A Vision for Liberal Arts Advising

(edited version as of January 2015, additions noted in red)

Miriam Z. Langsam Office of Students Affairs
IU School of Liberal Arts
Indiana University-Purdue University Indianapolis
Liberal Arts Advising

The Miriam Z. Langsam Office of Student Affairs (MZLOSA) is dedicated “to foster[ing] the academic success of Liberal Arts students in partnership with faculty, staff, and community so that students become engaged global citizens.” In so doing, “we aspire to guide the growth and development of engaged citizens by providing exemplary services to our diverse student population in support of their enrollment, retention, and graduation.” While the academic advising staff is committed to being a “supportive educational partner in the academic success, personal development, and empowerment of our students,” we believe making certain modifications to our current advising model in the school would help us be more successful in achieving and fully supporting our office’s mission (MZLOSA, 2012):

This proposal aims to accomplish four tasks in accordance with our mission, vision, and goals:

I. Demonstrate how clustering majors for professional academic advisors (i.e. assigning students to individual advisors) could better serve our students
II. Explore the idea of assigned faculty mentors versus our current model of assigned faculty advisors
III. Increase the MZLOSA advisor presence
IV. Provide supporting information that indicate changes are needed to ensure Service with Distinction

Current Advising Model

Currently academic advising in the School of Liberal Arts combines professional (i.e. staff) academic advisors with a faculty advisor in each specialty area or major. Advising is a joint effort, a partnership. Generally speaking, professional advisors complete advising-related tasks for general curriculum requirements and university wide events while the primary focus of faculty advisors is advising in the major. Professional advisors, however, are responsible for, but not limited to, knowing university policy and procedures (e.g., drop, add, withdraw, grade replacement and forgiveness, etc.), general education and baccalaureate competencies in multiple curriculums, course changes and substitutions, technological platforms for advising and note-taking (e.g., PeopleSoft, AdRx, Academic Advisement Reports, FLAGS, Student Success Collaborative), new student orientation, involvement in first year seminars and transfer credit review and articulations. The purpose of the faculty advisor is to mentor students as they explore their academic and professional interests in their related field/major, along with many of the curriculum related tasks outlined above. Faculty advisors specifically advise on major requirements which calls for, but is not limited to, in-depth knowledge of department or program course offerings, graduate school, and career-related and academic opportunities on campus and beyond in their field. Advising in this model is truly a team approach; as all advisors cannot be experts in 19 different majors, and university policies, procedures, and technological platforms are always changing and it is difficult to stay current. Time and a focus are imperative to provide a high level of service, as is our charge as participants in the IUPUI Service with Distinction process.

Over the last two years, advising has come up as an area in need of improvement. The Indiana University Five-Year Administrator Review of School of Liberal Arts Dean William Blomquist noted “student advising is presented as a weak component of the student experience and detrimental to student success. Poor advising is also given as a reason as to why students take longer to graduate” (Survey Research Center at IUPUI, 2013). For the purpose of the Dean’s review, students were questioned via a web and a paper survey, in addition to focus groups during the fall semester 2012 and spring semester 2013. The focus groups included undergraduates in junior and senior status, along with alumni. In the spring semester of 2014, the campus conducted a survey via e-mail invitation, resulting in 111 responses from Liberal Arts students. “Academic advising in your major department or school” was noted as important, but students were less satisfied in this area then the average IUPUI student (Graunke & Rauch, 2014, p. 12). According to a recent survey conducted of Liberal Arts undergraduate students over a two week period between late November and early December 2014 via a web link, students state they are overall satisfied with the advising process. Students agree they are informed and advising is available (survey results can be found in Appendix E). However, we are increasingly noticing challenges with the current advising model. The comments
offered in this recent student advising survey confirmed our expectations about these challenges. For instance, professional advisors are not integrated in major-specific conversations or happenings. Faculty advisors often are unable to commit the time needed to stay current, which can lead to great confusion and frustration when faculty advisors, professional advisors, and the students are not all thinking uniformly. Students can also be either unable or unwilling to seek multiple sources of advising which can lead to more instances of self-advising and missing pieces of information, which may have consequences at graduation time. We have identified several additional disadvantages to this model for students, including:

- Students can be referred to multiple different offices due to their not acquiring all of the information they need in one office.
- Since faculty teach and travel on occasion and are often on a ten month contract, their availability may be limited and therefore students sometimes have difficulty connecting with faculty for time sensitive needs and at certain times of the year (e.g., summer months; mid-December).
- Students can receive inconsistent information regarding degree requirements among faculty and professional advisors.
- The lack of uniform implementation and compliance of various technological platform(s) and shared note system among faculty and advisors makes seamless and holistic advising difficult.
- Consistently training all that are in need of the latest information can be a challenge, due to lack of attendance at scheduled sessions, time to read, absorb, and put into practice.
- Enrollment in courses may suffer due to lack of information to adequately market lesser known courses, instructors, etc.

Though drafted in September and October 2014, the above sentiments were reiterated by our students in the recent survey. In light of these obstacles to providing the best service possible to our students, we propose that our professional advisors, in addition to being responsible for general education requirements, also be responsible for advising a cluster of majors. Clusters would be designed so that each full time professional advisor would have a comparable caseload of students and number of majors in his or her cluster. Multiple part-time advisors would share a single cluster to ensure full coverage on a day-to-day basis. Please see Appendix A for an example.

I. Major Cluster Advising Model

Assigned Professional Advisors with Major-Specific Specialties

Professional advisors specializing in specific major, minor and certificate requirements would bridge the gap between the departments/programs and the MZLOSA allowing for increased communication between the two. Professional advisors would be responsible for attending department/program meetings and other various department/program functions, increasing the presence of MZLOSA throughout the school. Professional advisors would also be responsible for disseminating updates to the department/program, bringing back department/program updates to the office, maintaining degree requirement checksheets, answering questions from faculty/staff within the department/program and being available to students in that major. Majors would be clustered, so as to balance caseloads of students amongst professional advisors. Minors and certificates would also be logically grouped.

Upon admission to the School of Liberal Arts, students would be assigned to the professional advisor responsible for their major. This gives professional advisors visibility in SIS and the ability to use the “assigned advisor” feature in SIS to engage in outreach to students. Presently, the School of Liberal Arts only lists faculty advisors in SIS, not professional advisors. A 2013 JACADA (Jaguar Academic Advising Association) survey of professional advisors on campus showed that 83% used the assigned advisor feature in SIS (Kinney, M. personal communication, July 30,
2014). The feature also gives students a specific point of contact in our office, potentially throughout their entire time at IUPUI. Students would still be able to make an appointment with any of the professional advisors in any time sensitive situations or if they have developed a relationship with another advisor (for instance their advisor in their first year seminar/Themed Learning Community). This assignment of a professional advisor could also help with faculty workload, which, because of their other responsibilities may have difficulty reaching all of their students with advising updates. Having a specific point of contact in the MZLOSA can decrease the amount of self-advising taking place and lead to better-informed students and more timely graduation. Additionally, we find the following benefits of this cluster model for faculty, advisors, and students:

**Faculty Benefits**
- Fosters a more meaningful relationship with the assigned professional advisor by integrating the MZLOSA staff into their department or program
- Provides one point of contact in the MZLOSA for general student-related questions
- Redundancy of work would be eliminated, as currently a faculty advisor may spend time with a student only to ultimately bring them to MZLOSA for advising
- Appointed faculty and departmental/program staff will receive a constant stream of updated information regarding general IUPUI policies and general education curriculum, as well as current advising technology platforms
- Major, minor and certificate checksheets along with other promotional materials will be updated by the assigned professional advisor under the assigned department or program

**Professional Advisor Benefits**
- Greater integration with faculty and departments/programs to assist with processes of enrollment management (such as contacting “stop outs”)
- Creates a specialty or niche for an advisor to become an “expert” advisor in a major/minor/certificate field, allowing concrete and accurate information to be disseminated to students and staff
- Fosters intentional involvement and relationships in department or program activities and faculty, meetings, and other happenings as determined by department or program
- Promotes courses, scholarships and student organizations in cluster majors in creative, new ways and avenues
- Logical partnerships with other schools would grow, as advisors work together to pair degrees, certificates and minors
- Creates more meaningful, holistic advising with continued student-advisor relationships from admission to graduation
- Assigning advisees gives the advisor more capabilities to encourage major, minor or certificate-related activities as well as registration happenings
- Provides consistency of messaging, less confusion and more awareness of information delivered to the student
- Knowledge of course sequencing and future offerings aids encouragement of on-time graduation

**Student Benefits**
- Students receive a point-of-contact within the MZLOSA specific to their major plan of study from admission to graduation
- Students receive more personal referrals to faculty members in their field who share the same interests, thus accommodating a better mentoring relationship between students and faculty
- Students have a one-stop shop in the MZLOSA for advising, avoiding being bounced around to different people and offices
II. Assigned Faculty Mentor Model

Faculty Mentors
We propose a similar team approach to advising where faculty can focus primarily on establishing relationships with students and mentoring them according to their academic and career interests. We propose to eliminate the general advising component of faculty advising and to give this responsibility solely to professional advisors. This model allows faculty the time to really focus on student relationship-building and mentoring in their respected academic discipline and not the myriad of forms, rule changes, etc. Note that this proposal does not absolve any faculty member of the duty to recruit and retain a student though any type of contact, whether within the classroom, within the four walls of an office or at a sporting event. Mentoring will continue to be partnership with professional advisors, departmental/program colleagues, faculty/staff across campus and the community.

In the past, advising was part of a faculty member’s service for promotion and tenure. Mentoring is also considered service. Faculty members willing to formally mentor would be identified and assigned to students. This assignment would be listed in SIS, using the assigned advisor function. Mentoring could be as intrusive as the faculty mentor chooses (i.e. required appointments). Expectations of faculty mentors would include: the sharing of major course specific details, serving as a resource for students seeking graduate school information, conducting conversations related to career paths in the discipline, offering availability at appropriate recruitment related events (such as meeting with prospective students, a presence at key discipline related events). Professional development funds could be offered as compensation to faculty mentors, with funds allotted based on numbers of student mentees.

Ultimately though, it would be up to the Dean of the School of Liberal Arts to decide how mentors will be compensated. Implementation would start with current faculty advisors becoming mentors, thereby not severing any established faculty/student relationships. One mentor per department would be ideal for clarity, though we are aware that in disciplines such as English and Communication Studies, multiple mentors would serve the diverse interests of our students. Pre-professional mentoring (Pre Law, Pre Medicine, Pre Dentistry, etc.) requires specialized knowledge and thus a dedicated faculty mentor is also needed in each area. Specifically, we find the following benefits to this proposed model to our faculty, staff, and students:

Faculty Mentor Benefits
- Appointed faculty mentors can focus on students which will increase student retention and their identification with their major and the School of Liberal Arts
- Faculty mentors can better identify high-achieving students and encourage student participation in the areas of Research, International Study Abroad, Service Learning, and Experiential Learning (R.I.S.E.)
- Decreased responsibility for knowledge of the policy and procedure minutiae or training in new technology platforms, allowing time for broader conversations with students and other pursuits related to their faculty appointments (research, teaching, service)

Professional Advisor Benefits
- Provides greater awareness of appropriate faculty that align with student interests, therefore making referrals easier and of better quality
- Fosters a natural referral process for graduate school conversations, eliminating the awkward want to be more informative, encouraging and helpful to the student without a sufficient knowledge base
With increased knowledge of their student population, professional advisors will be able to better identify students for opportunities, such as scholarships, OTEAM, student ambassadors, RISE, etc.

**Student Benefits**

- Provides students with streamlined and consistent information from both professional advisors and faculty mentors every time, creating exemplary student service.
- Provides students with consistent and holistic advising from professional advisors while having more meaningful mentoring relationships with faculty.
- With more time to explore their interests, academic and professional goals with a trusted and knowledgeable faculty mentor, student success and engagement may improve.

**Example of Proposed Model in Action**

Currently, the School of Public and Environmental Affairs (SPEA) is executing the faculty mentor model. Details of the exact process have been shared by SPEA and are available for review, if desired. To summarize, the faculty mentors play the following role in SPEA (McCool, K. personal communication, July 18, 2014):

- Internship approval/ discussion
- Post-college career/grad school discussions
- Honors experience in SPEA
- Undergraduate Research Opportunities
- Special Projects (independent study, readings & research, etc.)
- Letters of recommendation

In addition, SPEA utilizes SIS to promote both professional advisor and faculty mentor contact for the student. Both the professional advisor and faculty mentor will be able to utilize the assigned advisee function of SIS to connect with their students. See the following screen shot (McCool, K. personal communication, July 18, 2014):
III. Increasing Advising Presence

In order to effectively and efficiently modify our current advising model to meet the changing needs of our students and our school, we would need additional professional advising staff. With additional professional advising staff, advisors would be able to be proactive instead of reactive (as in the present model). Having professional advisors with knowledge in specific discipline areas, along with time to manage a specific student caseload, allows for clearer answers and a more structured approach to advising. Since technology has increasingly become part of degree planning, it is important that advisors use the tools available to them and, in turn, teach students to also use the tools. As an example, advisors now have the ability to easily reach out to students in academic trouble, as assisted by the technology platforms of FLAGS and the Student Success Collaborative (SSC). The same technology can be used to market classes or services. Use of technology takes time. One professional advisor in the MZLOSA estimates that over an hour of each eight hour work day is spent uploading documents to the electronic file system and inputting notes. This hour does not include the extensive preparation needed for some student contacts (e-mail responses, appointments, etc.). Advising has become data points and we are all accountable. However, these intrusive tactics can favorably impact student retention and therefore graduation rates.

The MZLOSA uses the appreciative advising approach, yet currently advising methods differ. From department to department/ program to program, advising can be drastically different- from administrative assistants helping with the process to one faculty advisor carrying a caseload of 150+ students. With an altered advising model, the School of Liberal Arts as a whole would communicate more consistent messages and would be better equipped to assess results. Assessment currently occurs at the graduation survey point within Liberal Arts, with additional opportunities for assessment at other points, for instance the recent short student advising survey or the campus wide survey conducted one year ago. Please note that assessment can be quantitative and qualitative, therefore the stories of our students carry weight.

Current Advising Staff
Our current advising staff consists of:

- One Director of Advising and Student Success (part-time)
- One Liberal Arts Academic Advisor (full-time)
- Two Liberal Arts Academic Advisors (temporary employees working 20 hrs/wk)
- One joint University College & Liberal Arts Advisor (half-time in our office; remaining time in University College)
- One Director of Advising Services for the Department of Journalism and Public Relations (half-time in our office; remaining time in Journalism)

In total, the number of advising hours worked is comparable to the hours of three full-time advisors. As of the first day of Fall semester 2014, there were 1583 enrolled students seeking distinct Liberal Arts majors. During the spring semester 2014, 1,382 enrolled students were seeking distinct Liberal Arts majors. Therefore, during the spring, the Academic Advisor per student ratio was approximately 1 advisor to 461 undergraduate students. Note, the above numbers do not include University College Pre-Liberal Arts students (229 students after Fall semester 2014’s census), students who change their major, stopped attending, chose to delay their admission or General Studies degree-seeking students. During peak times, particularly new student orientation, we have used the student worker, the Administrative Secretary, the Assistant Director of Student Records, the Director and Assistant Director of Career Development, the Assistant Director of Recruitment,Retention and Student Services, and the Associate Dean of Student Affairs for Liberal Arts, effectively shutting down the MZLOSA to meet our advising needs.
The School of Journalism transitioned into the School of Liberal Arts as the Department of Journalism and Public Relations July 1, 2014. It is important to note the addition of the Department of Journalism and Public Relations will bring approximately 200 additional students (203 on the first day of Fall 2014 classes). Beginning Fall 2014, the Director of Advising Services for the Department of Journalism and Public Relations began working two days in MZLOSA to integrate academic advising services. The director’s current role is to directly serve Journalism and Public Relations students. We envision this role to evolve as we more fully integrate academic advising services between the School of Liberal Arts and the Department of Journalism and Public Relations.

Additionally, the current Director of Advising and Student Success in the School of Liberal Arts aims to reduce student caseload due to focusing on administrative and advisor management duties. With the current advising staff and the absence of a student caseload for the director, the advisor to student ratio for Fall semester 2014 will be 1 advisor to 528 students.

The Bachelor of General Studies (BGS) is granted by the School of Liberal Arts; however, dedicated advising staff is housed with the Office of Degree Completion at IUPUI, not within the MZLOSA. As we increasingly integrate with General Studies, clearer designation of how students are served will be required. For the purpose of this proposal, we have grouped the 672 General Studies enrolled as of the first day of Fall semester 2014 into their own cluster with the existing BGS advisors (see Appendix A).

National Academic Advising Association's (NACADA) Student Caseload Recommendations, Peer Institutions and Fellow Schools
NACADA is the professional association for the academic advisor profession, which “promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students” (NACADA, 2014). NACADA does not suggest best practices regarding specific caseloads per advisor due to the many variables of academic advising between departments, schools, and institutions. However, if we examine the median number of assigned advisees for a 4-year public institution, approximately 260 students (Robbins, 2013), our office would need six full time advisors- 1583/260 = 6.08. If, instead of the median, we were to examine the upper range of approximately 333 advisees, we would need five advisors- 1583/333 =4.75.

Inquiries regarding advising caseload were made to peer institutions and data collected in 2013 by the Jaguar Academic Advising Association (JACADA) Research and Assessment committee at IUPUI were reviewed. Two responses from peer institutions were received by initial submission of this proposal. The responses varied drastically. Wayne State University in Detroit, Michigan states that the advisor to student ratio is 1 to 250 students (Stone-Hall, E. personal communication, September 4, 2014). At the University of Buffalo, the average load of students for an advisor is 1,000 (Waldrop, B. personal communication, September 5, 2014). JACADA's synopsis and detailed chart of IUPUI advisor caseloads are located in Appendix B. In summary, the advisor’s average student load across campus was 168 in 2013. This number includes both faculty and staff advisors at IUPUI. Amongst professional advisors, the number increased to 294 students per advisor (Kinney, M. personal communication, July 30, 2014). Given our standard of personal, specific, and in-depth advising and additional advisor projects, the equivalent of six full-time advisors would be ideal to allow the advising staff to fulfill the mission, vision, and goals of the MZLOSA.

Additional Advising Staff
While many full-time advisors would be ideal for our office, we realize there are budgetary and space constraints. We propose hiring two additional full-time Liberal Arts professional advisors to be more in line with median number of advisors at 4-year public institutions. With two additional advisors, advising caseloads (as of Fall semester 2014) would be 317 students per Academic Advisor, which is in alignment with the 260-333 student range found in NACADA’s study (NACADA, 2014). The need for increased professional advising has also been recognized in recent program reviews within the School of Liberal Arts. Through discussions with the Associate Dean for Academic
Programs, it has been learned that additional advising was one result of three recent program reviews conducted by departments; hence this proposal is a response to those evaluations. Additionally, it is important to note that the hiring of two full-time academic advisors would aid in office coverage for student appointments, walk-in and online advising. In Spring 2014, for example, in addition to scheduled advising appointments, the advisors in the MZLOSA advised 73 students during walk-in advising hours. Walk-in advising is designated for quick questions, forms, etc., of an urgent matter (i.e. drop/add forms). Walk-in advising is especially important during busy seasons of orientation (fall, spring and summer) so advisors are available to see both current and new students during these times in addition to managing heavy student traffic during priority registration.

In addition to advising, extra professional advisors would allow increased time for proactive projects such as:

- The development and implementation of a peer mentoring program
- Increased programming in tandem with the Office of Career Development
- Better use of the established Oncourse sites for students and faculty mentors
- Work with the University College (UC) joint advisor to strengthen our communication with and build major/ minor/ certificate awareness amongst UC advisors
- Greater participation in marketing and outreach, such as a website content suggestions, social media, promotional materials, etc.
- Creative and new uses of technology platforms such as the Student Success Collaborative, FLAGS and AdRx
- Participation in the advising field via conference presentations, research, etc.
- Assist with planning and implementing school wide gathering of advisors and mentors so as to continue to foster our relationships with one another
- Discovering links with degrees offered in other schools at IUPUI and assisting in the realization of those partnerships

We also propose to review and evaluate current positions within the advising unit in the School of Liberal Arts, so as to promote a high level of student service and a dedicated presence administratively. This review will also include hours/ days of advising and methods used.

Should there be attrition or temporary absence (i.e. FMLA, etc.) of an academic advisor, the current advising staff would take on the advisor’s assigned advisees and department/program responsibilities until the advisor returns or one is hired. The Director of Advising may also assist. While each advisor is an ‘expert’ in an assigned cluster, the advising staff as a whole regularly advises students in any Liberal Arts major through various avenues such as Themed Learning Communities (TLCs), orientation, walk-in and online advising. Additionally, the assigned cluster advisor will give regular updates on a bi-weekly basis during advising staff meetings regarding cluster courses, important faculty contacts and changes, and department/program events. Therefore cluster cross-training will happen organically among advisors. Lastly, each advisor will maintain records for each major in the shared drive for all advisors to access, especially in the event of an absence. These records may include, but are not limited to:

- The most up-to-date major, minor and/or certificate checksheets
- Tips for advising in the major (i.e. popular classes, important course information, prerequisites, scholarships and student organization information)
- Course enrollment information (i.e. projections of course offerings, course marketing materials and strategies, new course offerings)
- Important faculty contacts especially assigned faculty mentor information
- Meeting notes and schedule for any department/program meetings advisor attends
- Advisor projects as related to each major
Implementation
With two additional full-time Liberal Arts advisors, we foresee the advising staff comparable to the work of five full-time advisors detailed as the following:

- Director of Advising and Student Success (only one TLC assignment caseload per academic year)
- Joint University College & Liberal Arts Advisor (half-time in our office)
- Liberal Arts Academic Advisor (part time; graduate student)
- 2 Liberal Arts Academic Advisors (part time)
- 3 Full-time Liberal Arts Academic Advisors

In order to effectively implement the cluster model we will need two additional full-time advisors. This can be fulfilled in one of two ways. Both advisors can be hired from the same search committee/applicant pool, or one advisor can be hired in 2015 and a second advisor hired in 2016. We strongly recommend hiring two advisors from the same applicant pool. Not only is this more cost effective for the school (and university) in terms of time and resources spent on searching and then training, but it allows the cluster model to begin immediately and as envisioned for the full benefits for our students and departments. Hiring only one advisor would require an initial set of clusters, and then a revised set of clusters once the additional staff member is hired. Similarly, allowing some departments to opt out of the advising model would prompt cluster modifications. While these are relatively simple changes on paper, and similar to the contingency plan that would be enacted should an advisor slot be vacated, requiring departments to work closely with one advisor during these initial and drastic changes, and shortly thereafter switch to a new advisor could cause the same kinds of confusion and misadvising we are trying to avoid by enacting the cluster model. It should also be noted that most schools on campus have already professionalized advising; therefore “academic advisor” is a standard and well established job description.

Space is always a concern in Cavanaugh Hall. The new furniture that was installed in Cavanaugh Hall 401 as part of its remodel project created an additional office and cubicle space not currently present. Though advising in a cubicle setting is not ideal, the additional workstation would accommodate one advisor. When/ if two advisors are hired, shifting will have to occur. If other positions within Student Affairs are altered, we anticipate that space will be reconsidered within the Dean’s suite, as has occurred in the MZLOSA. In the future, an integrated career and advising center would best serve our student population. Many schools across campus have merged services into one office. A much larger space would be needed to accommodate professional academic advisors, career development staff and others who support student service.

We propose to begin the clustering as soon as possible. We can start with certain departments/ programs and grow as time allows, staff is added and changes occur. The advisor assigned to the department/ program will start with a face-to-face meeting with those interested parties within the department/ program. Together they can exchange details- whether it is meeting dates, intricacies or upcoming happenings- and start certain processes- listserv additions and communications, updated printed materials, student referrals. We wish to cluster and begin fostering the relationships with the departments/ programs no matter the results of this proposal.

The Council for the Advancement of Standards (CAS) in Higher Education
The mission of CAS is “to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment” (CAS, 2014). CAS specifically provides best practices for Academic Advising Programs (AAP). The standards outlined in Appendix C support our recommendation in hiring two additional full-time advisors.
Conclusion

With additional staff, assigned professional advisors, and faculty mentors, we believe the Miriam Z. Langsam Office of Student Affairs will be better equipped to serve a greater number of students in a variety of contexts, create more meaningful integration between our office and departments/programs, and provide more complete, holistic advising for our students.

Assessment and program reviews may tell us that students are satisfied with advising, nevertheless, we can’t be complacent. We all will never have enough time and change will always be constant. The state of Indiana has mandated modifications in curriculum and that implementation has been ever changing. Change at the state level, impacts the campus level, which has influence at the school level which is realized through one-on-one advising of students. Full-time professional advisors have found it impossible to keep pace with the daily changes; hence it is completely impractical that a faculty advisor keeps up. An example of change is the application of transfer credit to the IUPUI General Education Core- a complicated and evolving issue. The interventions proposed aid the entire school-faculty, staff and student alike.

In quality advising/mentoring nuanced conversations will always exist. Yes, there is a blurry line between advising and mentoring. We can set clear standards, definitive lines and help faculty and staff know when to refer. This proposal fosters greater partnerships. We can be better together, as we are attempting to solve evident problems at a systematic level. Students can build relationships with their mentor, their professional advisor and their departmental/program staff, as we all play a role in recruiting and retaining our students. Need based advising has many levels- and mentoring can be need based too. Note that the proposal does not just address student needs, but those of faculty and staff. We need each other.

Superior student service has no limits, but it can’t be accomplished in isolation. With Service with Distinction as our goal, we know that change is necessary. We need to rethink what advising is and how it is accomplished. It is everyone’s responsibility to recruit, advise and mentor. “Students fund our school”, as Dean Blomquist stated at the September 2014 Faculty Assembly. Advising is critical to student’s and our school’s well-being. We must share the responsibility of service to our students, whether assigned a formal role or not. As expected, we also see additional needs not addressed within this proposal, such as training and programming, graduate student advising, establishing academic partnerships within IUPUI and increased enrollment management. Ongoing change will be crucial. With these proposed changes, we seek to grow, to respond to the changing campus environment, and yet to simplify our processes to ensure overall student success.
References


Survey Research Center at IUPUI. (2013). Indiana University five-year administrator review. Indianapolis, IN: Author.
Appendix A (new format, no names, December 2014)

Sample Advising Clusters (with Additional Staff)

as voted on by faculty and staff listserv members in January 2015

Please cast your vote for one of three versions of the Advising Clusters:
https://www.surveymonkey.com/s/YKTBNPH

Results coming soon!
## Appendix B

### Self-reported Academic Advising Occurring at Indiana University-Purdue University Indianapolis*

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<td>Advisors at IUPUI (n=175)</td>
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<td>Use of Assigned Advisor Function (n=175)</td>
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<td>Average Student Load per Advisor (n=162)</td>
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<tr>
<td>Percentage of Time Advising Per Week (n=162)</td>
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<tr>
<td>Use of Assigned Advisor Function (n=76)</td>
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<tr>
<td>Average Student Load per Advisor (n=67)</td>
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<tr>
<td>Percentage of Time Advising Per Week (n=65)</td>
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<th></th>
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<td>Advisors at IUPUI (n=99)</td>
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<tr>
<td>Use of Assigned Advisor Function (n=99)</td>
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<td>Average Student Load per Advisor (n=95)</td>
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<td>Percentage of Time Advising Per Week (n=97)</td>
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Note - the "n" is different due to lack of response

*Information collected in 2013
## CAS Standards & Guidelines for Academic Advising Programs (AAP)

<table>
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<tr>
<th>CAS Standard Section</th>
<th>CAS Standard</th>
<th>Comments to Support Our Recommendations</th>
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<tr>
<td>Part I: Mission (1.1)</td>
<td>The primary purpose of Academic Advising Programs (AAP) is to assist students in the development of <strong>meaningful educational plans</strong>.</td>
<td>By building a relationship with the student from the point of admission to Liberal Arts to graduation, professional advisors would be more knowledgeable of the student’s goals, preferences, learning styles, and commitments outside the classroom. This connection would improve the overall student experience though personalized attention.</td>
</tr>
<tr>
<td>Part 2: Program (2.2)</td>
<td>Academic Advising Programs (AAP) must <strong>collaborate with colleagues and departments</strong> across the institution to promote student learning and development, persistence, and success.</td>
<td>Clustering and additional professional advisors would allow more collaboration across campus and the community for more programming opportunities specifically related to career development, prospective student advising, Liberal Arts student organizations, campus events like the Regatta, and orientation related activities like JagBlast. Additional professional advisors would also allow for greater representation on campus committees and increased ability to market Liberal Arts minors, certificates to students in other schools. A deeper relationship with the student allows for better referrals and the likelihood that the student will seek assistance.</td>
</tr>
<tr>
<td>Part 2: Program (2.4.5)</td>
<td>AAP must be responsive to needs of individuals, <strong>populations with distinct needs</strong>, and relevant constituencies.</td>
<td>With increased knowledge of departments/programs, MZLOSA professional advisors would be better equipped to recruit and retain students for which the major is a fit. This “fit” could relate to course scheduling (i.e. times of day), demands (i.e. language or writing abilities), etc.</td>
</tr>
<tr>
<td>Part 2: Program (2.4.6)</td>
<td>AAP must be delivered using <strong>multiple formats</strong>, strategies, and contexts.</td>
<td>Clusters would offer program specific advisee contact and group advising sessions while additional professional advising staff would allow MZLOSA to expand walk-in and online advising.</td>
</tr>
<tr>
<td>Part 2: Program (2.8.2)</td>
<td>AAP must assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing <strong>short-term and long-term plans</strong> to meet their objectives.</td>
<td>By clustering and being integrated in specific departments MZLOSA professional advisors would have better insight in how major curriculum decisions affect students short and long term plans. Long term planning would be enhanced through the faculty mentoring relationship.</td>
</tr>
<tr>
<td>Part 2: Program (2.11)</td>
<td>AAP must provide <strong>current and accurate</strong> advising information to students and academic advisors.</td>
<td>By clustering, MZLOSA professional advisors will be better able to accurately update documents such as degree maps, major, minor and certificate degree requirement checksheets in their cluster, as opposed to the current model of one advisor inconsistently updating all of them. As more personalization of degree maps is implemented, advisors will have increased time and knowledge to ensure accuracy of degree maps with students, increasing our graduation rates.</td>
</tr>
</tbody>
</table>
### Part 2: Program (2.13)
**Academic advising conferences** must be available to students each academic term.

While we have a dedication to giving each student an appropriate amount of time, this dedication leads to the inevitable time crunch. Adding additional professional advisors would increase our ability to serve students.

### Part 2: Program (2.12)
**Academic advising caseloads** must be consistent with the time required for the effective performance of this activity.

Additional professional advisors would alleviate the times of the year it is not feasible to quickly meet the demand of student appointments because of either the abundance of student appointments or when we are committed in other areas (new student orientation/first year seminars) which can cause undue student frustration. More intrusive advising can be implemented, such as the use of FLAGS and the SSC to improve student success.

### Part 3: Organization and Leadership (3.8)
Students, faculty advisors, and professional staff must be informed of their respective **advising responsibilities**.

With 19 majors, it is difficult to keep all faculty advisors current on IUPUI and MZLOSA policy and procedure updates. Clustering would increase communication pathways.

### Part 4: Human Resources (4.1)
Academic Advising Programs (AAP) must be **staffed adequately** by individuals qualified to accomplish mission and goals.

Adding additional staff would allow MZLOSA professional advisors to better fulfill our mission, vision and goals. Training and updates would occur on a biweekly (or more) basis, as currently occurs within the MZLOSA.

### Part 8: Institutional and External Relations (8.1.1)
Academic Advising Programs (AAP) must **reach out to relevant individuals, groups, communities, and organizations** internal and external to the institution to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.

Clustering will allow a greater presence in more venues, increasing the ability to establish, maintain, and promote Liberal Arts as a whole and specific departments/programs. Themed Learning Community/first year seminar involvement of professional advisors would continue to allow outreach into the community, as planned by the instructional team. Strengthened connections with community colleges, such as Ivy Tech Community College, would improve the transfer process for students.

### Part 8: Institutional and External Relations (8.1.3)
Academic Advising Programs (AAP) must **reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to disseminate information** about the programs and services.

Clusters would increase dissemination of MZLOSA information to departments by establishing and fostering one point of contact in the MZLOSA. Professional advisors would have increased ability to better market Liberal Arts courses, second majors, minors and certificates to other IUPUI schools, partnering institutions (such as Ivy Tech Community College), their staff and students.
Appendix D (added December 2014)

Professional Academic Advisor/ Faculty Mentor and Departmental/ Program Administrative Assistant Roles

FACULTY MENTOR

• Knowledgeable of department/ program’s major, minor and certificates
  o Make decisions on course substitutions within the major/ minor/ certificate
    ▪ Share substitutions with professional academic advisor, so he/she may make adjustments to the student’s record
  o Shape mentoring role as see fit (employ intrusive mentoring, conduct programming, etc.)
• Familiar with department/ program colleagues’ areas of academic interest
  o Refer students with specific interests accordingly
• Conduct conversations with students related to career paths in the discipline
  o Knowledgeable of the services offered by the School of Liberal Arts Office of Career Development
• Serve as a resource for students seeking graduate school information
  o Knowledgeable of graduate school possibilities and basic application procedures in their discipline
• Collaborate and share information with the Student Affairs’ cluster professional academic advisor
• Knowledgeable of University policies, procedures and services (on a basic level)
  o Make appropriate referrals within community, campus and the School of Liberal Arts
• Share department/ program course offerings with the student as it relates to student’s academic and professional interests
• Coordination of upper level and capstone course permission with department/ program administrative assistant
  o Use this opportunity for developmental conversations with the student before graduation
• Offer availability at appropriate recruitment related events (i.e. face-to-face meetings with prospective students, a presence at key discipline related events)

PROFESSIONAL ACADEMIC ADVISOR

• Knowledgeable and current regarding the following:
  o General education and baccalaureate competencies in multiple curriculums
  o Assigned majors/ minors/ certificates
  o Course changes and substitutions
  o Transfer credit review and articulations (of only credit already inputted to a student record by the Office of Admissions, other related processes would continue to be between departments/ programs and Admissions)
  o Other IUPUI academic offerings (majors, minors, and certificates)
  o University policies, procedures, and processes (e.g., drop, add, withdraw, incompletes, grade replacement and forgiveness, etc.)
  o Technological platforms for advising and note-taking
• Builds and maintains relationship with assigned departments/ programs by:
  o Thoroughly learning the assigned major/ minor/ certificate, yet mindful that he/she is not an expert in the discipline and must defer to the mentors when needed
  o Regularly meeting with the faculty mentor and by attending department/program meetings and other various department/ program functions
  o Disseminating applicable updates to the department/ program
  o Answering questions from faculty/staff within the department/ program
  o Bringing back department/ program updates to the MZLOSA
• Holds scheduled advising appointments, walk-in and online advising to all Liberal Arts students and potential Liberal arts students with a focus on individual advising clusters
• Completion of necessary forms or procedures as needed, such as:
  o Academic probation and reinstatement advising and/or hold removal requests
  o Ivy Tech Community College guest student applications and financial assistance agreement forms
  o Satisfactory Academic Progress forms
• Participates in new student orientation by giving presentations, reviewing student records in advance, meeting with students one-on-one and in a group setting
• Part of instructional team in first year seminar(s)
• Maintains degree planning checksheets and degree maps with assistance from department/program
• Part of the campus community via committee, council and task force participation
• Stay aware of future changes to academic processes and requirements at IUPUI as a whole and within the advising community

DEPARTMENT/PROGRAM ADMINISTRATIVE ASSISTANT (as relates to advising/mentoring only)
• Well informed regarding the major, minor and/or certificates offered by their department/program
  o Collaborate and share information with faculty mentor and cluster professional academic advisor
• Knowledgeable of current and future course offerings within their department/program
  o Keep current syllabi
• Awareness of School of Liberal Arts faculty and staff roles and responsibilities
• Responsible for the administrative functions and student service for the department/program’s minors
  o Assist students with the completion of minor forms
  o Tracking of minors
  o Share completion details with the MZOSA
• Coordination and input of course permissions with colleagues in the department/program
• Maintain listservs for major, minor and certificate students
• Assign cluster professional academic advisor and faculty mentor in SIS student record
• Schedules appointments between faculty mentors and students as requested
• Processing of special credit as applicable within department/program
• Knowledgeable of University policies, procedures, and processes (e.g., drop, add, withdraw, incompletes, grade replacement, and forgiveness, etc.)
  o Make appropriate referrals within community, campus and the School of Liberal Arts
Appendix E (added December 2014)

Student Survey Results

An advising related survey was conducted for a two week time span in late November/early December 2014. The survey was created using the Survey Monkey tool and consisted of 7 questions and one fillable comment box. The survey link was sent in a personalized e-mail merge with a catchy title via the Director of Academic Advising and Student Success’ personal e-mail account. 2529 students with valid Indiana University e-mail addresses were sent the e-mail invitation to complete the survey. These students had School of Liberal Arts SIS program plan stacks and had been enrolled at IUPUI within the last year. Students pursuing Journalism majors or the Bachelor of General Studies were excluded from the invitation. 153 responses were received, resulting in a 6% response rate. 43 of these 153 students offered a comment. The results are the ten pages below.

Q1 What is your current academic class standing?

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen (0-25 credits earned)</td>
<td>7.19%</td>
</tr>
<tr>
<td>Sophomore (26-55 credits earned)</td>
<td>14.38%</td>
</tr>
<tr>
<td>Junior (56-85 credits earned)</td>
<td>21.57%</td>
</tr>
<tr>
<td>Senior (86 or more credits earned)</td>
<td>56.86%</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
</tr>
</tbody>
</table>

![Survey Results Graph]
Q2 Which of the following BEST describes the majority of the academic advising you have received this academic year?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised individually by a Faculty Advisor located in my major's department/ program</td>
<td>45.75%</td>
</tr>
<tr>
<td>Advised individually by a Professional Advisor in the Office of Student Affairs (Cavanaugh Hall 401)</td>
<td>17.65%</td>
</tr>
<tr>
<td>Advised by a combination of Faculty and Professional Advisors</td>
<td>18.95%</td>
</tr>
<tr>
<td>Attended group advising in conjunction with a course or major in which I was or am enrolled</td>
<td>0.00%</td>
</tr>
<tr>
<td>Unsure of the role of my advisor (whether faculty or professional)</td>
<td>5.23%</td>
</tr>
<tr>
<td>I rely on myself for advising</td>
<td>12.42%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>153</strong></td>
</tr>
</tbody>
</table>
Q3 As a result of my advising sessions I better understand my general education requirements.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>35.95%</td>
</tr>
<tr>
<td>Agree</td>
<td>44.44%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6.54%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.92%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>9.15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
Q4 As a result of my advising sessions I better understand my major requirements.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>35.29%</td>
</tr>
<tr>
<td>Agree</td>
<td>47.71%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7.84%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1.31%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>7.84%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Q5 As a result of my advising sessions, I am better informed of academic related deadlines, policies and procedures.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>24.18%</td>
</tr>
<tr>
<td>Agree</td>
<td>43.79%</td>
</tr>
<tr>
<td>Disagree</td>
<td>13.73%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5.23%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>13.07%</td>
</tr>
</tbody>
</table>

Total: 153
Q6 I am satisfied in general with the academic advising I have received.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>35.95%</td>
</tr>
<tr>
<td>Agree</td>
<td>40.52%</td>
</tr>
<tr>
<td>Disagree</td>
<td>11.11%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7.19%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>5.23%</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
</tr>
</tbody>
</table>
Q7 Advising has been available when I needed it.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>33.99%</td>
</tr>
<tr>
<td>Agree</td>
<td>48.37%</td>
</tr>
<tr>
<td>Disagree</td>
<td>11.11%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.92%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2.61%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
### Q8 Additional Comments

**Note:** Identifying names were removed and replaced with ___.

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I didn’t take advantage of my advisor but I did take advise from others in my department.</td>
</tr>
<tr>
<td>I’ve had to run around to so many different offices to get answers for certain questions – mostly because I can’t find the answers myself online. I find that when I ask a certain advisor, they send me to someone else or give me incorrect information sometimes.</td>
</tr>
<tr>
<td>I felt my advisor said nothing or was not sure what she was doing and could not provide wise advise.</td>
</tr>
<tr>
<td>I added a second bach. while partly through my OLS degree, I never actually got an advisor for my ___ degree (the 2nd degree). I have just been talking to my OLS advisor and the director of the ___ department for my advising on the other classes and any issues. I feel that if I had an assigned advisor I would not have taken a class that does not count toward either degree. But the talks that I have had with my OLS advisor and the head of the ___ dept. have been sufficient, as long as I go ask them for help.</td>
</tr>
<tr>
<td>My original major was ___ but I have recently switched my major to ____ and will rather minor in ___. My ___ advisor, _____, made me very uncomfortable and meeting with her always left me feeling confused about my requirements and alone in the process of scheduling. It seemed that she wanted my appointment to go as quickly as possible with no regard to my questions and concerns. Speaking with my current advisor, ____, is a breath of fresh air in comparison. He makes me feel very comfortable and seems interested in helping me figure out the best schedule that suits my academic and personal needs.</td>
</tr>
<tr>
<td>_____ is the best advisor I’ve ever had!</td>
</tr>
</tbody>
</table>
| Everybody is so nice and great at the Office of ___.

_____ has done an AMAZING job advising me over the past couple of years. I’ll be graduating in May and I couldn’t have done it without her!

The advisors do a great job. I’ve mainly worked with ___, and she’s been extremely helpful. She offered me an alternative list of available classes for meeting the requirements for my degree when nothing looked appropriate.

My advisor, the chair of the department, was never available nor responded to emails. Faculty who were scheduled to help me had no idea about requirements or basic knowledge of the SiS system. I’ve had to see three or four different professors to get one straightforward answer. Are they not paid to know this information? Will I graduate on time? So many questions.

I have had nothing but great and quick experiences!

I am graduation from my BSN in nursing school this fall and am looking to work for my Bachelors in ____ starting in the spring. My adviser was wonderful and seemed to really understand me and work with my needs and desires. I am very pleased with the advising here at Liberal Arts.

Advising seems to be unorganized. Emails should be sent out of when you need to see advisor

Advising is never available when I need it especially the online 12-1 session. Maybe you should look into evening advising also for people who work all day and need assistance

I have only met with my academic advisor once this academic year, and that was May of last year. I seem to be doing fine!

There is no such thing as advising at this school. If I want to accomplish anything I have to do it myself because no one cares to help me. Getting passed around from one “advisor” to another, hearing “I can’t help you with that,” and an overall feeling of neglect has ruined this school for me. Thanks for wasting my time and money. I’m sure nothing will come from this survey. I would like an apology if anyone has the decency to accept one request from a student.

I was assigned a faculty adviser. When I ask him about requirements for graduation, he gives me suggestions for classes to take, but he has been unable to tell me if my courses meet requirements. In my experience, most of my fellow Liberal Arts students do not know who to get graduation advising from. If there is a central office for handling advising, I think we would all appreciate knowing about it. Thanks!

_____ has been extremely helpful the entire time I have been at IUPUI.

_____ is the most helpful person to go to for ____ requirements. Not only does she tell you what you need to fulfill requirements, she helps tailor your experience to help you get where you want to go in life.

For the Liberal Arts School, I have only needed advising with my ___ certificate, ___ minor, and ___ minor, and I only saw an advisor once for each goal. My major is not in this school. However, the minor and certificate program check-sheets that help you navigate you through the programs are what helped me most. I was consistent with keeping up with the professors, made sure that the check-sheets were still up-to-date and mainly used those to determine which classes I would take each semester.
I don't feel my degree will get me a job in my field. I does not teach things that employers require for entry level employment.

Everyone who has advised me has done a wonderful job making sure I'm on track and with informing me on what courses I must take in the future. I'm very pleased with all the advising I have received thus far! -Thank You!

I wish there was more information and opportunities that the offices knew about to be able to help with development

My ____ adviser has been amazing, prompt, and helpful. My ____ adviser has not meet with me once—he has cancelled appointments, not been available to reschedule, and been unresponsive to email at times. Furthermore, his response time is often slow, and he has been less than helpful with resolving matters, and has even given me wrong information. This is unacceptable to say the least.

Interaction between the advising offices and students needs to be improved via communication to serve reminders of advising meetings.

____ is an amazing adviser!

There seems to be a broken link between the schools within IUPUI, which makes it very difficult developing a plan. Gen Ed requirements for ____ are still not in place. I was directed through this by using the gen ed requirements for a different major. I missed completing 2 classes of my degree’s requirements because my advisor did not know what updates had been made to the programs I was enrolled and had to push graduation date back, again, in order to pick up and complete an additional semester of those classes. Needs more cross-communication to avoid shuffling student off with an “I don’t know, but you can go and ask them” response.

I am a ____ major and have found that setting up an advising appointment with ____ is impossible. Last semester, he was the only adviser (at least that's what I thought) and he helped me plan things for ____. This semester, they’ve split students up without telling them to new advisers. I found this out by trying to schedule an appointment in the office with ____ to get my credits transferred. The employee at the desk couldn't find the place on the computer where to set me up with an appointment and then told me that ____ is my adviser and to email her about setting up an appointment. I did and she was great with responding and I met with her. However, she is unable to transfer my credits because it is in ____ hands since he started it. So now I have to try to get an appointment with him (which is always a struggle).

I had no idea when schedule classes.

My advisor does her job, yet there is no like ‘future’ information, unless I probe deeper. I don't believe she has any ‘real’ connection with her students. Though I respect what she says, I ALWAYS find other department people to assist me as well.

Professional advisors need to be more knowledgeable on major requirements. It would be helpful if they worked in conjunction with faculty advisors.

I have been in ____ studying abroad this semester (Fall 2014) and I have received little to no help from IUPUI in regards to advising. I am here on an IU Bloomington program, however, when I tried to transfer back to IUPUI, I had an unacceptable amount of difficulty and misunderstanding. The advising in the ____ Department is not helpful and I plan out my own study plans in regards to the classes that I need to take. The only reason I ever go to my advisors office is to take off holds in order to register for the next semester.

I just became a Liberal Arts Student, but overall it seems pretty good.

I have relied on myself for advising due to scheduling conflicts with advisors. I am a full-time student on a full scholarship and she was acting as if I were some irresponsible delinquent. I am an on time graduate, having made all my classes and scheduling them in perfect accordance to only going on two days. Upon talking with her, we decided that I would drop two of my classes and re add another one. She told me that she had handled my e-drop, and a week later when the classes were still on my one start, I e-mailed the advisor. At this point I was only eligible to receive 50% of my refund amount. No one would help me and the advisor refused to accept responsibility or allow me to receive my full amount. It is safe to say that I will continue doing my own advising sessions and graduate on time.

There should be a "neither agree nor disagree" option. My advisor knows the degree. She doesn't know things outside the degree. I shouldn't need to see two separate advisors to get all of my questions answered. I see my advisor to confirm what I already think I know. She can point me in the right direction to get more information. But I wouldn’t really say that it's my advisor who helps me better understand requirements and policies, although I can't say I disagree with the statements above that relate to that.

I was extremely pleased with Liberal Arts advising. My advising experience with the School of ____ was a poor one, so when I switched to ____. ____ took time out of his schedule to help me get things figured out. I was grateful for his time and help.

I prefer to not meet with people unless I must. Because of this, I have had very little face-to-face advising while attending IU. I am thankful for the online tools that are a part of the IU system that make this possible.

I had a terrible time with my adviser. She didn't seem like she wanted to advise me she just told me the classes. Not very personable. Other advisors had helped more that were just general advisors.

Advising has been easy and efficient. Seriously, thanks guys and gals. You have made transferring to IUPUI to continue my education a joyous ride!
I took advising into my own hands, because I transferred in and felt that my department advisor was not handling my situation. That being said, I would love to praise the advising I have received from the Office of Student Affairs for the general liberal arts advising. Whenever I have a question they get back to me in a timely manner, and are very helpful!

Sometimes hard to get in to an advisor.

_____ in Liberal Arts Affairs has been awesome to say the least! Also, Professors _____ and ______ in ______ and ____ have gone out of their way for me!

I typically do not go to an advisor because I have all of the necessary requirements planned out and have almost completed all of the requirements. However, I know the importance of it for incoming students and know that they often get confused about who they are supposed to go to and when.