

**WINTER 2006 ACADEMIC ADVISING FORUM:
MOVING FORWARD TOGETHER**

TUESDAY, MARCH 7, 2006

Forum Notes

I. Roundtable Discussions: Advising Together

A. Advising Role of the Colleges

1. Primary Academic Advising Role

- a. Big picture
- b. Monitoring problem students
- c. Developmental (holistic) development
- d. Point of Contact – Referrals
- e. General Education and graduation requirements
- f. Caretakers
- g. First year + pre-major + change of major + “what do I major in?”

2. How Can Colleges Better Comprehend the Advising Role of Other Units and Support These Efforts?

- a. Reference page of protocols and procedures (handbooks and where to find them – specifically: declaration processes)
- b. Working collaboratively: common vision, e.g. database for first year students.
- c. Put ourselves in the students’ shoes (student for the day exercise)
- d. CLEAR lines of communication and opportunities for dialogue
- e. Phone and email lists (confidential)
- f. Advising calendar – schedule workload around ongoing liaison meetings, deadlines OR Production calendar for advising – great for training
- g. Preceptors and friends – minutes available
- h. ADEPT
- i. Lunch and networking – putting representatives in place and making them visible

3. Advisers are the Student’s Main Support System

- a. Feels like triage
- b. College is a bigger picture – load, credit/units – gate keepers for academic trouble
- c. Signing off for other programs
- d. Know little about a way to disseminate to other resources
- e. Students in transition – helping with developmental needs
- f. College advising vs. discipline advising – connection. Where do you draw the line on academic information for students? College – anything not related to the major
- g. Inclusive of other units – contact directly (both ways.)
- h. Encourage transfer students to come in to the colleges.

4. What Advisers Do

- a. Overall – General education, probation, career as a whole
- b. Gateway to getting started
- c. Establishing a foothold
- d. First year advising
- e. Core courses
- f. Academic trouble
- g. Withdrawals
- h. Re-admits
- i. Provide more personal counseling – life concerns

- j. Student in crisis
- k. Referrals
- l. Detailed records
- m. Disqualifications from major
- n. Academic integrity
- o. Quarter-by-quarter focus
- p. Graduation verification UC/GE
- q. Academic standing
- r. Integrating multiple programs, EAP, double majors

5. What To Do?

- a. Read department handbooks
- b. Ask departments if in doubt
- c. Keep web up-to-date
- d. Refer to departments often
- e. Make sure students get to departments early and often
- f. CC department advisers on student emails and replies
- g. Adviser's meeting every month – fewer "siloes" meetings
- h. Invite other UC advisors to campus
- i. Shadow other kind of advisers
- j. Call to ask departments if classes are appropriate
- k. Student misconduct resource
- l. Meet with res. Life
- m. Read department newsletters and refer students to it (department email to colleges)
- n. Clearing house for advising information (bulletin board)

B. Advising Role of the Faculty / Academic Departments

1. Advising Role

- a. Disseminate information related to major / minor requirements
- b. Placement exams
- c. Faculty = mentors to students
- d. Department advisers – guiding students through the system; helping student's tweak/adjust plans
- e. Faculty has different roles
 - i. Administrative – declaration of majors
 - ii. Careers/opportunities – juniors and seniors
 - iii. Not course advising?
 - iv. Orientation – varying levels of involvement
- f. Represent degree programs. Staff: first contact, Faculty: more in-depth
- g. Department / degree-specific rather than University/broad advising
- h. Faculty know specific programs/opportunities
- i. Choosing grad programs/areas of specialty
- j. Faculty advising built into course equivalencies, evaluation – varies by department in practice
- k. Faculty as mentors
 - i. Some departments: checking course plan, discussing research, other opportunities, job market in academic field
- l. Lecturers do bulk of advising (undergrad) in some departments – know careers besides tenured faculty positions
- m. Department advisers make referrals; help students plan for success, career, and graduation
- n. Faculty as mentor/resource; department advisor as academic planner (for consistency)

- o. Is advising part of the faculty “job description”?
- p. Faculty advising is different in each department: some casual, in classes/personal connection; others much more involved.
- q. Department adviser delivers a cohesive message of the department
- r. Students want to talk to faculty
- s. Department advisers refer students to other programs/units on campus.
- t. Faculty have knowledge of their department’s programs
- u. Department advisers are first contact, help overcome student’s fear of faculty

2. Problems/Ideas

- a. Accessibility/translation of information – not happening?
- b. Research opportunities – faculty role
- c. In large departments, too many students for faculty advisors
- d. Faculty could help identify juniors and seniors who could be peer advisors, tutors
- e. Different term for faculty advisors (mentors?)
- f. Success with removing faculty from administrative side – make them more of a “face” for the department.
- g. Way to keep program/college advisors aware of department advising procedures?
- h. Advising meeting minutes online/accessible – communication between departments/units in general
- i. Web bulletin board
- j. Highlight different units – brown bag/round table format
- k. Communication of unit staff responsibilities/clarity of responsibilities
- l. Selecting classes before students have declared/decided on a major
- m. Resource sheet for students in each department that detail faculty involvement

3. How to Work (Better) Together

- a. Communication
- b. Knowledge of advising/unit roles on campus
- c. Preceptors and friends meetings, DAG, ADEPT
- d. Develop a committee to address these issues
- e. University-sponsored collaboration
- f. Advance course information
- g. Flow chart of responsibilities (and who the units/departments are) - Does it exist?
- h. Committee members know what’s going on – message not getting out to everyone
- i. More university support for central resource – web page
- j. More awareness of campus resources (ADEPT)
- k. How to reconcile central vs. individual mentality on campus/divisions?
- l. Is this message getting to deans/chairs, etc.?
- m. Do we have time (resources) to address these issues?
- n. Willingness/ability to communicate individually – how to expand, make efficient?
- o. Do department advisors have detailed information on classes/faculty?

C. Role of the Educational Support Programs

- 1. EOP, EAP, Career, ISSS, DRC, Admissions, Registrar, STARS
 - a. General – specialized advising, part of a whole, collaborators, tutoring (STARS, Learning Center, EOP)
 - i. Issue – don’t always know if part of a special group
 - ii. Important retention functions
 - ii. Need a place that explains roles of these groups
 - iv. Provides a smaller unit of connection

- v. Some students' confusion – where to go; use to past systems where one could get everything in one place.
 - vi. Would like posted info on where to go for what.
 - b. EOP – holistic advising, financial aid, navigating the maze, advocacy, academic strategies, more personable SUPPORT!
 - c. EAP – transferable courses. Good for future careers, own campus – admissions, financial aid, big part of UCSC education and development, enriching experience, needs to give developmental advising, works closely with departments and colleges to gain academic success
 - d. ISSS – no advising for foreign students, academics impact, visa issues, training
 - e. Registrar Office – publications on-line re: academics, front counter info
 - f. DRC – ADA equal access to education, academic support and accommodation
 - g. STARS – welcoming and physical space, formation of strategies
 - h. Career Center – academic goals and how they relate to future goals, other strategies outside of just a major, a lot about majors and what can be done to pick a major and career
 - i. How do we serve them without so much bounding around?
 - ii. There are so many people to see to get questions answered
 - iii. Strong Interest Inventory – available on-line now (EOP students do this?)
 - iv. Limited time – important to quickly plug student into all program possibilities.
 - v. How to compliment programs
 - i. ALL – Advocacy for students
- 2. How Do Students Know Where To Go for Advising?
 - a. Specialized support beyond college, in addition to the college
 - b. Individualized attention and support
 - c. EAP – matching students to programs and advance personal goals
 - d. Very accessible advising
 - e. Sometimes it is difficult for other units to get info out to students and campus
 - f. Promote each other's programs and expertise.
 - g. It is helpful when support units help college and department advisers understand the services and expertise they offer.
 - h. This type of forum would be good for sharing this information; it would complement other advising
 - i. Make connections that help students succeed
 - j. Safety net – between other appointments. Needing services more often, sometimes first contact, referrals
 - k. Resources for each other
- 3. Retention and Success Rates
 - a. DRC, EAP, Career Center all assist retention
 - b. EOP, Learning Center, tutoring all help to retain students
 - c. Encourage Freshmen to come into the Career Center – these units have more time to give new ideas and sometimes advice.

II. Workshops

A. Identifying Critical Issues for Campus Administration

Facilitator, Linda Kittle, Special Assistant to the EVC, Office of Planning and Budget

1. Issues

- a. Policy Setting Process
- b. Long Tern Vision – Centralization?
- c. Impact of Growth and Diversity
 1. Advising
 2. Resources
 3. Analysis
 - i. Capacity
 - ii. Retention impact
- d. Workload
- e. Plan for curricular growth
 1. Classes
 2. Class size
 3. Programs
- f. Compensation
- g. Decision Making
 1. Impact on front line
 2. Impact on students

2. Upcoming Changes

- a. Talk to people before decision are made
- b. Have a group of those impacted to whom decision makers report regularly-accountability built in.
- c. Suggestion Boxes
 1. With acknowledgement and positive incentive
 2. Reverse complaint resistance
 3. Solicit uninvited responses
- d. Recognize staff work
- e. Evaluation/Performance Review reflect external work
 1. Recognize outside effort
 2. Acknowledge work undone
- f. Fewer senior administrators - more staff
- g. Assess workload
 1. Equipment needs
 2. Comparison with other campuses
 - i. Classes of compensation/workload
- h. Forward looking
 1. Set and agree on the same vision
 2. Stick to them
 3. Discussions based of the agreed on vision
- i. Customer focused staff who listen
- j. Training and information sharing ADEPT group
 1. Relevant workshops
 2. Networking

3. Long Term Planning

- a. Look at analysis and make hard decisions
- b. Consequences of --- college disinterest
- c. Understanding diverse impact of decisions
 1. Retention
 2. College affiliation

4. Last Minute Ideas
 - a. Student recognition of staff work
 - b. "360" evaluation to allow input from all directions
 1. Keep confidentiality
 2. Take action as appropriate
 - c. Space
 1. Ability to accommodate disability
 2. Ownership and strategic use of space
 - i. Who controls space
 - ii. How to get access
 - iii. Allocation process
 - d. What is the mission of UCSC?
 - e. Compensation and Merit – not delivered
 - f. Understand Strategic Goals
 1. Impact of advisers on retention
 - g. Technical support
 - h. Disconnect of recruiting more staff and meeting the needs of others
 - i. Go directly to departments/divisions/colleges
 1. Workload passing from center to departments
 2. Need to work through divisions/department managers
 - j. More money for more staff is needed
 - k. Clear roles and responsibilities needed
 1. Division Dean
 2. Department chair
 3. College CAO
 4. College Provost
 5. VPDUE
 6. Advisers
 7. Unit managers
 - l. Communication and decisions and who participates
 1. How are agenda's developed?
 2. Breaking down silos
 3. Make campus list serves available to all

4. Break Point

- a. What to let go of...
 1. 70% student self advise
 2. Open office hours
 3. Reduce individual attention
 4. Redundancy in processes, SCiiPI, Curriculum/Leave Plan
 5. Redundancy of services to faculty
- b. Define "Normal"
- c. Training and Staff Development
 1. Shared processes
- d. Technical support
 1. Online reservations
 2. Surveys
 3. Curriculum and leave
 4. Modifications
- e. Review Classification of advisers
 1. Ratio/standard workload
- f. Punished for Sustaining
 1. Graduate and undergraduate together

2. If it won't get attention
3. When we go to log it – student input

Issues Chart — Compensation Workload/Decision Maker

Decisions—

- Review consequences
- Agree on values
- Long-term goals
- Real data needed
- Hierarchy, can't talk to others

Workload saving ideas—

- Fund "interim" period.
- Takes time/victory declared
- Central units off-load to departments move work to other offices
- Work left behind
- How to decide what to give up

AIS Impact—

- Workload
- Constant Change

Process Input —

- New
- Chaotic
- Cost of turnover/staff retention
- What not to do?
- Buck stops at the adviser

Growth —

- Quality expectations maintained
- Few staff
- More students/less access
- Impact on workloads when promoting the university

B. The Adviser Connection

*Panel: Donna Baldini, Undergraduate Adviser, Psychology Department
Debbie Belville, Academic Preceptor, Porter College
Naomi Brokaw, Undergraduate Adviser, Mathematics Department
Sarah Rogerson, Academic Adviser, Cowell College*

Notes not available.

C. What To Do When There Is Too Much To Do?

*Panel: Lupe Allen, Academic Adviser, College Ten
MaryJan Murphy, Counseling Psychologist
Bill Parro, Senior Human Resource Analyst*

Remember: Doing it all is impossible and trying to do it all is stressful.

Key: Find ways to either change things in your work environment or change things about yourself.

1. Change something about the stressful situation/activating

- a. Talk to your boss about changing job duties
 - b. Set limits
 - c. Delegate activities
 - d. Change things in your work environment (emails, phone calls, interruptions)
 - e. Move on
2. Change your attitude (beliefs, Perceptions) about the stressful situation
 - a. Change the way you look at potentially stressful situations
 - b. Decrease blowing things out of proportion – “catastrophizing”
 - c. Avoid “I can’t stand this” and “shoulds”
 - d. Watch over-generalizing and jumping to conclusions
 - e. Set realistic expectations
 3. Develop skills to manage emotional reactions (stress) from beliefs about the situation
 - a. Let go of the physical tension in your body
 - b. Breathe
 - c. Learn stress reduction techniques – progressive muscle relaxation, exercise, stretching, yoga, etc.
 - d. Learn to calm your mind – distract yourself, guided imagery, and mini-meditation.
 4. Avoid perfectionism
 5. Develop effective time management skills and avoid procrastination

III. Closing Comments

Bill Ladusaw, Vice Provost and Dean of Undergraduate Education

1. Values and Mission
 - a. Developmental
 - b. Educational
 - c. Holistic
 - d. Term oriented
 - e. Community building
 - f. Service commitment
2. Organizing for Effectiveness
 - a. Clear connection to institutional mission and goals
 - b. Clear objectives; achievable outcomes
 - c. “Leveraging” special skills and experience
 - d. Smooth communication and growing knowledge base
3. Organizing for Learning
 - a. Reflection — Experiment — Assessment – Revision — (circle)
 - b. Succeeding is learning
 - c. Assessment is learning support
4. Building Infrastructure
 - a. Academic Advising Coordinator
 - b. Advising Support Coordinator
 - c. Academic Advising Steering Committee
 - i. Drawing on faculty and student voice
 - ii. Keeping students in the view
 - d. Academic Advising Forum
 - e. Portal and Advising Website
 - f. Periodic Confabs
 - g. Career development

5. The Big Issues on Bill's Plate
 - a. Improved management of curriculum capacity
 - b. Attention to educational effectiveness in lower division curriculum
 - c. Retention Improvement
 - i. Save one college