

(Approved, 4/14/1997)

**INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE
EDUCATIONAL POLICY COMMITTEE ESTATES**

To: Fort Wayne Senate
From: Educational Policy Committee
B. Bulmahn, chair
Date: March 20, 1997
Subject: Recommendations on academic advising
Disposition: To the Presiding Officer for transmittal to the vice chancellors for academic and student affairs
Resolved, That the Fort Wayne Senate approve the following recommendations on academic advising.

Recommendations on Academic Advising

This document recognizes the importance of academic advising at IPFW and sets forth a framework for its enhancement. Substantive discussions among concerned faculty-governance and administrative bodies have produced recommendations on the following 4 topics:

- Distribution of academic-advising functions
- Resources for advising
- Provisions for special student constituencies
- Coordination, training, and evaluation of advisors.

Responsibility for implementing these recommendations, along with overall responsibility for ensuring the effectiveness of IPFW academic-advising initiatives, is shared by the Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs.

<p>Distribution of Academic Advising Functions</p>	<p>Academic advising at IPFW should be primarily a department/school function: Research shows that students' early connections to faculty members and major departments are critical factors in retaining students. Guided Studies students should be advised by SACS, as should truly undecided students (as identified through an upgraded application form); all others should be advised at the department or school level.</p> <p>The assignment of advising duties within departments is the duty of the chair, often with guidance from department committees and policies. School-level advising duties are assigned by the dean. When workloads permit, faculty volunteers should be encouraged to advise students assigned to SACS; such advising might replace assignments in the faculty member's academic unit or might generate extra compensation for the faculty member.</p>
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	<p>Advising at IPFW must allow for flexibility across schools/divisions, given the diversity of their resources and their students' needs. Thus, while advising is primarily a faculty responsibility, not all faculty need to advise, and not all advisors at the department or school level need to be faculty. Some academic units may continue successfully to assign only selected faculty to advising duties (presumably with compensations such as salary supplements or reduced departmental committee work for extraordinary advising assignments); other academic units may continue successfully to employ professional advisors.</p> <p>Entry of registration data is not necessarily part of advising duties. However, the ability to use the on-line Student Information System can help advisors and will become increasingly useful as system capabilities are improved.</p> <p>While career counseling is sometimes done in Career Services, any separation of "academic," "career," and "life" counseling is problematic in view of the interrelatedness of course work, career decision-making, and real-world impingements on academic progress.</p>
<p>Resources for Advising</p>	<p>Resources should follow students, with adequacy in the numbers of advisors measured against the standard recommended by the National Academic Advising Association: one full-time advisor per 300 students, prorated appropriately for those whose advising responsibilities are part-time and further adjusted as suggested by academic-unit traditions and needs. Advisors in SACS and in academic units who are responsible for Guided Studies and other special-needs students should be assigned a smaller number of advisees.</p> <p>If, in the process of making student/advisor ratios equitable or moving majors to academic units sooner, faculty are assigned more advising duties than have been deemed customary, resources should be allocated or reallocated to compensate them.</p> <p>SACS is understaffed; therefore, even if more entering students go directly to academic units for advising, a significant reduction in SACS staff would be unwise. The VCAA and the VCSA should carefully monitor and continually readjust the allocation of advising resources.</p> <p>When temporary advisors are needed for peak advising periods,</p>

	preference in hiring should be given to experienced advisors.
<p>Provisions for Special Student Constituencies</p>	<p>Extra attention should be given to two student constituencies traditionally not well-served by IPFW academic advising:</p> <p>Pre-Majors. A pre-major advising status should be made available within all schools that currently have academic prerequisites. Designated school or department advisors should be trained to advise these pre-majors and to implement enhanced procedures to assist students who cannot meet academic requirements and may find success in other programs or schools.</p> <p>Evening and Summer Students. Academic units should take special measures to ensure that students who attend evening classes can secure adequate academic advising until 6 p.m., and later by special arrangement. Academic units should make adequate provisions for carrying out their advising responsibilities during the summer, and summertime registration calendars and processes should allow academic units and SACS efficiently to meet the advising needs of students.</p>
<p>Coordination, Training, and Evaluation of Advisors</p>	<p>The responsibility for coordinating and improving academic advising should be shared by the VCSA and the VCAA. The VCSA should have primary responsibility for SACS, which should advise only Guided Studies and undecided entering freshmen (up to 30 credit hours). The VCAA should have responsibility for academic advising at the school and department level. The VCAA should address intracampus inequities in student/faculty advising ratios and should seek to incorporate the evaluation and reward of advising in promotion, tenure, and compensation policies.</p>