional development 5%

---

Advising, working with academically at-risk students, teaching Freshman Orientation course, supervise advisors, create/maintain programs to enhance retention

---

director of academic advising - oversee 4 advisors within the advising center. university provides a 3 year (12 quarter) bachelors degree program. advisors work with students in their 1 - 8 quarters.

---

I am the dean of arts and sciences (new position for about 2 years) and the director of advising reports to me. I have also been a faculty advisor for 25 years.



---

Advise approximately 80 undergraduate Teacher Education students. Attend Open Houses and meet with prospective students and their families. Advise Teacher Education students during Freshman Orientation.

---

Advise students and prospective students regarding college admission, degree programs, academic schedules, and graduation requirements.

---

Contact for prospective students, transfer evaluation check and course substitutions, new student orientation sessions (12-14 throughout the academic year), course selection and registration, serve on various committees, recruitment

---

A sampling of duties: Advisement by phone, letter, E-mail, fax and personal interview. Evaluate credit and classify course content according to current College policies and degree requirements.

---

providing accurate information to freshmen/transfer students. keeping abreast of University policies advising students on majors and course selection

---

Advising students academically Doing Graduation Checks All clerical work All administrative paperwork Orientation First year Academic Seminar Advising at risk students

---

teaching/professional development advisor for Jr/Sr's in the College of Business

---

- advise students about courses - plan events for students and student groups - serve on the admissions committee for the department - serve on the scholarship committee for the department - meet with prospective students

---

advise PSEO, ESL, Pre-major and undecided.

---

Advise undeclared students. Assist with Orientation and placement testing. Assist with faculty advisor training. Assist with evaluation of transcripts. Enter testing data in student system.

---

Advise Counsel Teach

---

Front desk duties, supervision of front desk (student & temps), advisement from the front desk and one on one in my office. Probation and suspension, all suspension and return from suspension paperwork. Filing system and all asso

---

I advise conditionally admitted students as well as students on probation. I am in charge of our departments monthly newsletter as well as a administrative mentor for a Freshmen Seminar class. I also lead a variety of workshops.

---

Individual and group academic advising and program planning for undergraduates. Monitor students in academic difficulty. Plan/coordinate new student orientation sessions and advising. Maintain records and grad clearances.

---

Recruitment, advising, and counseling. Advising faculty committees. Management of all student services in the department. Instructional support. Publications. Data management. Commencement.

---

Career counseling, academic advising, admissions & recruitment

---

advising, paperwork, recruiting, other duties as assigned

---

Advising students in my college Help with summer orientation Assist the director in our advising center

Senior Summaries

---

program planning, advising, student outreach, policy information

---

Advising transfer students within the science and math field and special projects.

---

Advise students on requirements of major; assist with course schedule planning; informally answer questions about general education and other college and university requirements; refer students to other campus units when appropriate

---

Advising, Orientation, Graduation, Recruitment

---

Academic advising for Health Programs, conducting Health Program Orientations, recruitment activities, etc.

---

Development of educational plans, clarification of career and life goals, interpretation of institutional requirements, evaluation of student progress, collection/distribution of data re: student needs/preferences/performance

---

Academic and career advisement, scheduling for newly admitted students.

---

Advising students on course selection, majors and change of majors, graduation requirements, providing minimal financial aid information, co-ops and internships, transfer information, etc., state and federal programs SPOC & Keys

---

Advise new first-year and transfer students during orientation academic advising sessions; advise caseload of 160 first-year students and 120 sophomore students; teach first-year seminar course.

---

Career Counseling, Employee Relations, Internship Coordination

---

Tutorial specialist - create & conduct training, supervise & evaluate tutors

---

First year advising, graduation audits, computer system development.

---

Advise First-Year students who are enrolled in the College of Health Sciences Instruct First-Year student seminar Coordinate the Undecided program Monitor curriculum plan progression Mid-Year warning Coordinate Orientation

---

advising, dean's office responsibilities, committee work, co-teaching a freshman seminar class

---

Academic Advising, course substitutions, changing majors, working with students on academic warning/probation, career advisement, transfer credit evaluation, keeping academic progress reports updated, graduation advisement

---

Academic advising, proctor and advise students during Accuplacer placement testing, train peer advisors, coordinate Liberal Arts Mentor Program (linking liberal arts faculty with liberal arts students).

---

No specific duties assigned other than general advising for the program.

---

Provide undergraduate academic advising for majors and pre-majors. Approve course majors for each semester. Assist students in interpreting degree outlines. Maintain transcripts and files of majors. Provide preliminary advising to prospective students and their parents. Talk with students who are having problems in their major about options. Coordinate with other academic departments regarding questions or problems

students are experiencing. Attend college days and orientation meetings to provide preliminary advising and give group presentations. Maintain and update alumni files. Provide clerical and administrative assistance to office. Provide data regarding number of students advised and other information as requested. Perform other duties as assigned

---

advising probationary student, conditionally admitted student, and students who do not qualify to become full or pre-majors due to GPA reasons, recruiting, orientation advising

---

Coordinating testing management of data coordinating advisement for department course planning

---

proctor assessment or placement exams; advise students on choices of major, classes, scheduling; track student performance.

---

Advise students that are incoming freshmen, transfer students, and continuing students. Track and monitor students within our program. Guide students from a 2year institutio to a 4 year institution. Monitor and track students.

---

Provide direct advising to students; explain univeristy policy and curriculum requirements; assist with program declaration and change; adjudicate petitions for exceptions to university policy; supervise students in academic diff.

---

Advising, degree planning, course selection, referrals to other campus resources, maintaining electronic student records, meeting with prospective students and parents, orientation

---

advising, transcript evaluation.

---

Advise a caseload of students who have earned under 24 semester hours and students who are undeclared regardless of earned hours.

---

Advising major/minor, career guidance, outreach, alumni

---

Assist students with program planning, academic advising, career guidance, graduate school prepartion, and related services. Relate well to students, faculty and staff. Do paperwork and take on additional responsibilities.

---

Advising Presenting or participating in orientation, career fairs, major fairs, open house events Recruiting students Developing and disseminating informational materials

---

Advising Responsibilities Provides academic advisement for prospective, current, and former students within the Department of Social Work and Human Services Assists in advising duties and workload for education majors

---

I am Administrative Assistant to the Biology Director. I assist her with advising. clear the majors for graduation and screen for the Director. I help screen for prerequisites.

---

Advise students, Orient new students (LCCC 101), participate in transfer activities (recruitment & career nights), grad checks for students, articulate programs & transfer degrees with 4 yr institutions, attend articulation conferen

---

Advising of business undergraduate students, programming related to the business school, recruiting transfer students at community colleges, registration of students

---

Liason to Major Department Graduation Certification Caseload of approx. 350 students Faciliate 2 Freshman Interest Group Seminars Assist with Freshman Orientation

---

Oversee Academic Assistance Tutors Advise undecided students during summer and other times of year  
Maintain Academic Assistance Budget Provide individual consultation on study strategies Conduct study  
strategy workshops for grp/dept

---

Administrative advising services; coordinate the faculty associates program; advise students in relation to  
the General Education Requirements

---

Advising students: scheduling, regulating prerequisites, performing senior audits Liasion between faculty &  
students Resouce for University Policies for both faculty and students

---

Counsel and advise students on issues related to planning academic program, choosing educational/career  
goal; Coordinate/present academic planning & career development workshops; counsel in regards to  
specific curriculum decisions

---

Assistant Director of Advisement: help hire, train new advisors. Advise freshmen & sophomores and  
prepare monthly reports. Revamp and administer a program for at-risk students. Teach freshman  
Orientation Seminar.

---

Supervise Academic Peer Mentors Supervise Freshman Peer Advisors Advise students on Academic  
Warning Work with "early alert" students

---

advising graduation clearning teaching administrative duties

---

focus on student development; assist students in achieving academic, career, & personal goals; help  
students understand the character of education, specifically regarding broad learning, self-understanding &  
self-determination

---

first enrollment advisor for all new incoming students, provide developmental advising to undeclared  
students, teach first year course, liasion with assigned college, provide general carrer advice along with  
career center.

---

Advise students in two departments Coordinate a learning community with 100 participants. This includes  
teaching a 1.5 hour class each week and supervising four peer mentors. Coordinating the Assessment of  
the College Core prgm

---

Academic Advising, retention issues, transfer information, guidance on degree choice, course sub.,  
graduation applications, course authorization, dual enrollment, workshops

---

Direct the functions of academic advising, including the training and evaluation of faculty advisors,  
maintaining advising files on all students, and directing the function of advising during pre-registration and  
registration.

---

I create the course schedule for the department each semester, coordinate textbook orders, freshmen  
orientation, recruitment and advise 400+ undergraduate Biology, Pre-Med, Pre-Pharmacy. and Pre-  
Dentistry majors.

---

monitoring, tutoring, advising, career and academic advising

---

Advising, disabilities, tansfer, vocational, advanced degree

---

help students plan their entire curriculum, advise students in course selection, assist students with  
registration, evaluate transfer credit, plan and implement programs and events, career counselor, advise a  
student group,

Coordination and training of academic advisors; advising of students on an as needed basis or as a back-up; investigating and implementing changes in a new advising system

Academic advising, academic difficulty programs, freshmen orientations, and reinstatement committee.

advise students in regards to general education, majors and university policies.

Resume critique, cover letter, job search assistance, internships, programming, student advising.

academic advising, degree audits, program coordination, student advocate

advising, teaching university experience and learning contract courses, One-Stop Student Service Center counselor (financial aid, registrar & student accounts), Orientation, Career Counselor

Providing academic advising to students - Mediate student conflicts Responding to prospective student questions Assist with new student orientation Assist with test administration Other responsibilities as assigned

Advise undergraduate students, support my department and the College of Science, assist with any other projects related to advising (i.e. data gathering)

advising, recruiting, and retention

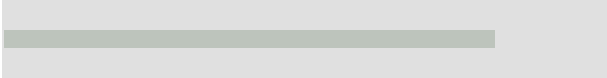


Advising, supervision of graduate assistant advisors, training

Registering freshmen and advising undecided students. Early warning counseling for failing students

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**Question 14**

**Do your listed job duties match with the reality of your job?**

Yes		335 (81.51%)
No		59 (14.36%)
N/R		17 (4.14%)

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**Question 15**

What do you see as the biggest challenge(s) facing new advisors?

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Learning where all the resources are located to serve the student.

Learning catalog/college rules and regulations

professional isolation lack of information

## User Responses

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### Do your listed job duties match with the reality of your job?

- My position is a new position supporting our newly developed first-year experience program. As the program has evolved so have the duties associated with my position - # students to advise
- none
- For the most part they do, I have taken on additional responsibilities because I wanted them.
- there is much more paperwork than previously mentioned and explained. more time is spent on paperwork than visiting with students.
- Yes and no - I do not believe administrators fully understand what all goes into advising and/or any of the additional things I do to make things run more smoothly for the department and our students, and now they are being sticklers about earning comp time, so I plan to reduce my additional efforts if I cannot be compensated
- In addition, I process grade changes, change of school/major/minor, late additions, & NCAA letters; maintain undergraduate advising & college records; coordinate fall & spring convocation ceremonies; help coordinate new student orientation; and I am emerging as the lead advisor in our group, adding some leadership responsibilities to the list
- n/a
- Currently working on a People Soft project being implemented on campus next summer. At that time I will begin Advising.
- There are more "projects" than I was expecting.
- It feels as though the duties I have expanded as I became more acquainted with the job. There are few resources to do many things, so advisors seem to pick up add'l tasks in my area (dept.).
- As much as one would expect.
- Though this is supposed to be a clerical position, I often advise students and work with students in career areas including resume preparation as well as maintain the primary database for advisors.
- My job actually has a lot of other duties that I was unable to list. We seem to come up with something new to do each week and it can be a bit overwhelming. Often our dean comes up with ideas she'd like us to implement but doesn't understand the scope necessary to get them done; but my boss doesn't seem to be able to relay that to her, so we end up taking on multiple projects, adding to our already overloaded workload.
- My title is not consistent with my peer in other divisions or colleges but I do similar work.

- A mix of academic and career advising with primary focus on academic advising
- % of time allotted to each duty is somewhat misrepresenting. Job duty description says that 80% is advising... its more like %50.
- That is a very generic job description, in many ways advisors do more in-depth than that.
- Too many varied responsibilities prohibit one from performing one thing well.
- Yes, I complete those tasks; however, I also create orientation packets, create recruitment materials, DEVELOPMENTALLY advise, write speeches for the Dean, coordinate social events for the college, etc.
- My position has developed to include overseeing all aspects of orientation and other large-scale events, teaching first year seminar, web site development/maintenance, managing the college's progress reporting system and serving as a contact for students sanctioned by the scholastic board to meet with, determining statistics & creating related reporting. I like the increased responsibilities, it just makes me wish I had a clone at times.
- my supervisor was just "let go" and now i am left to all of the duties of the counseling, career, and transfer services office. there is little training and very little consistent support. no set plan was created to take place after his dismissal.
- Considering the number of students I am assigned to serve, it is difficult as times to do my job as well as I would like.
- our advisement office is housed within an associate dean's suite for three assoc. deans (adults, business & a/s) so i tend to find myself assisting with whatever the office needs. i also do a lot of work with overseeing our interns & grad assistants, work with admissions, publication design, serving as a reference to our faculty advisors. i also sit on college committes that help affect academic policies and i work with our student retention office & counseling center when students show signs of distress that comes out in their academic work
- I manage and coordinate activities of the office as well as coordinate change.
- it is overwhelming but i think the students benefit from us having a wide range of knowledge about the university and the issues that directly affect them
- Although I do more recruiting and program development than the description for my advising level indicates.
- I work in one of the best advising centers in the United States - at least I believe so.
- additional committes take up a lot of time teach a course in freshman experience additional involvement in student activities
- Small program so I will typically wear multiple hats, but my responsibilities are primarily to advise and recruit students
- Much has been added, additional committees, etc.
- At this time, my primary responsibility is registering students for classes. Hopefully this will change in the near future because of the implementation of new technology.

- The realities of my job encompass more than the listed duties.
- There are occasions where I take on further responsibilities, but it is my choice not requirement to do so.
- I am over qualified for the job based upon my experiences from other institutes of higher education
- Job responsibilities are much greater and varied.
- na
- The primary focus is still on registration and class choice assistance.
- We have become a clearinghouse for a variety of jobs including maintaining student records and numbers, evaluating student transcripts, orienting students, other retention efforts... it is a very difficult job with little reward or gratification
- Most of what I do falls into one of those three categories.
- official job description is not congruent with description in Title III grant that pays salary
- For the most part--planning events and programs was not in the job description
- The greatest addition has to do with grading: informing faculty of deadlines & procedures including new on line system; advising students and faculty re appeals; learning & advising re policies on cheating and plagiarism; maintaining grade records, and so on
- Certainly, a job description cannot encompass all duties, but the majority of duties are listed (although the limited response space for Question 13 does not reflect this reality).
- I'm not sure what you're asking, but the job seems to be more than 1 fte worth of work. My real answer to this question would be - "for the most part".
- The position description could be fine-tuned to better reflect the reality of my job, but that is expected from any newly created position.
- pretty close trying to get a better handle on training faculty members to be academic advisors
- My job duties and description are rather open ended. This is a new position created to make improvements in campus advising so my duties are constantly evolving.
- Could not list other job duties due to 232 character limit. Our job description is pretty realistic.
- The job description is accurate for the most part, however I do not interview and hire the tutors, nor do I supervise them. I am certified by the NTA to train them and do so, but each department chooses their departmental assistants who also tutor.
- My job description is accurate.



- Much more now- we are part of the One Stop concept- financial aid questions, student accounts, information, and tradition advising duties
- I also coordinate the implementation of the NCAA's CHAMPS Life Skills program.
- Job involves much more; should be higher job category.
- Many of the job duties I have created for myself, as part of developing my role in the Department.
- I also teach an online class and coordinate various programs for our office.
- I also coordinate and develop different presentations at the facility I work for in particular. I work for a satellite branch of our main campus so I have some additional job duties.
- sometimes have to be an admin assistant, admissions counselor/recruiter.
- I work in a campus that is growing rapidly and have had other areas of my job take on a larger role
- Additional responsibilities do come up, especially when strengths and interests of the advisor are identified.
- Do far more tasks, many are clerical in nature--depending on the time of year.
- There is a lot work more outside of the typical 8am-5pm than indicated.
- Overall job duties match, though I'm also an outreach advisor; newly created position is underutilized, as are my skills. Underpaid when compared locally (& nationally), plus underpaid compared to positions & requirements within my own college.
- teaching the student success course is optional at this point. also, I evaluate out-of-state courses to determine if they are equivalent to our classes.
- I have many high-level administrative duties that are not listed on my job description.
- Other things always come up and I seem to be the one who gets to do them. I don't mind most of the time, but I could use more time to advise my students.
- My assistantship is in the Counseling and Career Development Center. My summer practicum was in the Advising Resource Center.
- There is quite a bit of counseling/advising dealing with students personal issues that is not noted in the job description.
- The job description has been called an living document. It is still evolving.
- It is a very general job description used for records, career services, and financial aid in addition to academic advising.
- Advising is not in my job description but is a large portion of my job

- Sort of. Some of them do, some of them are lofty and impossible given the number of students we are expected to advise.
- ...and then some.
- I am involved in many other projects throughout the year: new student and transfer orientation; early academic warning; work with probation students.
- I am currently re-writing the job description to fit the job.
- Have asked to have job upgraded or to have job description redone. Have been requesting this for a year.
- Our students generally make their own schedules online after advisement.
- ?
- First year Seminar is not a listed job duty-it is something extra I have taken on.
- There are many more administrative duties and functions required than initially expected.
- Yes and no. The description is about 1/4 of what I do on a daily basis.
- I do more administrative work than dealing with students due to the nature of our program.
- Yes and No - I do a lot of things outside of my job description because my supervisor is gone a lot of the time (I have to pick up some slack)
- I'm part of a contract between the State Dept of Rehab and the university.
- Some what, but there are always things coming up all the time.
- the phone duty for financial aid & registrar and counter coverage for cashiers take time away from my students.
- For the most part the duties match, but every month an additional duty is added. This is okay for me, but the amount of students I have is at least 50 above what I was told and it is beginning to get difficult to handle everything effectively.

Close

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The toughest part of the job is convincing incoming freshmen that advising is an important part of their educational plan. Most students don't seem to plan at all, they just go along and see what happens.

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A high level of education is expected for a low paying job. Support is lacking from higher administrators. Budget cuts prevent expanded training opportunities.

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the vast amount of information necessary to accurately advise students

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Lack of formal training/development. Poor channels of information on campus.

---

Inconsistent information/changing information.

---

Learning all of the new and old policies of the new institution and implementing them appropriately.

---

Understanding student's goals and helping them meet them.

---

learning everything necessary; it has a steep learning curve

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- Training: there is limited formal training; more is on-the-job, as you go. Because we are so very short of staff, there's not time to shadow another advisor, etc.

---

Right now everything is a challenge, until I learn to balance the daily workload.

---

Adjusting to professional life.

---

The biggest challenge has been to learn how to get things done within the University. There are a lot of politics that go along with inter-departmental collaboration. There is also a huge learning curve when you are new to a Univ.

---

I think one of the biggest challenges is developing rapport with students who are all new to you, and also the sheer volume of information there is to know (that is constantly changing) to help students make decisions.

---

Group advising

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Balance, career development

---

Balancing workload and prioritizing

---

Learning all of the requirements specific to certain programs and careers.

---

Absorbing all of the essential information while improving advising skills

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Technology, the new and improved high tech students

---

Changes all the time.

---

learning all the information that is needed to advise students, and where to locate that information.

---

communicating with the faculty and earning the trust of the faculty that they know what they are doing

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---

Understanding all the policies, procedures, campus resources, student development in order to help students best. How to help students who are in crisis.

---

How to learn everything you need to know and put it to use without feeling overwhelmed. Getting over the fear of 'messing' up a student's degree.

---

a very low budget

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There are situations with students that are sometimes not covered in training.

---

burnout. not enough training. not enough have a student affairs background.

---

Lack of training, no real defined duties. Across the campus, each advisor has different duties.

---

appropriate funding for professional development and training. Without these types of activities it is easy for advisors to burn out on routine duties.

---

Lack of training. Not giving answers and having students be self motivated.

---

Connecting to the larger university (advisors in other units and professional staff in other departments - admissions, financial aid, ect). It is very important for advisors to build these relationships to better serve students

---

Learning all the policies.

---

Understanding the millennial generation's needs, staying up with career advising, and being able to fund and use greater technology to reach out to the students.

---

Training- learning the processes and policies of any institution - is a major challenge.

---

dealing with the needs of "millennial students" and their parents. Trying to move their experience to more developmental.

---

The biggest challenge in advising is that advising is always changing.

---

Over empathising of the student position and the need to prove ability

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I am nervous that I will not receive a job in advising because my degree is not in education.

---

overwhelming amount of info to acquire

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not knowing what to do in a new school, not having supportive coworkers/supervisors, being at a community college not affiliated with NACADA.

---

computer skills knowing big picture of institution

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training

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It's difficult to gain experience because many institutions only hire experienced advisors. Training is varies from one institution to another. Many advisors also face discrimination from older, more experienced

advisors.

Helping students in Academic Difficulty,

Realizing as soon as possible how much one really does not know about advising. It is relatively easy to "fall in to the trap" of thinking that advising is a simplistic process.

building confidence, they need a support system for the first year

Finding a way to help the students without having them become dependent on you.

Learning the systems, majors/minors, understanding specific institutional guidelines, working with other staff and also the majority of other areas of academics that fall onto these positions.

Unwillingness of advisors throughout university to work together

Training

effectively advising millenials who arrive in university skeptical about the value of education.

training or lack of it.

Lack of training. Lack of transfer information available. Lack of rapport opportunities with students due to volume of students expected to advise. Lack of resources available for students.

Getting students to take chances in their academics, learning the systems and requirements

Information overload, a lot to learn in a small amount of time.

earning respect of faculty & advisees (esp. if young advisor), initiating positive change in resistant cultures, career/vocational advising in relation to academics, helping students let go of parents & prepare for life post-college

The amount of information you need to know about majors campuswide, and policy and procedures for Arts & Science (registration contracts, probation procedures, maximum credits limits for certain subjects, etc).

training/experience

Staying patient and open, while also challenging the student Staying away from getting too perscriptive

training and keeping up on all the information necessary to give good advice.

The number of students/ exhaustion

How to balance all duties in a reasonable time frame.

Understanding and interpreting University policies and procedures

Money and Profesional Development. Advising does not carry enough of an academic or professional body

to be credited.

---

Understanding the range and depth of knowledge you need to possess to do well at advising, especially with the lack of training.

---

not being prepared emotionally or professionally

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Students are not always ready to start discussing next semester within the first month of being a first year student. Students are coming in with a lot of advanced credit placement that can make it difficult to advise them.

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Absence of clear institution-wide policies on advising Weak linkages between academic departments and advising department Implementation of on-going advisor training for new and current faculty

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The biggest challenge facing new advisors is developing meaningful relationship with their students.

---

Training.

---

Being able to make contact and connection with students to provide intrusive advising with the larger case management loads.

---

The variety and diversity of students many are not traditional and have different needs and expectations.

---

Being trained on the new technology to be able to pull accurate student information to advise students

---

Learning all of the college's academic policies, requirements, and intricacies of all the courses and majors (pre-requisites and co-requisites for courses) very quickly.

---

Understanding the world from a student's point of view (normally someone who is at least ten years younger and in very different developmental profile).

---

Advising millennials is quite challenging at times. Also keeping up with changing curriculum keeps you on your toes.

---

Learning so much information in a short period of time in order to provide accurate information to others.

---

being consistent and knowledgeable about all policies and procedures

---

Learning the balance between what we want to do with each student and what we actually can do - time, resources, and possibility for change

---

Being "new blood" in an office can often be a challenge, as it is associated with "office politics."

---

just learning the institution and the rules of a school and when they are strict and when they are lenient

---

Understanding the needs and expectations of students. The limited training that is provided by institutions.

---

Dealing with a large ratio of students to staff; handling orientation and pre-enrollment, sitting on several teams and committees, graduating seniors, meeting with students and responding to advising all in 40 hrs. per week

---

Minimal training on advising. I wish I had more training opportunities. A new advisor's seminar would be excellent!!!

---

politics, adequate training and availability of resources and management support

---

learning the various requirements of the different programs and effectively communicating that information to the students.

---

just learning each institution's policies and practices. Evaluating transcripts

---

Changing technology, limited professional development due to limited budgets.

---

The biggest challenge to advisors is getting their arms around all the information needed to convey to students about financial aid, housing, classes, etc.

---

Not enough training.

---

Learning what other departments will offer my students

---

keeping up with changes in curricula

---

Training. Learning the curriculum.

---

Gaining respect in the academic community, though it is gradually improving as institutions recognize the importance of advising

---

Acceptance.

---

Learning all of the prerequisites, demands of individual depts.

---

if they're from another institution ... there are major concerns of being aware of the academic and personal support systems available to students. also, opportunities to further education need to be promoted and supported nationwide

---

In our institution, it would be meeting the needs of underprepared students.

---

Knowing the finer details of each major/academic resource available. Especially working with freshmen, it is important to know all of the options available, and these vary greatly from college to college.

---

Becoming oriented to the culture of the university / college, specifically the university's / college's advising culture and setting standards across the board to give students accurate information so they don't run into barriers.

---

training

---

Knowing what to document--litigation-minded parents and FERPA were not deeply addressed in training. What needs to be documented and what should be avoided? Balancing increasing competency with recognition of limitations.

---

The amount of information that needs to be learned to advise students.

---

Training, mentoring, and acclimation to role

---

Learning how to advise all kinds of students from many walks of life.

---

At our institution, there are not enough training / professional development opportunities related to academic issues; information about other departments that work with students is not disseminated efficiently.

---

Intergenerational clash within higher education regarding issues such as the nature of the millennial generation; developmental advising vs. hand holding, and the advent and appropriate use of new technologies (facebook, AIM, etc.)

---

Understanding the particulars of each University setting (i.e catalog requirements, practical issues)

---

Learning a new curriculum and learning how the office responds to student concerns, where to direct students, etc.

---

Access to necessary resources, such as information, human resources.

---

Minimal training, working with dependent students

---

In my position, it has been a lack of training or guidance. Advising has been treated as just one of many functions performed by my position rather than receiving the emphasis I believe it deserves.

---

Lack of support and training.

---

Higher education personnel who speak the education talk, but are afraid to mandate enrollment in developmental classes or mandate attendance.

---

Legal issues (potential legislative actions against advisors), working with students who are paying and working more than ever.

---

Recognizing the complexities of it all. On the surface it seems simple, but there are so many details to learn and so many potential pitfalls.

---

Learning what information is necessary (records/transcript access, etc) to advise the student properly. Knowing their academic standing.

---

finding ways to relate to each student individually while still being efficient and seeing as many students as possible during rush times

---

See below.

---

lack of respect from fac. staff & students

---

I am lucky that I have such patient and knowledgeable co-workers who are willing to share their experience with me. Otherwise, the lack of formal training may be considered a big obstacle at my university.

---

The involvement of parents in their students education. While its important for the parents to know what is going on in their childs education, I feel the students are becoming disadvantaged by their dependence on parents.

---



Lack of training, and an initial very steep learning curve as a result of lack of training. Also, a large case load of students that is unreasonable for new advisors to handle in most cases.

---

New advisors have much to learn about the degree and major requirements, how to deal with special cases, how campus resources support students.

---

The overwhelming amount of information and the lack of a formalized training program.

---

The high student to advisor ratio

---

Training.

---

This really goes for all advisors: pressure from advising leaders who want to push for a specific definition of what advising is - i.e. "teaching"...while other colleagues vehemently object to this definition. Very confusing.

---

Guiding students in such a way to equip them so they take ownership of their academic career instead of depending on you for all the answers. We should be available to guide as needed, but not hold their hand!

---

The Supervisor

---

working with millennials and their parents who are a very different generation than those before and working with advisors who are not aware of the population differences

---

It is a growing challenge to meet the needs of Millennials. Particularly at private institutions, these students are needy and used to being taken care of by their parents. Their dependence is overwhelming at times.

---

Changing curriculum that is not shared campus wide.

---

Working with colleagues who are less than thrilled to be an advisor. It really drags the job down.

---

apathy

---

The lack of continued training opportunities. Once you are "on your own" after the initial training period, there's little encouragement to grow as an advisor.

---

Lack of training. Advising is a very busy, detailed job that requires much initial training. Unfortunately, there is little time and few resources allotted for training, so a new advisor tends to be thrown right in.

---

Becoming connected with other advisor across campus, regionally, nationally

---

a set training policy to ensure that all new advisors are giving the same information to students. Health issues, particularly in the middle of the busy registration processes. I never realized that colleges are germ factories.

---

Learning about courses, majors, campus referral sources--and where to seek information to assist students. Managing a large case load effectively.

---

everchanging information from departments and communication with/between departments

---

Getting training that is helpful for the students.

---

Proper and adequate training, balance of challenge and support provided by supervisor and other staff members

---

Guidance and leadership - I had little help my first year from my supervisors. I leaned heavily on peer advisors.

---

Relating to an ever changing student base and technology.

---

Being able to do the job and develop professionally.

---

Lack of training and professional development opportunities. Institution at times does not value role of the advisor. Salaries tend to be quite low compared to other positions in higher ed.

---

Getting the nuances of different universities credit system, course requirements down.

---

lack of appropriate training regarding information that we give students, lack of training about the counseling skills that are needed to be an effective advisor, understanding diversity and advising in culturally appropriate ways

---

Lack of fiscal resources, including access to high quality training.

---

lack of appropriate pay and status in job status in accordance with education levels required for position

---

Have to learn as you go along

---

Training; As an academic advisor there is a lot of information to learn about academic policies and degree programs. Not only must the information be learned, it then must be summerized to students.

---

Not enough information concerning all areas of degrees. Advising online.

---

Communication among different departments.

---

understanding ethical and legal issues in advising

---

Learning policies/procedures for institution, establishing relationships with academic departments, making connections with students

---

Getting familiar with each and every university policy.

---

establishing boundaries with students while meeting their expectations and maintaining academic intergrity. Being given the opportunity to grow and develop as an advisor but being exposed to others in the profession.

---

Adequate training Parents

---

separating advising from scheduling knowing what advising is

---

a great amount of information to learn in a short amount of time a large caseload keeping up with changing information a hectic schedule seeing many students

---

Knowledge of college policies/procedures, constant training/updating, working with general public, giving

information.

---

Trying to keep up with changes.

---

Lack of institutional support, training, lack of normalization and procedures.

---

-learning specific ways to document the actual advising session

---

In nearly all institutions like mine, there has been a tremendous growth in the number of students. We have case loads that are too large, & our institutions have priorities that do not reflect the importance of academic advising.

---

Getting to know your students on a personal basis. I think too many advisors herd their students through like cattle. Some of this is not by choice, but by having too many advisees. Policies and procedures also.

---

Expectations for what can be achieved, what the college expects of the program, and what is realistic given faculty culture and student culture.

---

Probably time management/multi-tasking.

---

Training about the type of students they work with and understanding of the different styles of advising.

---

training

---

Meeting the needs of a changing student population

---

Standing out with new information/ ideas about advising students. Time to research. Burn out from advising during heavy registration periods.

---

learning where to go to get the information you need

---

At our school, lack of training, even on software, as well as a culture that still does not value advisors nor give them the access/freedom they truly need to work with students effectively and efficiently

---

advising students who are not academically prepared to attend and do well at a large university and also working with students who are unrealistically trying to do a competitive major such as nursing or physical therapy

---

Little to no guidance. New advisors, if not well trained and confident in their abilities, will not seem professional to students. Advisor Turnover is also a persistent problem.

---

Not enough time to meet with students one-on-one.

---

Time to actually help students. Heavy work loads. Knowing how to help troubled students.

---

The wealth of information (university policies, degree requirements etc.) that must be learned very quickly. Lack of support systems for disseminating this information, both to new advisors and to students.

---

Responding to a new generation of college students students who have different expectations of advising than what we were trained for. Millenials are entering at a delayed stage of development and we haven't adjusted our approach.

---

I think it takes at least one full year to see the cycles associated with the position. Also, the amount of information required is so extensive, and often unique to each student, that it takes a year to learn this new info.

---

Learning how to make mandated advising meetings productive for both the advisee and advisor.

---

The ever-changing programs of study. Finding out which program the student followed because some of the specific education majors changes from year to year.

---

Training

---

size of caseloads and amount of information that must be learned

---

Lack of standardized training

---

learning the curriculum at a university.

---

The college catalog is a lot to know

---

Understanding confidentiality and proper notetaking.

---

Not being provided with a more formal and extensive academic advising training.

---

Not enough training

---

lack of formal training, low salaries for the amount of education required, isolation from other advisors

---

not enough training

---

Learning all the ins and outs of what counts for what.

---

The huge learning curve when starting a new job; there's so much to learn so quickly.

---

Ensuring that students are aware of their responsibilities and empowering them to take control of their education.

---

steep learning curve; advisors are presumed to know a great deal as soon as they begin advising, but it takes a long time to learn all that must be applied.

---

Transitions. Not only to a new position, but working with new people, figuring out our way on the job, and developing into a professional advisor.

---

A large number of "unspoken rules" that people pick up as they have worked here, but are not compiled for new employees to shorten their learning curve.

---

Training. My degree didn't offer much in the way of learning how to be an advisor so I had to seek out ways to learn this job.

---

Lack of training

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Incorporating research into advising practice. Working with 'helicopter' parents.

---

Support for development

---

Inadequate training. Training is usually rushed on the onset.

---

I think the biggest challenges are to seek adequate training, to feel confident in giving advise, and to provide the best advise to students.

---

Time management and gaining information.

---

At an institution this size the biggest challenge is providing effective service to my entire caleload of 160 students. I have to triage often and undecided sophmores get shortchanged.

---

Experience and support from other departments. It is difficult to work with 15 departments and learn each of there program requirements; but, it is made even more difficult when the departments do not veiw you as an equal.

---

Interacting with chairpersons whose responsibilities have changed.

---

Gaining the necessary knowledge for a particular department or program while having the responsibilities of day to day advising. "On the job training" when students expect answers!

---

Training and the everchanging processes

---

Millenial students and how to work with them and their parents.

---

Learning acedemia environment Learning "where to find what"

---

The biggest challenge I face is learning the curriculum of this institution.

---

Tethered to phones; statistics-driven enviro. Must know ALL about our particular school programs, plus know much RE: college-wide P&P, despite lack in college communication. scommunication (or greatly lacking) college-

---

learning all the rules and details/changes that come about that are not always written down

---

Obtaining accurate information regarding academic policies.

---

Learning the coursework/GPA requirements of various majors, knowing how the university works, learning which staff members to direct questions to, handling the stress of back-to-back appointments and the stress of students' failures

---

teaching students to be self-reliant. so many of them expect everything to just be done for them.

---

at our institution it is working with unmotivated students- the few who don't respond to emails or come to the office

---

One of the biggest challenges I think young advisors face is the small gap in age between the advisor and advisee. The new advisor needs to draw a line between advisor and friend.

---

Learning the campus culture and the unspoken ways of doing things. Learning to work with the emotional needs of the students in addition to their academic needs.

---

Student retention, how to help a student with academic problems

---

No formal training.

---

training and applying that training to the real world experience. Also, resources or the lack thereof. Advising is not really given the priority it deserves.

---

Lack of training and no money to get the training.

---

Lack of training; institution-specific policies and procedures

---

Steep learning curve - lots of crucial details to learn in a short time

---

Working with large numbers of students, yet wanting to still give individual attention to each of them.

---

Trying to get the students to take responsibility for their actions, or lack thereof, and to develop good relationships with all students.

---

Being familiar with university programs and regulations. Guiding students without doing all the work for them.

---

The challenges that our students face seem to grow and become more complicated. It's difficult to know how to help students.

---

Knowing where to find all the information you'll need in a variety of areas (academic, support, services,...)

---

learning curve

---

Parental involvement. Students becoming more demanding about what they will and will not do - respect is lost. Students realizing that they are responsible for knowing and meeting degree requirements.

---

Staying on top of constantly changing university policies; lack of official training and support systems; miscommunication/non-communication between departments/colleges within same university.

---

learning all the intricate rules and exceptions that impact students

---

Learning the program requirements; understanding student needs;

---

professional development and case load size

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Learning the policies of our University effectively.

---

Assisting students who are undecided or have not set personal goals.

---

Budget.

---

Seeing ALL students! Quality time with students.

---

Versing themselves in all the course offerings and degree programs and thei various requirements.

---

The changes within our university pose unique challenges for new advisors.

---

Learning the curriculum at each particulr institution is difficult, but also learning your role and what you will make of it. I choose to think of myself as an advocate for my students, but I don't think all do.

---

more hands on training

---

Becoming a credible source for students Learning the "system"

---

Lack of training. There wasn't formalized training for me, therefore, I learned on my own, w/out much feedback. Also, since I had to learn from scratch, there isn't time to read about issues in advising, something I'd like to do.

---

The amount of information one is suppose to retain to help students.

---

The overwhelming information and details an advsior needs to know and convey to students...exasperated when you do not know who would be the appropriate contact for such information.

---

Helping students to become independent, but also giving them correct information.

---

Dealing with some of the things that students bring to the table. We go to school & do practicums to ready ourselves for this. But, I still feel blindsided at times when students tell me what is going on in their lives, it's scary.

---

Learning the system, making contacts with other advisors around campus, learning to deal with angry students, learning to deal with office politics

---

Appropriate training\education in the field. Even our own College Personal M.S. degree is based on theory and not function.

---

Training.

---

Having a helping relationship with students being advised. Especially, when new to an institution and still learning the formalities oneself, being able to accurately advice can be a real challenge.

---

Training. Assessment.

---

Getting the appropriate training

---

Experience. I have been lucky enough to work with and learn from someone that has been doing this for a long time. Her guidance, advice, and knowledge have been invaluable.

---

Lack of resources for training.

---

Learning new computer software (Banner, etc.), finding out who in different resource areas has answers (and correct ones), becoming knowledgable of program requirements (intricacies, matrices, etc.).

---

Lack of training, lack of knowledge about effective advising practices with millennial students, lack of financial resources to acquire the technology needs and accountability demands

---

understanding issues facing first year college students (transition, financial aid/understanding, family/personal issues).

---

Our faculty advisors are are measured and rewarded/recognized for things other than their advising (eg. publications, teaching, committee work), so there is no formal incentive to put effort into this important responsibility.

---

Keeping up with changes that are made within different majors. Helping those students that are undecided.

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Can not say at this time.

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The number of details that a person has to learn and remember to advise properly.

---

The need to absorb and process a large amount of information about varying degree programs, curricula and regulations.

---

The ever changing student

---

Lack of financial Resources Lack of respect from faculty

---

- Lack of courses focused on advising in graduate programs - The differences in requirements for majors outside of our own - Providing a coordinated approach to advising sand campus resources so student experience is cohesive

---

Learning the schools policies and system. Getting support from colleagues while in the learning curve.

---

Not having enough training. Understanding how to deal with parents.

---

Training. No handbook, just obsersvation of peer. More documentation would have been very helpfu..

---

Having students seeing you as a buddy rather than a counselor. They may not take you seriously when they need to be set straight.

---

all the new information you have to learn at the beginning of the career.

---

Conceptualizing academic advising beyond monitoring the course selection process.

---

Lack of support for training and delivery of consistent information to students, faculty, and staff.

---

giving students information about a subject you are not completely familiar with

---

Keeping up with changes in curriculums as well as computer programs for advising/registration

---

Proving that you know what you are talking about even though you might be younger than the students that you are advising.

---

Adequate training. There was no documentation of departmental advising policies and procedures. I have now created the first-ever policies and procedures manual for advisors in our department.

---

Students trying to get through ASAP with the rising costs of tuition.



---

Finding your way around the college, getting to know who and what.

---

Adequate training

---

Rapid software changes without user consultation.

---

Getting the training that will make it easier and more efficient to carry out their duties

---

Learning to be flexible as policys and protocol change constantly.

---

Knowledge base of the diverse student populations one is working with....

---

due to large influx of students & fewer advisors, lack of personal attention might be lost.

---

Knowledge-gaining and lack of training.

---

Training and entering the field without previous experience.

---

LACK OF TRAINING!!

---

Learning the ins and outs of the college. One must be knowledgeable in all programs offered by the institution - or at least where to send the student to find the answer. It can be an overwhelming process.

---

Sorting out what is important and learning to help students take responsibility for their future.

---

Lack of training.

---

learning all the codes and where to go for information

---

lack of training

---

Implementing new procedures

---

evaluating classes from other institutions

---

Number of students required to advise.

---

Minimal training with campus departments and majors.

---

Training on specifics to the university. Contact lists, org. charts, who does what at the institution, would be helpful.

---

Learning the policy of the institution and being expected to always be up to date on changes, feeling lost and with out guidance, never really knowing what to expect or what is expected, having no support from senior advisors

---

The willingness on the part of the student to be advised. They take advising for a joke, just something extra that they have to do to get out. They don't value the experience.

---

Learning all academic policies and procedures of their institution.

---

Institution rules and regulations, institutions/department expectations, getting to know faculty

---

Learning the details integral to performance of the job (graduation reqs, etc.) while at the same time drawing on student development theory, advising as teaching, and other concepts to enrich the interaction with students.

---

The number of advisees is too large to practice developmental advising. There is an incredible amount of information to digest. There are also frequent changes to that information.

---

Not enough training, particularly orientation before students are assigned.

---

Remembering information taught in training sessions.

---

Training

---

Making sure I am up to date with rules and regulations so I don't have to second guess myself.

---

Understanding fully the various academic rules within an institution (it is definitely something you have to practice)

---

Understanding the role of advising as it relates to the advising center as well as to the faculty; knowing the limitations of your role if the faculty who are supposed to be advisors refer students to the advisement center.

---

Supervision - not effective

---

balancing between student needs and the university policies burnout from constant demands

---

having the time to get the best training, develop the most effective skills possible, and work with with students with thoughtful intention

---

low pay, high stress

---

More adequate training.

---

The Millennial Students

---

learning program requirements, time management

---

Adjusting to the new students, the Millennials, and the challenges they bring, following FERPA and confidentiality guidelines.

---

Amount of new information to learn

---

Learning about resources on campus. Learning the academic policies and procedures on campus.

---

Knowing about the different degrees, how they relate to students long term goals and transferring to 4 yr. college

---

Lack of understanding of developmental advising methods. Lack in understanding importance of customer service towards students. Identifying and assisting students with learning disabilities.

---

Not appreciating the actual time it takes to adequately assess and advise each student.

---

At my institution, there is no structure for advancement.

---

Unfamiliarity with a process of good advising and it's requirements; need to know best practices; overwhelmed with new faculty responsibilities which require teaching and advising

---

Learning all of the requirements needed for entry into various majors.

---

Lack of consistency

---

feeling like part of the university community so that they can pass that feeling along to students.

---

1. Keeping current with curriculum changes/degree requirements/new degrees 2. As an advisor of a community college, transfer info 3. Career counseling - providing all tools necessary to make a career decision.

---

Understanding the changing campus requirements necessary for graduation and helping students make sure they plan classes/majors/internships to fulfill the necessary courses.

---

updated training

---

finding your advising style. When you are being trained, it is usually with the ideals and experiences of others. Trying to find how you will successfully fulfill your duties and develop relationships with students is challenging

---

Making sure that students achieve their goals and are prepared for life outside a university.

---

It is challenging learning prerequisites for a variety of degree programs. Mediating student disputes can also be difficult.

---

All of the exceptions to all of the rules :-)

---

Lack of formal training and evaluation

---

Helping undecided students and apathetic students.

---

University Policies

[Hide Responses](#)

---

### Question 16

**What are the most difficult challenges you face as a new academic advisor?**

[Hide Responses](#)

Volume of phone calls and student load.

---

Staying updated on programs and requirements at other institutions that my students may consider

transferring to, staying updated on career trends and information

---

having to learn the rules on my own

---

Getting freshmen to see the value of advising

---

Having enough time to complete all of my work in 40 hours per week. Lack of clear communication from higher administrators. Little cooperation with faculty. Policies and procedures of admissions department are not in writing.

---

advising students that have been unsuccessful in gaining acceptance into their first program of choice and whose grades are fairly low

---

Lack of credibility with some students, due to age.

---

The search for projects and opportunities outside of advising

---

Policy based on catalog years have changed so often that it can be quite difficult to ensure that the appropriate policy applies to the appropriate student.

---

Staying busy during off peak times

---

Helping students who are unclear about what they want to do/who aren't motivated by what they are doing, etc.

---

finding adequate time to do everything that needs to be done and finding adequate funding for the pre-med/-health/-law advising program

---

- I'm over the training hump and still learn things daily. My biggest challenge now is the long hours- often 12-15 hour days back to back with little or no time to eat lunch without simultaneously advising a student, etc.

---

Student with no desire to be here at the university level.

---

Adapting to wide variety of student needs

---

Being able to give students timely and accurate information. Different University officials seem to have different responses to the same question.

---

Knowing all the procedures, rules and exceptions of our complicated system. Also, group advising and training for that. While I had many group presentations in graduate school, I did not feel prepared to do group advising.

---

Learning everything that needs to be learned to effective as an advisor.

---

Learning the system and trying to be communicate a wealth of information

---

Gaining credibility with students who are my age or even older than I am.

---

Having the time to meet with my students; I find myself advising in a reactive manner (students come to me) rather than a proactive basis (I reach out to them); learning more about advising high achieving students

---

No collegiality in this department

---

Difficult people.

---

Trying to make sure that i have the correct answer all the time, and learning where to find it. It is also challenging when you cannot help the student, (such as all the classes they need are closed) but they expect you to "fix" it

---

proving to the faculty that I know what I am doing so that they will feel as if they can come to me as well as the older advisors in the office

---

Dealing with the millenial students who expect things to be done for them. It can be very frustrating if the student just wants to be told what to do rather than making any decisions for themself, especially with exploring students

---

Trying to reach all students assigned to you and being able to give them that needed one-on-one. Getting the students to realize how important your relationship is in their academic success.

---

being thrown into the lions den and having to lern by doing

---

Having accurate information about program changes and state certification when we are not notified of these.

---

A clear career path.

---

My biggest challenge is promoting advising and advocating for funding at the academic college level.

---

Same

---

Lack of Time

---

Learning all the policies.

---

Since I'm not a FT academic advisor, my challenges are more along the lines of keeping up with all of the incoming information.

---

I struggle with teaching students to do things for themselves. It's a fine balance between helping and enabling, and I'm still figuring out how to advise so that students learn from teh process.

---

Being a college-wide adisor means dealing with the changes that each individual major makes and keeping up with their changing policies.

---

The most difficult challenge is not knowing if you are advising a student correctly and if you make a mistake what might happen.

---

Translating the unknown aspects of the department to a known and describable quantity, because being new there are too many things that a first perspective would be able to fully comprehend that an outsider can barely grasp.

---

I am not an advisor yet. I became a member to help me get a job in advising.

---

having a supervisor that micromanages, supervisor and institution that does not value professional membership in NACADA, ACPA, etc.

---

developing a calendar approach to contacting students etc.

---

-I am lucky enough to have a supportive director who trains us and supports us in our pursuit of a master's degree.

---

Too many students per advisor

---

Becoming knowledgeable enough of course prefixes, prerequisites etc. that you can truly focus on teaching the student how to begin understanding his/her course of study and how to be an active participant in this important process

---

learning the specifics of all academic processes

---

Finding a way to help the students without having them become dependent on you. Balancing advising with my other roles

---

Being new to an institution is difficult in any position, but having to work with 60 faculty advisors and know their individual traits was my challenge. Networking and building a quick positive reputation for myself was a huge help

---

Gaining experience

---

Training

---

Learning the intricacies that go with the job- no two students have similar issues.

---

students who are academically unprepared, work full time, have families, and still want to be full time students

---

Lack of information about transferring credits

---

Students in crisis

---

Improving retention while handling a large student load (530). Learning many requirements and policies of 6 different majors offered by 3 different colleges in the University (which are too often being modified).

---

Trying to obtain all the information needed to provide helpful advisement to students.

---

Earning respect of faculty & advisees (esp. if young advisor), initiating positive change in resistant cultures, career/vocational advising in relation to academics, helping students let go of parents & prepare for life post-college

---

Amount of information you need to know about majors campuswide.

---

above

---

Remembering my boundaries ... that I am not supposed to "save" students but help them find their way  
Not taking it home with me

---

Dealing with faculty who have been around for a long time and do not keep up on the necessary information needed to advise students correctly.

---

Lack of respect for advisors in the university administration

---

How to balance all duties in a reasonable time frame. I take too much work home with me. I take too much of the job personally and try to make everyone happy. Not enough time to develop as a professional right out of grad school.

---

Being two places at one time

---

Staying motivated to stay in my job. In our college the turn over rate is insanely high. I think that typically it is good to come here and gain some exposure but the model is too flat to make a career here.

---

To not get personally and/or emotionally involved. Understanding that there is only so much we can do for the students. Learning everything that I needed to know to be an effective advisor for our students.

---

not being prepared emotionally or professionally

---

Balancing being developmental with realistic (as well as getting all the pertinent information to them that they need in an hour).

---

Absence of clear institution-wide policies on advising Weak linkages between academic departments and advising department Implementation of on-going advisor training for new and current faculty

---

It was hard to train for the position without just jumping into the role.

---

Wanting to consider new programming with time constraints and political realms of institution; willingness to be creative in an environment that may not be readily open to change.

---

Getting to know the 14 different Majors and what is required to apply to them.

---

At this moment, none

---

Learning the specifics of the very complicated majors we have here.

---

Helping students who are in school "because of their parents" find purpose and meaning in taking ownership of their education.

---

Time management - conducting all of my duties in the time allotted and doing them well

---

See previous response. And working within one College and not knowing if other colleges within the University have a better process for advising.

---

Burnout, learning the "politics" of my institution so that I can be most effective, applying theory to practice

---

For me, my challenges have dealt with my colleagues...not the students...not the expectations...just bad attitudes.

---

same as above

---

The ability to evaluate individual student learning, make assessments, and advise students of the right route to take in order to succeed academically.

---

Nothing in particular.

---

Trying to see and meet all students, staff and faculty needs.

---

office politics

---

learning the various requirements of the different programs and effectively communicating that information to the students.

---

It has been an easy transition, but reading transcripts from outside schools can be challenging, but is done mostly by evaluators.

---

- knowing whether my advising is beneficial -

---

Finding new ways to empower the students of this generation and dealing with the "consumerism" frame of mind of these students at the same time.

---

learning what is the most relevant/useful information for my students; working with marginally-admissible students

---

See above.

---

Gaining respect from colleagues as I am by far the youngest advisor in our group and the inability to advance without earning a Master's degree (which I hope to start next fall)

---

Not faculty, not staff. The position is new and the expectations are being drawn up on a daily basis.

---

Same as above

---

there are not enough hours in a day to get the job done. too many students per advisor.

---

Knowing the curriculum, advising returning adult learners, helping students understand how education relates -- or doesn't relate -- to job opportunities.

---

It has been a challenge because I started when I was only 21 yrs old, and it is my 1st professional position after college. On top of learning the details of the university, I also must gain the respect of my students/colleagues.

---

Not enough time to do all that I would like to do. Trying to provide exemplary service with limited time, and sometimes, resources. A big challenge is learning policy / procedure without a university-wide training for advisors.

---

as a new advisor, i don't feel that i have received the appropriate amount of training, however, I feel that, at my institution, advisor training is the top priority.

---

Finding time to learn about the institution's quirks/procedures and preprofessional application/career paths while maintaining full-time graduate studies (i.e., info overload)

---

The most difficult was having to process all the information I learned, and trying to relate this information to



address the student's needs.

---

buy-in with students, poor training, lack of information

---

My position is a brand new position in my department and at the college as well. My biggest challenge will be in developing the position to be the most beneficial for the institution as well as for the student.

---

Gaining respect & cooperation from faculty members.

---

Intergenerational clash within higher education regarding issues such as the nature of the millennial generation; developmental advising vs. hand holding, and the advent and appropriate use of new technologies (facebook, AIM, etc.)

---

Getting up to speed on degree requirements that continue to change

---

Understanding the curriculum and policies at the institution and how things differ from where I used to work. The differences in how each member of the office views the role of advising.

---

Lack of proper information, poor processes in place at the time, inadequate institutional processes

---

Understanding new generation

---

My position has a lot of administrative functions that do not necessarily piggy-back on advising. Fulfilling these activities does not give me much time for my advisees and gives me hardly any time for career development.

---

Lack of training in dealing with online distance advising.

---

budget: to many students not enough of us.

---

Understanding the ever-changing curriculum, working with students under different academic requirements (and keep them straight).

---

Juggling the "other duties as assigned" while still being available for the students.

---

Same as above.

---

overwhelming amount of knowledge you must master.

---

same as above, and finding your own niche in a very diverse environment which offers so many opportunities to become involved in different organizations

---

Learning the catalog! Programs are constantly changing and it's hard to keep up and to know enough to advise properly. Also, learning about outside resources (i.e. websites, transfer services, etc.) is also difficult.

---

mistakes on graduation list and audits

---

The role switch from engineer to engineering advisor is quite a change, and probably the biggest challenge is to adjust to my new responsibilities.

---

Being able to see the number of students I am assigned. I am assigned almost 900 students, along with having to see probation students and go to recruiting events.

---

not having enough time to pursue my own professional development

---

The thin line between advising and hand holding.

---

Learning all the information needed to help the students Moving quickly through advising appts. in order to keep up with scheduled appts.

---

Learning the politics of academic advising within the university community and how those politics can affect the outcome of student retention, and matriculation.

---

Finding effective ways for students to develop intellectually and personally. This really goes for all advisors, not just "new" ones.

---

Keeping up with all the rules outside of our institution that impact our students (mainly certification requirements).

---

Mastering the particularities of a variety of curricula

---

Staying on top of the latest changes while retaining the new points/procedures I'm learning.

---

Lack of formalized training

---

Working with a broad caseload-my students have a wide array of majors, not limited to a select few, also working with general students who cannot get into major b/c of GPA, major reqs. Working with other advisors who won't change

---

Meeting my students' needs and juggling my four major projects simultaneously. Certain times of year are slow while others are overwhelming. Working with Millennial parents is also quite challenging-they are very demanding at times.

---

Having a boss that is extremely controlling and does not allow me to grow through my own experiences.

---

training

---

I already feel like I'm stuck where I'm at. Continuing education on my own is an issue because of finances. Would it be possible for NACADA to offer scholarships (maybe they already do) to promote development.

---

Lack of confidence in my job due to poor training. Because I don't feel like I've yet gained the knowledge need to perform my job well, it creates a sense of frustration and lack of confidence in working with the students.

---

behavior management of frustrated students, parents, faculty, etc.

---

Working with a caseload of over 500 students--constant questions, phone calls and managing my own professional development at the same time.

---

trying to balance personal and professional; extremely challenging during the first semester especially during fall academic advising

---

Learning new institution rules, figuring out how to advise effectively

---

The challenges I face as a new academic advisor revolve more around my specific position and its connection to our new first-year experience program rather than just academic advising because it is such an ambiguous position.

---

Not enough classes in our department to meet the demands and needs of the students

---

working with faculty members outside of our advising office

---

Having time to conduct research.

---

Same as above in question 15.

---

Seeing so many chances for improvement but knowing that things change slowly at universities...especially when changes are initiated from the bottom up.

---

lack of appropriate training regarding information that we give students, lack of training about the counseling skills that are needed to be an effective advisor, understanding diversity and advising in culturally appropriate ways

---

Lack of fiscal resources, including access to high quality training.

---

being the only advisor for the largest number of declared majors outside of liberal arts (Allied Health programs) with no back-up advisor when I am not available for students

---

Dealing with people with different concept of advising

---

Learning degree programs, academic policies, academic contacts, effective counseling/advising techniques, etc.

---

Not knowing enough in all areas of study. Teaching students how to use WebcT for online classes.

---

Communication across different departments.

---

feeling confident enough to guide and advise the students

---

balancing multiple roles, adjusting to new institution, overcoming the belief that I'm here to tell students which courses to take next

---

Getting familiar with each and every university policy.

---

"See Above" Additionally, establishing time management skills and not overextending myself.

---

Quantity of information

---

time getting reluctant students to come in financial space

---

see #15 above

---

Training, understanding of history of why things work the way the do.

---

The fact that I am new

---

I am in the unique situation (at least among my colleagues) of being split between 2 departments, academic advising and career development. My main challenge is finding a fair way to distinguish between an academic/career advising

---

Not the official advisor for many students, unofficial or back up advisor capacity, although fill in for non-advising/non available faculty members.

---

-caseload too large

---

My advising center has a very high turn-over rate (due to low pay and burn out). After just two years as an advisor, I have been promoted to coordinate services for the whole center, with no guidance or mentoring!

---

The learning curve, and finding the time to do all I would like to do for my students. Staying organized. Too many outside projects make it hard to accomplish what needs to be done for the students.

---

?

---

Learning the specifics regarding courses and transfer policies. Rules that change! Large student load.

---

Respect from the administration as they do not see position as an advisor and are not willing to redefine the position.

---

MONEY, lack of training, lack of supervision, lack of other available advisors to help out.

---

Learning the ropes

---

Not knowing enough information about the college campus in order to refer my students for further help and not knowing people in other offices who are good to help my students.

---

territoriality - having to prove myself to oldtimers before they will share info with me students receiving different info from different advisors (veterans, disabled students, etc vs. my program)

---

Same as above

---

learning the courses to over 100 majors

---

The sheer volume of students and the infrequent opportunities to form relationships with them. Lack of pay increases and advancement opportunities without graduate degrees (but with no time or incentive to pursue graduate studies).

---

Time and workload too heavy to help as much as I want.

---

Disconnect between advisors and those working at higher levels in the University. Policy desicions impacting students are made by those at higher levels who have no contact with students and do not seek input from advisors.

---

Working effectively with parents of my advisees. I'm not even sure that my college has agreed on what it means to be effective with parents, but they keep calling, writing, and showing up. Boy am I in the dark!

---

Being the only person in the department is the best and hardest thing. I have trained myself and develop my own procedures. The benefit is that I can shape the position to my advising style.

---

Dealing with student apathy and learning not to take lack of effort personally.

---

Learning the system - what courses are accepted for the program. We have differences within the colleges and trying to meet the overall University's curriculum.

---

Training & way too many responsibilities due to cut backs

---

sufficient time to do it well

---

Every advisor has a different style and each suggests different ways of completing the degree audit

---

learning the curriculum and learning how to advise students to the best of my ability.

---

Multiple projects, multi-tasking

---

Being able to spend quality time with each student

---

advising in a variety of curriculums

---

Time management

---

not enough time or assistance

---

having no departmental advising colleagues; I have to go outside my department for advising info.

---

Advising students with individual and special needs

---

Who to ask for the right answer.

---

How to balance the huge student demand (seeing as many students as possible and giving them the time they need) without sacrificing my own health and sanity

---

Knowing how to handle students that feel they have been treated unfairly by the university.

---

I'm starting a new career after being a teacher and I work with a staff whose average age is around 30. I'm 50, but surrounded by the young and the quick.

---

My advisor position is new and therefore there have been a lot changes for the students, faculty, and staff. Some people work great with these new changes, but for others it has been difficult.

---

Administrators making policy changes mid-semester without consulting those who actually implement them.

---

Training. My degree didn't offer much in the way of learning how to be an advisor so I had to seek out ways to learn this job.

---

Learning from peers rather than structured training

---

---

Working with more tenured advisors who have lost their 'edge' for advising.

---

My school does not allow for professional development of all advisors-typically those with seniority are allowed to attend the conferences. I believe that new advisors need these developmental opportunities as well.

---

Inadequate advising information. Traing should be a three prong approach. 1) a general training at the started 2) a directed training in the middle about 1 month into the job, 3) an indepth training.

---

Trying to take in all the information and to provide my students with the same level of academic advisors as the other advisors who have been in their positions for a long time.

---

Working with students to gain independence and claim ownership of their education and dealing with blatant rudeness. Professional development.

---

Mastering the intracies of policy, working with unmotivated students and students in danger of academic dismissal.

---

Leading a student in the wrong direction.

---

I am not an advisor. I am an academic advising coordinator and I have a chairperson who is going against the changes.

---

Trying to be confident when advising students without knowing the information they are looking for. Knowing where to find the information and being comfortable saying "I don't know".

---

Understanding the role of a developmental advisor and how to be effective. Counseling students and pushing them to be more accountable with their decisions. Learning my role as a non-faculty advisor with faculty advisors.

---

Learning "where to find what" Dealing with "exceptions to the rules"

---

Blessing-Rieman College of Nursing partners with two additional 4 year institutions to provide a bachelor-nursing degree. Coordinating information from 3 institutions is my biggest challenge. I am the only stand-alone advisor.

---

Our non-traditional school has unique pressures. Vast expectations; info overload; inaccurate statistics; knowing who to go to for correct info; difficult learning curve; growth w/o policies/procedures; workload inequities.

---

understanding that rules/procedures/ect change quite often. Not to get to set in your ways.

---

Identifying unique projects that will become my niche in the department.

---

Seeing 10+ students/day during peak times is exhausting, and it's hard to find time to reflect on my advising skills. Adjusting to the appointment-based nature of the job has been difficult, as my other jobs have been project-based

---

as an advisor for athletes the biggest challenge is working with students who are below average in terms of test scores, academic development, etc. and dealing with requirements for meeting degree percentages each year (ncaa req.'s)

---

not enough time to do everything, unclear policies, etc which I have fixed.

---

Learning the ins and outs of the academic policies.

---

As a young advisor, the most difficult challenge I faced was bridging the age gap with my older non-traditional students. They've had a hard time accepting "bad news" from a 23 year old, and I've had awkward confrontations.

---

learning to give quality advising during orientation, when you don't have time to get to know the student

---

New programming and dealing with seasoned advisors that don't want the change.

---

Learning the process and all the land mines that are out there. Also, becoming a knowledgeable advisor and counselor. You need to spend time with each advisee which is difficult to do when you have 600 advisees and 1 & 1/2 advisor

---

Effectiveness

---

Working with faculty.

---

Knowledge of institution-specific policies and procedures; use of computer system

---

My challenges have come more from the administrative part of my job. Staff supervision challenges and advising policy challenges.

---

The learning curve, I had never been in an academic department before. Working with large numbers of students, yet wanting to still give individual attention to each of them.

---

I think that dealing with parents, husbands or wives, siblings, etc. These individuals either think they know what is best or try to do everything for the student.

---

Applying the theories (student development, etc.) to the realities of our students. Trying to make changes with faculty advisors who have been here much longer than I have.

---

I have the most difficulty with balancing the responsibilities I have in addition to advising and knowing how to help students with difficult situations.

---

Fostering significant relationships rather than having students view advising as a "we give you answers"

---

For our university, we have had 4 general education changes in the last five years. Our advisors become confused about which degree requirements go with which year. Parents wanting to handle any problem their student faces.

---

Same as above. It is also challenging to implement new procedures within a dept. that has never before employed a fulltime undergrad advisor; many students expect the advisor to do most of the work & choose courses for the student.

---

Learning the requirements, policies and procedures; giving accurate information to students;

---

budget constrictions

---

Determining the validity of our policies and finding a way to advise efficiently.

---

Learning the policies of the school.

---

Management.

---

Not knowing what I am doing! Learning each department's preference for program completion.

---

Same as above

---

Not having the institutional knowledge that simply comes from having years of experience.

---

Learning what is expected of me, the additional duties not in the job description, and not taken into consideration when I am evaluated. Faculty, administration and students all expect different things and must be happy.

---

learning the exceptions to the academic guidelines

---

Knowing the people who to contact to get the answers for the questions you can't answer Becoming a credible source for students. Someone they can come to for the answers

---

Since I had very little training, I was always worried I wasn't doing something right. My boss was unavailable a lot, so I didn't have someone I could go to. Not having a mentor, someone you could rely on has been frustrating.

---

getting to know faculty and building relationships as well as learning all there is to know about advising, admissions and financcail aid.

---

Gray areas...situations where rules may have been bent or broken in the past based on individual cases. Not quite sure when this is appopriate.

---

Giving the correct information and feeling informed.

---

We have extremely limited resources where I work. It's a small school too. So, you wear a lot of different hats & have to make do a lot. Which is both a challenge & a good thing. The experiences that I have gained are invaluable.

---

Not having enough time to adequately train or review my training before advising students

---

The "on the job training" is most difficult. Attitude of faculty in my division who do not see advising as important or only as getting a schedule for the student.

---

Communication with various departments.

---

same as question 15.

---

Motivating students re: time management and planning issues.

---

Getting the appropriate training and having a supervisor to go to with questions or concerns

---

I struggle with the parent piece. They often call seeking information or help for their children. Where do we the draw the line? We want our students to be responsible for their own education.



---

Same, but also lack of time to get the job done, and dealing with the faculty who do not understand my job.

---

see question 15

---

Lack of financial resources, time constraints caused by need for accountability to administrators and time requested by students, lack of technological resources

---

working with students with serious mental health issues.

---

As a new dean in charge of advising, I have had little formal training in the area.

---

Learning all the requirements within the majors I advise in and changes that may be happening in certain areas.

---

Assisting students who are not proficient using the internet.

---

Explaining that I do so much more than interpret the university catalog.

---

The number of students I see.

---

Getting other areas to understand student needs. For example, graduation applications for Summer and Fall 2006 are due January 16, 2005. The list of classes for Summer and Fall 2006 is not even posted for students until January 21

---

Learning the institution and all the details associated with the major. Learning the how to advise on coursework I have not taken

---

Learning the system. Getting to know students. And letting students know what I do.

---

Being able to motivate students to be self-sufficient. Helping students understand they are ultimately responsible for their education.

---

Working with peers who are facing burnout and who fail to do their job or just do the bare minimum.

---

My biggest challenge is that I was a student at the institution that I am now working at. I just graduated 2 years ago so I still have a lot of friends and a younger brother who attends. It's difficult finding the balance.

---

I need to be aware that my students' ethnicity and social status is very different from mine and be open-minded to learn from them

---

Getting acquainted with the university bureaucracy.

---

I don't know if I am giving out incorrect information. I don't know what I should be planning for (start commencement planning in December?!)

---

lack of communication from supervisors, students will find out information before the advisors do

---

Once students are declared, they get a faculty advisor. I think it would be best (ideal) for students to have consistency and keep one advisor while they are here - it is tough to bounce students in and out of advisors.

---

keeping up with rising student numbers and keeping up with program changes

---

Proving that I know what I am talking about even though I may be younger (or just look younger) than the students I am advising.

---

Same as answer for Question 15. Inadequate transfer of knowledge. Frequent turnover of department leadership.

---

Keeping up with the continued and increasing student enrollment.

---

dealing with students who try to skirt the system, keeping up with paperwork, students registering late and not getting the courses they want, advising graduate student group

---

Learning the details of programmatic and transfer requirements to multiple institutions.

---

As an advisor for specialized programs, also being required to do generalist work, when my role in the special programs is clearly defined

---

Department organization is very flat, and there is no room for advancement. Supervisor (department director) is a faculty member and has no academic advising, student development, or student affairs experience.

---

Resources at a small school and the volume of students...

---

training, more students than normal.

---

None.

---

The learning curve is huge! It's challenging to be advising a student and to then ask colleagues for help. This seems to effect your credibility as an advisor. Institutional politics is also an everpresent challenge.

---

learning graduation requirements that vary from college to college at this university

---

lack of training in theory, etc., dealing with the millennial generation and having an adequate knowledge of career opportunities for my students

---

Meeting faculty members.

---

Information overload and not wanting to give useless or downright flawed advice to students.

---

Initially, the lack of experience was the most challenging. Lack of experience and little training was very difficult.

---

understanding all the policies of the university as well as academic departmental rules.

---

Learning all the rules of the university, not having a great deal of training.

---

Switching faculty over to technology

---

time available for contact with students

---

politics

---

Knowing the specifics about programs, policies, exceptions, traditions, and history about each academic unit and the institution as a whole.

---

Keeping focused on the tasks at hand, not over doing it, taking on too many things and not following through, keeping track of the changes that occur

---

Seasoned advisors not wanting to try new things to improve the advising center overall. They think new advisors don't know enough to contribute to new programs.

---

The population of undeclared students keeps increasing which makes finding them courses difficult.

---

Institution rules and regulations, institutions/department expectations, getting to know faculty

---

Same as 15

---

I have many high level administrative duties which consume much of my time. Having all of these responsibilities while trying to advise students is both difficult and stressful.

---

No orientation

---

There needs to be a training mechanism or a person above you to whom you can refer students when you don't know the answers. Knowing course content is extremely helpful.

---

Making sure the advisor knows that correct information for each individual student. As advisors it is important to make sure the students are being put in the correct classes so as not to prolong their graduation from your college.

---

Learning all the academic policies and what policies are able to have exceptions made

---

Adjusting to new system of General University Requirments

---

Saying "no" to students

---

listed above

---

time constraints; developing advanced skills and knowledge for more effective advising while also learning the basic details needed for accurate advising

---

burn out, not enough institutional support

---

Since it is a small university I have to do many other jobs other than academic advising

---

time management, consistency, managing a 700 student caseload

---

Trying to do what I consider to be my job when all the student sees me as is a registrar. Constantly teaching student to be more prepared and more responsible for their own education and choices.

---

Keeping up with policy changes and new information, added duties, parents' questions about everything,

disinterested students

---

Learning the academic policies and procedures on campus

---

Providing accurate information as each student is unique and comes to us with so many different questions and concerns.

---

Developing academic initiatives and programs that address the needs of our students. Developing advising training and development programs that prepare faculty how to advise efficient while cultivating relationships with students.

---

Conducting freshmen orientation with varying levels of entry status confuses the students with low test scores as they cannot register for the same courses and this causes a negative affective filter within the group.

---

Lack of training.

---

There is so much information to learn! Policies, procedures, etc!

---

learning program requirements across departments

---

Learning FERPA and understanding the difference between advising and counseling.

---

balancing personal ethics with the university set of ethics/conduct/mission statement

---

Providing transfer info to students, career counseling. Working with students that are undecided

---

Learning the layout of the campus, both in terms of policy and in terms of the political climate. It is difficult to figure out which professors will be good referrals, and which ones I should steer students away from.

---

working cohesively with both advising staff and program staff

---

understanding the difference between advising and counseling. it is difficult knowing when a non academic situation needs to be outsourced to the proper channels

---

Learning the degree plans as they can be ever changing

---

Keeping up with the high volume of work.

---

Remembering all of the nuances for 17 different degree programs.

---

Learning all the different scenarios in which a student could have trouble in.

---

Helping undecided students and apathetic students. Working with administrators who don't want me to contact faculty (in general, not being able to communicate with people I need to because I have to follow a certain protocol)

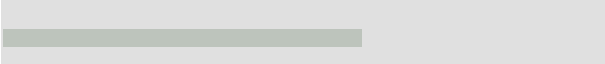

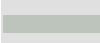






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Incredible amount of information to learn and keep up with new information/changes

---

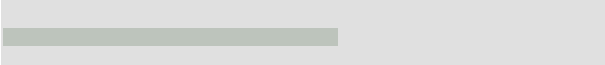


Remembering university policies and degree catalog loop holes

[Hide Responses](#)**Question 17****In what format do you prefer to receive educational/professional development opportunities?**

Conference (state, regional or national conference)		244 (59.37%)
Stand alone Institute (Summer Institute, Assessment Institute, etc.)		35 (8.52%)
Printed word (monographs, electronic news, etc.)		65 (15.82%)
Recorded voice (CD, streaming video, etc.)		4 (0.97%)
Online discussion boards (listserves, chat, etc.)		12 (2.92%)
Webcasts (Webinars, etc.)		5 (1.22%)
Online course (delivered through WebCT, Blackboard, etc.)		24 (5.84%)
Other:		16 (3.89%)
N/R		6 (1.46%)

[View Other Text](#)**Question 18**

Have you attended a NACADA sponsored event? (national, regional or state conference, Institute or Seminar)

Yes		228 (55.47%)
No. If no skip to question 20.		180 (43.8%)
N/R		3 (0.73%)

**Question 19**

What made this event helpful to you as an advisor?

[Hide Responses](#)

It made me see that our institution is doing some very good things.

---

The sharing of information and uncertainties was very valuable, coping with stress techniques,

---

Nice to see what others are doing.

---

Understanding that advisors experience common challenges

---

Contacts, new ideas, basic information, new perspectives, interaction and brainstorming

---

Seasoned advisors sharing information new to me and the wide variety of topics.

---

Being able to talk with advisors that have been in the field longer, learning how they handled different situations. As well as, being exposed to issues that advisors are dealing with nationwide.

## User Responses

[Close](#)

In what format do you prefer to receive educational/professional development opportunities?

- I would most enjoy a local retreat/workshop
- A mix of all of the above.
- All of the above, but face to face in person most important
- Through my supervisor
- all mentioned
- no time!
- Any/all of the above.
- On campus in-house meetings & seminars
- monthly meetings
- more then one format, but printed word and online course would be the best choice
- All of these.
- Any format is fine
- a combination of the first three options
- I like a little of everything
- on campu, in person
- one on one

[Close](#)



---

networking opportunities and workshops particular to my work as an advisor and/or my personal interests

---

Interaction with others.

---

Listening to experineces from my peers and networking

---

Networking and brainstorming ideas with other - more experienced - advisors.

---

the question and answer part...you can ask other advisors about different issues and get their suggestions or what they have done in that situation

---

Seeing that other advisors at other institutions are experiencing the same frustrations and roadblocks that I am facing.

---

I enjoyed being able to attend many different sessions that deal with advising in some aspect, as well as meeting other advisors dealing with the same issues.

---

I was able to meet fellow advisors and share experiences in advising. I obtained valuable information for advising that was recommended by other advisors.

---

seeing what other schools are doing; what works/what doesn't; meeting people who understand what it's like to be an academic advisor; getting ideas to take back; finding out more about other schools I may want to work for

---

given me a chance to network and learn from other advisors

---

Renewed energy and learning.

---

The practicality of all the workshops and the networking.

---

networking with others in the field and sessions dealing with advisor training and development

---

Innovative ideas and to be able to rub shoulders with other professionals who have the same passion I have, to help students succeed.

---

I value sessions that incorporate theory with discussion of practice. Also, I enjoy getting to network with advisors from other institutions.

---

yes

---

The wealth of information that an advisor will receive. Most of the time the information is out their and you are not aware of it unless you attend a conference. New ideas for the center that I can try.

---

Being close to UNLV, opportunity to network, attend Best of Region presentations.

---

talking and conntectiong with other advisors

---

It was useful to gain the perspectives of peers...

---

Colleague input



---

Resources available

---

to see that there is not a single right way of doing things, every institution decides what works for them

---

I attended the conference in Las Vegas. Several sessions were very helpful as I heard of other ways to do things and learned about practices at other institutions

---

Meeting other advising staff and the quality of programs presented gave me valuable ideas and insight.

---

The diversity of institutions and attendees was refreshing. The workshops were helpful and provided valuable knowledge about detailed (and overall) advising issues.

---

The variety of workshops offered addressing different topics.

---

Yes. Talking with other advisors makes me realize that I face the same things as everyone else. It also gives me ideas how to better handle things. And it makes me appreciate my institution & the support, technology, etc. available

---

Meeting other advisors and discussing our work with students.

---

Support for advisors

---

Some of the workshops were very helpful!

---

Being surrounded by positive talk and the keynote speaker

---

Not really. I thought that I did not receive any truly helpful information. I think academic advising lacks a strong professional body of knowledge. I believe to be an advisor requires a strong common sense and interpersonal skills

---

To see how other schools do advising and how certain issues such as retention, community building, etc. are handled.

---

I was able to brainstorm strategies with other advisors and discuss game plans on how to address issues that we all face. I was also able to bring back resources to my fellow advisors on campus.

---

networking; greater understanding of the profession and its challenges

---

The workshops pertaining to each and every need of an advisor (e.g. Advising first year students, Advising athletes, etc.)

---

networking, listening to the expertise of others

---

Networking and hearing others' experiences

---

It "revived" me. It was great to see so many people enthused about helping kids. Also, we're developing a residential college to go with our new freshman admissions policy. It was great to see what had worked for others.

---

It was excellent. I hope to attend the National Conference in 2006. I would like to see more sessions for

new advisors and also sessions on advising in Health Professions, or competitive majors.

---

Having a wide variety of session topics to choose from.

---

Networking and information from sessions.

---

lots of ideas to bring back to our office

---

event size; specificity of sessions

---

Educational sessions.

---

New ideas about and approaches to advising, exposure to different advising structures, and the opportunity to meet young advisors from other institutions

---

Made me aware of the complexity of advising

---

it just reinforced what i already knew.. no new information was presented.

---

It made me realize that I am doing some things right, and it gave me a good overview of advising.

---

networking and lectures from professionals at other institutions

---

Attending sessions that related helpful information I could actually use to perform my job

---

Networking opportunities, more information to improve advising.

---

Interaction with professionals from a variety of backgrounds, work conditions and resources

---

I got to present with the staff at my previous position. I was able to collaborate with my coworkers and further research a topic. It made me feel validated as an advisor.

---

Diversity of workshop offerings, ability to network with fellow colleagues, contacts made. Ability to focus in on one area.

---

As a new advisor I attended new advisor pre workshops and conference workshops that served as my "training".

---

Being able to network.

---

various presentations

---

n/a

---

Great sessions!

---

This past conference was my first one (in Las Vegas). It was nice to be able to learn so much and hear from so many people in just a few short days. I loved the handouts and the enthusiasm everyone had.

---

Sessions were intersting and helpful

---

I learned so much and enjoyed networking with colleagues! I felt empowered to be able to do my job when I returned to work.

---

to see other advisors had the same problems that I do.

---

Hearing from other advisors about their experiences in presentations at the National Conference helped jump-start my background knowledge as a new advisor.

---

The sessions regarding probation students

---

Learning from my peers.

---

The positive atmosphere Finding out what programs/practices have been successful at other institutions

---

The camaraderie among the participants and the commonalities of experiences.

---

Discussions with other advisors helps a little bit. But honestly, I go to NACADA because I can get out of the office. I do learn as much as I can, and try to be an active participant. But often I find sessions boring.

---

Helped me connect with other new advisors and other advisors in my field.

---

Very helpful

---

Meeting other advisors

---

It gave me an opportunity to see other advisors and to here problems that they have encountered in their respective colleges. It also allowed me to interact with professionals who advise the same population as I and discuss ideas.

---

networking and sessions

---

I attended NACADA's National Conference in Las Vegas. It was great to have the new advisors forum. It would be nice to have more or longer sessions.

---

Ability to connect with other professionals in the field

---

Interacting with advisors from all over the country at the national conference in Las Vegas. Attending some educational sessions which confirmed my approach to advising and learning from other sessions which gave me new insight.

---

Yes. Honestly, the best part of the conference was the opportunity to step back and reflect on the year. It was also a great opportunity to meet professionals who were going through similar experiences.

---

bouncing ideas off of other advisors from different types of institutions.

---

N/A

---

Opportunity to hear what other schools do to open our minds to other possibilities.

---

The hands on work done at the institute.

---

Able to discuss what works at other colleges and universities

---

Networking, best practices

---

Listening to other advisors and how they approach their students needs and wants. Knowing that we aren't the only ones with frustrations.

---

There were alot of helpful hints to succeeding as an advisor.

---

Having the opportunity to share ideas with other advisors and to learn from their experience

---

The workshops

---

Able to be around other advising professionals and networking opportunities.

---

many choices of workshops some of the speakers were excellent

---

Learning different approaches to advise the diverse population of students we serve

---

I have attended both National Conferences and a Summer Institute. The Summer Institute, because of its small size and high level of interaction and discussion, was more beneficial to me.

---

new ideas, different ways to look at a situation. New advisor contacts are always helpful. It's a great way to learn!

---

A forum to talk about things I had been mulling about (as an adminstrator)

---

Topics discussed. Advising/counseling is not new to me (I have worked as an Admissions Counselor, Career Counselor and Cooperative Education Coordinator previously). but the issues specific to Academic Advising are. Learned a lot

---

The many different training opportunities and networking with more experienced professionals.

---

speaking with other advisors-the opportunity to share.

---

Listening to other approaches to advising and inspirational speakers on counseling and advising students.

---

Meeting others in the field and learning about their approaches/experiences/challenges.

---

meeting advisors from all over the country

---

Sense of community. Learning from others. Sharing of problems. Hope of improvement and advancement.

---

seeing what other institutions are doing

---

National conference, great talks and learned a lot.

---

Meeting with other people who were experiencing the same joys and challenges of advising made me feel like I was not crazy.

---

I attended several sessions aimed at advising transfer students, which I found very informative. However, I was interested in attending other sessions, but was unable to because they ran concurrently.

---

Just to be able to see what other institutions do. Seeing what works and what doesn't work as far as advising students.

---

I obtained a wealth of ideas and information that I could implement at my institution. I also learned about the many resources that NACADA offers, the listserves are wonderful.

---

exposure to information and materials not offered by my institution

---

getting to meet advisors from other schools, the opportunity to spend uninterrupted time with advisors from my own school

---

The individual sessions are very good. I would always like to attend more sessions when I am there.

---

I was brand new, so it was interesting to see how advising works (in terms of professional development)

---

Very much so. It really helped fill in the gaps in my education.

---

Conference sessions

---

Practical information.

---

I found that many advisors share the same feelings I have. It was interesting to see how different institutions structure their advising centers.

---

Knowing that there are many people out there with the same challenges that I face everyday-I am not alone.

---

I learned what developmental advising is all about. I now value a structured advising system and see the benefits to that organization.

---

Meeting others in same boat and hearing they have same problems I do. Learning possible tactics and solutions - although there were not enough.

---

A local meeting with an NACADA consultant reinforced the materials I already read from NACADA print sources. This individual also gave suggestions about additional areas of instruction.

---

Felt good, as a new advisor, to be ambassador for my school & college; networking; roundtabling; empowering & validates sense of "profession." Most workshops helpful; learn from their strengths/weaknesses for future one of my own.

---

different points of view

---

The focus on advising - as opposed to student affairs in general.

---

hearing different perspectives from advisors all over the country.

---

Variety of workshops

---

The opportunity to pick the brains of advisors who are facing the same situations that I am.

---

All of the different workshop sessions and meeting other people in your field.

---

It was my first time so I probably didn't get as much out of it as I will the next time. Certainly networking with others and seeing how other institutions do their advising.

---

networking and discussing advising techniques used by other advisors

---

I am registering to attend the Advising Administrators Institute in Florida in February

---

Learning about new ways to serve students, the opportunity to discuss advising issues with individuals at different institutions, recentering your energy

---

The format was great and very open to new advisors.

---

I attended the Summer Institute. We were given information specific to assessment, a topic that is of interest to my univ. currently. Met with advisors from similar univ., and we were able to discuss issues specific to us.

---

The sessions I went to were excellent! They were very organized and offered great suggestions I can use in my office!

---

I enjoyed the different seminars I attended. I chose ones that were important to me and my own professional development.

---

Hearing others in the same situation - Ideas on better ways.

---

Attending wide variety of applicable panel sessions; meeting advisors from other institutions and discussing common concerns and ideas.

---

Gaining the information about advising; learning from other advisers; hearing and learning from the advising experiences of others; learning practices and procedures in other institutions;

---

Information presented at sessions

---

Presentation of many different ways that other institutions advise their students.

---

Hearing other advisor experiences and what they have tried.

---

Meeting "seasoned" advisors. This is the only time I meet with other California State University system advisors.

---

Hearing some other issues in the field.

---

Learning more about what other institutions are doing. It was also beneficial in regards to my personal development.

---

networking and getting ideas that others have found helpful

---

Meeting other advisors, learning about other advising techniques, styles and topics, keeping current on advising issues.

---

Only moderate. I have found at both a regional conference two years ago and the national conference this year that the topics don't change. The information is the same and there are very few solutions.

---

The large number of seminar topics to choose from

---

the programs were informative

---

As a faculty member just assigned to create and direct a campus-wide advising center, I needed a broad feel for advising as a professional field, and some concrete suggestions to help me know where to focus my energies at the start.

---

Talking to colleagues and attend workshop of interest.

---

I found it extremely disappointing. It was not helpful.

---

Information, camaraderie, shared experiences and ideas.

---

Speaking with other advisors about best practices and pitfalls to avoid

---

interactive workshops where material/resources were shared.

---

Everything was new for me.

---

I was able to meet others who were advising also. I also obtained a better grasp on advising issues that are happening around the country in other colleges.

---

Mainly to see that other advisors have the same problems as myself. Like minded professionals who love their jobs as much as me. Meeting peers who can empathize with my situation(s).

---

It was well-managed and offered an array of interesting presentations.

---

Meeting other Advisors from different institution

---

Terrific information presented regarding advisement

---

Hearing other advisors share information of what has and hasn't worked for them. Getting feedback that will help me become a better prepared, more efficient advisor.

---

Yes, very helpful but I didn't have a framework to plug in information.

---

It allowed me to connect with others and have them share their experiences with me and how they handled advising situations.

---

As a new advisor, it was extremely helpful to network with people beyond my office and my university and to get an idea about the different types of responsibilities various advisors have.

---

The Summer Institute in Minneapolis. A lot of great general ideas were shared that I could bring back to use in my department. I also feel like I made a little national support system of experienced advisors.

---

actually, i was dissappointed that there were not more sessions targeted for online university advisors and for advisors of PhD students.

---

meeting other advisors from my OWN institution (state conference)

---

possibilities for networking and exchange of ideas. Also a great training tool

---

Networking and learning "best practices." I always come away feeling energized.

---

Being able to network with other advisors and to find out about the listserve.

---

The opportunity to network with other advisors across the state.

---

got to network with other universities and learn best practices from a variety of different resources.

---

individuals sharing successful programs that were implemented in their institution

---

first contact with others in the field outside my campus, particularly with new advisors

---

new information and strategies

---

The quality and appropriateness of the sessions; meeting new professionals in the field; the exciting environment of Las Vegas. I would not have attened had it been somewhere less desirable with little to do outside of the conf.

---

the myriad of sessions and the range of topics being offered at the nacada conference were very helpful

---

I made quite a few contacts. As a beginning advisor it was helpful to attend the workshops and learn about advising.

---

I attended dozens of sessions regarding a plethora of topics. I found it very informative.

---

The information that was presented was very valuable.

---

Networking with various departments and sharing ideas with individuals in similar positions to my own.

---

talking with colleagues at other institutions, learning about other programs, taking the time to think in-depth about a particular topic related to advising

---

Met other professionals and was able to get many ideas that help me in my current position

---

Networking with other academic advisors and sharing ideas.

---

Learned a lot from other advisors and saw common things that they were also experiencing

---

Hearing how other advisers deal with similar students or situations and getting new ideas to try in my own setting.

---

amount and quality of sessions



---

GLBT info to establish a safe campus.

---

Resources, meetings and commissions.

---

intensive training - Admin Institute in Florida

---

There were so many great sessions and ideas. I really appreciated the career exploration sessions I went to because so much of the advising I do relates to career development.

---

I needed lots of general information and got it!

---

meeting other academic advisors and being exposed to what is going on at other universities

---

the small sessions

---

I attended sessions on student athlete advising and it helped me learn more about the student athletes I work with in Career Development.

---

Meeting other advisors, learning about best practices

---

Seeing the different programs that other institutions have and seeing the challenges that face all advisors.

---

Seeing what other advising offices are doing, how they are run, idea sharing.

---

good, useful presentations

[Hide Responses](#)

## Question 20

---

The one thing that would most help NACADA sponsored events address the issues faced by new academic advisors is...

[Hide Responses](#)

---

Specific programs that target the new adviser. A seasoned adviser may be able to address issues they were unprepared for as a new adviser.

---

Having new professionals speak at conferences

---

How to deal with constant chaos in the workplace.

---

helping to develop a career path in advising

---

It is hard to say. Some solutions only work for specific college cultures and environments.

---

knowing the issues faced by professional advisors at various institutional types and developing innovative ways of dealing with the issues.

---

offer a 1-week training institute for all new advisors to cover the philosophy and basics

---

Ask new advisors what they want.

---

Time constraints. Don't feel you must commit to everything that is out there, let other team members pick up the load as well.

---

Local conferences

---

Something on how to get things done without rocking the boat or a matter of fact discussion on how slowly change can come in a major university. It can be lonely being the only new advisor in an office with people set in their ways.

---

more regional support

---

Mentoring, connection with others in similar roles.

---

Keep the costs down so we are able to attend while faced with entry-level salaries or graduate stipends, and loan payments etc.

---

Developing collegiality among a large staff of advisors

---

More information and communication.

---

knowing your resources.

---

have a forum to discuss the issues

---

Where to start with advising, training...what to expect. Like a what I wish I had known as a new academic advisor.

---

Have a group of 'new' advisors that can communication with one another on issues and some 'experienced' advisors for additional thoughts about the issues.

---

low or no cost training if possible on site, kind of advisors boot camp if you will

---

Having more sessions that address training for new advisors.

---

training for administrators about our concerns and how to address them

---

More discussion groups.

---

Assisting young professionals to develop research areas to become experts in their field.

---

A new advisor training at each years conference

---

Continue running sessions on new advisor topics

---

Review of the basics.

---

Add some panel discussions and take a survey to find out needs, before planning classes.

---

I've found NACADA sponsored events to be very helpful already.

\_\_\_\_\_

sending out a monthly newsletter with a different focus each month.

\_\_\_\_\_

It would help if you could caterize what sessions is best for them to attend and not put them according to subject matter.

\_\_\_\_\_

Communication, not only with students though so few seem to have an effective ability, but with one another as well.

\_\_\_\_\_

how to remain current in the field when your institution is not a member of NACADA.

\_\_\_\_\_

schedule out much sooner - many times too late to plan with budget constraints

\_\_\_\_\_

...more interaction with other new advisors during the initial sign in process...

\_\_\_\_\_

I think you do an excellent job of providing opportunities for new advisors. I am more at fault for not taking advantage of the opportunities due to time restraints and financial resources.

\_\_\_\_\_

i think we need to get a student's perspective

\_\_\_\_\_

meeting with advisors with more experience

\_\_\_\_\_

N/A

\_\_\_\_\_

I can't say because I have not attended a NACADA sponsored event

\_\_\_\_\_

N/A

\_\_\_\_\_

to automatically enroll new advisors in workshops aimed for new advisors.

\_\_\_\_\_

building networks among local institutions (both 2-year and 4-year institutions)

\_\_\_\_\_

How to address the needs of the non-traditional students.

\_\_\_\_\_

Organizational tips, or a packet w/ usefull information for 1st year advisors

\_\_\_\_\_

round table discussions, list-servs, pairing new advisors with mentors who have a variety of experiences over many years and can serve as a professional and morale boosting mentor

\_\_\_\_\_

developmental advising

\_\_\_\_\_

Roundtables are good; however, Q & A sessions would also be helpful. Maybe something along the lines of breaking into small groups to discuss scenarios and then come together as a larger group and discuss.

\_\_\_\_\_

Something for newer advisors that isn't at 7:30 in the morning.

\_\_\_\_\_

Training

\_\_\_\_\_

Not sure at this point.

\_\_\_\_\_

Not sure... Perhaps making yourself marketable and addressing universities models in terms of promotion and gains. Show that it can be a life career or else it is a failure.

---

Learning how to separate your emotions from student issues. Emphasize the importance of advisor training programs.

---

Having designated programs/activities for new advisors to meet and get to know each other in order to form relationships that are on-going. Mentorship with older advisers would be helpful too.

---

I am not sure since I have not had a opportunity to attend a NACADE event as of yet, but just keeping abreast of current needs.

---

Nothing

---

seminars and round tables.

---

many conference sessions that I have attended discussed the problem but gave no solution. That is frustrating.

---

It would be easier to attend an event for a day rather than several.

---

Mentorship program of new advisors with experienced advisors - at the conference and beyond

---

communicating with the advisors...to see the need...by means

---

I would also like to see opportunities for advancement.

---

Training management to provide adequate support, training, and resources for new academic advisors

---

I think the NACADA events are well organized, and welcoming to new advisors, as they are currently organize.

---

More selection for informative workshops.

---

I think it is great; however, access is limited due to tight budgets.

---

general overview session

---

provide data from other universities/colleges about what type of advising is working best

---

Having a mentor system with experienced advisors and new advisors.

---

I saw that an interest group might be created for new advisors. Hopefully, that group could provide a support system for all new advisors as well as participate in regional and national conferences with helpful presentations.

---

I would like to have the opportunity to visit some campus and see what is being accomplished in advising.

---

printed articles and organized by institution size or maybe student advisor ratio

---

Keep similar programs, but work on more effective ways of addressing specific needs in smaller settings. Large setting (annual conference) was overwhelming at times.

---

Presentations by experienced advisors who remember what it was like the first time around, from a variety of university backgrounds.

---

to have a panel of advisors that have been advising for just beyond 2-3 years and to have questions / brainstorm. Also a school that has university / college-wide training for new advisors and what ideas they can offer.

---

keynote speakers

---

A mentoring program?

---

Information on dealing with students, when you are overwhelmed with information.

---

opportunity for discussion amongst new advisors re: problems they face.

---

I am unsure since I have never attended & am a new member.

---

Fostering new professional to become active in the organization through publications, presentation opportunities and mentorship resources

---

Provide a discounted rate for first time advisors. It is difficult to find the funding to attend a conference or event when the advising program is brand new and the financial support not yet developed.

---

perhaps some small group discussions with a facilitator at the events.

---

More workshops on how to get started.

---

Pershaps more interactive workshops-- the prework shop was very helpful--perhaps make more workshops like these.

---

More sessions on how to advise online distance learners.

---

a series of presentations, perhaps blocked into one room, for those who are new advisors (specifically talioered to them)

---

Generational information.

---

Hummm. That's a good one.

---

Keep events and presentations very basic and simple to understand.

---

More Creative Networking sessions

---

sessions specific to new advisor issues

---

n/a

---

More events focused on new advisors

---

conference sessions targeted specifically to the needs of new advisors

---

Sessions specifically addressing issues relevant to new advisors

---

partipation of current "students" and their input about their expereinces with advisors positive and negative, what worked, what dose not.

---

Have a session or something where new advisors spend an afternoon with a seasoned advisor and just go over issues.

---

informal roundtable discussions

---

Explain characteristics of Millennials and their parents along with methods of working with this generation.

---

How to like your job while dealing with difficult students.

---

Would it be possible to have the forums broken down into school sizes. Larger schools may have some of the same issues as smaller schools but will likely benefit more from speaking with similar institutions.

---

A panel discussion of new academic advisors. Share their experiences, good and bad, and how they dealt with hardship in their new positions.

---

Peer discussion groups

---

Just making us feel welcome and letting us know that we are not the only ones facing daily obstacles. I believe this was accomplished at the recent national conference.

---

Sponsor a new advisor/new professional event during the conference.

---

Perhaps NACADA could create a mentoring program where new advisors are mentored by seasoned advisors - not necessarily at their own institution but rather at various institutions throughout the country or the region.

---

?

---

???

---

Don't know--haven't attended.

---

Depends on the advisor and the school they work at.

---

I think NACADA does a remarkable job.

---

If we work as a team or we against the students?

---

More relevant workshops.

---

a forum in which to discuss and share ideas with experienced adivsors, as well as a presentation and

discussion of best practices

---

Providing a forum where new advisors can share and learn from one another

---

I'm not sure.

---

first generation college students

---

Discuss the issues mentioned above(Question 15)

---

special sessions

---

new presenters who are dynamic - some that we have had are and some are not

---

have specific sessions focused on issues faced by new academic advisors.

---

helping advisors understand the changing ways of students, updates that are technology-focused

---

Workshops

---

-social support

---

My response does not address sponsored events. I would like to see NACADA promote academic advising more. Why don't I ever see articles about academic advising in the Chronicle? Why is advising left out of accreditation requirements?

---

I think NACADA is doing a great job.

---

??

---

Exactly this...talk to new advisors and see what they need.

---

More planned opportunities to interact on a social basis.

---

to have the results of this survey used to implement improvements

---

Useful theories and research about effective means of advising

---

do not know at the moment

---

In depth research of Universities across the nation in terms of advising systems, pay, training, and continuing education. Consistency in "what you need to know to be an advisor" and "what the advising profession is all about."

---

don't know

---

Training, training, training, all areas. Time management, troubled students.

---

I wish I knew for sure. I guess allowing the space to connect with seasoned veterans who can offer their wisdom on challenging scenarios that us newbies are likely to face. Lots of humor and the sharing of "war

stories."

Discussion of different advising techniques and approaches.

Providing a roundtable or open forum session for new advisors to discuss some of the challenges they have faced. New advisors could also be partnered with an experienced advisor - meet at conferences and stay in touch via e-mail.

bringing us all together for discussions. I like seeing what experienced advisors have gone through and share with us their experiences.

Cut Backs

accessibility to meetings

Round table session with new academic advisors with seasoned advisors

Having more statewide/local events, so that travel and training would be feasible.

More workshops in various locations around the country throughout the year

providing an outline to help schools set up a formal training program

Email and more regional meetings. We could attend these meetings if they were closer to us in location. Have evening meetings so we can utilize our time wisely.

Not sure, have not been to one.

Having some sort of formalized training; while I was trained in graduate school about how to counsel, etc., I was never actually trained how to ADVISE. These are actually two separate things.

How to prepare advisors to foresee potential problems in their students curriculum plans.

workshops dealing with mental health issues.

Is to ask what we want, just as you are doing here.

Not sure - each system is so different.

??

More use of website

Focus groups prior to the conference

Have events welcoming new advisors to the field. Create a cost effective program to bring new advisors together from across the country (world) to get to network, share ideas and research.

Encourage mid-level and higher professionals to foster and invest in new professional development. There may be opportunities for development, but leadership often does not support involvement in these



opportunities.

---

To have roundtable discussions about hot issues, or to have a mentoring program at the event so new advisors can have someone who has been advising for a long time.

---

Building professional status.

---

getting our departments to fund graduate students who advise for the conferences.

---

How to best support our students and their choices

---

I haven't reached this point in my development.

---

I only attended Summer Institute, but maybe coordinate a mentor program with new advisors and experienced advisors.

---

More solutions to difficulties faced. Heard a lot about what the issues are, but not a lot of solutions provided/discussed.

---

Since I am still new and have not attended an NACADA sponsored event, I cannot determine what would be the most helpful thing.

---

Request input from new advisors (& perhaps their mentors/sr. advisors??), respond to their concerns/issues/interests and prepare events accordingly.

---

surveys like this

---

I feel this is need is already being met.

---

Focus on student retention

---

Keep discussing the issues and concerns faced by new advisors and support.

---

smaller breakout sessions with focus on different issues.

---

I think you are doing a good job.

---

survey before event to determine issues that new advisors would like to see addressed

---

The regional conferences should be held on the local region. I understand the appeal of Hawaii, but the cost of airfare makes this conference prohibitive for many who count on the regional conference as an affordable option.

---

Question and answer session with seasoned advisors

---

Maybe have mentors - pair a new advisor with a veteran and they can meet and discuss specific issues.

---

I enjoyed hearing ideas from others besides the those presenting. I think every session should have a suggestion time at the end.

---

Forum for new advisors to share concerns and receive counsel from more experienced advisors. Most likely, this forum would have to break down into smaller groups in order to be effective.

---

Sharing advising experiences and giving examples of procedures.

---

Have a break out session for new advisors.

---

Regionally, designate one time period for similar groups to meet, i.e. California State University, University of California, private, public

---

Breakout sessions with each other for chance to discuss what we're all learning.

---

shared personal experiences from more experienced advisors about how they learned the job.

---

Technique, I think that some new advisors are overwhelmed by the experience of dealing with students. Most don't seem to have a counseling background, which I find very useful.

---

to have workshops that deal with advising students, dealing with unique situations (ie leave of absence) and making myself a more effective advisor.

---

networking opportunities---which are already available!

---

We have a very tight budget for prof. dev. therefore, are unable to attend many conferences. Perhaps if one competitive scholarship a term or year was provided for the grad cert course for an advisor. It could be a competition.

---

Working with a student population that is made up of 18% students with diagnosed disabilities, and a suspected population that has not been diagnosed, I would like to know more about how other work with these students.

---

to heighten awareness to not only members, but administration levels.

---

Letter to supervisor encouraging the attendance.

---

conducting a survey such as this one.

---

Specific events focused on new advisors. Sorry, you may have done this, but as you can see, my biggest problem is I don't know what I don't know!

---

Do's and Don'ts boot camp (what to expect, common mistakes)

---

Find and make available valid/reliable ways to measure good advising so that it can be recognized and rewarded. (My particular interest is in faculty advising systems.)

---

New ideas that people are incorporating in advising.

---

n/a

---

Provide some easy, practical quick-fix workshops on common issues--students waiting until the day before registration to seek advising, advising with the "drive through" attitude of many of today's students.

---

Continue to provide quality programs as you have - great work so far!

---

have workshop on being a new Advisor

---

An understanding of the lack of support/respect from faculty

---

Involve new academic advisors in the planning of them - run ideas and schedules by some new AAs for feedback

---

Just listening to the advisors. Having a forum for students and to hear what they need.

---

Providing more workshops geared toward new advisors, or maybe some type of newsletter specifically for new advisors.

---

A workshop of creating a hand book for your job if one is not created or available for the job. If one is not in place then to implement the recently created one.

---

How to handle the situation of having friends at the university that you are a counselor at and if the situation arises where your advisees want to be your friend or go out with you.

---

Forums at conferences. I can't believe how much useful information can be gleaned from a room of advisors.

---

local rather than just regional or national meetings/conferences

---

I think the feedback you are currently seeking is the best way to ensure that your events will address the real issues faced by new academic advisors.

---

Q&A sessions hosted by more seasoned advisor from peer institutes

---

no opinion

---

Encouraging growth and advancement in the field of academic advising.

---

More emphasis on training of new professionals...

---

experts in the field sharing advice, a network of mentors for new advisors

---

It seems as if NACADA provides a new advisor workshop/conference which I would imagine to be very helpful. Perhaps providing institutions with the tools necessary for a more "standardized" training.

---

use feedback from new advisors to design training sessions

---

Find out who was coming to one of the events and place them with a mentor from their geographic area. The mentor could help this new advisor to pick the presentations to attend at the event and possibly go to a meal together.

---

An open forum for new advisors to address their concerns with each other to gain a sense of support.

---

NA

---

Have a structured new professionals networking event like "5-min. dating" or something cheeseey like that. It would force people meet and talk about what they're doing in a light-hearted environment.

---

regular meetings of the new advisor interest group as well as a NACADA sponsored set of training manuals to give new advisors a basic understanding of the job

---

don't know

---

Provide a workshop on the issues that advisors face, the dos and don't of advising, typical dilemmas (eg. when should you let a student add/drop late?).

---

I felt the main issue is offering helpful encouragement as well as expert advising to all students.

---

Holding workshops that address issues faced by new advisors.

---

?

---

How to deal with supervision that is not up to par

---

understanding the importance of advising, even if it doesn't seem important on a day-to-day basis

---

provide opportunities for other new advisors to meet each other (each year, each new class of advisors could have its own listserv? intros could be initiated by someone & then hopefully the questions/conversations would continue

---

listserv

---

More networking opportunities

---

Don't know

---

Having question and answer sessions with a moderate sized group of people. Allowing advisors to share ideas and discussions. Having tutorials for new advisor in reference to complicated topics, such as FERPA.

---

being able to connect with each other

---

Having forums or meetings of new advisors with experienced advisors who can share their experiences and form mentor-type relationships.

---

Degrees and how they relate to 4 year degree goals and careers.

---

Perhaps a book or publication of some sort in which new advisors reflect on their experiences. I love learning from others and that would be a great tool. Something similar to Job One edited by Jill Carnegie and Peter Magolda.

---

Discussion or sessions on what is required of a good advisor. "So you're an advisor.....this is what you should do"

---

Small group discussions with peers. Like a mentoring program.

---

promoting advising centers to support their advisors in attending!

\_\_\_\_\_

a meet and greet prior to the national conference.

\_\_\_\_\_

Small-group discussions led by experienced advisors from our areas.

\_\_\_\_\_

Fondational issues like philosophy of advising

\_\_\_\_\_

Continue to have a track specifically set aside for new advisors.

\_\_\_\_\_

Having more sessions directed towards community colleges.

\_\_\_\_\_

Cheaper conferences

[Hide Responses](#)

### Question 21

---

**What one thing would you like to see addressed in a monograph devoted to new academic advisors?**

[Hide Responses](#)

Advising adult learners and advising at a distance.

\_\_\_\_\_

You can noy be expected to know everything, but know where to refer students or find the info that you need. This includes college resources at your institution, websites, community resources, etc.

\_\_\_\_\_

increasing student motivation for a college degree

\_\_\_\_\_

See above.

\_\_\_\_\_

training and development

\_\_\_\_\_

How to implement stronger connections between faculty and staff advisors.

\_\_\_\_\_

New advisor transition with real experiences of professionals in the field.

\_\_\_\_\_

managing the lack of time and money to do the job well.

\_\_\_\_\_

What does advising include beyond registration? What are the skills and knowlege set most needed?

\_\_\_\_\_

N/A

\_\_\_\_\_

Ability to communicate with other advisors at similar institutions

\_\_\_\_\_

a section on basic academic advising theories would be good.

\_\_\_\_\_

I would like to see some information on helping students from different cultures adjust to the demands of a rigorous American university.

\_\_\_\_\_

group advising

\_\_\_\_\_

Career path.

---

Tenure and Professional Development

---

Both positive and negative experiences of new advisors, and "best practices" for handling those situations.

---

Time management for new advisors

---

Not sure.

---

?

---

How to facilitate an advising session using the development theory of Chickering.

---

Top things new advisors should know from those who have been there and done that.

---

working with first generation and low income students

---

How to handle situations in which advisors have to refer students to other programs/schools because they do not have the requirements for the program they wish to be in.

---

how to build an advising portfolio!

---

Workshops in interpersonal communications.

---

How to promote conitive and pschosocial development

---

Not sure.

---

Personal experiences

---

How to balance developmental and prescriptive advising.

---

how to network better within your college

---

how to choose an institution that best fits your advisor needs, beliefs, philosophy, etc.

---

...

---

The Journal has excellent articles. The articles are relevent and well written. I actually look forward to receiving each volume.

---

common practices, tips

---

Faculty Advisor and the relationship with non faculty advising administrators...specifically how to train and communicate.

---

Specific examples of how student development theory has been incorporated into advising.

---

N/A

---

the role of technology and effective advising/communication with millennial students

---

unsure

---

students in crisis, getting students to take chances, choosing a major

---

Statistics about advisors at other institutions and advising as a profession.

---

Basics on advising the new generation of students

---

different styles of advising dependent upon type of institution and role proper academic advisement plays in student success including graduation rates, job placement, internship opportunities, proper major placement, etc.

---

Something on maintaining enthusiasm and knowing when/if your love for advising and students declines.

---

Relationships with older advisors and faculty.

---

how to deal with counseling related anxiety

---

Not sure...

---

Advisor training

---

the emotional impact on new advisors

---

The struggles that new advisers deal with and how to cope. I have yet to meet any other advisors (besides my institution) who advise in residence halls.

---

Advising At-Risk Students

---

Sensitivity, cultural awareness, and diversity workshops

---

The first contact how to make it more positive and have the student understand how import advising is for reaching their future goals. (graduation)

---

Nothing

---

Unsure

---

A composit of very difficult advisees and how they could be served effectively

---

Knowing common difficulties other new advisors face and how they deal with them would be helpful.

---

How to assist students in considering other career options

---

Top concerns of new advisors, and practical advice from experience advisors on how to handle that

---

Residential colleges

---

i have not had a chance to see what it out there yeat so I am not sure

---

A format or question sequence, etc., to identify academic deficiencies and examples of advice given to students to address these issues.

---

Advising at-risk students

---

You're not alone!!!

---

Training and support

---

Information about college students and the areas of concern that they have, and the information they are typically looking for in an advising session.

---

- How to convey the importance of academic advising to students and/or faculty

---

resources

---

statistics on successful programs that increase retention

---

how to be a better leader

---

Careers in advising, from full-time academic advising to administrative advising, and strategies for advancement

---

A single source for help.

---

How to develop a rapport with your advisee in a short period of time

---

No more theory! We need information on coping with the flood of clerical work.

---

The effectiveness of self-assessment tools in determining college majors or job options.

---

Techniques on how to see each student as a unique individual, and advise them that way; especially if you have a large caseload, it is easy to forget this sometimes.

---

Time management / stress reduction. We want to do things right, but there is so much to process. Is there a way to deal with that / put it in perspective?

---

How to incorporate new advising techniques with old ones

---

Best practices of starting out, or some suggested "how to help yourself acclimate quickly"...especially geared to both graduate students doing an internship and newly minted M.A./Ph.D.'s on their first job.

---

Information on dealing with students, when you are overwhelmed with information.

---

Guidelines for success: a practical guide to new academic advisors.

---

Not sure yet--too new in the position to answer.

---



---

More information on retention issues faced by small universities.

---

How to meet increasing expectations with increasingly limited resources

---

Dealing with an environment where attitudes about advising conflict with your own advising philosophy.

---

A guide to how you start out if you had no help at all, no resources, etc.

---

I think perhaps new advisors should learn/understand the theory behind advising and then learn about the generation they are advising.

---

A list of best practices. Although I received some minimal training from a previous advisor, much of what I do is guess-work. I have not received much in the way of formal training and would find such information really helpful.

---

How to advise online distance students.

---

accountability and legal issues with real attorneys

---

The history and role of academic advising.

---

Can't think of one.

---

Maybe some role playing.

---

common issues new advisors face and recommendations for building a career in academic advising

---

A "checklist" of sorts for surviving the first 3 years.

---

advice on probation students and improving their success

---

Diversity issues as well as Mental Health issues, should be constants!

---

I do not think advising is a very complex profession really, and therefore I don't feel that being "new" means that I am in a category wherein I need a specific monograph...

---

First year advising new students

---

Offer resources, such as websites, that are helpful when exploring career related choices (majors, grad schools, occupations).

---

I would like the opportunity to know how licensure programs work in other states and what a student that I advise would need should they transfer. I would also like to know what are other state licensure requirements.

---

How to create your own niche in your environment as an established advisor with much knowledge and resources.

---

Effective training methods for new academic advisors.

---

More focus on student development issues.

communication and conflict resolution skills

Balancing caseload management with self-directed professional development.

One on career strategies for academic advisors - what opportunities are out there, best way to market yourself for academic advising positions, what should I volunteer for in order to maximize my experience

Education vs. Experience - The one thing I found is that I have a strong foundation of theory and application but it is often not valued by people with a great deal of experience who do not come from the same ed background as me.

?

???

Difficulties on the job - dealing with different cultures, being over worked, etc

A discussion of the career as a whole. What are realistic expectations of advising as a career. Is a Ph.D necessary for administrative roles?

I don't have time to read monographs so I don't have an opinion.

information about parent/child relationships and how they are changing and how we can best advise students in a way that helps them to develop but also embraces the role of the involved parent

How to develop contacts within departments.

?

Dealing with small University advising

A model of excellence in the academic advising arena. What does a good advisor do? What a good advising administrator look like?

I'm not sure.

first generation college students

?

Advising as Teaching

How to avoid burnout.

Working with different kinds of students (traditional, non-traditional students, etc) and parents of students

Advising students who lack ability to self-assess accurately (extreme wishful thinking)

-advice on how to group advise

---

A list of references for finding materials related to advising and advising issues (I know this is on the website).

---

The basics...where to go to find the answers, what an advisor's job really is.

---

sophomores

---

Hard to say...don't think I'm a typical new advisor since I've been advising students in other roles for many years.

---

How to form relationships with faculty and instill in them the need for academic advisors.

---

-more information on training events -resources

---

Channeling unique talent into students - since many of us have such a rich career backgrounds and experiences.

---

how to better promote my services to encourage students to utilize me more

---

Guide for self-training, best practices, etc.

---

not sure

---

Personal testimony and methodology in academic advising, what it takes to do it well, and why we love what we do.

---

Basic plan for advising large groups of students, not neglecting any.

---

Different methods that seasoned advisors have used to be sure that important information (graduation requirements, deadlines, degree plan changes) reaches students.

---

Understanding more about "walking the line" between advising and counseling. Learning some helpful hints and ethical considerations in approaching this.

---

Samples of different advising sessions, representing different styles.

---

Contact information of advisors willing to make themselves available to new advisors, listed categorically, i.e. transfer student advisors, probation advisors, athletic advisors, disability services, graduate student advisors, etc.

---

Career Advising

---

what students need from us...what's enough without doing too much

---

help tips on advising.

---

top ten do's and don'ts of academic advising and why

---

how to meet the needs of both new (out of high school) and non-traditional aged students

---

N/A

---

legalities; confidentiality

---

an article on how to get along with academics

---

A section on things that you were never told in graduate school about the real working world.

---

Case studies of how to handle difficult situations.

---

training new advisors

---

Transitions.

---

Helping them understand the importance of consistency between advisors and recognizing that while the counseling part is nice and necessary at times, our main goal is to help students understand their academic program and progress.

---

Learning the in's and out's of the job.

---

An advisor's role in retention

---

The role research plays in advising. Assessment tools for new advisors.

---

Not sure.

---

Current trends that are shaping academic advising.

---

More quality networking systems and sharing of information.

---

how to make diversity courses and the general education requirements meaningful to students. most see them as something to "get out of the way" before moving on to the "real" work of their major.

---

What the job is supposed to be re: full-time undergraduate academic advisor position. (recommended job focus; job description; recommended number advisees per full-time advisor

---

Simplistic as it sounds, the thing that I would like to see is a template for setting up a first-time academic advising office/facility. Suggestions for things like record keeping, schedules, general practices...

---

Personal experiences (problems/solutions/expectations).

---

discussion of administration changes/historically

---

In-depth coverage of the top ten skills and strengths required in advising, and activities/ideas for building those skills and strengths. Also, practical ideas for implementing advising theory.

---

i would think something like a "boot camp" that would get you all the info you need to know and the main obstacles you're going to face in your first few years as an advisor

Personally, I'd like more info on the relationship between advising and counseling

?

How to help transfer students adjust to the the different academic standards and expectations. The reasons why transfers aren't successful and what an advisor can do to help

A training manual that would be easy to read and follow, not we could download as a member of NACADA and not pay for. Because not all of us have time to read a book. But would like to have it on their desktop or be able to pull out.

how to organize the advising process

How do I know I'm being effective? What are the measurable outcomes of my work?

Practices and tested policies or strategies that are successful

the necessity to be very meticulous - to check everything

How to address students in an efficient manner while still being able to have them feel they are being treated as an valuable individual

Suggestions for promoting effective communication with upper administration, fellow advisors, and students.

Issues working with all students, especially adult returning to school.

working with campus sub-groups

Creating change in a large institution.

more on career theory and advising

Learning steps

How the role has changed with the continued increase in helicopter parents.

I would like to see information on advising students to be sure they are on the right path for them. Until my 3rd semester I never thought that if a student fails all of their accounting courses, accounting is a poor major choice.

How to deal with difficult students...

That it's ok not to know it all right away. Don't be afraid to ask questions! Admitting you don't know is better than giving a false answer

There's so much to learn as a new advisor, perhaps a comprehensive guide for first year advisors. Sometimes it's hard to figure out where to begin. There are some great monographs already, but having one monograph would be nice.

The "one stop shop" I have been practicing it for almost a year and it is not a positive thing for the students or advisors. Since the breadth of information is so much the depth is less and that is a disadvantage to the students

---

How you can use experience as an academic advisor to put yourself in alignment to advance upward within an institution. What have others done to get to where they are? What advanced degrees do you recommend? JD for the legal issues?

---

Helpful hints? How about a chat room for members via the web?

---

FERPA issues.

---

Advising students with emotional challenges.

---

Main thing for me might be simple support & reminders that we can't do everything, and fix everything. Had to figure that one out for myself the hard way.

---

see question 20

---

Balancing the student needs, paperwork, and accountability measures

---

financial issues and problem solving.

---

See #20 above

---

Problems that advisors are having and how ways in which to deal with those problems.

---

More information on distance education.

---

Transfer student credit

---

resources that are out there I actually came across Nacada by accident while looking for advising resources.

---

List of resources for us to reference. Suggestions on how to deal with student's parents.

---

A how to for advisors to ask questions. My problem is that I didn't even know what questions to ask.

---

How to get the respect from older faculty and staff.

---

Tips on staying organized (use of databases, filing systems, timelines and calendars, etc.).

---

how to develop the position of advisor beyond simply giving out degree plan information to students

---

Training and development.

---

Helping exploratory students

---

stress the importance of training and development opportunities

---

Advising as an additional faculty responsibility vs. advising as its own career path.

---

information about transferring from 2year to 4 year bachelor's programs

---

Promoting diversity and multicultural competence in students through academic advising.

---

Counseling across the board - academic, career, life and personal counseling issues.

---

challenges faced by new advisors in the 21st century

---

The importance of advising-specific training and professional development in this field

---

How to get involved in campus wide committees, without taking away from primary responsibilities.

---

What information is out there and how to access it.

---

Words of encouragement.

---

the statement, "You do not have to know everything! No one could possibly know all there is to your university!"

---

Relevant advising theories and models.

---

writings on techniques for new advisors to establish good relationships with experienced advisors, information on different types of advising situations from other institutions, and how advising is done across the country

---

How to advise someone who doesn't want advice. And how to get the student to train their parent to let them grow up.

---

don't know

---

personal experience . . . stories from the front including reflections on what one could do differently, what was a great idea, etc.

---

Issues that advisors face, the dos and don't of advising, typical dilemmas (eg. when should you let a student add/drop late?).

---

New advisor issues

---

I thought it was covered in the conference--that more training is available online through NACADA.

---

Advising skills that could be used in all types of colleges and universities

---

understanding student development theory and best practices for working with a variety of student populations

---

a "toolbox" for new advisors: foundational skill development; concise advising frameworks from the perspective of advisors; actual language that one might use in advising appointments

---

Specialized, affordable institutes/seminars offered for professional development

---

I think the session they performed was helpful

Don't know

information about new technology and how to use this technology to educate students. Address how the advisers' roles are changing with this technology.

how to deal with disinterested students

Advisor To Do List when meeting with an Advisee

Can you make them come see you? Where have all the freshmen gone? The importance of regular contact with an academic advisor.

Working with undecided students

Career advising for student athletes that would include descriptions on transferrable skills, how to articulate the athletic experience in an interview, example resumes for athletes who do not plan to pursue a prof. career in sports

how to network within the university and knowing what committees and outside projects one should get involved with and not feel obligated to serve on everything.

Methods of organization and time management

Words of encouragement...we are in a new job that is difficult and doesn't pay well.

Tips on how to advise undecided students.

How to deal with disinterested students

[Hide Responses](#)

## Question 22

What additional thing would you like to see addressed in a monograph devoted to new advisors?

[Hide Responses](#)

Also, for the student who comes with no direction, I would like resources other advisers have used for directing students in exploring careers.

How to successfully work with transfer students

helping first generation college students

advising and international students

Information on knowledge, degrees, etcetera that can be practically useful to advisors desiring steady upward progression in the field.

a description of advising models so newbies know where they are & can get a sense for the overall field



What are the best practices in advising?

---

To new to the job position to really know.

---

discussion on ways that academic advising is beneficial to students and retention rates.

---

working with students with disabilities and/or TRiO programs

---

More "best practices" for creating educational plans, career plans, etc.

---

Advising notes (keeping a record of the appointments)

---

Not sure.

---

?

---

how to deal with students in crises

---

Success stories!

---

dealing with a demanding supervisor

---

Learning more about advising methods/styles.

---

how to advance within the field of advising. what career options are available, how does one reach the next career step while still staying in the advising field.

---

Advanced degree options

---

Not sure.

---

Current trends and resources for further development.

---

How to deal with parents

---

student development, the variations and factors that can influence within an academic setting

---

...questions every new advisor should ask their administrators...

---

To assist new advisors not to become over confident and realize the importance of remaining aware of the student and develop your teaching skills ( if you have not taught) so that you can be more than prescriptive

---

I think I would like to see information and research on the impact that advising has on student success. I would also love to learn about what other advisors are faced with as far as tasks.

---

Specific examples

---

N/A

---

unsure

---

A list of free services and resources (online or otherwise) that are available to both students and advisors.

---

accountability

---

helping new advisors understand the complexities of their role and the many hats they may wear as they build rapport with the students they advise--especially when working with millennials and their families

---

Something on professionalism and what that means for academic advisors.

---

Not sure...

---

Strategies for advising, common issues and trends, and how to effectively assess your advising methods.

---

"Practical advice for New Advisors" OR "How to overcome organizational obstacles to advising"

---

Retention what advisors can do to help with retention.

---

Nothing

---

How to best help probation and at-risk students as well as minority students

---

Many new advisors - because of the age - are new parents and students as well as full - time advisors - balancing all of our responsibilities is challenging. Helpful hints on how to be successful in multiple roles would be good.

---

How to assist agitated parents to become calm.

---

How to begin thinking about integrating research into your work.

---

I am not sure

---

A format or question sequence to help students identify a career path.

---

- Key items to know about the University before beginning to advise students

---

How to help undecided students decide

---

How to breathe new life into old advising structures with energy, enthusiasm, and creative thinking

---

AACSB certification guidelines for advisors. Surveys taht we could administer to our students dealing with their own experiences with advising.

---

How to explain to supervisors and coworkers the training needs without coming across as ignorant.

---

Advising underprepared students

---

A compilation of what some colleges / universities do to train new advisors. What works? What can be "borrowed" from those institutions and put into practice at other places.

---

Career paths, common lateral career moves, how to best use NACADA's resources, suggested reading list, new trends in the field, brief historic background

---

Information on how to deal with adult learners.

---

Top 20 tips on academic advising, Top 20 one-liners

---

More information on working with probationary students.

---

Navigating the political minefield in Higher Education

---

The learning curve; handling boredom during training when you aren't given much responsibility for several weeks.

---

Ethics.

---

same as 21

---

Networking within the field of academic advising.

---

sorry

---

Practical tips.

---

carrer advancement possibilities

---

n/a

---

Helping new Advisors who enter into an environment where colleagues are facing burnout.

---

Talk about something students might be involved with: on-line poker, drug abuse, sexual addiction, sexual assault, signs of depression etc...plus, how to help advisors help students reach their full potential.

---

Perhaps time management tips that could help with multitasking. Also, ways to attract students to meeting with advisors (only the motivated and often over-achieving students seek my assistance while many others need help).

---

Not sure.

---

How do young professionals gain the respect of their students despite their age?

---

Transitioning from various student affairs backgrounds, etc. to advising roles.

---

diversity

---

Ways to quickly establish meaningful relationships with large numbers of students and making faculty connections to assist them and ourselves.

---

?

???

A reading list of monographs or articles, and educational opportunities online. Some institutions have limited funding for conferences--especially at the national level.

I don't have time to read monographs so I don't have an opinion.

anything to increase multicultural competency.

A variety of advising philosophies, techniques and styles.

I'm not sure.

?

Teaching the difference between advising and scheduling

Know what students need to know! Registration processes, etc

feel good stuff...how to relieve stress, organizational ideas....

Same as question 21.

Ways to deal with different type of students, i.e. student athletes, minority students, under prepared students, etc.

how to overcome feeling overwhelmed...how to professionally and appropriately defend yourself.

Ways to encourage student self-reliance in the advising setting

not sure

See above answer.

Recognizing troubled students. Releaving stress on myself so that I can help others.

How best to communicate bad news to students.

Working with faculty who either do not understand or do not see the value in advising.

Analysis of different advising styles.

Advice or research on working with students of weak academic ability...keeping them motivated in an environment where they feel marginalized.

Staff Cut Backs

getting students who are struggling academically to come in and use our resources

none

---

N/A

---

self-improvement opportunities

---

How to work with different types of people--different generations, different working styles. And also how to handle people whose work ethic doesn't match yours (or who don't have a work ethic at all).

---

Online advising.

---

dealing with mental health/emotional issues. I have no training in counseling and would like some.

---

Best practices for advisor that are between 3 and 5 years. I want to know what has worked best for them in every aspect of their position. (scheduling, documentation, etc).

---

how to better tie in career development with academic goals.

---

??

---

Administrative support

---

Career progression.

---

providing student-centered academic advising, innovative program ideas from advisors.

---

tips on how to be culturally sensitive as an advisor

---

What skills should I possess; dealing w/ exceptions to rules; learning academia environment

---

I would like to see some academic advising monographs addressing specific disciplines or majors. In my case, for example, I advise only nursing majors and determining their needs has been quite enlightening.

---

Relate it to the end user (the student) and the expectations they have for their advisors.

---

Ideas for getting involved on campus -- how have seasoned (or new) advisors contributed to/become involved in campus committees/events?

---

i think the advisor-student relationship needs to be stressed...i know a lot of young advisors who struggle with the advisor vs. friend thing and where to draw the line (if there needs to be a line drawn)

---

advising and counseling - how to do both effectively

---

?

---

How an advisor can help incoming freshman, advise to keep them from getting home sick and dropping out, how to help students who are not applying themselves, other freshman issues dealing with the adjustment

---

how to implement that process in the real world setting

---

---

Ways to network; options for training;

---

the line between advising students and allowing them to make their own choices

---

Same as above.

---

How to help the student be self-directed.

---

issues of social class on the college campus

---

At the National conference, many were unaware of basic disability issues (disability types, ADA, definition of 'reasonable' accommodations).

---

How to keep growing within a position.

---

Perhaps something about student retention and the use of an early alert process to help students who are at-risk.

---

An advisor "key" (like a teachers handbook) A quick reference to common questions. (this probably would need to be done in each office....not for a conference, since each office handles things differently.)

---

If you lack formalized training, how to train yourself. Something about getting started in the right direction on your own. Maybe how to network across campus if your current position isn't working for you. How to find the right fit

---

Legal issues in advising. Everything from FERPA, to storing student records, to how to recommend a student's dismissal without putting yourself in position to be sued.

---

Not sure

---

Peer tutoring information.

---

Advising students with learning disabilities.

---

I'd like some logistical tips about organization, keeping student meetings shorter, maintaining files, ways to use new technology, keeping up with the work, staying organized, etc.

---

NACADA Resources

---

Ways to reward good advising.

---

I'm not sure.

---

n/a

---

How to and tips on creating relationships with campus organizations that help the student. My organizations don't recognize advisors as a professional profession but as an add on to administrative duties.

---

professional development opportunities

\_\_\_\_\_

Advising theory.

\_\_\_\_\_

legal issues, developing an advising program, confidentiality, peer advising programs, helping skills

\_\_\_\_\_

not sure

\_\_\_\_\_

How to best assist the millennial generation to achieve autonomy

\_\_\_\_\_

A series of short stories from other not too long in the tooth advisors who remember what it was like to be a new advisor; a more personal account of struggles/triumphs.

\_\_\_\_\_

Ways to find resources on your own.

\_\_\_\_\_

Typical questions you should be asking your peers.

\_\_\_\_\_

see above

\_\_\_\_\_

don't know

\_\_\_\_\_

Compilation of theory, concepts to enrich the advising experience in addition to fulfilling scheduling needs of students. Quick reference of student developmental stages, for example, with examples of how to address issues there

\_\_\_\_\_

Where to start

\_\_\_\_\_

what advising SHOULD be and include

\_\_\_\_\_

an annotated list of major/career exploration tools (include an outline of questions an advisor might ask in a meeting with a student)

\_\_\_\_\_

More support by region

\_\_\_\_\_

Don't know

\_\_\_\_\_

advising research and new theories

\_\_\_\_\_

Information on different advising processes - what are other colleges doing that seem to work?

\_\_\_\_\_

Career counseling tools

\_\_\_\_\_

Career advising for greek students. Same things as Q21.

\_\_\_\_\_

how minorites can deal with issues/challenges that may occur at non diverse institutions

\_\_\_\_\_

Introduction to legal issues

\_\_\_\_\_

Welcome to the community!

How to make changes in your institution.

[Hide Responses](#)

**Question 23**

**What do you see as the biggest challenge facing academic advising as a profession at this time?**

[Hide Responses](#)

Recognition by faculty as to the importance of professional advisers.

\_\_\_\_\_

Support/communication between advisors and faculty and the administration

\_\_\_\_\_

lack of prestige

\_\_\_\_\_

recognition by the school that advising should be used as an integral part of the whole student experience.

\_\_\_\_\_

guidelines and limits, how far do we get involved, what is expected

\_\_\_\_\_

Promoting the importance of time spent with an academic advisor to ensure academic success in a face to face capacity in a highly technological and instant gratification age and society.

\_\_\_\_\_

a lack of clear theoretical underpinnings

\_\_\_\_\_

Financing advisng- the system says it's a priority but doesn't fund it. I'm essentially working 2 full time jobs in order to advise; I can't keep it up and am looking for another advising job.

\_\_\_\_\_

It appears that we are becoming not just an academic advisor, but also a therapist in helping with all around issues that student may have.

\_\_\_\_\_

Being acknowledged as a profession

\_\_\_\_\_

I really don't know enough about the field yet. But, it seems that there is some concern about the credibility or usefulness of academic advising.

\_\_\_\_\_

I think the biggest challenge is encouraging students to seek out their advisor in person, rather than relying on email to ask questions and resolve issues.

\_\_\_\_\_

advisors who do not understand developmental/intentional advising and just do their own thing

\_\_\_\_\_

Continuing to evolve the profession.

\_\_\_\_\_

Burnout

\_\_\_\_\_

We are faced with helping them choose between 80 majors and 100 minors, and have to know what each program requires and what job opportunities there are for a graduate with that degree. Information overload.

\_\_\_\_\_

Financial support from colleges and universities to have a sufficient number of advisors on campus.

\_\_\_\_\_

Too much parental involvement, the changing college student

\_\_\_\_\_



Changes.

the constant changes that seem to be going on within the curriculums as well as changes with what students want to do.

I see the degree plans and graduation checks done by computer as a challenge that might just eventually take the place of academic advising

validating it as more than registration.

Budget cuts and higher student/advisor ratios, which means less one-on-one time is available per student.

lack of support from other departments

The administration does not always work well with advisors in providing information as to when a program will be changing.

those that have a student affairs background vs. those that do not.

Burn out

The work load and poor pay.

Same

Resources and lack of support and understanding of our profession from faculty

Lack of respect from the academic branch.

Cooperation between faculty and professional advisors. I've talked recently with several other colleges and universities in my area and many of them seem to be struggling to define who should be advising.

Moving to an online world but trying to keep the personalized feeling and continue to provide developmental advising through online means.

The amount of pay.

Apathy of students and a unilateral direction in trains of thought

being technology savvy to help students.

...assessment

staffing,

For the campus administration and faculty to truly understand what advising is and is not.

Not enough research and hard evidence to determine a specific code of advising across the nation

The amount of "other duties" that end up falling upon the academic advisor. Another challenge I have, and

believe other institutions may face, is working with faculty advisors and helping them see the importance of their role.

---

"Helicopter parents" are a big challenge. I am unable to state what other significant problems are because of my lack of experience.

---

Training

---

the increasing role of technology in the advising process. Advisors often spend a lot of time learning these tools but are they as effective as a person-to-person encounter?

---

lack of advancement opportunities

---

Too much other projects--not enough time to get to know the students which affects retention

---

Advisor to advisee ratio.

---

Not enough Academic Advisors

---

undeclared students and students who realize too late they selected the wrong major--students have endless choices for majors and very little understanding of how their time in college will shape their post-graduate life

---

Number of students we see. We are getting more students who are not eligible for Health Professions, Journalism, etc. Rising ACT; non-acceptance of advising group 4.

---

As a profession?? The lack of professionalism that is respected by others outside academic advising. When advisors are not seen as "professionals" by others (& the powers that be), they maybe easily discounted & possibly eliminated

---

Changing nature of professional programs and that a bachelor's degree doesn't necessarily mean your students will be able to find a job. Over 2/3 of my students go on to graduate school, so I have to keep up on all of that info.

---

Lack of respect for this challenging job.

---

Advising students who are used to getting what they want when they want it. Today's students don't want to be told no, and their parents will go to bat for them on all sorts of issues.

---

Lack of support by academic community

---

Working with millennial students who are not willing to utilize suggestions to improve their coursework. Also, the fact that many high achieving students are coming into our institutions who are not academically prepared to succeed.

---

Not sure--- more exposure to the profession needed

---

being genuine and honest

---

leaner \$ for programming efforts; institutional political barriers

---

The changes in the students such as more ethnic groups older students, and students not able to attend

full time.

---

Advisors that are not trained or do not care about the process of academic advisement

---

Legal issues and more services being offered through technology.

---

We are supposed to be efficient and see many students, so the students often feel like a number. Sometimes to meet the quota we don't have time to treat them as a person, and they know this very well.

---

Dwindling funding - increasing responsibilities with decreased staffing.

---

Numbers of students and limited numbers of seats in the Nursing Program

---

Need for professionalization of advising as a field.

---

The assumption that every instructor is an advisor. The inability of those in administrative positions to recognize that instructors must have certain characteristics to be effective advisors.

---

Low Salary

---

No room for professional advancement

---

High ratio of advisees to the advisor. Developmental advising is not welcome since it takes a lot of an advisor's time.

---

Resources, salary, and retaining advisors. It's a rewarding profession, but low pay may cause good advisors to seek other careers.

---

Change in technology and how it affects our students.

---

Determining the most effective method to advise: department centered, campus wide advising center, etc.

---

conflicting input from

---

how to advise students who do not know what they want

---

we are not free to make certain choices on an individual basis. we are always having to justify why we did/said something for a student.

---

Low pay.

---

The same challenge new advisors face: gaining respect in the academic community

---

Respect.

---

difference between clerical work and professional advising/counseling as taught by theory and student development. Advisors are NOT just clerical!

---

Dealing with the influx of underprepared and first-generation college students.

---

I have noticed that students tend to be a bit more dependent on their parents than I remember from when I was in school. This is challenging because sometimes I am answering more parent concerns than students.

---

Engage millennial students in advising in a way that is useful and fluid for the advisor/ advisee: being technologically savvy; understanding a college degree is for these students what a h.s. diploma was for a student 30 yrs. ago.

---

Justifying our purported goal of developmental advising in an age of cost-cutting, assessment of student satisfaction, increasing enrollments, and 30-minute sessions.

---

Holistic vs. compartmentalized approach to student advising

---

Unfortunately, pay overall does not meet the requirements of the job so there is a high turnover of advisors locally. This affects the students and the information they need.

---

Meeting increasing expectations with increasingly limited resources

---

With everyone thinking that they have to attend college, students come in who are not college material in terms of academic readiness, goal-direction, dedication, etc.

---

The perception that advisors exist to do things for students rather than helping students do for themselves.

---

The diversity in advising models. Also, the lack of respect or understanding that academic advisors receive.

---

Perhaps the change in generation. Students are less independent and need you to hold their hand--how to draw the line between advising a student and doing it for them.

---

This actually hasn't been too much of a problem in my position here as most parents do not have right to data, but I think that parental interference is becoming a growing concern in all aspects of college life.

---

Helping the rest of the university understand the importance of what it is an academic advisor does during this time of cutbacks.

---

students do not follow directions or advice if not mandated

---

Lack of resources, funding, etc.

---

Justifying the role as primary, value. "Student's are responsible, why not just put a list of classes and all the policies on the internet. Why pay an advisor?"

---

Students who don't have any idea as to what they want to do and are at college to simply be away from home.

---

The consistent turnover in the profession. It hurts the students, the school and the profession.

---

growing number of students enrolled that need advising and the technology of registration can lead to less personalization

---

Gaining respect among the college community (specifically faculty members) who do not feel we have a place here.

---

lack of respect & pay

---

General disrespect in the univeristy community for the advisors and what they do as well as lack of a job ladder system that will allow promotions and raises.

---

Low salaries lead to high turnover

---

The idea that academic advisors are replaceable by on-line information provided to students - that students could basically advise themselves.

---

Advisors as Teachers - What the Faculty percieves about this.

---

It's purpose - the messages I hear from different people about what advising is. I cannot stand the pressure I think that is out there where I feel a need to legitimize advising to the rest of the university community.

---

At my institution, there is less and less support for undergraduate studies. This makes it difficult to implement ideas and get resources for projects that help undergraduate students.

---

managing such a large number of students

---

Salary

---

knowledgeable employers

---

Getting students to utilize your assistance. They find it extremely helpful once they meet with me, but it takes much effort getting them into my office.

---

It wears you down with all the negativity you face every day.

---

overall not caring and the studnets do not care either.

---

With many institutions realizing the need for advising, how do we continue to grow and reach students? How do we continue to promote face-to-face contact with students in a "do it yourself" era?

---

The lack of respect from faculty and administrators. Many feel that advising is not necessary, that students can follow a set plan of work on their own.

---

demographic changes in the overall student body

---

A lack of respect and recognition for the important role we play in student success. Our jobs are often low paying/low level and seen as unnecessary by institutions.

---

criticism from those who do not advise based on inadequate feedback from the students that we serve

---

What's next? - Promotion - How do you move up in the field of higher education when you begin as an academic advisor?

---

Our institution is currently lead by some administrators that do not completely value advisors.

---

???

---

Again, salaries and advising as a long term career. It seems as though many use it as a stepping stone to other higher ed positions.

---

Knowing how to help all the different populations of students we see because each student will react to different tactics. Time is always limited too.

---

students do not use us as a resource as much as they could or sometimes should!

---

Lack of credibility.

---

Lack of respect and pay for amount of responsibilities and education levels required

---

Legal and ethical issues

---

Lack of respect from university administration

---

Not enough students taking the initiative to familiarize themselves with university policy for the good of their own college careers.

---

Burnout.

---

?

---

Financial constraints prevent having enough people, proper software and space

---

being under-appreciated

---

Demand for out time from students

---

Limited professional nature at smaller institutions. Ambiguity of advising role, mixed with many job titles.

---

Advancing the cause of academic advising as a PROFESSION! Administrators, generally, do not recognize the importance of academic advising.

---

Budget cuts at universities are causing some to do away with their advisors and turning the students over to faculty. Ince our department has gone to having an academic advisor instead of faculty, our enrollments have doubled.

---

NA - its not a profession here. Faculty do our advising.

---

Respect/understanding of what we do from faculty and other professional staff.

---

Retention of students and ways to prevent it.

---

staying current on statewide changes

---

Meeting the needs of a changing student population

---

Maybe respect from the faculty?? Sometimes I feel looked down on because I do not have a PhD.

---

keeping up with rapid changes enough time to meet with all the students

---

Growing assumption of the consumer model of education--the "I paid, now give it to me--exactly as I want it" syndrome

---

low pay and large student load

---

Turnover and consistency in advising.

---

Time and workloads.

---

How to effectively advise an increasingly diverse and often untraditional student body (that may also be working 40hrs/week) and forward University and government polycys that make it essential that students graduate quickly.

---

How to work with the millenial students of today. Who are they? What do they need developmentally. Is this different than what they want? How does this translate into appropriate advisor behavior?

---

Although this is not a problem in my department, I think student to advisor ratio could certainly be improved.

---

Academic standards vs. institutional retention

---

The workload vs. the pay (of course). We are expected to wear many different hats and be available at so many people's needs (faculty, peers, students . . . .). It is hard to get all the paperwork done and advise.

---

Staff Cut Backs

---

helping students of all types and interests discover all the possibilities available to them and being knowledgeable about it all

---

Too many students to serve for the number of advisors

---

learning about the Millennium student.

---

There definitely a need for academic advisors, but there seems to be a lack of respect for our profession.

---

Need for certification

---

non-motivated students who are not willing to advocate for themselves. Too much parent involvement at the college level.

---

N/A

---

lack of respect for what we do

---

Advising too many students during the year and feeling rushed during their appointment.

---

The time factor. When you are available and when the students are with their classes and jobs.

---

Some people don't feel that if it is a "real" profession and that faculty members should be able to "take care of it on their own" without professional advisors. I often feel I have to justify my existence, esp. to faculty members.

---

If your program is set up correctly the students should not need an advisor, they should be able to turn to the faculty.

---

low pay considering the qualifications advisors are expected to have.

---

The changing cultural of traditional students - Millennials! Also, helicopter parents.

---

Not putting enough "academic" into the Academic Advising.

---

Being validated by the institutions we serve as providing a real benefit to the students beyond keeping them eligible to play.

---

Retention

---

How to keep us motivated and in the field. What opportunities are available at, for example, 5, 10 and 15 years into academic advising.

---

Staying current on student trends; making connections to the field, finding funds for professional development; retention of high quality professionals.

---

What is the professions role moving forward? With budget cuts are our jobs in jeopardy? How does technology change the role of advising?

---

Everyone seems to be wearing many hats and multitasking. Also, the student to advisor ratio.

---

not having enough staff

---

Acknowledgement that it is a profession, not a side item.

---

Overworked.

---

In my geographic location, the biggest challenge is successfully defining my role as an academic advisor (non-faculty) to both colleagues and students. Other neighboring institutions still rely on faculty solely as advisors.

---

Our school in non-traditional and relies completely on advisors (not faculty) to suggest & approve courses. We need to better address changing (& lacking) policies & procedures. I'd also like to have more ADA guidance.

---

amount of students we are responsible for

---

Few opportunities to move up the career ladder within an advising department, or to even have a varied daily routine within any advising position.

---

working with students who expect everything to be done for them

---

At my institution, the problem that is overshadowing everything else is the budget. As we lose administrative support, we are spending less time advising and more time doing clerical work.



---

getting college administration to understand the importance of advising to student success

---

See above answers.

---

getting administrators and faculty to understand the critical need for good advising. It is a good way to retain students.

---

Budget cuts - students services seems to be the first place to cut.

---

parental involvement in decision making; students working at jobs and need specific class times

---

Faculty academic advisors who do not take this component of their jobs seriously.

---

Students who do not take ownership of their education

---

Being aware of student development, characteristics and needs, teaching students to take responsibility for their education.

---

The politics of higher education.

---

The new role defined for advisors (before online registration much of an advisor's time was spent registering/add/drop/etc. now we have new and more exciting roles to play!)

---

Advisor burnout due to student apathy and lack of support from upper administration.

---

Recognition of the need for professional advising

---

respect that this is a profession

---

Decreasing budgets across the nation which result in less availability to have adequate training or to hire new staff.

---

Undecided student retention.

---

The budget.

---

keeping up with changes and improvements

---

Defining roles.

---

Trying to learn information in the present while being aware of changes that have occurred in the past.

---

Budget issues. All the cuts seem to leave us with large caseloads that don't allow us to provide the sort of service we would like to.

---

not enough support or recognition

---

Getting students to see the importance of advising. That we are here to help when they are willing to play an active role.

---

Lack of formalized training. Lack of funding to attend prof dev opportunities. Lack of recognition on campuses as a whole, not only by faculty & other admin, but students as well, who see us as only policy implementors

---

The changing nature of the world around us. Many of my students need 2-3 jobs already & classes conflict w/work. With the proposed \$14.5 billion dollar budget cuts for financial aid, it could become a colossal nightmare for students

---

Earning respect from faculty and administrators.

---

Budgetary constraints at every level.

---

Having a thorough standardized and uniquely "ours" body of knowledge.

---

Being certified --seen as professionals.

---

I don't think I have been doing this long enough to answer this question.

---

Possibly general lack of respect for advising as a profession. Can't complain myself, as I have no counseling degree, but I can see the problem.

---

Having the face to face advising role taken away by computer gear heads (the "neural net / a computer interaction is just as good or better than human interaction" crowd for the sake of saving \$ (see ATM's, grocery self-checkout)

---

case load

---

Recognition by high level administrators of the importance of this activity.

---

I'm not sure.

---

I can not say at this time.

---

Position not typically valued.

---

Overbearing parents

---

Acceptance as professionals by the academic community.

---

Funding for education

---

resourcing with colleagues. Roles in the school compared to others in similar positionsn like Counselors

---

It seems that some of the new students are being coddled by their parents and not taking ownership of their education and the responsibilities that come with it , which makes is hard when you want to hold the student accountable

---

Recognition as a professional profession.

---

Consistency and the disbursement of information.

---

---

varied levels of training and backgrounds. not consistent with what everyone knows and is capable of.

---

faculty sometimes see advisors as a hinderance rather than a help. Many advisors, like me, advise in a subject in which they do not have previous knowledge.

---

Getting the word out that we benefit our student populations and serve as a liason for adjustment and guidance.

---

The need to be viewed by faculty and administrators as the professionals we are and to be compensated accordingly.

---

Low pay.

---

Training

---

Advising is not treated as a teaching profession.

---

Decentralization (advising within schools/colleges) versus single-unit advising centers; specialized knowledge; experience/training in student development/student affairs is lacking.

---

Challenges facing students who are pursuing a bachelors degree - they have more constraints placed on their time than ever b/f!

---

Lack of resources

---

Low pay.

---

providing competitive compensation

---

helping students understand what academic advising is really about--the importance of it, the purposes of it, the need for preparation before a session. I feel like there are many misconceptions about advising among students today.

---

Unprepared students - those that come straight out of high school believe that as advisors, we have the same responsibilites as their high school counselors. Students need to take accountability of their own actions and decisions.

---

The cutting of jobs such as advising that are not seen as necessary.

---

Not being able to meet the needs of all students because of different rules and procedures. Especially in this day and age when students seem to have that sense of entitlement present.

---

How to deal with students who dont know how to do anything for themselves.

---

Lack of student development theoretical knowledge among advisors.

---

being asked to provide more and more information on career options when academic advising's approach has and should be more focused on policy and degree requirements, etc.

---

Administrators do not see the importance of having professional advisors. They think faculty should do it.

But faculty don't have the time or the desire so the student gets shortchanged and frustrated.

---

The attitude on many college campuses that advisors do not know what they are doing or are not helpful to their students.

---

Development of their own guiding principles/theory from experience in advising

---

The increase in both advising loads and non-advising responsibilities.

---

New profession

---

Many schools are providing an online curriculum planning system for their students. I think it is vital that students visit their college advisement centers and more specifically their major department advisors.

---

I'm wondering if online registration is going to cause the college to downsize on the number of academic advisors needed to see students who can't or don't want to register online. I wonder if online advising will create more work.

---

The student to advisor ratio. Advisor are faced with other responsibilities and sometime it effects the time that they can spend with their advisees.

---

Different departments at universites not communicating

---

Funding and getting students to use academic advisors. It is really hard to get students to come in and use academic advising, because they would rather self-advise or listen to their sister who went to the school 3 years ago.

---

the phasing out of person-to-person contact for advisors

---

growing with the changing needs of students and higher education

---

Advisors are not always taken seriously and they are way underpaid

---

The lack of importance of it to some faculty

---

Staff's too small to manage large caseloads

---

As technology increases, it seems to diminish the role of the adviser. Students are able to find information themselves, which is good, but it lets some very needy students slip through the cracks.

---

transitioning to distance education in a technological world and showing the institution that advising is important, and getting faculty interested in advising

---

Limited support and resources are the biggest challenges.

---

The faculty in specific departments do not see the necessity of a well-trained advisor nor do they appreciate the time and care expended by such individuals.

---

Assessment and evaluation of services.

---

Faculty advisors in general are not interested in advising. They have teaching obligations that many faculty

members view as most important.

---

Low salaries and increased student loads.

---

sometimes advisors are just pushed under the general umbrella of administrators and not "advertised" to students as resources to take advantage of.

---

Working with undecided students

---

Acting as a conduit between career development offices, faculty, registrar, students, and administrators. It is difficult to act as an advocate for students when you're faced with so many external pressures.

---

extending our services to distane learning students

---

Budgets requiring fewer people to help more students

---

There is no formal degree or program that advisors can pursue that will specifically enhance their advising skills. Also, the pay scale for professional advisors is too low to keep professionals satisfied.

---

Others on campus not having the respect for the work that we do.

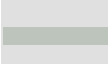


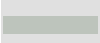



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Parents and uninthused students

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## Question 24

**What do you envision yourself doing in 10 years?**

Academic advisor		71 (17.27%)
Advising administrator		90 (21.9%)
Faculty		29 (7.06%)
Other administrator		60 (14.6%)
Campus position outside advising		64 (15.57%)
Position outside of Higher Education		49 (11.92%)
Other:		45 (10.95%)
N/R		3 (0.73%)

[View Other Text](#)

## Question 25

**If you would like to share more regarding of your experiences as a new advisor with the monograph editors list your name and email address in the space below.**

[Hide Responses](#)

Patrick Dymarkowski patrick\_dymarkowski@owens.edu

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## User Responses

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What do you envision yourself doing in 10 years?

- Working as LSSP.
- Retired playing golf.
- No Response
- No Response
- part-time work
- unsure
- No Response
- No Response
- Director of the program I am currently advising for
- The future is wide open.
- Retired
- International study advising
- Teaching/Advising
- ?
- not sure
- Asst. Dean of Academic Affairs
- personal counseling
- No Response
- Career Counseling at this institution

- retired

- Not sure

- retired

- Either more of this, which I love, or getting a PPS credential & moving down to middle or high school. Not sure I can spend my whole life only helping the "haves".

- Personal COounseling

- Wide open

- retirement

- Not sure

- No Response

- faculty/position outside of higher education

- retirement

- TRiO Student Support Services

- I'm really not sure.

- programming with an advising component

- No Response

- Administration/Program Director position with advising as a component

- retired

- Counseling

- School counselor

- not sure yet

- Retired

- unsure

- Athletic Counselor/Advisor

- some type of administration, either advising or not

- ??

- possible director of disability services or private practice counseling

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