1. What best describes your institutional type?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2-year public or private college</td>
<td></td>
<td>255</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>4-year private college or university</td>
<td></td>
<td>379</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>4-year public college or university</td>
<td></td>
<td>1,035</td>
<td>62%</td>
</tr>
<tr>
<td>4</td>
<td>not affiliated with a college or university</td>
<td></td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>N/R</td>
<td></td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>1,677</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
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<tbody>
<tr>
<td>Min Value</td>
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</tr>
<tr>
<td>Max Value</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>2.48</td>
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<tr>
<td>Variance</td>
<td>0.57</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.76</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,677</td>
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</tbody>
</table>
2. Institutional Size (number of students enrolled)

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
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<tbody>
<tr>
<td>1</td>
<td>Less than 2,500</td>
<td></td>
<td>143</td>
<td>9%</td>
</tr>
<tr>
<td>2</td>
<td>2,500 - 4,999</td>
<td></td>
<td>173</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>5,000 - 9,999</td>
<td></td>
<td>241</td>
<td>14%</td>
</tr>
<tr>
<td>4</td>
<td>10,000 - 19,999</td>
<td></td>
<td>319</td>
<td>19%</td>
</tr>
<tr>
<td>5</td>
<td>20,000 - 29,999</td>
<td></td>
<td>287</td>
<td>17%</td>
</tr>
<tr>
<td>6</td>
<td>30,000 - 39,999</td>
<td></td>
<td>284</td>
<td>17%</td>
</tr>
<tr>
<td>7</td>
<td>More than 40,000</td>
<td></td>
<td>218</td>
<td>13%</td>
</tr>
<tr>
<td>9</td>
<td>N/R</td>
<td></td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>1,675</td>
<td></td>
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</table>

<table>
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<th>Value</th>
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</thead>
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<tr>
<td>Max Value</td>
<td>9</td>
</tr>
<tr>
<td>Mean</td>
<td>4.32</td>
</tr>
<tr>
<td>Variance</td>
<td>3.39</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.84</td>
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<tr>
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<td>1,675</td>
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<tr>
<td>Text Response</td>
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</tr>
<tr>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Kansas State University</td>
<td></td>
</tr>
<tr>
<td>Grand Valley State University</td>
<td></td>
</tr>
<tr>
<td>DePaul University</td>
<td></td>
</tr>
<tr>
<td>Howard College - San Angelo</td>
<td></td>
</tr>
<tr>
<td>University of Nevada, Reno</td>
<td></td>
</tr>
<tr>
<td>Del Mar College</td>
<td></td>
</tr>
<tr>
<td>Cleveland State Community College</td>
<td></td>
</tr>
<tr>
<td>University of Southern Indiana</td>
<td></td>
</tr>
<tr>
<td>Uw bothell</td>
<td></td>
</tr>
<tr>
<td>University of Hawaii at Manoa</td>
<td></td>
</tr>
<tr>
<td>Delaware State University</td>
<td></td>
</tr>
<tr>
<td>University College Maastricht (actually 3 year liberal arts college)</td>
<td></td>
</tr>
<tr>
<td>Le Cordon Bleu College of Culinary Arts - Chicago</td>
<td></td>
</tr>
<tr>
<td>Franklin Pierce University</td>
<td></td>
</tr>
<tr>
<td>Gardner-Webb University</td>
<td></td>
</tr>
<tr>
<td>University of North Florida</td>
<td></td>
</tr>
<tr>
<td>Southern Crescent Technical College</td>
<td></td>
</tr>
<tr>
<td>University of Saint Francis</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin - Platteville</td>
<td></td>
</tr>
<tr>
<td>Kettering University</td>
<td></td>
</tr>
<tr>
<td>Emmanuel College</td>
<td></td>
</tr>
<tr>
<td>University of Vermont</td>
<td></td>
</tr>
<tr>
<td>Oakland University</td>
<td></td>
</tr>
<tr>
<td>Lehigh Carbon Community College</td>
<td></td>
</tr>
<tr>
<td>Indiana University Purdue University Indianapolis</td>
<td></td>
</tr>
<tr>
<td>University of Maine</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td></td>
</tr>
<tr>
<td>University of Akron</td>
<td></td>
</tr>
<tr>
<td>Purdue University</td>
<td></td>
</tr>
<tr>
<td>MCPHS University-Boston</td>
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</tr>
<tr>
<td>Guilford College</td>
<td></td>
</tr>
<tr>
<td>Binghamton University</td>
<td></td>
</tr>
<tr>
<td>Millersville University</td>
<td></td>
</tr>
<tr>
<td>Rochester Institute of Technology</td>
<td></td>
</tr>
<tr>
<td>University of Alabama at Birmingham</td>
<td></td>
</tr>
<tr>
<td>Indiana University</td>
<td></td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td></td>
</tr>
<tr>
<td>Penn State University</td>
<td></td>
</tr>
<tr>
<td>University of TN, Knoxville</td>
<td></td>
</tr>
<tr>
<td>Miami University</td>
<td></td>
</tr>
<tr>
<td>The University of Tennessee</td>
<td></td>
</tr>
<tr>
<td>Florida State University</td>
<td></td>
</tr>
<tr>
<td>Brigham Young University</td>
<td></td>
</tr>
<tr>
<td>Bellevue University</td>
<td></td>
</tr>
<tr>
<td>Columbus State University</td>
<td></td>
</tr>
<tr>
<td>Florida International University</td>
<td></td>
</tr>
<tr>
<td>The Ohio State University- Newark</td>
<td></td>
</tr>
<tr>
<td>Kent State University</td>
<td></td>
</tr>
<tr>
<td>Western Connecticut State University</td>
<td></td>
</tr>
<tr>
<td>University of North Florida</td>
<td></td>
</tr>
<tr>
<td>Saginaw Valley State University</td>
<td></td>
</tr>
<tr>
<td>SIUE</td>
<td></td>
</tr>
<tr>
<td>University of Maryland College Park</td>
<td></td>
</tr>
<tr>
<td>University of South Florida Tampa</td>
<td></td>
</tr>
<tr>
<td>Florida State University</td>
<td></td>
</tr>
<tr>
<td>Penn State University</td>
<td></td>
</tr>
<tr>
<td>George Mason University</td>
<td></td>
</tr>
<tr>
<td>Clemson University</td>
<td></td>
</tr>
<tr>
<td>Duquesne University</td>
<td></td>
</tr>
<tr>
<td>The University of Findlay</td>
<td></td>
</tr>
<tr>
<td>Temple University</td>
<td></td>
</tr>
<tr>
<td>University of Central Florida</td>
<td></td>
</tr>
<tr>
<td>Auburn University</td>
<td></td>
</tr>
<tr>
<td>University of Rhode Island</td>
<td></td>
</tr>
<tr>
<td>Western Michigan University</td>
<td></td>
</tr>
<tr>
<td>Central Carolina Community College</td>
<td></td>
</tr>
<tr>
<td>Ferris State University</td>
<td></td>
</tr>
<tr>
<td>University of Massachusetts, Dartmouth</td>
<td></td>
</tr>
<tr>
<td>Georgia State University</td>
<td></td>
</tr>
<tr>
<td>Iowa State University</td>
<td></td>
</tr>
<tr>
<td>Georgia Regents University</td>
<td></td>
</tr>
<tr>
<td>Old Dominion University</td>
<td></td>
</tr>
<tr>
<td>Rutgers–the State University of New Jersey</td>
<td></td>
</tr>
<tr>
<td>Central Ohio Technical College</td>
<td></td>
</tr>
<tr>
<td>Clemson University</td>
<td></td>
</tr>
<tr>
<td>Norfolk State University</td>
<td></td>
</tr>
<tr>
<td>Columbia College Chicago</td>
<td></td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td></td>
</tr>
<tr>
<td>Brock University</td>
<td></td>
</tr>
<tr>
<td>Tompkins Cortland Community College</td>
<td></td>
</tr>
<tr>
<td>Drexel</td>
<td></td>
</tr>
<tr>
<td>Rutgers University - Camden</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin-Stout</td>
<td></td>
</tr>
<tr>
<td>West Virginia University</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td></td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td></td>
</tr>
<tr>
<td>University of Rochester</td>
<td></td>
</tr>
<tr>
<td>Excelsior College</td>
<td></td>
</tr>
<tr>
<td>Georgia Institute of technology</td>
<td></td>
</tr>
<tr>
<td>Great Bay Community College</td>
<td></td>
</tr>
<tr>
<td>East Carolina University</td>
<td></td>
</tr>
<tr>
<td>Georgia State University</td>
<td></td>
</tr>
<tr>
<td>SNHU</td>
<td></td>
</tr>
<tr>
<td>Johnson C. Smith University</td>
<td></td>
</tr>
<tr>
<td>University of Michigan-Dearborn</td>
<td></td>
</tr>
<tr>
<td>Raritan Valley Community College</td>
<td></td>
</tr>
<tr>
<td>Great Bay Community College</td>
<td></td>
</tr>
<tr>
<td>Oakland University</td>
<td></td>
</tr>
<tr>
<td>Virginia Tech</td>
<td></td>
</tr>
<tr>
<td>University of North Alabama</td>
<td></td>
</tr>
</tbody>
</table>

This table has more than 100 rows. Click here to view all responses

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>1,607</td>
</tr>
</tbody>
</table>
4. Which of the following best describes your primary role at your institution?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty advisor</td>
<td></td>
<td>81</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>Academic advisor/counselor</td>
<td></td>
<td>1,097</td>
<td>65%</td>
</tr>
<tr>
<td>3</td>
<td>Advising administrator</td>
<td></td>
<td>262</td>
<td>16%</td>
</tr>
<tr>
<td>4</td>
<td>Administrator with responsibilities over several areas, one of which is advising</td>
<td></td>
<td>198</td>
<td>12%</td>
</tr>
<tr>
<td>5</td>
<td>Graduate student</td>
<td></td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>Institutional position that supports advising, e.g., registrar, admissions, financial aid</td>
<td></td>
<td>27</td>
<td>2%</td>
</tr>
<tr>
<td>7</td>
<td>Affiliated with a college or university but not in any of the roles previously mentioned</td>
<td></td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>Not affiliated with a college or university</td>
<td></td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>9</td>
<td>N/R</td>
<td></td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>1,680</td>
<td></td>
</tr>
</tbody>
</table>

Statistic | Value
---|---
Min Value | 1
Max Value | 9
Mean | 2.45
Variance | 0.97
Standard Deviation | 0.99
Total Responses | 1,680
5. What best describes the advising model in your institution?

<table>
<thead>
<tr>
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<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CENTRALIZED: where professional and faculty advisors are housed in one academic or administrative unit</td>
<td></td>
<td>176</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>DECENTRALIZED: where professional or faculty advisors are located in their respective academic departments</td>
<td></td>
<td>570</td>
<td>34%</td>
</tr>
<tr>
<td>3</td>
<td>SHARED: where some advisors meet with student in a central administrative unit (i.e., an advising center), while others advise students in the academic department of their major discipline</td>
<td></td>
<td>908</td>
<td>54%</td>
</tr>
<tr>
<td>4</td>
<td>N/R</td>
<td></td>
<td>22</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,676</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>4</td>
</tr>
<tr>
<td>Mean</td>
<td>2.46</td>
</tr>
<tr>
<td>Variance</td>
<td>0.49</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.70</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,676</td>
</tr>
</tbody>
</table>
6. Who advises on your campus? (check all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty advisors</td>
<td></td>
<td>1,403</td>
<td>84%</td>
</tr>
<tr>
<td>2</td>
<td>Professional advisors</td>
<td></td>
<td>1,579</td>
<td>94%</td>
</tr>
<tr>
<td>3</td>
<td>Peer advisors</td>
<td></td>
<td>580</td>
<td>35%</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td></td>
<td>157</td>
<td>9%</td>
</tr>
</tbody>
</table>
7. How would you describe advisor training/professional development opportunities offered at your institution?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very extensive</td>
<td></td>
<td>95</td>
<td>6%</td>
</tr>
<tr>
<td>2</td>
<td>Extensive</td>
<td></td>
<td>569</td>
<td>34%</td>
</tr>
<tr>
<td>3</td>
<td>Not very extensive</td>
<td></td>
<td>915</td>
<td>55%</td>
</tr>
<tr>
<td>4</td>
<td>None at all</td>
<td></td>
<td>79</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>N/R</td>
<td></td>
<td>16</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>1,674</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>2.61</td>
</tr>
<tr>
<td>Variance</td>
<td>0.50</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.71</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,674</td>
</tr>
</tbody>
</table>
What types of internal (institutional or campus association sponsored) structured advisor training and development activities are provided for your PROFESSIONAL ADVISORS in your advising situation? (check all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-service training before the advisor works with students</td>
<td></td>
<td>836</td>
<td>52%</td>
</tr>
<tr>
<td>2</td>
<td>Single workshop of one day or less per year</td>
<td></td>
<td>443</td>
<td>28%</td>
</tr>
<tr>
<td>3</td>
<td>A series of workshops throughout the year</td>
<td></td>
<td>687</td>
<td>43%</td>
</tr>
<tr>
<td>4</td>
<td>Regularly scheduled meeting (e.g., monthly) throughout the year</td>
<td></td>
<td>1,014</td>
<td>64%</td>
</tr>
<tr>
<td>5</td>
<td>Out of office retreats</td>
<td></td>
<td>472</td>
<td>30%</td>
</tr>
<tr>
<td>6</td>
<td>Individualized development based on advisors' needs</td>
<td></td>
<td>594</td>
<td>37%</td>
</tr>
<tr>
<td>7</td>
<td>Training manual online</td>
<td></td>
<td>283</td>
<td>18%</td>
</tr>
<tr>
<td>8</td>
<td>Training manual in hard copy</td>
<td></td>
<td>273</td>
<td>17%</td>
</tr>
<tr>
<td>9</td>
<td>Advisor handbook online</td>
<td></td>
<td>450</td>
<td>28%</td>
</tr>
<tr>
<td>10</td>
<td>Advisor handbook in hard copy</td>
<td></td>
<td>333</td>
<td>21%</td>
</tr>
<tr>
<td>12</td>
<td>Don't know</td>
<td></td>
<td>65</td>
<td>4%</td>
</tr>
<tr>
<td>13</td>
<td>Choose not to reply</td>
<td></td>
<td>14</td>
<td>1%</td>
</tr>
<tr>
<td>14</td>
<td>Other</td>
<td></td>
<td>155</td>
<td>10%</td>
</tr>
</tbody>
</table>

Other

- Online modular certification program
- There are no professional advisers only faculty
- Depends on individual college
- one 2 day conference per year
- one or two webinars per year
- Master Advisor Certificate
- Pro advisors have begun monthly advising round-tables; however, these were not instigated by any higher offices.
- Past advisor created handbook for specific area of responsibility.
- Ongoing mentoring relationship w/ senior academic advisors
- Just setting up a training website
- Electronic Advising FOlder with the latest information
- College-specific advisor handbook (College of Liberal Arts)
- Sit in on appts. with other advisors
- We bring in speakers across campus to address any issues we might have (i.e.: how does ROTC work on our campus) that kind of thing twice a year a short workshop is offered
- N/A
- training offered 2x per year, not necessarily pre-service.
- State-/University-mandated (new) employee trainings
- Lots of e-mail consultation
- Advisors can request to attend webinars individually if they are interested in the topic
- Student Handbook
- Our campus is just starting so it’s hard to say what structure it will take yet.
- Out of office retreats = team building or conferences
- one-day academic advising conference held at University Park each year; 6 brown bag seminars/ year
- Various unit by unit no centralized training
- Two one-day workshops annually
- Annual advisor conference
- I started almost 6 years ago and there was a workshop that you went to once a month, I think for an hour, for three months. So, three hours of formal training, the rest is on your own. Different units use different methods of training their staff.
- conferences
- not a "manual" but on-line resources
- Annual on-campus advising conference
- periodic "new advisor training" that may not occur before a new advisor starts
- Administrator / Advisor one-to-one training prior to seeing students
- Job shadowing
<table>
<thead>
<tr>
<th>Training Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job shadowing</td>
<td>Varies by unit. 4 Wk job shadow before seeing students alone. We do not have professional advisors on our campus. Master Advisor Certificate. At the institutional level, it varies, in our college, we have pre-service (usually about 4 weeks), regularly scheduled meetings, retreats, etc. Currently peer training, but beginning this fall annual faculty training and monthly spotlights.</td>
</tr>
</tbody>
</table>
| No true professional advisors outside of a director of first-year advising and an overall director of advising. It depends on the department. LMS site for all things advising. Three-day Advising 101. Not applicable. Advising Conference Annually. The Academic Advising staff sometimes offers a training, and their department does their own advisor meetings but does not include prof staff advisors from outside AA advising summit/conferences on campus. Wiki One-One meeting with new faculty to describe the process, provide instruction related to advising technology, introduce the SSG containing advisor/advisee responsibilities. Online News Letter and Resource Portal. NACADA presenters yearly. Very comprehensive training within the centralized advising office. Unaware/variable training for faculty and departments. Observed other advisors as they conducted campus visits and events to listen to discussions and conversations. Advising website with links to pertinent contacts and information. The responses are in regard to my individual unit, but not campus altogether. At this time, there is no formal/structured training for all new advisors shared across campus; however, there is an administrative and advisor ‘grassroots’ movement to have this remedied soon. Own efforts to learn currently developing a policy and procedure as well as advising handbook. Prior to decentralization we had extensive advisor training and regular meetings design for training purposes. When our deans decided they wanted the advisors in their respective colleges the stated they were against cross training and wanted all training internal to each individual college. Advising webpage. Book/Article Reads to keep up on what’s happening - then we meet over a lunch hour to discuss topics. Job shadowing. Conferences. Training is different for full-time staff and part-time staff. Each academic unit and advising office handles its training differently, so I may not be aware of everything that occurs institution-wide. Advising Workshop/Training Meeting Once After the School Year Has Started for New Advisors. Not applicable. We have a website with multiple learning opportunities. We have a director of professional development for academic advisors. We have an ePortfolio system where advisors log prof. dev. units and reflect on what we are doing. One on one. Our department has an advising handbook. Faculty advising manual in development. No professional advisors here. Brown bag discussions. New In Position mentorships. Workshops and handbooks are all adviser driven and not provided by any student services office - adviser driven primarily. Monthly advising newsletter. Shared drive with forms/procedures/program information. No professional advisors. Meeting with faculty once a year to learn about program changes. Advising Certificate. Advising newsletter. Team Meetings, Shadowing colleagues while training. Weekly newsletter with updates. Informal contacts with experienced advisors.
Training is handled by the hiring department
We do not have Professional advisors
I am the only professional advisor

Conference
Faculty go through advising institute. I am new to my position. There may be more. Also the advising structure is new this year. May be more training ahead.
Major quick tips notebook and available in Pdf

Varies by department

Two one-day advising conferences/year
It depends on the department/college
2-day new advisor training opportunity
inconsistent

Newsletter (2 per semester)

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
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</tr>
<tr>
<td>Max Value</td>
<td>14</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,596</td>
</tr>
</tbody>
</table>
9. What types of external professional development activities are supported for PROFESSIONAL ADVISORS in your advising situation? (check all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>State, regional or national conferences</td>
<td></td>
<td>1,356</td>
<td>85%</td>
</tr>
<tr>
<td>2</td>
<td>Institutes</td>
<td></td>
<td>374</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>Seminars</td>
<td></td>
<td>632</td>
<td>40%</td>
</tr>
<tr>
<td>4</td>
<td>Webinars</td>
<td></td>
<td>1,140</td>
<td>71%</td>
</tr>
<tr>
<td>5</td>
<td>Publications</td>
<td></td>
<td>728</td>
<td>46%</td>
</tr>
<tr>
<td>6</td>
<td>None</td>
<td></td>
<td>80</td>
<td>5%</td>
</tr>
<tr>
<td>7</td>
<td>Choose not to reply</td>
<td></td>
<td>15</td>
<td>1%</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td></td>
<td>68</td>
<td>4%</td>
</tr>
</tbody>
</table>

Other:

- however, conferences paid out of own pocket
- No professional advisers
- Depends greatly on college Dean's support
- All are supported but the finances are not there to financially support.
- occasional state or regional conferences - but not often
- This varies a lot by college at the University
- NACADA DVDs
  - but the college will not pay for advisors to attend because conference money is only for faculty - and we are not considered faculty. If we go we pay for it ourselves.
- N/A
  - Based on available development funds, but up to the individual to find and pursue.
  - Membership to Prof. Org.
  - depends on College
  - If by supported you mean "financially supported" then those that are checked above
  - Varies by unit
  - In thirteen years I have only attended 1 (one) professional conference. Last year's NACADA. No institutional support for professional development.
  - No true professional advisors outside of a director of first-year advising and an overall director of advising.
  - CC District conferences 2x/year
  - varies dept to dept
  - not applicable
  - This year some money has been given to some staff advisors for professional development
  - just this year have been able to attend NACADA again (5 year travel ban)
  - On-campus TASTE Conference annually offers at least one session related to advising students annually. Attendance is not required and usually occurs just after school ends in the spring or just before school begins in the fall.
  - attendance of conferences depends on the college department's level of support
  - Should advisors from our unit choose to do so, they will be supported by the institution should they choose to present at an institute, seminar, conference, etc.
  - Varies. Funds not always provided for these activities.
  - sometimes webinars
  - Interdepartmental Advising Summits
  - Not applicable
  - NACADA membership
  - No professional advisors here
  - Advisor's organized and led workshops
  - we can be proactive & request something
  - support for these is dependent on the funding from the various departments. some department support their advisers very well (and pay them very well) and other departments offer little support to advising or to the advisers
  - NACADA membership
  - Depends on funding available
  - Campus wide symposium
  - 1 NACADA drive in and 1 regional conference
  - We do not have Professional Advisors
  - I am "permanent" TempForce, so there is not Professional Development funding for my position. I am unaware of what "real" employees are offered.
  - Still learning all that is supported
Varies depending on the unit/dept. the advisor works in.

- varies by department
- free opportunities
- Intercollege advisors meetings

Our Dean pays our dues to NACADA but won't pay for travel to conferences. Once there was a webinar and once a seminar presented to anyone who wanted to come at the university.

All advisors are faculty

NACADA Conference

- Conferences if funds are available
- $750 professional development fund per advisor
- no professional advisors

Nothing is consistent. I had to pay for my yearly NACADA membership out of my own paycheck this year.

There are no professional advisors on campus

Limited funds awarded differentially to different departments and colleges. Some departments support professional development for advisors; in other departments, advisors must request (beg!) to be given funding for professional development.

Depends on advising office

- no professional advisors
- satellite campus advising conference once a year

NACADA Membership

Individual advisors may seek out their own professional development

Very flexible

NACADA enrollment

Emails before early alerts

webinars

Personal PD use

Nacada

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>9</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,599</td>
</tr>
</tbody>
</table>
### Internal Advisor Training and Development Opportunities

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Single workshop one day or less per year</td>
<td></td>
<td>348</td>
<td>34%</td>
</tr>
<tr>
<td>2</td>
<td>Single workshop of more than one day per year</td>
<td></td>
<td>179</td>
<td>18%</td>
</tr>
<tr>
<td>3</td>
<td>A series of workshops through the year</td>
<td></td>
<td>324</td>
<td>32%</td>
</tr>
<tr>
<td>4</td>
<td>Individualized development based on advisors’ needs</td>
<td></td>
<td>309</td>
<td>31%</td>
</tr>
<tr>
<td>5</td>
<td>Training manual online</td>
<td></td>
<td>122</td>
<td>12%</td>
</tr>
<tr>
<td>6</td>
<td>Training manual in hard copy</td>
<td></td>
<td>90</td>
<td>9%</td>
</tr>
<tr>
<td>7</td>
<td>Advisor handbook online</td>
<td></td>
<td>284</td>
<td>26%</td>
</tr>
<tr>
<td>8</td>
<td>Advisor handbook in hard copy</td>
<td></td>
<td>159</td>
<td>16%</td>
</tr>
<tr>
<td>9</td>
<td>None</td>
<td></td>
<td>127</td>
<td>13%</td>
</tr>
<tr>
<td>11</td>
<td>Choose not to reply</td>
<td></td>
<td>31</td>
<td>3%</td>
</tr>
<tr>
<td>12</td>
<td>Other</td>
<td></td>
<td>128</td>
<td>13%</td>
</tr>
</tbody>
</table>

### Other

- No faculty advisors
- Monthly larger advising meeting
- Depends on college model - 3 colleges have professional advisor model
- Master Advisor Certificate
- Pro advisor in the area will provide materials to faculty. Many offer trainings, but these are not well attended.
- Online materials, email series
- Website
- N/A
- The professional advisors offer two workshops per semester.
- Faculty are invited to the training opportunities that all advisors are asked to attend.
- Meetings
- No faculty advisors at this institution.
- On-line advising resources, email with advising updates
- Faculty within the departments informally train new advisors
- We do not use faculty advisors
- Twice a year a short workshop is offered
- For new faculty only - handbook and workshops throughout the year
- Comprehensive training program in development for implementation in Fall 2014
- New collaborative effort between Advisors and faculty member piloted
- Materials like handbooks currently under review
- Student Handbook
- Used to be monthly training, with new admin there was one at start of year
- No faculty advisors
- No one-day workshops annually
- Don’t employ faculty advisors
- No manual but series of online resources; informal advising conversations
- N/A
- Regularly scheduled meetings throughout the year, annual advising conference
- On-Campus Advisor Group - meets bi-monthly
- No faculty advisors
- Faculty advisors ask questions of the professional advisors
- Not applicable
- Varies by unit
- None has been offered in the past four years, but it is presently being planned for fall during pre-service
- Monthly Excellence in Advising Meetings
- No faculty advisors

Only three programs are advised by faculty and their work is more toward course requirements and is pre-professional in nature. In these programs, there may be limited focus on training that addresses student development and the soft skills needed to effectively advise.
<table>
<thead>
<tr>
<th>Faculty Grad Advisors mentored by faculty; supported by professional graduate advisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>shadowing</td>
</tr>
<tr>
<td>program maps</td>
</tr>
<tr>
<td>Currently peer training, but beginning this fall annual faculty training and monthly spotlights</td>
</tr>
<tr>
<td>LMS site for all things advising</td>
</tr>
<tr>
<td>On-campus TASTE Conference annually offers at least one session related to advising students annually. Attendance is not required and usually occurs just after school ends in the spring or just before school begins in the fall</td>
</tr>
<tr>
<td>Advising library</td>
</tr>
<tr>
<td>Advising website with links to contacts and information</td>
</tr>
<tr>
<td>Training is provided for faculty advisors at the discretion of each academic department.</td>
</tr>
<tr>
<td>It is up to the School and Department to create this in addition to standard general education information</td>
</tr>
<tr>
<td>No fac advisors</td>
</tr>
<tr>
<td>in planning stages</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>recurring email, online information (that is not a handbook)</td>
</tr>
<tr>
<td>webpage</td>
</tr>
<tr>
<td>We don’t have faculty advisors</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>training and development available, but not focused on advising</td>
</tr>
<tr>
<td>No faculty advisors</td>
</tr>
<tr>
<td>email updates and publications</td>
</tr>
<tr>
<td>see comments above</td>
</tr>
<tr>
<td>no faculty advisors</td>
</tr>
<tr>
<td>not applicable</td>
</tr>
<tr>
<td>Specialized Dept training</td>
</tr>
<tr>
<td>handles in individual depts</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
<tr>
<td>I go to departmental mtgs about advising, and train faculty before Orientation, plus individual training with new faculty hires during mid-year.</td>
</tr>
<tr>
<td>for the College of Business, Economics and Computing only</td>
</tr>
<tr>
<td>most faculty advising happens on an individualized basis for undergrads and more broadly at the graduate level</td>
</tr>
<tr>
<td>Starting up faculty workshops to relate faculty to students</td>
</tr>
<tr>
<td>Does not apply</td>
</tr>
<tr>
<td>Academic VP decision</td>
</tr>
<tr>
<td>Faculty Don’t Advise</td>
</tr>
<tr>
<td>No faculty advisors</td>
</tr>
<tr>
<td>Monthly training throughout the year</td>
</tr>
<tr>
<td>Informal contacts with experienced advisors</td>
</tr>
<tr>
<td>Training is handled by the hiring department</td>
</tr>
<tr>
<td>No faculty advisors on campus; all professional</td>
</tr>
<tr>
<td>Divisional approach varies.</td>
</tr>
<tr>
<td>No faculty advisors</td>
</tr>
<tr>
<td>Faculty Advisor page on Advising Center Website; Faculty Alerts sent periodically to faculty advisors; Department Lisison Luncheon</td>
</tr>
<tr>
<td>Someone will let a new advisor shadow them for a semester then they are on their own.</td>
</tr>
<tr>
<td>Advising Institute. May be more, not sure</td>
</tr>
<tr>
<td>Monthly Meetings with advising community of practice</td>
</tr>
<tr>
<td>Regularly scheduled meeting (e.g., monthly) throughout the year</td>
</tr>
<tr>
<td>varies by department</td>
</tr>
<tr>
<td>It depends on the department/college</td>
</tr>
<tr>
<td>One on one training and continued mentoring from a Professional Adviser</td>
</tr>
<tr>
<td>occasional sessions offered by advising center, informal meetings</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>we do not have faculty advisors</td>
</tr>
<tr>
<td>Weekly or biweekly check ups and faculty/staff meetings</td>
</tr>
<tr>
<td>individualized training sessions upon request</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>
Online Master Advisor Training and a listserv

Not applicable

Each year our orientation group has a meeting for new faculty online resources, not in handbook form. We also have a campus group, but I’m the only regular faculty advisor present.

Faculty advisors can go to the same workshops as professional advisors, but there aren’t specific workshops for faculty advisors.

Online training resources

Faculty advisors are mentored by their College Dean or Program Chair. Our institution developed an Academic Advising Standards Committee which is comprised of the professional advisors, Deans & Program Chairs. We hold 5 meetings per year to discuss curricula and program changes. No formal advising theory or practice training to my knowledge is provided.

N/A

This table has more than 100 rows. Click here to view all responses

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>12</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,012</td>
</tr>
</tbody>
</table>
11. What types of external professional development activities within advising are supported for FACULTY ADVISORS in your advising situation? (check all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conferences</td>
<td></td>
<td>370</td>
<td>49%</td>
</tr>
<tr>
<td>2</td>
<td>Institutes</td>
<td></td>
<td>133</td>
<td>18%</td>
</tr>
<tr>
<td>3</td>
<td>Seminars</td>
<td></td>
<td>211</td>
<td>28%</td>
</tr>
<tr>
<td>4</td>
<td>Webinars</td>
<td></td>
<td>340</td>
<td>45%</td>
</tr>
<tr>
<td>5</td>
<td>Publications</td>
<td></td>
<td>208</td>
<td>28%</td>
</tr>
<tr>
<td>6</td>
<td>None</td>
<td></td>
<td>209</td>
<td>28%</td>
</tr>
<tr>
<td>8</td>
<td>Choose not to reply</td>
<td></td>
<td>35</td>
<td>5%</td>
</tr>
<tr>
<td>9</td>
<td>Other</td>
<td></td>
<td>69</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Note:** Dutch context does not offer external options.

- An occasional faculty member might attend NACADA if presenting research
- N/A
- We encourage faculty to join NACADA and attend conferences
- We handle requests as received.
- Faculty Advisor Brown bag lunches where they learn strategies for advising
- Don’t employ faculty advisors
- None because my advisors are all student service professional staff.
- N/A
- No faculty advisors
- Not applicable
- varies by unit
- Different for each faculty
- Currently peer training, but beginning this fall annual faculty training and monthly spotlights
- varies dept to dept
- attendance of conferences depends on the college department's level of support
- (See previous response)
- It is up to the faculty members to pursue their own development
- n/a
- We don’t have faculty advisors
- nothing is offered within a reasonable distance
- activities available but not focused on advising
- No Faculty Advisors
- They won’t attend if it is offered
- see comments above
- N/A
- no faculty advisors
- not applicable
- no faculty advisors
- Don’t have faculty advisors
- Not applicable
- Anything that is free
- faculty seem to be funded well, and in general are more supported than a professional adviser. this is a research institution, so that is where the primary focus is. my dean has said research is the priority, where most advisers would say students are the priority
- N/A
- Any trainings they want -Faculty have annual training budgets they can use any way they wish.
- No faculty advisors
- No faculty advisors on campus; all professional
- No faculty advisors
- faculty DO NOT want training
- Send link to NACADA to faculty advisors
Monthly institutional meetings for all advisors
Varies depending on unit/department
varies by department
N/A
do not have faculty advisors
n/a
Not applicable
bit I only know that because of positions I've been in. I doubt most faculty advisors are aware that they can get funding for advising development.

Class
I am not a faculty advisor
N/A
no faculty advisor here
Very few faculty that I know of go to NACADA
Faculty Advising Certificate Training
No faculty advisors
Do not have faculty advisors
We have no faculty advisors
I have offered to develop training for faculty advisors. In my 5+ years, this happened once.
Faculty development opportunities are handled departmentally
N/A
No Faculty Advisors
Repeated question in survey
not sure
There may be others that faculty use that I am not aware of
not applicable
I don’t think we have faculty advisors anymore

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>9</td>
</tr>
<tr>
<td>Total Responses</td>
<td>748</td>
</tr>
</tbody>
</table>
### 12. What options NOT currently available to you would meet your needs?
(choose ALL that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A one-day once-a-year workshop/in-service day</td>
<td></td>
<td>435</td>
<td>27%</td>
</tr>
<tr>
<td>2</td>
<td>Regularly scheduled meetings on advising issues</td>
<td></td>
<td>518</td>
<td>33%</td>
</tr>
<tr>
<td>3</td>
<td>Informal meetings (brown bag lunches, advising circles, blogs, etc.)</td>
<td></td>
<td>542</td>
<td>34%</td>
</tr>
<tr>
<td>4</td>
<td>Advising newsletter distributed at regular intervals</td>
<td></td>
<td>560</td>
<td>35%</td>
</tr>
<tr>
<td>5</td>
<td>Regional or national annual NACADA conference attendance</td>
<td></td>
<td>486</td>
<td>31%</td>
</tr>
<tr>
<td>6</td>
<td>Training manual online</td>
<td></td>
<td>650</td>
<td>41%</td>
</tr>
<tr>
<td>7</td>
<td>Training manual in hard copy</td>
<td></td>
<td>338</td>
<td>21%</td>
</tr>
<tr>
<td>8</td>
<td>Advisor handbook online</td>
<td></td>
<td>651</td>
<td>41%</td>
</tr>
<tr>
<td>9</td>
<td>Advisor handbook in hard copy</td>
<td></td>
<td>330</td>
<td>21%</td>
</tr>
<tr>
<td>10</td>
<td>Other</td>
<td></td>
<td>54</td>
<td>3%</td>
</tr>
<tr>
<td>11</td>
<td>N/R</td>
<td></td>
<td>234</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Other**

Note: you mention options here not available in the previous item, which we DO offer!

- Supported (financially) conference attendance if presenting mentor opportunities
- Current regular meetings are only on department level. Meetings are needed for advising practices over the whole institution.
- Blog, wiki, listserv to share questions, thoughts, experiences
- We used to have an advisor handbook. I'd like to bring that back.
- One, or several, "Master Advisors" to contact with questions.
- Everyone is starting at different points a baseline training would be most useful for all advisors; new and old individualized development based on needs
- National advising listserv
- Support for maintaining counseling licensure
- Current Research communication
- More $ for conferences
- I'm not sure the difference between a training manual and an advisor handbook
- Webinars
- Increased departmental options
- New advisor orientation
- Shared advising notes system
- Additional schooling/certificate/graduate work
- Sponsored attendance at Regional or National Conferences
- New advisor training technology
- Pay for advisors to attend conferences on retention and other issues meeting with staff and faculty advisors as a unit, not separate silos
- I'm not sure what would be effective.
- Participation in webinars
- Small group trainings each year along with the big group trainings
- Quick handouts for reference or distribution to students
- It varies to be honest
- These do exist at my institution, however handbooks are not up to date and since everything is driven by advisors who are also advising full time, it is difficult to keep up with maintaining these things. Advisors are always very busy and stretched very thin
- Organized training for new advisors
- Anything!!!
- Funds for NACADA webinars
- Time to get involved in NACADA
- Advising summit
- Institution wide training and manual
- Comprehensive forms list with where to send them
Mostly we need to know the changes that take place as they are approved, not on the back side after registration has started.

Funding
Training for larger university online and hard, but not specifically for my college which has different procedures
We have all of these in place already
Ability to discuss the advising newsletter
Better, more accurate resources than existing
Training manual/Advisor handbook is departmental
Work with faculty advisors
Feedback

On-boarding care like with EOP program but for all new advising staff
Regular monthly?) meetings with other regional advisors to discuss/resolve common issues

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>11</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,587</td>
</tr>
</tbody>
</table>
13. How much time have you spent in professional development activities on your campus this past year?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
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</tr>
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<td>117</td>
<td>7%</td>
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<td>1 day</td>
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<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>2 days</td>
<td></td>
<td>308</td>
<td>19%</td>
</tr>
<tr>
<td>5</td>
<td>3 days</td>
<td></td>
<td>226</td>
<td>14%</td>
</tr>
<tr>
<td>6</td>
<td>4 or more days</td>
<td></td>
<td>619</td>
<td>37%</td>
</tr>
<tr>
<td>7</td>
<td>N/R</td>
<td></td>
<td>23</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>1,663</td>
<td></td>
</tr>
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</table>

Statistic | Value |
----------|-------|
Min Value | 1     |
Max Value | 7     |
Mean      | 4.41  |
Variance  | 2.67  |
Standard Deviation | 1.63 |
Total Responses | 1,663 |
14. How much time have you spent in advising professional development activities off campus this past year

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>401</td>
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<td>3</td>
<td>1 day</td>
<td></td>
<td>140</td>
<td>8%</td>
</tr>
<tr>
<td>4</td>
<td>2 days</td>
<td></td>
<td>225</td>
<td>13%</td>
</tr>
<tr>
<td>5</td>
<td>3 days</td>
<td></td>
<td>315</td>
<td>19%</td>
</tr>
<tr>
<td>6</td>
<td>4 days</td>
<td></td>
<td>193</td>
<td>12%</td>
</tr>
<tr>
<td>7</td>
<td>5 days</td>
<td></td>
<td>123</td>
<td>7%</td>
</tr>
<tr>
<td>8</td>
<td>6 or more days</td>
<td></td>
<td>223</td>
<td>13%</td>
</tr>
<tr>
<td>9</td>
<td>N/R</td>
<td></td>
<td>25</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>1,674</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>9</td>
</tr>
<tr>
<td>Mean</td>
<td>4.41</td>
</tr>
<tr>
<td>Variance</td>
<td>5.96</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>2.44</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,674</td>
</tr>
</tbody>
</table>
15. Please rate the IMPORTANCE of each of the following incentives in encouraging your participation in professional development activities.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Very important</th>
<th>Important</th>
<th>Not important</th>
<th>N/R</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional growth (becoming better at your job)</td>
<td>1,460</td>
<td>190</td>
<td>4</td>
<td>6</td>
<td>1,660</td>
<td>1.13</td>
</tr>
<tr>
<td>2</td>
<td>Personal growth (becoming a better person)</td>
<td>956</td>
<td>588</td>
<td>96</td>
<td>19</td>
<td>1,659</td>
<td>1.50</td>
</tr>
<tr>
<td>3</td>
<td>Component of performance evaluation</td>
<td>569</td>
<td>759</td>
<td>263</td>
<td>63</td>
<td>1,654</td>
<td>1.89</td>
</tr>
<tr>
<td>4</td>
<td>Assist students better</td>
<td>1,451</td>
<td>201</td>
<td>3</td>
<td>6</td>
<td>1,661</td>
<td>1.14</td>
</tr>
<tr>
<td>5</td>
<td>Monetary contribution by the institution</td>
<td>704</td>
<td>637</td>
<td>234</td>
<td>77</td>
<td>1,652</td>
<td>1.81</td>
</tr>
<tr>
<td>6</td>
<td>Networking opportunities</td>
<td>679</td>
<td>789</td>
<td>171</td>
<td>17</td>
<td>1,656</td>
<td>1.71</td>
</tr>
<tr>
<td>7</td>
<td>Prestige and recognition</td>
<td>267</td>
<td>603</td>
<td>745</td>
<td>34</td>
<td>1,649</td>
<td>2.33</td>
</tr>
<tr>
<td>8</td>
<td>Break from regular activities</td>
<td>423</td>
<td>785</td>
<td>407</td>
<td>38</td>
<td>1,653</td>
<td>2.04</td>
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</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Professional growth (becoming better at your job)</th>
<th>Personal growth (becoming a better person)</th>
<th>Component of performance evaluation</th>
<th>Assist students better</th>
<th>Monetary contribution by the institution</th>
<th>Networking opportunities</th>
<th>Prestige and recognition</th>
<th>Break from regular activities</th>
</tr>
</thead>
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<tr>
<td>Min Value</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>Mean</td>
<td>1.13</td>
<td>1.50</td>
<td>1.89</td>
<td>1.14</td>
<td>1.81</td>
<td>1.71</td>
<td>2.33</td>
<td>2.04</td>
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<tr>
<td>Variance</td>
<td>0.14</td>
<td>0.43</td>
<td>0.64</td>
<td>0.14</td>
<td>0.72</td>
<td>0.47</td>
<td>0.59</td>
<td>0.59</td>
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<tr>
<td>Standard Deviation</td>
<td>0.37</td>
<td>0.66</td>
<td>0.80</td>
<td>0.38</td>
<td>0.85</td>
<td>0.69</td>
<td>0.77</td>
<td>0.77</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,660</td>
<td>1,659</td>
<td>1,654</td>
<td>1,661</td>
<td>1,652</td>
<td>1,656</td>
<td>1,649</td>
<td>1,653</td>
</tr>
</tbody>
</table>
Please rate your LEVEL OF SATISFACTION with each of the following incentives in encouraging your participation in professional development activities for academic advising.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Not Satisfied</th>
<th>N/R</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional growth (becoming better at your job)</td>
<td>569</td>
<td>738</td>
<td>278</td>
<td>53</td>
<td>1,638</td>
<td>1.89</td>
</tr>
<tr>
<td>2</td>
<td>Personal growth (becoming a better person)</td>
<td>418</td>
<td>837</td>
<td>255</td>
<td>123</td>
<td>1,633</td>
<td>2.05</td>
</tr>
<tr>
<td>3</td>
<td>Component of performance evaluation</td>
<td>207</td>
<td>862</td>
<td>349</td>
<td>210</td>
<td>1,628</td>
<td>2.35</td>
</tr>
<tr>
<td>4</td>
<td>Assist students better</td>
<td>543</td>
<td>842</td>
<td>198</td>
<td>50</td>
<td>1,633</td>
<td>1.85</td>
</tr>
<tr>
<td>5</td>
<td>Monetary contribution by the institution</td>
<td>237</td>
<td>583</td>
<td>601</td>
<td>202</td>
<td>1,623</td>
<td>2.47</td>
</tr>
<tr>
<td>6</td>
<td>Networking opportunities</td>
<td>289</td>
<td>848</td>
<td>368</td>
<td>119</td>
<td>1,624</td>
<td>2.20</td>
</tr>
<tr>
<td>7</td>
<td>Prestige and recognition</td>
<td>140</td>
<td>696</td>
<td>478</td>
<td>306</td>
<td>1,620</td>
<td>2.59</td>
</tr>
<tr>
<td>8</td>
<td>Break from regular activities</td>
<td>255</td>
<td>854</td>
<td>341</td>
<td>170</td>
<td>1,620</td>
<td>2.26</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Professional growth (becoming better at your job)</th>
<th>Personal growth (becoming a better person)</th>
<th>Component of performance evaluation</th>
<th>Assist students better</th>
<th>Monetary contribution by the institution</th>
<th>Networking opportunities</th>
<th>Prestige and recognition</th>
<th>Break from regular activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mean</td>
<td>1.89</td>
<td>2.05</td>
<td>2.35</td>
<td>1.85</td>
<td>2.47</td>
<td>2.20</td>
<td>2.59</td>
<td>2.26</td>
</tr>
<tr>
<td>Variance</td>
<td>0.63</td>
<td>0.71</td>
<td>0.74</td>
<td>0.55</td>
<td>0.79</td>
<td>0.66</td>
<td>0.79</td>
<td>0.72</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.80</td>
<td>0.84</td>
<td>0.86</td>
<td>0.74</td>
<td>0.89</td>
<td>0.81</td>
<td>0.89</td>
<td>0.85</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,638</td>
<td>1,633</td>
<td>1,628</td>
<td>1,633</td>
<td>1,623</td>
<td>1,624</td>
<td>1,620</td>
<td>1,620</td>
</tr>
</tbody>
</table>
17. Does your institution or unit provide any means of evaluating individual advisor performance?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td></td>
<td>1,087</td>
<td>66%</td>
</tr>
<tr>
<td>2</td>
<td>No (if no, skip to question # 19)</td>
<td></td>
<td>511</td>
<td>31%</td>
</tr>
<tr>
<td>3</td>
<td>N/R</td>
<td></td>
<td>60</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>1,658</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
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</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>1.38</td>
</tr>
<tr>
<td>Variance</td>
<td>0.31</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.56</td>
</tr>
<tr>
<td>Total Responses</td>
<td>1,658</td>
</tr>
</tbody>
</table>
18. If yes, what options best describe the ways that individual advisor performance is evaluated? (check all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual student evaluation forms completed after each advising contact</td>
<td></td>
<td>291</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>Continuing students’ survey</td>
<td></td>
<td>345</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Student exit survey administered before graduation</td>
<td></td>
<td>326</td>
<td>28%</td>
</tr>
<tr>
<td>4</td>
<td>Faculty and professional advisor peer or colleague evaluations</td>
<td></td>
<td>120</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>Faculty and professional advisor supervisor evaluations</td>
<td></td>
<td>530</td>
<td>46%</td>
</tr>
<tr>
<td>6</td>
<td>Alumni and other letters of support</td>
<td></td>
<td>36</td>
<td>3%</td>
</tr>
<tr>
<td>7</td>
<td>Centrally administered institution-wide advisor evaluation instrument</td>
<td></td>
<td>266</td>
<td>23%</td>
</tr>
<tr>
<td>8</td>
<td>Review of individual advising portfolios</td>
<td></td>
<td>113</td>
<td>10%</td>
</tr>
<tr>
<td>9</td>
<td>I don’t know how advisor performance is evaluated</td>
<td></td>
<td>76</td>
<td>7%</td>
</tr>
<tr>
<td>10</td>
<td>My unit/institution has no options for evaluating advisor performance</td>
<td></td>
<td>24</td>
<td>2%</td>
</tr>
<tr>
<td>11</td>
<td>Other</td>
<td></td>
<td>127</td>
<td>11%</td>
</tr>
<tr>
<td>12</td>
<td>NR</td>
<td></td>
<td>38</td>
<td>3%</td>
</tr>
</tbody>
</table>

Other

Audit degree audit program (degree works)
Advising evaluation varies from department to department and year to year.
Director evaluates performance
sporadic student evals in evaluation years, not on a regular basis
Some colleges utilize assessment as part of the advisor evaluation - others do not. There is not evaluation in place for faculty advisors
performance appraisal with the dean
Evaluation is in the form of a yearly performance review as with any position on campus.
included as a component of teaching evaluations, which I feel is inappropriate
Supervisor
annual activities report and review due to the college
institutional evaluation administered by supervisor through HR for all administrators
supervisor only review
Required yearly review of staff, but it is not advisor specific. In fact, the review really asks nothing nor reports anything about our advising performance. It simply evaluates whether we meet the goals we set for the last year.
Nationally-normed assessment
supervisor submits evaluation;
Annual Review
Advisors can opt to have their students evaluate them in any given semester, and the advising office will administer the survey and send the results to the faculty member
implementing student survey soon
It is a part of overall faculty duties, but is not formally evaluated
individual portfolio that includes meeting job duties as well as service to university, professional development, and initiatives
Yearly performance review
Personal Evaluations
supervisory performance evaluation
mandated annual performance review for all employees
Student Experiences Survey
Manager evaluations
Really varies widely by department - there is no centralized way that advisors are evaluated
It isn’t necessarily an advisor performance evaluation but all staff go through this evaluation at the end of a fiscal year
student surveys are NEVER administered though
staff evaluations
part of annual job eval. that means nothing b/c there’s no correlation to pay increase
centrally administered institution-wide staff evaluation instrument
supervisor evaluation
annual self-review
General SEPAP Employee evaluation
Individual performance reviews
Annual review by supervisor
<table>
<thead>
<tr>
<th>Performance review once a year with supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 school started continuing students survey this Spring Randomly by directors.</td>
</tr>
<tr>
<td>Formal Self-Evaluation with supervisor</td>
</tr>
<tr>
<td>Academic Staff Evaluation</td>
</tr>
<tr>
<td>Performance review by supervisor Online survey students complete following individual sessions that assess student learning. Also, advising and registration assistance survey following initial enrollment to the university.</td>
</tr>
<tr>
<td>Yearly review by direct supervisor</td>
</tr>
<tr>
<td>Annual Review by Supervisor</td>
</tr>
<tr>
<td>Student survey once a year I send out survey's to my students after advising period is over.</td>
</tr>
<tr>
<td>direct supervisor evaluation varies dept to dept My director's opinion of my performance in annual evaluation General advising department goals and individually assessed by manager.</td>
</tr>
<tr>
<td>Advising Survey for first year students at the end of the year</td>
</tr>
<tr>
<td>Annual Performance Review by Director of Advising Services</td>
</tr>
<tr>
<td>Institution wide performance management plans annual performance evaluation by supervisor</td>
</tr>
<tr>
<td>NSSE Survey Results yearly performance review by supervisor evaluations outside of ones done by supervisor is up to the college and/or department in which the advisor is housed</td>
</tr>
<tr>
<td>New, so unsure. Annual Performance Evaluation by supervisor (no direct knowledge of advising abilities)</td>
</tr>
<tr>
<td>Annual Performance Review student letters to supervisor</td>
</tr>
<tr>
<td>Since decentralization this has changed. In University college we still are actively involved in assessment including student evaluations. I do not believe the other colleges complete the same assessments we do with honors, first year athletes and undeclared students. Performance evaluations</td>
</tr>
<tr>
<td>Annual Review Performance is judged by University wide &quot;Performance Management Plan&quot; which evaluates my performance against three &quot;job related&quot; goals for a year. Does not take into account actual day to day job or work done outside three goals. Goals are typically not directly connected with day to day work.</td>
</tr>
<tr>
<td>Performance evaluation every six months with supervisor</td>
</tr>
<tr>
<td>Advisor Report student success outcomes</td>
</tr>
<tr>
<td>Review of utilization of My_eAdvisor system university wide annual staff performance eval</td>
</tr>
<tr>
<td>Annual Performance Evaluations Annual performance evaluation by non academic advisor supervisor - does the best she can teaching evaluations of advisors who teach UNIV 100</td>
</tr>
<tr>
<td>Noelle Levitz Satisfaction Survey Annual Evaluation We use the student satisfaction survey but have no way of disaggregating the data, so it isn't very helpful.</td>
</tr>
<tr>
<td>Awards for good advising</td>
</tr>
<tr>
<td>HR form Semi Annual Advising Survey Survey of advising services received by first-year students from professional advisors annual performance review completed by supervisor</td>
</tr>
<tr>
<td>Departmental satisfaction survey to all undergraduate majors Annual Evaluation Self-reporting Annual Evaluation advisor self-assessment Yearly performance evaluation</td>
</tr>
<tr>
<td>monthly metrics</td>
</tr>
</tbody>
</table>
Student Survey
Within our academic unit, we try to do an advising specific survey, but it’s only done every other year.
Exit survey for each newly declared student
Institutional HR performance evaluation
Department evaluation of our activities throughout the year.
We complete our own self-assessment
Each employee has a year evaluation on their performance.
Supervisor feedback
Annual reviews, evaluation of the number of students moved off of academic probation (scholarship status)
Weekly student contact reports and retention reports, during enrollment seasons

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
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<tr>
<td>Max Value</td>
<td>12</td>
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<tr>
<td>Total Responses</td>
<td>1,164</td>
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</tbody>
</table>
Please answer this question if you are a PROFESSIONAL ADVISOR OR ADVISING ADMINISTRATOR: What strategies are currently employed in your unit/your institution to recognize and reward PROFESSIONAL ADVISORS for effective academic advising? (check ALL that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Merit</td>
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<td>290</td>
<td>19%</td>
</tr>
<tr>
<td>2</td>
<td>Thank you letter</td>
<td></td>
<td>162</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>An annual award breakfast/lunch/dinner/reception</td>
<td></td>
<td>303</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Certification of appreciation</td>
<td></td>
<td>197</td>
<td>13%</td>
</tr>
<tr>
<td>5</td>
<td>Plaque or trophy</td>
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<td>222</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>Cash Award</td>
<td></td>
<td>215</td>
<td>14%</td>
</tr>
<tr>
<td>7</td>
<td>Secretarial support</td>
<td></td>
<td>57</td>
<td>4%</td>
</tr>
<tr>
<td>8</td>
<td>Preferential parking</td>
<td></td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>9</td>
<td>Monetary support for professional development activities (e.g., NACADA membership or conference registration)</td>
<td></td>
<td>462</td>
<td>31%</td>
</tr>
<tr>
<td>10</td>
<td>News release</td>
<td></td>
<td>71</td>
<td>5%</td>
</tr>
<tr>
<td>11</td>
<td>My unit/institution offers no recognitions or rewards to professional advisors</td>
<td></td>
<td>412</td>
<td>28%</td>
</tr>
<tr>
<td>12</td>
<td>Other</td>
<td></td>
<td>120</td>
<td>8%</td>
</tr>
<tr>
<td>13</td>
<td>N/R</td>
<td></td>
<td>182</td>
<td>12%</td>
</tr>
</tbody>
</table>

Other

One annual award

Chancellor Advising Awards for both professional and faculty advisor, several colleges give excellence awards at convocations

Support for conferences has been verbally agreed to, but no advisors have yet been sent to conferences.

I'm not sure.

None that I know of

No recognitions for administrators

Award for advising center or department.

My unit does not offer any recognition or rewards, but the University as a whole does. We have an Outstanding Commitment to Advising award that faculty, staff and students can nominate advisors for. We award one professional advisor and faculty advisor.

Award for "Most Distinguished Advisor" at faculty awards ceremony only

A cash award in the form of a drawing for those who participated in the workshop or turned in copies of the Academic Success Plans they worked on with their struggling advisees. Not everyone got a cash award.

Advisors are nominated for College's annual outstanding advisor recognition at the College, and then apply for recognition via NACADA awards program lunch

Have nominated people for NACADA advising awards.

None

If we recognize and reward, I am not aware of it.

Pizza Party

last year we started an advising award with monies to attend a conference that has an advising component. One faculty advisor and one professional advisor award is given.

highlight advisors during staff meetings

Nothing

nothing

Adviser of the Month awards and Adviser of the Year award

Kudos

Verbal Recognition at Staff Meeting and Advising Council Meeting

Our institution has staff award program and advisors can be part of it. We don't have award program for only advisors

Mention in an email newsletter

Advising awards exist on campus, but professional advisors are not eligible to be nominated for them. You must be a faculty member or graduate student.

nominations for NACADA awards

very little in the way of recognition

can nominate for university staff awards or university advising awards but nothing systematic in my college

Stipend for faculty advisors

Support for prof activities just happened this year

I am not sure exactly how they do but each college/dept would do their own recognition other than our local ACADA chapter awards.

Regular Verbal Appreciation
Advisor Appreciation Week, trip abroad for selected advisor, annual awards

good performance evaluation

Verbal recognition by my supervisor

Christmas brunch (entre paid for)

I take my staff our for smoothies every couple of months, but we need to do more, more often.

None

not sure

Departmental Recognition/Award

There is a single advising award in our college. It is by nomination, but those in the position to nominate are remiss at best.

There are staff awards, but this includes all staff positions at the university.

Three awards given annually, called the extra Mile Awards for mentoring or service, research, teaching. Name is placed on a plaque and reconized at an honor's reception (lunch or dinner). Can only win an award once every three years, but generally it is given to someone who has never earned the award before.

For a short time there was a recognition campaign that occurred each year. It no longer exists.

presidential thank you

None, but interesting that we work as a team and appreciate each other's contributions

Excellence award, nominations by students

Cash award is new and given to 2 advisors

Candy bars and gift cards

annual dinner not specific to advisors

Verbal praise, raise

new position - such things may be offered in the future

we're expected to be effective advisors. My salary increases have been as a result of my continued success in my job

annual performance evaluations

recognition at quarterly advising training meetings (public recognition by the Associate Dean of the department)

One annual Academic Advising Award

Most of awards and recognition comes from students themselves in the form of thank you cards, gift cards and tokens of appreciation.

each year our office of undergraduate programs has an advisor of the year award for 2-3 advisors that grants them $1500 prize

my unit offers an award for adviser of the year, which professional advisers get nominated for, but the award is given to faculty because more of our programs are graduate level

Title only

Student Success Award with Cash and Plaque

Nothing

we can be nominated for an annual "Award for Administrative and Professional Excellence"

one is one annual award for all 45 campus advisors

none

1 annual cash award for professional and 1 for faculty adviser

none

popularity nomination of awards

General performance job review

There is a college award from peers for good service, but not specifically for advisors

none

as a supervisor I try to recognize staff, the division does ask for nominations for staff to be recognized, but this is not specific to advising itself

Campus wide nomination process to recognize one outstanding professional advisor (cash award, ceremony and plaque).

I don't know

University award

Achievement Award

VERBAL ACKNOWLEDGEMENT

part of your performance appraisal

At monthly meetings we have an "Advising Shout-Out" award and a megaphone is awarded to that month's winner. The winner signs it and passes it along to the next month's winner. Both professional and faculty advisors are eligible to receive this award.

Promotional Opportunities

Recognition or reward is NOT specific to Advisors

We are a small office of two or three people at most; since it is our jobs we don't see the need for recognition.

One award with $500 prof. dev money on a yearly basis

Advising Awards

Recognition in advisor meetings
<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookstore gift card</td>
<td></td>
</tr>
<tr>
<td>I am learning as a new administrator.</td>
<td></td>
</tr>
<tr>
<td>Annual university bonus.</td>
<td></td>
</tr>
<tr>
<td>nothing</td>
<td></td>
</tr>
<tr>
<td>Not really fit to answer</td>
<td></td>
</tr>
<tr>
<td>Only my Department offers support</td>
<td></td>
</tr>
<tr>
<td>Advisor appreciation lunches bi-annually</td>
<td></td>
</tr>
<tr>
<td>Verbal Thank you</td>
<td></td>
</tr>
<tr>
<td>None of the above</td>
<td></td>
</tr>
<tr>
<td>My institution does offer an Excellence in Education award that could go to an academic advisor if chosen.</td>
<td></td>
</tr>
<tr>
<td>no professional advisors</td>
<td></td>
</tr>
<tr>
<td>Campus-wide advising award, made annually</td>
<td></td>
</tr>
<tr>
<td>Advising award new for 2014</td>
<td></td>
</tr>
<tr>
<td>none that I'm aware of</td>
<td></td>
</tr>
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</table>

This table has more than 100 rows. **Click here to view all responses**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
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<tbody>
<tr>
<td>Min Value</td>
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<tr>
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</table>
20. Please answer this question if you are a PROFESSIONAL ADVISOR: As a PROFESSIONAL ADVISOR, how important are the following rewards and recognition to you?

<table>
<thead>
<tr>
<th>Question</th>
<th>Very important</th>
<th>Moderately important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>N/R</th>
<th>Total Responses</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>1 Merit</td>
<td>645</td>
<td>386</td>
<td>182</td>
<td>73</td>
<td>43</td>
<td>1,329</td>
<td>1.86</td>
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<tr>
<td>2 Thank you letter</td>
<td>314</td>
<td>412</td>
<td>363</td>
<td>203</td>
<td>37</td>
<td>1,329</td>
<td>2.43</td>
</tr>
<tr>
<td>3 An Annual awards breakfast/lunch/dinner/reception</td>
<td>230</td>
<td>377</td>
<td>362</td>
<td>333</td>
<td>35</td>
<td>1,337</td>
<td>2.68</td>
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<tr>
<td>4 Certificate of appreciation</td>
<td>234</td>
<td>362</td>
<td>356</td>
<td>341</td>
<td>39</td>
<td>1,332</td>
<td>2.69</td>
</tr>
<tr>
<td>5 Plaque or trophy</td>
<td>160</td>
<td>272</td>
<td>312</td>
<td>532</td>
<td>45</td>
<td>1,321</td>
<td>3.02</td>
</tr>
<tr>
<td>6 Cash Award</td>
<td>440</td>
<td>360</td>
<td>263</td>
<td>219</td>
<td>48</td>
<td>1,330</td>
<td>2.30</td>
</tr>
<tr>
<td>7 Secretarial support</td>
<td>296</td>
<td>307</td>
<td>263</td>
<td>376</td>
<td>77</td>
<td>1,319</td>
<td>2.72</td>
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<tr>
<td>8 Preferential parking</td>
<td>134</td>
<td>175</td>
<td>207</td>
<td>712</td>
<td>87</td>
<td>1,315</td>
<td>3.34</td>
</tr>
<tr>
<td>9 Monetary support for professional development activities (NACADA membership and conference registration, e.g)</td>
<td>944</td>
<td>247</td>
<td>80</td>
<td>41</td>
<td>28</td>
<td>1,340</td>
<td>1.48</td>
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<tr>
<td>10 News release</td>
<td>103</td>
<td>208</td>
<td>335</td>
<td>603</td>
<td>64</td>
<td>1,313</td>
<td>3.24</td>
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<th>Variance</th>
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<td>5</td>
<td>1.86</td>
<td>1.11</td>
<td>1.06</td>
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</tr>
<tr>
<td>Thank you letter</td>
<td>1</td>
<td>5</td>
<td>2.43</td>
<td>1.19</td>
<td>1.09</td>
<td>1,329</td>
</tr>
<tr>
<td>An Annual awards breakfast/lunch/dinner/reception</td>
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<td>5</td>
<td>2.68</td>
<td>1.22</td>
<td>1.10</td>
<td>1,337</td>
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<tr>
<td>Certificate of appreciation</td>
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<td>5</td>
<td>2.69</td>
<td>1.25</td>
<td>1.12</td>
<td>1,332</td>
</tr>
<tr>
<td>Plaque or trophy</td>
<td>1</td>
<td>5</td>
<td>3.02</td>
<td>1.23</td>
<td>1.11</td>
<td>1,321</td>
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<tr>
<td>Cash Award</td>
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<td>5</td>
<td>2.30</td>
<td>1.42</td>
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<td>Secretarial support</td>
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<td>2.72</td>
<td>1.57</td>
<td>1.25</td>
<td>1,319</td>
</tr>
<tr>
<td>Preferential parking</td>
<td>1</td>
<td>5</td>
<td>3.34</td>
<td>1.23</td>
<td>1.11</td>
<td>1,315</td>
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<td>Monetary support for professional development activities (NACADA membership and conference registration, e.g)</td>
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<td>5</td>
<td>1.48</td>
<td>0.80</td>
<td>0.90</td>
<td>1,340</td>
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<td>5</td>
<td>3.24</td>
<td>1.07</td>
<td>1.03</td>
<td>1,313</td>
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</tbody>
</table>
Please answer this question if you are a FACULTY ADVISOR OR ADVISING ADMINISTRATOR who works with faculty advisors. What strategies are currently employed in your unit or your institution to recognize and reward FACULTY ADVISORS for effective academic advising? (check all that apply).

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
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<td>Merit</td>
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<td>10%</td>
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<td>4</td>
<td>Release time from instruction</td>
<td></td>
<td>54</td>
<td>9%</td>
</tr>
<tr>
<td>5</td>
<td>Release time from committee work</td>
<td></td>
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<td>4%</td>
</tr>
<tr>
<td>6</td>
<td>Release time from research expectation</td>
<td></td>
<td>17</td>
<td>3%</td>
</tr>
<tr>
<td>7</td>
<td>Salary supplement for advising</td>
<td></td>
<td>39</td>
<td>6%</td>
</tr>
<tr>
<td>8</td>
<td>Thank you letter</td>
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<td>47</td>
<td>7%</td>
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<td>9</td>
<td>An annual awards breakfast/lunch/dinner/reception</td>
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<td>40</td>
<td>6%</td>
</tr>
<tr>
<td>10</td>
<td>Certificate of appreciation</td>
<td></td>
<td>34</td>
<td>5%</td>
</tr>
<tr>
<td>11</td>
<td>Plaque or trophy</td>
<td></td>
<td>46</td>
<td>7%</td>
</tr>
<tr>
<td>12</td>
<td>Cash award</td>
<td></td>
<td>53</td>
<td>8%</td>
</tr>
<tr>
<td>13</td>
<td>Secretarial support</td>
<td></td>
<td>17</td>
<td>3%</td>
</tr>
<tr>
<td>14</td>
<td>Preferential parking</td>
<td></td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>Monetary support for professional development activities (e.g., NACADA membership or conference registration)</td>
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<td>56</td>
<td>9%</td>
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<tr>
<td>16</td>
<td>News release</td>
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<td>15</td>
<td>2%</td>
</tr>
<tr>
<td>17</td>
<td>My unit/institution offers no recognitions or rewards to professional advisors</td>
<td></td>
<td>100</td>
<td>16%</td>
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<tr>
<td>18</td>
<td>Don’t know</td>
<td></td>
<td>206</td>
<td>33%</td>
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<tr>
<td>19</td>
<td>Choose not to reply</td>
<td></td>
<td>64</td>
<td>10%</td>
</tr>
<tr>
<td>20</td>
<td>other</td>
<td></td>
<td>56</td>
<td>9%</td>
</tr>
</tbody>
</table>

Other:

- Advising award at the college level and at the university level.
- Annual award with money
- Two Chancellor's Excellence in Advising awards, some colleges give awards to faculty, one college includes in tenure and promotion
- NONE
- Our unit has award for outstanding faculty advisor with monetary gift, recognizes one advisor out of 125 or more faculty advisors.
- We have nominated outstanding advisors in the past for NACADA advising awards - not every year. It depends on if someone stands out as exceptional.
- Monetary award for advising research
- Not an administrator
- None
- None
- Monetary stipend for Orientation Advising only
- None
- Not specifically for advisors but for staff in general award
- None
- There is a faculty advisor award with stipend.
- A faculty advising award from institution for one faculty advisor a year.
- None
- Advisor of the year award
- N/A We don’t have faculty advisors
- You have students enrolled in your program and you get to keep your job.
- Our faculty are not academic advisors here
- None of these
- None
- No Faculty Advisors
- N/A
- No faculty advisors
- Faculty receive supp $ for summer Orientation advising
- Part of one annual award for Academic Advisor
Designated by VP
No rewards or acknowledgement
Student Success Aware with Cash and plaque
Nothing
contract says it counts as service for P and T, but is not used as far as I can tell
One person is chosen as the school advisor of the year and allowed to compete for recognition by NACADA.
None
1 award given annually to a faculty member
We have an undergraduate advising coordinator, who receives one course release each semester and pay in the summer for orientation duties. No other incentives are provided to faculty advisors.
The support for professional development is very minimal; the amount that advising counts toward a faculty member's promotion varies depending on the academic unit and the advising office has no input whatsoever.
Nothing
N/A
N/R
On an annual basis advisers can be nominated by students to receive recognition, there is a committee of faculty that vote on the nominations -- they have elected not to allow professional advisers to receive this award because it is our sole responsibility
Not that position
Not applicable to me
none
students articulate in experience surveys an individual who has "significantly contributed" to their experience thus far
thank you email

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
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</tr>
<tr>
<td>Total Responses</td>
<td>631</td>
</tr>
</tbody>
</table>
22. Please answer this question if you are a FACULTY ADVISOR. As a FACULTY ADVISOR, how important are the following rewards and recognition to you?

<table>
<thead>
<tr>
<th>Question</th>
<th>Very important</th>
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<th>N/R</th>
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</thead>
<tbody>
<tr>
<td>1 Merit</td>
<td>54</td>
<td>41</td>
<td>16</td>
<td>13</td>
<td>81</td>
<td>205</td>
<td>3.13</td>
</tr>
<tr>
<td>2 Consideration for promotion and tenure</td>
<td>73</td>
<td>25</td>
<td>15</td>
<td>9</td>
<td>81</td>
<td>203</td>
<td>3.00</td>
</tr>
<tr>
<td>3 Release time form instruction</td>
<td>32</td>
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<td>23</td>
<td>29</td>
<td>50</td>
<td>202</td>
<td>3.43</td>
</tr>
<tr>
<td>4 Release time from committee work</td>
<td>25</td>
<td>43</td>
<td>21</td>
<td>28</td>
<td>83</td>
<td>200</td>
<td>3.51</td>
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<tr>
<td>5 Release time from research expectation</td>
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<td>25</td>
<td>17</td>
<td>34</td>
<td>102</td>
<td>201</td>
<td>3.83</td>
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<td>6 Salary supplement for advising</td>
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<td>23</td>
<td>78</td>
<td>199</td>
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<td>31</td>
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<td>3.74</td>
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<tr>
<td>9 Certificate of appreciation</td>
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<td>21</td>
<td>35</td>
<td>48</td>
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<td>194</td>
<td>3.69</td>
</tr>
<tr>
<td>10 Plaque or trophy</td>
<td>6</td>
<td>18</td>
<td>27</td>
<td>66</td>
<td>76</td>
<td>193</td>
<td>3.97</td>
</tr>
<tr>
<td>11 Cash award</td>
<td>31</td>
<td>26</td>
<td>26</td>
<td>38</td>
<td>76</td>
<td>197</td>
<td>3.52</td>
</tr>
<tr>
<td>12 Secretarial support</td>
<td>24</td>
<td>27</td>
<td>23</td>
<td>44</td>
<td>78</td>
<td>198</td>
<td>3.64</td>
</tr>
<tr>
<td>13 Preferential parking</td>
<td>12</td>
<td>12</td>
<td>16</td>
<td>74</td>
<td>79</td>
<td>193</td>
<td>4.02</td>
</tr>
<tr>
<td>14 Monetary support for professional development activities (NACADA membership and conference registration, e.g.)</td>
<td>72</td>
<td>32</td>
<td>15</td>
<td>8</td>
<td>70</td>
<td>197</td>
<td>2.86</td>
</tr>
<tr>
<td>15 News release</td>
<td>10</td>
<td>17</td>
<td>22</td>
<td>61</td>
<td>76</td>
<td>188</td>
<td>3.96</td>
</tr>
</tbody>
</table>

Min Value: 1  Max Value: 5  Mean: 3.13  Variance: 2.90  Standard Deviation: 1.70  Total Responses: 205
<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/R</td>
</tr>
<tr>
<td>I am motivated to improve my advising because of my desire to help students.</td>
</tr>
<tr>
<td>Individual Advisors are not valued on our campus.</td>
</tr>
<tr>
<td>It was mentioned. The appreciation breakfast/meeting and receiving of award and letter are well received.</td>
</tr>
<tr>
<td>Positive student satisfaction survey results</td>
</tr>
<tr>
<td>N.A. We do not recognize or reward our advisors in any manner.</td>
</tr>
<tr>
<td>A 'Thank You' sent out in a weekly e-mail from the executive director.</td>
</tr>
<tr>
<td>Elevating the visibility of advising campus-wide Having listening sessions with advisors regarding how their work could be improved &quot;Thank an Advisor&quot; form on campus-wide website that can be completed by students and colleagues</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>We are implementing a professional advisor &quot;career path.&quot; Advisor, Senior Advisor and Distinguished Advisor based on specific acquisition of knowledge, skills, leadership and service. Includes a portfolio review.</td>
</tr>
<tr>
<td>We currently do not have one.</td>
</tr>
<tr>
<td>Peer recognition</td>
</tr>
<tr>
<td>Duquesne University does not really recognize advisors, unfortunately. There is also no sponsorship for NACADA workshops and other professional conferences, which is very sad.</td>
</tr>
<tr>
<td>We have a prestigious, university-wide annual award for Outstanding Academic Advisor that is open to both professional and faculty advisors. It comes with a $1500 cash prize and a plaque -- and it's considered a rather coveted acknowledgement.</td>
</tr>
<tr>
<td>I think a yearly advising award would be a nice way to recognize excellence in advising.</td>
</tr>
<tr>
<td>Having 'levels' for advisors in the HR structure across campus, so it is possible (but not necessarily easy) to reclassify/upgrade a position. Sadly though, the duties must also increase (not just reward high performance) in order for this to be approved centrally, but our office has had some success in this.</td>
</tr>
<tr>
<td>NONE</td>
</tr>
<tr>
<td>We don't do anything. We have meetings once a semester when all the advisors on campus meet. It might be nice to be recognized there.</td>
</tr>
<tr>
<td>Personal emails from my supervisor, which are also forwarded to the Dean are a great reward/morale booster when I have done a great job with an activity or event.</td>
</tr>
<tr>
<td>I've been employed here for 7 months and am unaware of any recognition/reward strategies used.</td>
</tr>
<tr>
<td>We started a career ladder last year. Based on the years of experience and your level of expertise, you can move up the career ladder. Academic Advisors start at level one and can move up to level two. The pay is on a different scale.</td>
</tr>
<tr>
<td>not sure.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Training of new faculty before they start advising.</td>
</tr>
<tr>
<td>My unit does not recognize advisors.</td>
</tr>
<tr>
<td>We do not have consistent recognition for professional or faculty advisors at my institution. This is an area I would like to improve.</td>
</tr>
<tr>
<td>Campus recognition or historical record of department</td>
</tr>
<tr>
<td>All strategies used at my institution were accounted for in this survey</td>
</tr>
<tr>
<td>We currently do not have a recognition/award strategy for professional staff advisors but we are in the process of development of one.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>We have annual advising awards at our institution. If you win at the University level, then you will be nominated for the Regional and National NACADA awards. I think this is a great process and it has worked well at our University.</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>Students expressing their satisfaction and appreciation (although this is not done on a formal basis) is very uplifting.</td>
</tr>
<tr>
<td>Individual recognition within each college and department for advisors (i.e. thank you from faculty, dean, reception, etc.)</td>
</tr>
<tr>
<td>Our institution is currently conducting a comprehensive review of all advising practices with the hope of building a stronger advising model that includes a rewards and recognition component.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>We do not have a recognition/reward strategy at my institution for advisors.</td>
</tr>
<tr>
<td>We've provided small gifts (tote bags, lunch bags, water bottles, etc.) with thank you notes to advisors who help out at special events (advising days/sessions).</td>
</tr>
<tr>
<td>Our director takes us to lunch once a year to thank us for the good work we do.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Annual research award by Provost's Office for some type of academic advising research</td>
</tr>
<tr>
<td>&quot;Free&quot; time off as an acknowledgement of hard work, for example, being able to leave early or take a day off without claiming vacation.</td>
</tr>
<tr>
<td>Getting a face-to-face thank you from my department chair is always appreciated!</td>
</tr>
<tr>
<td>Our supervisor rewards us in different ways and depending on the time of the year. For example last week while there were very little students on campus because of spring break we went to a local restaurant to watch our women's basketball team play in the conference tournament. We also go on a annual retreat each year which is partially</td>
</tr>
</tbody>
</table>
As professional conferences should be an expectation of our professional development I cannot count them as "rewards".

You cards. Athletics gives certificates of appreciation to people but not just advisors, it can be to any staff or faculty member whom the athlete wants to thank.

To my knowledge, there are no formal recognition policies at all at my institution. I think that some units, like athletics and honors, encourage their students to send thank you cards. Athletics gives certificates of appreciation to people but not just advisors, it can be to any staff or faculty member whom the athlete wants to thank.

As such this institution does nothing to reward...
advisors. However, it is very good at demeaning our work with students and as educated professionals.

Faculty advisor stipend
n/a

verbal appreciations
nominate rewards and team awards
Verbal affirmation from supervisor.

Yearly retreat with food and fun, as well as work. Working hard to appreciate each other at department meetings.

Verbal recognition at monthly department meetings,
Recognition at annual advising summit.
Announcement at staff meetings, email sent out to dept/college.

not applicable since advisors are not singled out and recognized in any way.

Letters to deans and department heads.

At my previous institution, Utah Valley University, we had an advisor career ladder in place that rewarded high achieving advisors and advisors with seniority based on years of service advanced ranking and monetary raises. There are at least 5 levels of advising positions. Once implemented, there was a palpable shift on campus regarding the level of professionalism and expectation for UVU advisors.

This table has more than 100 rows. Click here to view all responses

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>391</td>
</tr>
</tbody>
</table>
What one change would most help your unit or your institution's recognition and reward of advising? (please note that the survey software limits answers to 232 characters. Please email additional responses to nacada@ksu.edu.)

**Text Response**

More professional development dollars.

The opportunity to recognize the professional advisors and faculty advisors during an all district event.

Let faculty who like to advise students and who are good at it, advise. Let faculty who are not good advisors and who do not want to advise do something different. Every faculty member should not be required to advise.

Informed/knowledgeable administrators/supervisors.

Add an incentive/reward for professional advisors. There already is one for faculty advisors.

Monetary support for participation by faculty advisors in external professional development opportunities.

Great monetary support form leadership for development opportunities.

Professional Development - paying for NACADA national conference fees and travel

Promotion

A student-selected Best Advisor Award would help with recognition of good advising.

More recognition in general of the work that we do.

The Faculty Union contract makes it difficult since they cannot be evaluated in a non-evaluation year. Any reward would have to be based on anecdotal evidence. All Advisors/Counselors are faculty.

Institutional recognition of academic advising in the teaching expectations of faculty. If advising is considered "service" it does not make sense to do it from a promotion and tenure perspective for tenure-line faculty.

Sustained effort over time. We just recently (within last 2 years) started offering campus-wide advisor training, professional development and award/recognition. It's going well, we just need more time to catch up on decades worth of need that went unaddressed.

Upper administration better understanding advising.

Recognition that we have something to learn every year - even if you have been advising for decades!

Making professional development funds for travel to Regional and State NACADA events available to ALL advisors.

Professional development grants to attend conferences outside the institution.

Our provost has guided advancements in advising by leaps and bounds in the past 10 years. The next step is to create an ongoing professional development strategy that allows for advisors to grow and be rewarded in their current position without having to find a new job. Ongoing strategies to strengthen faculty advising are necessary also.

More merit pay and/or salary increases. Support from staff assistant to help with traffic flow and to field phone calls.

Clearly define the role of professional advisor and faculty mentor - build into merit, promotion and tenure. Don't expect faculty to be professional advisors...it is not their role.

It would be important to have some form of recognition for our staff, it could just be a thank you from the various college Deans expressing their appreciation and satisfaction with performance.

Money. It all comes down to money. We aren't seen as a revenue generating department and thus money to fund professional development, conferences, retreats, etc. is little to none.

It would be great to learn what the Advisor of the Year did to earn that award. Then that Advisor's work can be a role model for other advisors.

Training sessions from advising staff to faculty advisors, more emphasis on professional development organizations like NACADA.

Creating a salary structure that rewards experience and participation in the professional community.

A promotion and 'tenure' structure that mimics what faculty have...why shouldn't professional advisors be held to a similar standard?

Have more of a university structured advising award program.

Recognition, merit raises, and money to attend professional conferences.

We are working on figuring out this concept of rewarding good advisors and what to do with bad advisors.

A comprehensive, institution-specific (and even unit-specific) advising survey of all students who go through the process. I don't think we know enough about how our students feel about their advising experience.

As a University, we're pretty siloed. We have a University advisement center and advisement in the colleges, so often we don't interact and crosstrain as much as we could/should. As a University, if we had bi-annual advising workshops, it could help break up the silo effect.

I feel appreciated and recognized in my own academic department. However, I feel there is a general lack of concern/importance placed on advising and advisors over the institution as a whole.

I'm still gaining an understanding of what recognition and reward strategies are already in place on my campus; however, I feel that in general, there is not enough communication between advising professionals and faculty advisors. I believe that this issue must be addressed before we can recognize the good work of others. If we do not know them, how can we reward them?

For faculty advisors, it would probably motivate and inspire these faculty advisors to be more dedicated and committed if advising will be become and essential component in their individual performance evaluation.

They need to start doing it for faculty advisors. I am uncertain what happens at the professional advising level with first year college but most faculty have academic advising as part of their teaching responsibilities and NONE are given any sort of training whatsoever!

Any reward/recognition.

Advising assessment needs to be included in the faculty contract. Until that happens, we cannot easily move forward in development of our model to include recognition/reward.

A simple acknowledgement of ridiculous caseloads without becoming scapegoats for every student problem.

A structured, regular commitment to professional development to allow members of the unit to become actively involved in related association leadership roles and at a minimum an annual membership to NACADA and WACADA for all full-time advisors.
Include advisors in faculty awards ceremonies. I work in the School of Business and we have 6 undergraduate advisers. It would be nice if we were included in the award ceremony.

Implemented Merit Pay and raises for our hard work would be number one. We have not had a simple raise for over 5 years. It's difficult to have high morale when there are no merit increases and no recognition for your hard work. There is no follow through on goals for example if you make a goal you are not rewarded but if you don't make the goal you are scolded and reprimanded. I'm thankful to have a job but that alone is not conducive to a happy work environment.

We need our administration to value and reward academic advising as more than simply service to the university. In order for faculty to value advising, it needs to be a significant player in promotion and tenure. We are slowly working in this direction....

Having been employed here for 7 months, I am unaware if we even have rewards/recognition for advising. I would say the one thing that would help most is to have these rewards & recognition.

Raising the value of advising among faculty. Many are tasked to do so with litter or no training, no interest and no additional incentive.

I think it has helped our unit by having a chair of the faculty advising committee to be a go-to whenever the faculty advisors have questions. This person will go to an advising session with a student and their faculty advisor if needed, to see what they can do to help. That has allowed the faculty advisors the confidence to help with the requirements of advising by calling that helper on the details. They don’t have to worry about all the details that could cause the wrong advice for the student from the college. It has also relieved the load for professional academic advisors for the college have by letting that one faculty advisor deal with the detail problems and not the professional advisors working with the younger students or new students. Currently our dept within our college has 17 faculty advisors within our dept and overall faculty advisor chair of that committee. That is 7 faculty advisors for over 200 students who have declared this major. It works well but we could always use improvement.

It would be really cool to see an annual awards ceremony across the whole University or within each department.

Having any recognition or award of advising would be a start! While I feel that our office is well-recognized on campus, there is no system for rewarding good advising (or for remedialting less-than-perfect advising).

Advising career ladder (i.e. junior and senior advisors) Ability to attend conferences.

We are looking at a way to re-vamp our annual recognition process so that it come from peers rather than administrators.

having outcomes and an assessment for advising

We are such a large institution with many, many advisors that it's difficult when only 12 advisors are recognized a year for their contributions, but there are about 100 professional advisors and several hundred more faculty advisors on campus serving in different capacities. Our awards seem to be given fairly subjectively, so even if an advisor is nominated several times, they may not receive an award, because it's based on who is on the selection committee at the time. Nominated people do not receive recognition.

To promote our training and expertise throughout the campus.

Making advising a part of the performance evaluation process, and compensating advisors who do their job well. Provide a clearer path for career advancement relative to academic advising.

I believe a yearly merit raise process would be a great place to start recognition efforts on my campus. Every employee is eligible for a cost of living increase each year, but those are standard and often small raises that are applied to all employees who are not on probation. I do not feel that property motivates those whose performance stands out from that of their peers. Aside from that, set professional development funds for each advisor would be nice too. The institution supports conference attendance; however, the availability of funds is not always certain enough to allow enough time for someone to plan to go to a larger regional or national conference.

Consistent standards and measurement of those standards.

Rockhurst right now is in a budget crunch as are others. I would like to see more support from administration to encourage faculty to come to the advisor training sessions set up by the professional advisors. I would like to see a small budget for the professional advisors to offer incentives to the faculty advisor to recognize those doing a great job.

If supervisors asked about what was happening with students.

Help with identifying and nominating advisors for professional recognition through NACADA

Changing perception of advising from one of simply course registration to that of a more holistic, all encompassing definition. Once administration, and the university at large, realize what advising truly details then I think recognition and awards can change.

Good and loyal academic advisors are given the opportunity to teach and be more involved with the education and curriculum of students.

More recognition and support from the executive level.

It is hard to reward employees in a state that has strict guidelines on what can be rewarded. Also the highly unionized environment also prevents from providing incentives based on contract language.

An Award for professional advisors or at least eligible for campus recognition for advising award. Currently, we are in the fourth year of a faculty advising award (which is awesome), but professional are not eligible.

Create an award for advising that is voted on by other advisors (plaque and money).

The one change that would most help at UCF would be for UCF College of Graduate Studies and the President’s Office to recognize that graduate level advising is just as critical to successful graduate study as it is to undergraduate study. UCF does not support graduate advisor development or recognition at the academic advisor or faculty advisor level yet there is an undergraduate advising council and support group that meet monthly that could easily absorb those in graduate advising. The AEP is the Academic Enhancement Program - for undergraduate advisors. A similar roundtable of college advising coordinators used to exist but was disbanded by the College of Graduate Studies for reasons unknown. This is very demoralizing to me as an academic advisor and I see first-hand that with faculty it creates a culture that advising is a bothersome chore instead of an opportunity for recruitment and retention and a valid aspect of teaching.

Merit pay raises for exceptional performance

Our faculty and members of other administrative offices don’t understand what we do or why it’s important. If our institution understood and appreciated the work we do we’d feel happier and more confident.

I think our current rewards program is great and awards are publicized via email to all advisors. The one thing I would add to the program is to make the award winners even more publicized to the rest of the University community.

n/a

Include advising as part of faculty members annual performance evaluation so it can be considered systematically in tenure, promotion and post-tenure review decisions.

Someone just has to fill out an application for someone and then a committee makes the decision. There should be a way for everyone to be considered. The committee is a small group and always the same people.

Recognition for positive results. Just a simple thank you or good job can go a long way.

We continue to perform the bulk of prescriptive advising tasks. I would like to see my institution fully buy in to advising as a helping relationship rather than simply a customer service function.

Currently there is no recognition of advising, so any change would be a step in a positive direction.

In some departments and colleges at my university, there is great support to attend conferences. Those colleges often have bigger budgets and larger advising offices. However, my college does not have the funds to send advisors/counselors to professional development opportunities. I think having centralized advising funds that we
can apply for to attend conferences would be helpful.

Budgeted funds.

Acknowledgement and recognition of the importance of academic advising.

Establish annual adviser awards - one for professional advisers and one for faculty advisers.

There is no recognition really on campus so implementing any of the recommendations would be helpful. Perhaps a yearly awards ceremony.

Request feedback from students toward the end of an academic year to recognize their advisors either through a "thank you" card initiative or vote for "advisor of the year."

I wish we could get advising to count as teaching rather than service so that it would weigh more heavily into the tenure/promotion decisions. I've tried!

The institution needs to support academic advising financially by recognizing us as faculty equal to faculty, paying us what we are worth, and by paying for us to attend conferences and training sessions that further our development and keep us on the cutting edge of developments in advising.

Advising department undergoing major changes to re-focus on our purpose after 2 restructurings. Would help having resources available through to build a recognition program.

I think being recognized as important by our administration will help our relationship with our faculty. NACADA onsite training would be great. A team of NACADA members who are willing to travel to other institutions to conduct workshops. For our institution, it would be helpful for NACADA to promote their webinars/seminars/conferences to the administration (Provost, Director of Advising, etc.) in addition to advisors. While we'd love to attend these opportunities, we lack the funding to do so.

Released time for SELECTED faculty advisors

I'd like to see more continuity in our advising from school to school.

Viewing our profession as an important part of a student's experience. Having only 15 mins app't to go over all there is to do with the student leaves the student misinformed and hanging. We are asked to do more with less time with the student. There is a sense of urgency to "see" as many students as we can yet we are not given time to really "see what that student really needs from us.

It would be nice to have students nominate an advisor.

Accountability for advisors so everyone is held to same expectations

Validations from supervisor of a job well done.

Monies allocated to attend a conference are not distributed equally among the various departments and this can create problems when advisors want to attend a national or regional conference because very seldom there is not enough money to cover these.

Provide students an avenue to comment on their advising. Not necessarily a survey, but a "how did we do?" email or button.

I am fairly new at the institution so at this time do not have a lot of feedback on this.

I would like our institution to host an annual recognition event for advisors, to highlight each other's work and share ideas.

We have campus Advisor of the Year that is then nominated at the NACADA level, but it might also be nice to have an annual SCHOOL Advisor of the Year since our campus is so large.

Campus recognition of advisors (professional and faculty) - would help to elevate the importance of advising in the eyes of faculty/staff and would help with morale in a job that is very demanding. Consistent positive recognition of strengths and overall "job well done" with admission/retention/etc. for advisors more regularly.

I think it would be beneficial to have more workshops involving both the professional and faculty advisors. Therefore, everyone is on the same page.

To know how their advisor are. Meaning when institution's sent out newsletter's to the campus and alumni they should highlight a department, an office, or a person/Advisor. It would show that the institution cares their employees and it would give everyone on the team(campus) some type of recognition.

more advising help during registration times

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