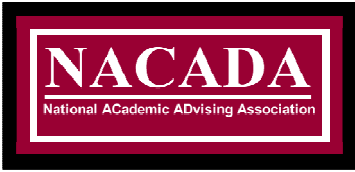


*Components of a Successful Faculty Advising
Program: Institutional Commitment, Professional
Development, Incentives and Recognition*



Webinar Handout

NOTES

Webinar objectives:

Participants will:

- Recognize the specific ways in which faculty advising is teaching at its best
- Understand the relevance and cross-institutional significance of faculty advising programs and faculty advisor evaluation
- Learn the basic elements of successful faculty advising development programs and the importance of broad institutional commitment to them
- Be made aware of delivery models for faculty advising development programs and for their program content
- Learn the practical and tangible measures for evaluating the effectiveness of faculty advisors and assessing faculty advising programs
- Understand the issues involved in developing intentional, thoughtful assessment plans
- Gain a better understanding of the tools needed to develop and sustain advising
- See various models for recognizing, rewarding, and promoting excellence in faculty advising.

Advising Is Teaching

Advising is more meaningful when treated as a teaching process rather than as a product. More and more institutions are coming to understand that guidance and education are inseparable and consider academic advising to be an extension of faculty's teaching responsibilities. Advising is now becoming an integral criterion for promotion, tenure, and merit.

Teaching and advising share a number of goals, including students' ability to:

- Increase knowledge about themselves and the world around them
- Enhance critical thinking skills for both short-term decisions and long-term planning which help students take ownership of their own lives
- Increase problem solving abilities so they can become agents for their own life-long learning and development
- Integrate learning—make connections among ideas and disciplines
- Broaden perspectives on themselves, their surroundings, their culture and world

Both Good Teaching and Advising:

- Require appropriate preparation
- Emphasize good rapport building
- Require clear communication
- Emphasize sensitivity to audience
- Require respect for diverse points of view
- Provide students with various learning models
- Have long-term influence on students
- Create interest through enthusiasm / passion
- Assess student progress
- Are intrinsically rewarding

Basic Elements of a Successful Faculty-based Academic Advising Program

1. Broad institutional commitment and administrative support
 - Identify stakeholders
 - Facilitate stakeholder "buy in"
 - Work collaboratively on creating your advising mission statement, process, and goals (See *NACADA Clearinghouse* at <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/index.htm> for examples of mission statements. Included in this handout, below, is a strikingly good example from the College of Arts and Sciences at the University of Southern Maine.)
2. Carefully crafted faculty advisor development program
 - Identify elements important to both initial and ongoing professional development of faculty advisors
 - Choose appropriate delivery methods
 - Create advisor development materials
 - Establish ongoing dialog about advising strategies
3. Focused, on-going assessment of the program and evaluation of individual advisors
4. Recognition and rewards for effective advising

Planning the Faculty Advising Professional Development Program

1. Who is your audience?
2. What are the best delivery methods for your needs?
3. Program content:
 - Conceptual – what advisors should UNDERSTAND
 - Informational – what advisors should KNOW
 - Relational – what advisors should DO
4. Provide advisors with the tools they need to do the job right and well
 - Handbooks
 - Catalogs
 - Security access
 - Web information
 - Advising Syllabus
5. The Faculty Advising Handbook - Some Ideas
 - Possible Content
 - Statement about the organizational structure
 - Introduction—include objectives, purpose
 - Academic Advising Foundation—the basics: mission, goals, advising definition, NACADA Core Values statement, CAS standards, advising syllabus, advisor responsibilities, advisee responsibilities, legal and ethical issues, FERPA, the three elements of advising: the conceptual, relational, and informational (see “Producing A Comprehensive Academic Advising Handbook For Faculty Utilization” *Clearinghouse* article by Jerry Ford at <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/createhandbook.htm>)
 - Academic Advising Resources
 - Department/Program/Campus Rules, Regulations, and Responsibilities
 - Referral and Reference Guide
 - Appendix
 - Revision procedures

Sample Handbooks:

- <http://www.psu.edu/dus/handbook>
- <http://www.twu.edu/aac/faculty.htm>
- <http://www.usm.maine.edu/advising/hndbk.htm>
- <http://www.advising.ufl.edu/ohlpa/hbcov.html>
- http://www.csubak.edu/undergradstudies/pdf/2005_06_Advising_Handbook.pdf
- See *Clearinghouse* at <http://www.nacada.ksu.edu/Publications/advisor.htm> for more handbooks

• Delivery Method

- Paper (or CD) vs. Web based
- Intranet vs. Internet

Other Advisor Resources, in addition to the handbook:

- Catalog/bulletin (link to catalog to avoid redundancy)
- Computer degree audits
- Academic planning worksheets
- Advising conference records (electronic and otherwise)

Assessment of the Program and Evaluation of Individual Advisors

1. Why do program assessment?

- To respond to internal and external pressures for accountability
- To understand how and what students are learning through their involvement in their academic advising experiences
- To make improvements in the advising program
- To initiate and encourage collective conversations about advising

2. Assessment Loop

- Identify Objectives
 - What advising is and what it is not
 - Two levels
 - programmatic level - general
 - advisor/student learning level – specific
 - Three dimensions
 - Cognitive – *what we need to know*
 - Behavioral – *what we need to be able to do*
 - Affective – *what we need to value/appreciate*
 - Map out Learning Opportunities for both students and advisors
- Design Assessment – must be comprehensive and connected to the overall institutional assessment efforts
- Gather Evidence
 - Use multiple measures and set benchmarks for performance
 - Evidence must reflect both direct and indirect measures, and be both quantitative and qualitative
- Interpret Evidence
- Evaluate Data: Report to Stakeholders - report structure must be easily understood by a broad constituency
- Make Decisions affecting training, planning and budget - Use assessment results in ways that ultimately improve academic advising services

3. Evaluating Individual Advisors

- Availability/accessibility
- Knowledge and the ability to communicate it
- Helpfulness, care, and concern

Recognizing and Rewarding Faculty Advising

1. The most meaningful considerations for faculty and the one that most clearly acknowledges the college or university's commitment to quality faculty advising is consideration in the promotion, tenure, and merit process.
2. Other possible acknowledgements
 - Release time
 - A stipend
 - Secretarial support
 - A TA or GA
 - Research support through your institution's development funds
 - Plaque, certificate, trophy or medallion
 - NACADA membership and/or conference registration
 - A thank you letter
 - A free lunch or dinner at which the advisors are recognized
 - A news release
 - Public acknowledgement, such as mid-court announcement at basketball games
 - Photo displayed in the Hall of Outstanding Advisors
3. Getting Started
 - Know your stakeholders
 - Ensure buy-in – get everyone on board in developing a strategy
 - Remember that Rome wasn't built in a day!
 - Questions that your stakeholders will want to come to consensus about:
 - Whom do you want to recognize/reward?
 - Why to you want to recognize/reward them? (This is THE big question.)
 - How are candidates to be nominated?
 - What criteria will be used to determine the awardees?
 - Who will evaluate the nomination packets?
 - What will the recognition/reward(s) be?
 - At what venue (if any) will the awardee(s) be recognized?

University of Southern Maine College of Arts and Sciences Mission, Goals, and Outcomes for Academic Advising

Mission

Academic Advising in the College of Arts and Sciences at the University of Southern Maine is approached from an educational and developmental perspective that considers students' diverse backgrounds, interests, abilities, and educational, career, and life goals. Academic advising is a partnership between faculty advisors and students that is grounded in teaching, learning and student development.

Goals:

- To affirm the quality and integrity of USM and its CAS degree programs.
- To support the student experience from point of contact through graduation.
- To enhance and support the classroom experience while maintaining confidentiality. Academic advising is not to be equated only with course registration but also with teaching and learning.

- To develop intentional partnerships where faculty advisors are appropriately accessible, and knowledgeable, where faculty advisors use their expertise to guide and facilitate student educational and life decision-making processes, and where students share responsibility for advising.
- To offer a collective, collaborative process that makes use of appropriate University resources to support student responsibility for their learning and success.
- To create a mutually responsive and respectful process where faculty and students understand the diverse nature and multicultural perspective of our university community.

Approved May 2005

Delivery Outcomes for Academic Advising

- Academic advisors are appropriately accessible and available to students.
- Academic advisors understand both strategies that promote engaged learning and issues that may inhibit effective learning.
- Academic advisors understand the demographics of USM students.
- Academic advisors have the ‘tools’ they need to be effective in their roles as listeners, questioners, and referral agents for students.
- Academic advisors are familiar with:
 - Strengths and needs of students from diverse groups
 - Policies and procedures
 - General education requirements
 - Degree requirements
 - Boundaries of ethical actions
- Academic advisors make appropriate, effective referrals.
- Academic advisors are aware of and practice appropriate boundaries and limitations in the advising relationship, working within the parameters of professional ethics.

Student Learning Outcomes for Academic Advising

- To know, understand and fulfill their responsibilities in the academic advising process.
- To know how to complete the various forms related to enrollment.
- To understand how to develop a balanced academic schedule and graduation plan.
- To understand the impact of internal and external commitments on college success.
- To understand program requirements (university, college, and departmental).
- To know about minor degree requirements.
- To know who their academic advisors are.
- To understand the range of university resources available to them.
- To work toward the development of an understanding of how their choices of courses and majors fit into larger life plans.
- To identify experiences that will enhance their career objectives and/or post-graduate options.
- To take responsibility for their roles in the academic advising process.
- To develop a balanced schedule and graduation plan.
- To understand that academic advising is a collaborative process.
- To understand the difference between the role of faculty within the classroom and the role of faculty as academic advisor and mentor.
- To understand where they are in their educational/career development.

A Sampling of Faculty Rewards and Recognition for Academic Advising (Based on information gathered from a query posted to NACADA's Advising Administration listserv)

The information below is based on responses to the following question: "What does your college or university do to recognize and reward faculty advising?" The following responses, from a broad range of institutional types, are uneven and perhaps raise as many questions as they answer. Yet they do provide an interesting and useful snapshot of activities from around the country.

Temple University:

- Annual University-wide Advisor Appreciation Day organized by the Provost's Office
- Awards luncheon
- \$1,000 given to the Outstanding Advising Administrator, Professional Advisor, and Faculty Advisor
- Award recipients also receive a personally inscribed glass sculpture
- Free registration to a national or regional conference
- News release
- All luncheon attendees receive stylish desk plaques commemorating the day
- The College of Liberal Arts also offers an annual faculty "Distinguished Advising Award"
- \$1,500 and a door plaque
- Award presented at the annual "ATTIC"(Teaching Improvement Center) Awards luncheon at which are also presented Distinguished Teaching Awards to one faculty member and 4 Teaching Assistants
- See also ATTIC's on-line nomination form below

University of Louisiana at Lafayette:

- Sponsored by the President's Office as a way to change the advising culture at the University
- Only faculty advisors with at least 20 advisees, more than 3 years experience, and attendance at an advising workshop are eligible for consideration
- In April, 45 faculty advisors received \$1,000 and a certificate of appreciation
- 10 faculty with 3 or fewer years experience received \$500 and a certificate
- A wine and cheese reception with the President giving the awards
- Selection criteria: recommendations from deans and department chairs, student input from an online advising survey, statement of the advisors' philosophy of advising, profile of advisees, with special consideration given if faculty advised during the summer first-time freshman orientation
- Awards Selection Committee Composition: two deans, two department heads, two faculty members, two professional advisors, three students, and one advising administrator

University of Georgia:

- Outstanding Undergraduate Academic Advisor Award Program in place for 6 years
- Nominations come from the school / college deans and from the Honors Program (the location for all formal advising)
- Awards go to one tenured or tenure track faculty member and one non-tenure track faculty member or a professional advisor
- \$500 award and a plaque
- Awards given on Honors Day at the year-end Faculty Recognition Banquet
- Awards selection committee primarily made up of students
- Award winners are then nominated for NACADA awards. (Nine of the ten advisors nominated have received NACADA recognition as well.)

University of Houston:

- Annual advising awards handled by the Provost's Office (in place for 16 years)
- One faculty advisor and one professional advisor or staff member selected
- \$1,000 and a plaque to the faculty advisor; \$500 and plaque to the professional advisor or staff member
- Awards presented at the annual University Staff Award Ceremony
- See p.7 for the announcement of the Award
-

San Diego State:

- "Exemplary Academic Advising Awards" come out of the Enrollment Services Office
- Annual Spring reception at which 5 awards are given: Undergraduate academic advisor, peer advisor, department/college/major advisor; graduate advisor, Distinguished Service Award
- Recipients get a plaque and a membership to NACADA.
- Provost speaks and lavish words are spoken over each recipient
- Deans, department chairs, and nominators are invited, and the recipients can invite up to two guests
- Sponsored by "The Aztecs Parents Association." They call for the proposals and award a lot of money for initiatives that can't be met through other means. The Assistant Executive Director of Enrollment Services and Director of Academic Advising maintains a cordial relationship with this group in order to ensure annual funding of these advising awards
- See p. 8 for the Award Announcement and p. 9 for information requested on their Nomination Form

University of Kentucky:

- Sponsored by the University of Kentucky Advising Network
- \$500 and plaque awarded to one faculty advisor and one professional advisor
- Recipients are recognized at a Spring reception in their honor
- Recipients are also acknowledged at mid-court by the University President at one of the basketball games the following year. (Recognizing faculty / staff / students for academic excellence is a routine event at half-time of each game.)

Northern Kentucky University:

- Two Outstanding Advisor Awards: one for an advisor in a primary role and the other to an advisor in a secondary role (generally a faculty member, but the award could also go to advising directors or associate deans—those who regularly provide advising regularly although their primary role is something other than the direct delivery of advising.)
- \$1,000 and a plaque, and another plaque that is displayed in the University / Student Center

Louisiana Tech University:

- The nomination is intended to be student driven since it is the students who are the recipients of good advising
- \$2,000 and a plaque
- Each college nominates a faculty advisor
- A committee consisting of 3 students and 1 to 3 faculty and staff determines the recipient
- The college awardees are announced at Commencement by the Student Government President, who then announces the University awardee from among the College nominees.
- The reality is that the associate deans often have to determine the college nominees. The Director of Advising and Retention is trying to fix this situation so that associate deans only have to coordinate their college's nomination

Auburn University:

- One faculty advising award given per year
- \$1,000 and a plaque
- No information on the venue at which it is awarded

University of Nebraska-Lincoln:

- Campus-wide advising award
- Award given at the University-wide Honors Convocation
- Cash award and a handshake
- College of Arts and Sciences Employee Recognition Award sometimes goes to a faculty advisor
- Cash award and a handshake in the recipient's office

University of Guelph:

- Annual award: The Excellence in Undergraduate Academic Advising Medallion
- Recognizes faculty advisors, program counselors, and academic advising staff who “contribute to providing high-quality academic advising”
- No information on the venue at which it is awarded

Utah State University:

- Faculty Advisor of the Year Award
- Cash award and a trophy (a glass pyramid)
- Use NACADA's awards criteria, and the recipient is also nominated for a NACADA Outstanding Faculty Advisor Award
- Winner is recognized an annual awards ceremony that includes other prestigious student and faculty awards, such as Professor of the Year, Scholar of the Year (student), Professional Advisor of the Year, Achievement of the Year (student), etc.

Utah Valley State:

- Academic Advisor of the Year Awards new this year
- Four categories: Faculty Mentoring, Advising Primary Responsibility, Outstanding New Academic Advisor, Advisement Support Role
- \$500 and a plaque
- No information on the venue at which these are awarded

La Sierra University:

- Outstanding Advisor of the Year Award given every Spring at an Awards Assembly
- Given to the top 6 to 8 faculty advisors
- Based on student evaluations
- Administrators determine the recipients
- \$100 and a plaque

Utica College:

- Excellence in Academic Advising Award
- \$500 and a plaque
- Award given at the annual spring Convocation

Lee University:

- Excellence in Advising Award given annually to one faculty member
- \$1,000 and a certificate of appreciation
- President announces the awardee to the University community via email
- Award actually presented at Commencement along with the Excellence in Teaching and Excellence in Scholarship awards

Marian College:

- Academic Advising Excellence Award for both faculty and professional advisors
- Nominations solicited from students, faculty, staff, and administration
- Each nominee submits an Academic Advising Philosophy statement.

- NACADA's and WACADA's awards criteria are used to determine recipients
- Recipients are announced and honored at the annual Faculty-staff Recognition Dinner in the Spring

Miami University (Ohio):

- Outstanding Faculty Academic Advising Award (new this year)
- \$250 from development funds, a plaque, and a year's membership to NACADA

Liberty University:

- Advisor of the Year Award (concept for this award emerged from a NACADA Summer Institute)
- A plaque, advisor's photo displayed in the College of General Studies Hall of Outstanding Advisors, a news release
- Award presented at the Academic Awards Convocation
- All full-time Faculty are encouraged to nominate colleagues
- Nominees submit an application portfolio
- Awards selection committee comprised of a faculty representative from each school and college within the University

A Small Southern University (respondent did not name the institution):

- Outstanding Faculty Advisor Award, one per year
- Plaque and funds to attend a NACADA conference
- Nomination process begins in the Spring
- Decision on recipient made by a committee of faculty and the Director of Academic Advising
- Award winner is then announced at the Fall Faculty Institute
- Runners up are recognized at an appreciation luncheon attended by, among others, the President, Provost, and Deans. The Award winner is the keynote speaker

**Temple University's College of Liberal Arts
Nomination Form for Outstanding Faculty Advisor**

Temple University
College of Liberal Arts

**Faculty Advising Award
Nomination Form 2007**

Name of Nominator:

Email Address:

Date of Nomination:

Your Affiliation with Temple University:
(student, faculty member, staff member, alumnus or alumna, other)

Name of Nominee:

Department of Nominee:

Please provide a paragraph explaining why you think this faculty member should receive the Faculty Advisor Award:

Please return this form together with the other nomination materials listed below by February 15, 2007 to Mary Middlebrook, 12th floor Anderson Hall, 1114 W. Berks Street, Temple University, Philadelphia, PA 19122.

Required materials for nomination:

- Curriculum vitae of the nominee
- Letter of support from the nominee's chair
- Other supporting materials that demonstrate the nominee's experience in advising students. Supporting materials may also include letters from current and former students.

**Nomination for the Sixteenth Annual
GEORGE MAGNER AWARD
For Excellence in Undergraduate Academic Advising
Spring 2007**

**DEADLINE FOR NOMINATIONS:
Monday, March 20, 12:00 p.m. (Noon)**

The University Magner Award Committee will select outstanding faculty advisors and outstanding staff advisors to receive the George Magner Award for Excellence in Undergraduate Academic Advising. The recipients will receive plaques and monetary awards.

Eligibility: Any staff member or faculty member whose responsibility is to provide academic advising services to undergraduate students at the University of Houston may be nominated for this award. Self-nominations are also accepted.

[Download the Magner Award Nomination Form](#)
(MS Word.doc)

Use a separate form for each nominee.

Nomination Procedure: Submit a letter of recommendation not to exceed two pages. Please provide evidence of the following criteria in your letter:

- Excellence in student advising
- Contributions to the improvement of the quality of academic advising either within the unit and/or campus wide
- Demonstration of a concerned attitude toward students
- Mastery of institutional regulations, policies and procedures
- Mastery and utilization of appropriate information and referral sources
- Participation in and support of advisor development programs
- Commitment to accessibility of advisors to students
- Excellence in creating or maintaining advising structures and procedures, using advising technology, communication, or other special skills

Nominations may be supported by as many as four letters of recommendation (a student letter is strongly encouraged) and other supporting material such as resume or Curriculum Vitae.

Send nomination form and letter(s) of recommendation to:

Heidi Kennedy
Director, Academic Program Management
4800 Calhoun Road
207 E. Cullen
(713) 743-9187
hkennedy@uh.edu

Nominate a Great Adviser For the Fourteenth Annual Exemplary Academic Advising Awards*

The Academic Advising Center Student Advisory Board and the Academic Advising Awards Committee are proud to announce the Fourteenth Annual Exemplary Academic Advising Awards. These awards formally recognize and thank the faculty, staff, and peer advisers who provide outstanding graduate and/or undergraduate advising to San Diego State students. Award categories include: Undergraduate Academic Adviser, Peer Adviser, Department/College/Major Adviser, Graduate Adviser, and Distinguished Service Award.

Nominations are sought for individuals who provide outstanding academic advising services. These individuals will be honored at a special reception. Faculty, staff and students are invited to nominate individuals for this award.

Nominees will be evaluated on the following criteria:

- Effective interpersonal skills
- Meets the needs of students
- Mastery of university regulations, policies and procedures
- Use of appropriate information resources and referrals
- Provides contributions above and beyond job assignment

Nomination Form

Please submit an [online nomination form](#) no later than Wednesday, March 30, 2007. Printed copies of the nomination form are available in the Academic Advising Center in Student Services West 1551.

2004 Recipients

2005 Recipients

* This award is made possible through sponsorship from the [Aztec Parents Association](#) and [Associated Students](#).

Information requested on the San Diego State Exemplary Academic Advising Awards Nomination Form

Nominee

Please tell us about the person you wish to nominate:

Name:

College/Department/Major:

Location (Building, Room Number):

Mail Code: Telephone:

Email:

Please select award category: [drop down box]

1. In what capacity have you worked with this adviser?
2. How has this adviser met the needs of students? Please provide concrete examples.
3. Describe how this adviser effectively and accurately communicates campus policies and/or procedures to students.
4. What sets this adviser apart from others on campus?
5. Describe three qualities that make this adviser worthy of this award.

Nominator(s)

Please tell us about yourself:

Name:

College/Department/Major:

Telephone:

Email:

What is your primary role? Faculty Staff Student

The Assessment of Faculty Advisors and Faculty Advising Programs A Selective Bibliography

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- (A great resource available in CD form designed to assist institutions with the development of a comprehensive assessment program for academic advising at the unit, college, or institutional level. The Guide focuses on the development of the vision, values, and mission for academic advising as the foundation for any assessment program and provides a step-by-step process

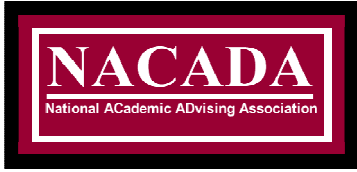
for the development of goals and advisor and student learning outcomes for advising. The Guide also provides detailed assistance in the process of mapping the achievement of outcomes across the undergraduate experience as well as a process for measuring the achievement of the outcomes in the assessment program. Sample worksheets are provided that can be utilized in the development of an assessment program and can be reproduced for campus use.)

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Components of a Successful Faculty Advising Program: Institutional Commitment, Professional Development, Incentives and Recognition

Discussion Ideas for Group Leaders

How do faculty view their advising role at your institution? As course selection or registration facilitators? Or as mentors/teachers? Does your institution have a collective understanding and agreement of what advising is? Or what advising isn't? Your responses to these questions will inform the rest of your discussion about the best approach to developing and implementing an advisor development or training program.

Serving as the foundation for any program you develop will be your Advising Mission Statement which should flow naturally from your institution's mission statement. In the institutional statement you should find language that helps to establish learning goals for students and advising goals for your faculty. Begin to think about and develop your own Advising Mission Statement by pulling language from your institution's mission statement.

What key strategies could your institution, department, or unit employ to equip your faculty to be more effective advisors?

An advisor development program can be shaped for a department, a unit, division, a college, or for the entire institution. What would be the important common elements that all such programs share?

At institutions such as community colleges in which faculty are expected to teach five or more courses a semester, where the advising loads are very high, and where there are few expectations for a strong faculty research agenda, the advisor development or training program would have a very different needs and expectations from those of many four-year institutions. What professional development opportunities, assessment, and recognition and reward structures are right for your two-year institution? What would be the best reward structure in your setting?

The first step in developing any faculty advising development program is broad institutional commitment and administrative support. Who would be the people on your campus you will need to "buy in" to your plans in order to get them off the ground?

What other resources—human and budgetary—are necessary on your campus to build, assess, and sustain such a faculty advising program?

At your institution, would it be reasonable to think that quality advising can be used as a key element in the promotion, tenure, or merit equation?

What are the "training" issues that your faculty have expressed an interest in? Do they want a "Faculty Advising Handbook" that meets their informational, conceptual, and relational needs? If so, what is the best delivery model for it (paper, CD, web-based)? Who would be placed in charge of its development and upkeep?

Aside from the advising handbook, what other sorts of advising materials would be most beneficial to your faculty as they advise and mentor your students?

Data suggests that evaluation of faculty advisors is not a priority on most college campuses, yet it is a very effective way of assessing the quality of your faculty advising services and making improvements to them. If, for example, your institution does not currently employ a faculty evaluation instrument, you might want to think about adopting one that solicits students' thoughts on their advising contacts with their faculty advisors. What sorts of questions would elicit that information?

Would your faculty be interested in developing/willing to develop a self-assessment instrument or a peer evaluation form? If so, what might they want it to look like?

Because assessment is such a critical element of any program you develop, what other assessment tools would you consider to be appropriate/workable for your department/unit/college/university?

If your campus has a centralized advising center, what opportunities exist for cooperation and the exchange of information with faculty?

If on-going dialog about advising is one of your goals, what are the most effective strategies to keep the conversation alive and lively? Monthly brown bag lunches? Workshops both before and during the semester? Semi-annual faculty advising retreats? A monthly "Advising Matters" newsletter—electronic or paper?

As with any sweeping initiatives, there are bound to be those potentially pesky pitfalls in developing a faculty professional development program. What might they be at your institution? Would they be lurking in your college or university's budget profile? In deeply-rooted traditions or ways of doing things—old is good. New is bad? In the current curricular structure? In the personalities of those serving on your advising development committee? Once you have identified the pitfalls, discuss how they could best be overcome.

How much of what is holding your faculty back from being the most effective advisors is the fear of delivering incorrect information to their advisees? If this is the case, what are the best strategies for helping faculty to overcome their fears?

An important tool for your faculty advisors is the advising syllabus that includes the 3 Rs—the rules, rights, and responsibilities of both faculty and their advisees. What sorts of information would be appropriate for inclusion in such a syllabus on your campus?

Assuming that your institution does not yet have an advisor recognition or reward program, what suggestions might you have to get started in developing a such program? What strategies would be appropriate based on your financial resources or lack of such resources?