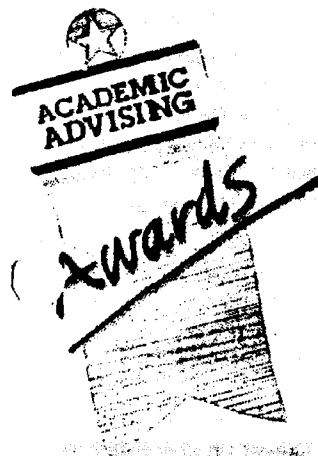




1984 Awards and Certificates of Merit

OUTSTANDING ADVISOR AWARDS

- North Atlantic**
Dan Maloney Hahn
 Director of Academic Advisement
 State University College at Cortland
- Mid Atlantic**
Francis L. Meral
 Professor
 Electrical Engineering and Applied
 Physics
 Western Reserve University
- South Atlantic**
Susan A. Morgan
 Associate Professor and Assistant Dean
 School of Nursing
 Vanderbilt University
- East Central**
Remedios "Mady" Alfonso
 Academic Advisor, University Division
 Indiana University
- Southwest**
Shirley J. Black
 Assistant Professor, History
 Texas A & M University
- Pacific**
Karl J. Wetzel
 Department Chair, Professor
 Department of Physical and Life
 Sciences
 University of Portland
- West Central**
Na M. Niemann
 Business Administration Department
 Coordinator
 De La Salle College

OUTSTANDING INSTITUTIONAL ADVISING PROGRAM AWARDS

- Multiversity**
Iowa State University
 Submitted by
 Phyllis Brackelsberg
 Assistant Professor & Chair of University
 Academic Advising Committee
 Ruth Widman Swenson
 Assistant Dean, College of Sciences and
 Humanities
- Public University**
University of Hawaii at Manoa
 Submitted by
 Beatrice T. Yamasaki
 Dean of Arts & Sciences Student
 Services & Special Programs
 Ray L. McDonald
 Assistant Vice Chancellor for Academic
 Programs
- Private University**
Tufts University
 Submitted by
 Peter L. D. Reid
 Associate Professor of Classics
 Chairman, Committee on Undergraduate
 Advising and Counseling
- Private College**
College of the Holy Cross
 Submitted by
 Joseph H. Maguire
 Assistant Dean
- Church-Related College**
Heldberg College
 Submitted by
 Robert E. Oleson
 Dean of Student Life
 Kenneth Porada
 Chair, Total Student Development
 Committee
- Public College**
Eastern Illinois University
 Submitted by
 Calvin Campbell
 Director, Academic Advisement
- Two-Year Junior/Community College**
Genesee Community College
 Submitted by
 Ann H. Lechner
 Director of Records, Scheduling, and
 Advisement
- INSTITUTIONAL PROGRAMS
CERTIFICATES OF MERIT**
- California Lutheran College**
- Delgado Community College-West Bank
Campus**
- University of Iowa**
- Johnson County Community College**
- Michigan State University**
- University of Missouri-Kansas City**
- Morningside College**
- Mt. San Antonio College**
- Northeastern University**
- The Ohio State University**
- Pan American University**

Saint Mary's College

Southern Methodist University

State University of New York-Oneonta

Trinity College of Arts and Sciences, Duke University

ADVISOR CERTIFICATES OF MERIT

- Judith K. Andrews**
 Indiana University
- Nardine M. Aquadro**
 Memphis State University
- Thomas Brennan**
 University of New Mexico
- John Gede**
 Bowie State College
- Martha Tootle Cain**
 Georgia Southern College
- Calvin Campbell**
 Eastern Illinois University
- Martha Jane Cook**
 Malone College
- Emerson A. Cooper**
 Oakwood College
- Beverly B. Davis**
 Iowa State University
- Cynthia Eddleman**
 University of California-Irvine
- Nylen W. "Eddie" Edwards**
 University of Missouri-Columbia
- Maribeth Ehasz**
 University of Toledo
- Bruce Fenner**
 DePaul University
- Mary J. Hall**
 University of Iowa
- Bari Haskins-Jackson**
 DeKalb Community College
- Denny E. Hill**
 Georgia Southern College
- Fred D. Hinson**
 Western Carolina University
- Anne C. Hoehn**
 Wright State University
- Sharon L. Irwin**
 Point Loma Nazarene College
- Glenn Matoff**
 Colorado State University
- Russell Lee Miller**
 Louisiana State University
- Jim F. "Hank" Mills**
 Texas A & M University
- J. Edwin Metell**
 Mt. San Antonio College
- Susan Palmer**
 Aurora College
- Judith Randall**
 University College-Pace University
- Brian Seeger**
 Iowa State University
- Mary H. Smith**
 St. Louis Community College at
 Meramec
- Horace W. Van Cleave**
 Texas A & M University
- Allen Zimmerman**
 University of Vermont

A Comprehensive Advising Effort

BRIAN A. SEEGER and DANIEL D. McLEAN, *Academic Advisors, Iowa State University*

Recent literature and research in advising suggests many agendas and programs are being developed to enhance the various processes. Self-management techniques,¹ decision making,² peer advising,³ developmental theory,⁴ causal attribution,⁵ as well as research into retention,⁶ perceptions of advising in an academic setting,⁷ computer assisted advising,⁸ and evaluation of advising systems⁹ are some of the areas that have been examined. These programs are helping to give increased recognition to the advising profession. Advisors, whether they be professional, faculty, or administrator, perform a vital service on the college campus today.

The academic community is in an era of change. It has been characterized by a declining, or at best stabilized enrollment; an information explosion; decreased student aid; and strained resources. Advisors need to be aware of these trends because the continued demands upon limited academic resources create two fundamental concerns: 1) The role and importance of the advising program when compared to traditional university functions such as teaching and research; and 2) the failure of many administrators to recognize the positive impact of advising when supported by the institution and innovative in its approach.

The purpose of this article is to explain the Iowa State University Department of Physical Education and Leisure Studies model for a comprehensive advising system and how it evolved, its limitations and what has been learned from those limitations.

- ¹ Lynn Pawlicki and Charles W. Connell, *Helping Marginal Students Improve Academic Performance Through Self-Management Techniques*, (West Virginia University, January 1981), pp. 44-53.
- ² Virginia Gordon and William Coscarelli, *The Decision-Making Process in Academic and Career Advising*, (7th National Conference on Academic Advising, October 23-26, 1983, St. Louis, Missouri).
- ³ Thomas J. Trebon, *Peer Advising: A Turn to the Student as Leader*, (7th National Conference on Academic Advising, October 23-26, 1983, St. Louis, Missouri).
- ⁴ Tom Grites, Ron Adkins, and Roger B. Winston, Jr., *Developmental Theory, Student Development, and Academic Advising*, (7th National Conference on Academic Advising, October 23-26, 1983, St. Louis, Missouri).
- ⁵ Howard C. Kramer, *Philosophy and Theories of Advising, Advising and Causal Attribution Theory*, (NACADA Journal, March 1982), pp. 1-7.
- ⁶ Lee Noel, *Increasing Student Learning and Retention: The Best Case for Academic Advising*, (7th National Conference on Academic Advising, October 23-26, 1983, St. Louis, Missouri).
- ⁷ *Perspectives of the Faculty Adviser, Professional Adviser, and the Administrator of Advising Program*, (1981 NACADA Conference, Spring, Iowa State University).
- ⁸ Gary L. Kramer and Erleand Peterson, *Computer Assisted Advisement: Analysis and Design*, (7th National Conference on Academic Advising, October 23-26, 1983, St. Louis, Missouri).
- ⁹ Nancy Hudspohl, *Managing Revisions in an Academic Advising Program*, (7th National Conference on Academic Advising, October 23-26, 1983, St. Louis, Missouri).

BACKGROUND

The initial and subsequent discussions about the advising process and its role within a student's academic career as well as within the department grew out of a realization among administrators, advisors, and teaching faculty that advising was receiving secondary attention and importance when compared to academic preparation through professional course work. It was felt that this was a result of lack of knowledge on the part of teaching faculty and administrators rather than a lack of potential in the advising program. The resulting discussions between the three groups recognized that the advising process should receive equal support with the teaching functions and that the two should work together to benefit the student. The efforts culminated in a conceptual approach to the advising process. It began with a review of the existing advising system.

Advisors in the department are full time staff as opposed to teaching faculty. Curriculum advisors in Physical Education and Leisure Studies had been traditionally responsible for performing routine administrative duties pertaining to students' educational advancement, and had also taught orientation classes for incoming freshmen and transfer students. Advisors were also responsible for preregistration of students for classes; maintenance of student academic records and progress; and initial advising and follow-up with prospective students. In addition, the advisors served as a resource for information about professional organizations, letters of recommendation, academic information, and community resources.

Advisors were performing traditional roles in a student's academic growth and development. It became obvious that this was a static approach to advising. Changes in academic and career settings were not being addressed. Students and faculty were not benefiting from the potential of the advising system. Areas of mutual concern included: placement; coordination of campus services; alumni relations; and enrollment.

For example, in the area of placement of graduates, the job market was becoming more competitive and cutbacks in certain occupational areas had placed increased pressure upon recent graduates. The consensus among administrators, advisors, and teaching faculty was that making students aware of existing job opportunities and preparing them adequately for the job search should be an integral part of the advising system.

Alumni relations were a low priority within the department. Most alumni had little contact or association with the university or department since graduation. Those involved in the process of idea development saw alumni as an untapped resource. There was a recognized need to involve alumni in job placement processes; as feedback mechanisms for curriculum development; as a source of scholarship funds; as a resource for student internships; and most importantly to foster a feeling of belongingness.

Current economic trends and declining enrollment suggested increased competition for student enrollment in programs at post secondary institutions. There was greater need for students to have information available about specific educational programs as they make decisions about their future careers. In order to influence the student decision making process it was felt that the department should develop a systematic plan to place information about Physical Education and Leisure Studies in the hands of prospective students and individuals who influence students.

CONCEIVING THE SYSTEM

A study group was established to conceive and present a proposal to the administration for reorganization of the advising system. The areas addressed in the proposal were advising, alumni relations, and student services with placement coordination. The study group constructed a total advising system model that retained many of the traditional tasks of the advisor, emphasizing those tasks, and building into the model what was perceived to be the missing components of a total advising program.

Advising

The decision to retain traditional advising functions within the model was made early in the discussion processes, because those functions represented essential advising tasks that could not be discarded. A review of how the department implemented the model follows.

The College of Education, where the Department is housed, developed (for prospective teachers) a computerized academic performance evaluation system. The program developed competency areas for evaluation of student growth and progress, required periodic contact between faculty, advisors, and students, and exit interviews at various levels of academic development. Continued academic progress was contingent upon successful completion of each phase of the system. The system, with modifications, was considered to be of sufficient merit to justify its inclusion within the non-teaching portions of the department model.

One of the shortcomings of a full time advising program is the possibility of less contact between teaching faculty and students. To overcome this, a faculty-student enrichment program was suggested. Formal and informal contact between students and teaching faculty can be initiated through innovative designs and faculty commitment. Suggested formats included brown bag lunches, formal presentations by both students and faculty, firesides, afternoon seminars, retreats, a series of guest lecturers, and so forth. The intent is to identify and utilize on-campus resources when appropriate for increased advising effectiveness. Implementation of this system and reduced advising efforts by faculty resulted in increased student time with course instructors. Students and instructors alike felt that they were receiving and providing better communication about topics of mutual importance.

Alumni Relations

Alumni relations was a low priority in departmental efforts, and it was decided by the study group that this area needed significant effort. Some may question why the inclusion of alumni relations within an advising system. The rationale was that the advising system is not just an effort to assist the student during his academic career, but is an ongoing process. It begins from the time a student is first introduced to the curriculum, rather through a visit or formal enrollment, until they die or choose to no longer be associated with the university and department. Efforts in this area have proven to be some of the most successful parts of the model. An initial small effort, where there was no effort, has produced large results.

Because there was so much potential in this area the study group suggested that exploration could produce positive results. The exploring session, with alumni, resulted in many worthwhile ideas:

- develop a plan to use alumni in marketing the department;
- develop a plan to secure funding from alumni for scholarships;

- explore special events such as Alumni Career Days;
- develop a network of alumni willing to provide internships and information about the profession to current and prospective students;
- develop a research package to track alumni and provide more current information about employment trends;
- involve alumni in curriculum decision making process; and
- an establishment of an alumni award.

Student Services

Student services is considered the heart of the advising program, and it provides a diversity of advising and support systems for the student. However, there are many support systems operated by many different offices, and it is difficult to identify or locate all of the services. Though advisors had identified many of the resources, they were still confounded in their efforts to convey this information to students, or to organize it in a manner that would facilitate easy retrieval by students.

The study group decided as a solution, to try and consolidate departmental services, identify and implement an information system that could be used effectively by students, and increase cooperation on a university wide basis, beginning at the college level.

In addition, the group suggested that advisors develop closer coordination with college placement offices; maintain a current job listings file; encourage the college placement office to publish monthly job bulletins; develop and implement a career search seminar for junior and senior students; and provide routine career counseling beyond that of the educational placement office.

ORGANIZING THE SYSTEM

Philosophy and Mission

Important to the success of the advising system was the development of a philosophy and mission statement.

First, is the departmental philosophy statement:

An undergraduate student is served best when he or she is provided the necessary encouragement to move as independently as possible through a curriculum consistent with that student's abilities, maturity, and personal goals. Special attention should be given to providing the student with the skills to make informed decisions relating to course selection and extracurricular activities so that the student prepares as well as possible for professional employment and life.

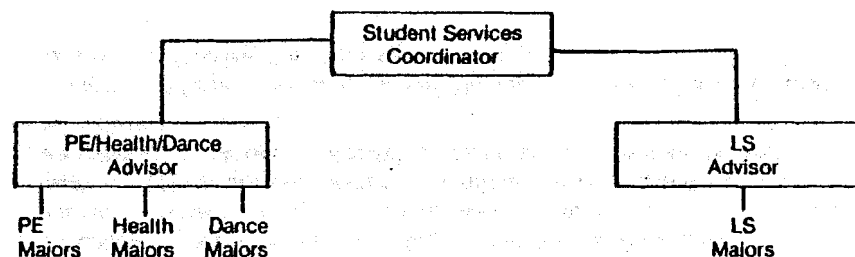
Second, is the mission statement:

The primary mission of the academic advising program in the Department of Physical Education and Leisure Studies at Iowa State University is to help students realize their maximum academic potential during their college career.

The Proposal

The department consists of 240 physical education and health majors and 115 leisure studies majors. There are 1.75 FTE for advising in health and physical education and one FTE for advising in leisure studies. The study group recommended combining the advising services of the two divisions and creating a single advising office. It was recommended that the new office be named, "Student Services Office," the .75 FTE be increased to a full FTE, and that there be two advisors and one student services coordinator. Figure 1 illustrates the proposed organization of the office. The student services coordinator would oversee opera-

FIGURE 1
ORGANIZATIONAL STRUCTURE
STUDENT SERVICE OFFICE



tions of the department and be involved in advising, and also be responsible for supervising and training the two advisors.

Each staff member would continue to perform traditional advising functions in addition to incorporating new functions. Most important in this whole process is the increased role of the student services coordinator, who has a reduced advising load and an increased responsibility in other areas recommended, such as training advisors, implementing counseling programs, developing liaison with campus agencies and developing computer programs.

LIMITATIONS OF THE MODEL

The challenges discussed at the beginning of the article are the major limitations to this advising model. The university and department have recognized the increased importance of good advising, but not to the degree hoped for by the study group. Administrators are becoming aware of the impact advising can have, but this too remains an ongoing educational process.

The model has been implemented in stages within the department, but has not received the full support of administration.

When resources are scarce and advising is fulfilling its traditional role, the need for a major reorganization is not received with open arms.

The department has provided increased support for the advising program, but has not adopted the organizational model in its entirety. It is the opinion of the authors that until that

model is developed the full benefit of the advising system will not be achieved.

Portions of the advising system that have been implemented are proving to be successful as witnessed by the increase in positive student reaction towards the academic program. Current research programs are under study to identify the actual impact of the program upon students, their performance in the classroom, and their attitudes toward the department.

IMPLEMENTATION IN OTHER SETTINGS

The concept of a comprehensive advising system has much merit, and there are several areas which should be addressed by curricula when considering its implementation.

The coordinator of the program must have knowledge of the academic program, be able to provide direction and assistance to the advisors, maintain close liaison with administration and faculty, and have a working rapport with students.

There must be a survey of existing resources on campus that already provide services that may be intended for the advising system. Coordination, as opposed to duplication, is necessary to better utilize and communicate these services to students.

Effective and organized communication among staff is critical. Exchange of information with all student services staff is necessary to maintain continuity and establish program foundations. Developing lines and means of sharing and disseminating information must be a major objective of the system.

Full time professional advisors are needed, because advisor involvement and responsibility are of such nature that regular teaching faculty would experience difficulty providing adequate time to perform the task.

Administrators must recognize and support the program. Its importance in terms of placement, monetary contributions, retention of students, overall quality of students, and recruitment of students must be emphasized to department heads and deans.

While the proposal provides some new and creative opportunities, it also represents a somewhat dramatic deviation from traditional advising. It is felt, however, that advising can assume a much more meaningful role in a student's academic and personal growth. It can become a means of identification through which alumni can associate and communicate with their former department. Realization of the unique potentials of academic advising as pointed out in this article is a step in the right direction. Further, implementation of activities designed to improve the effectiveness of advising can ultimately bring greater focus of attention upon the role of advising at educational institutions.

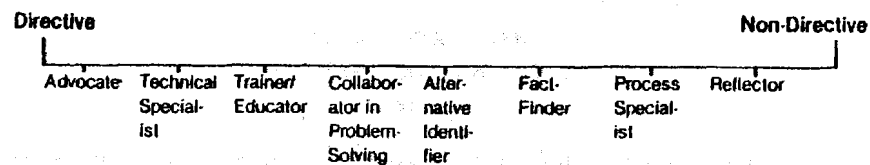
Some Principles of Effective Advising Consulting

WILLIAM H. YOUNG, Registrar, Western New England College

DETERMINING CONSULTANT ROLES AND FUNCTIONS

The roles played by consultants extend to a wide range of functions; these tend to vary according to the expertise of the consultant, the style or philosophy of the consultant, and the requirements of the consulting situation. Advising consultants, for example, may be expected in one situation to function as a judge or evaluator of an existing advising program, and in another situation as a designer or advocate for a new program. On the one hand, a consultant may be assigned the role of diagnostician, to determine present or potential problems in an advising program; on the other hand, a consultant may be cast in the role of catalyst, to help get a program started. These roles are not necessarily mutually exclusive, but it is important for the consultant and client to understand and agree on the nature of the consultant's role.

Lippitt and Lippitt¹ have devised a model for analysis of eight different consultant roles, ranging from "directive" to "nondirective" on a continuum.



In each of these roles the consultant is actively engaged in serving the client group. On the "directive" end of the continuum, however, the consultant is assuming a dominant role of advocacy, while on the non-directive end the consultant is limited to stimulating client analysis and understanding.

An advising consultant may function in each of these capacities. For example, in working with an institution to assist in the development of a new type of advising program, a consultant may assume the role of REFLECTOR, primarily asking questions to help the institution's personnel to clarify the purposes, commitments, and possible consequences of the

¹ G.L. Lippitt and R. Lippitt, *Consulting Process in Action*, San Diego, Ca: University Associates, 1978.