

Facilities

See General Standards

Facilities should provide privacy, freedom from visual and auditory distractions, adequate space, and an atmosphere of warmth and friendliness.

When the advising program includes an advising center, the facility should be in reasonable proximity to related campus agencies, such as the counseling center, career planning and placement, admissions, records, registration, and other services to which students are frequently referred.

Campus and Community Relations

See General Standards

Academic advising is an extension of the educational process, which is highly dependent on a one-to-one relationship. Advising effectiveness is also dependent upon close working relationships with other institutional agencies, the faculty, and the administration.

The academic advising system should be fully integrated into other processes of the institution. There should be functional and effective relationships with other campus services, the teaching faculty, administrators, and other professionals in student services. There should be coordinated relationships with related areas such as admissions, records, registration, counseling, and career planning and placement.

Ethics

See General Standards

Advisors must recognize the limits of their competence and perform only those functions for which they are qualified.

Advisors must insure the accurate presentation of information to the public, students, parents, colleagues, and subordinates. Brochures, student handbooks, and other materials prepared for open distribution must accurately represent the institution's goals, services, programs, and policies.

Advisors must not counsel or aid students in circumventing institutional policies or regulations. When confronted with situations in which students have violated or circumvented established policy and norms, the advisor is obliged to address the issue and refer students to the appropriate agency accordingly.

Evaluation

See General Standards

The Role of University Residence Halls in the Academic Advising Process

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It is believed that residence halls are appropriate environments for developmentally-oriented advising programs. This paper suggests ways for advising personnel to tap into this residence hall resource. A description of how residence halls are structured will be followed by an annotated access scheme, and finally models of how three Big-Ten universities have incorporated advising programs into their housing systems.

Residence halls are viewed most commonly by the academic sector of large campuses as places which only house and feed students. Most academic advisors are not aware of the facilities, staff, and program potentials many residence hall systems can provide in reaching student populations spending large percentages of their time in these places. Ricker¹ contends that residential learning programs possess potential for meeting developmental needs of diverse learners. Living/learning centers at large universities such as Michigan, Indiana, and Illinois have tested his contention.²

Educational features of the residence hall experience have been explored in several contexts. Astin,³ for instance, claims that residence hall experiences increase students' chances of persisting in college and expressing more satisfaction with college. Ricker⁴ discusses educational uses of residence halls whereas Stamatakos⁵ offers an in-depth review and critique of the current status of the philosophy behind residentially-based learning.

1 H.C. Ricker, "Residential Learning," in A.W. Chickering ed., *The Modern American College*, (San Francisco: Jossey-Bass, 1981).

2 H. Schein, "Unit One: A Working Model for a University Campus Living/Learning Center," *The Journal of College and University Student Housing*, 11, No. 1, 1981, pp. 35-39.

3 A.W. Astin, *Four Critical Years*, (San Francisco: Jossey-Bass, 1977).

4 H.C. Ricker, *College Housing as Learning Centers*, (American College Personnel Association, 1965).

5 L.C. Stamatakos, "College Residence Halls: In Search of Educational Leadership," *The Journal of College and University Student Housing*, 14, No. 1, 1984, pp. 10-17.

Grites⁶ discusses residentially-based advising programs and briefly describes two systems which address specific advising issues (Miami University of Ohio⁷ and the University of Vermont⁸).

Annotated Access Scheme

Gary North, President of the Association of American College and University Housing Officers, stated that sixty-five percent of college and university housing divisions are administered by the Student Affairs sector of campus. Other administrative homes include both Academic and Business Affairs. The following annotated schematic describes a typical structure that leads to student residents.

De-Chancellor for Student Affairs	Tends to have a Ph.D. with background in Higher Education Administration.
Housing Division	
Director	Tends to have background in business, physical plant management or higher education. Advanced degrees and an understanding of educational issues are common for those with educational backgrounds.
Associate Director for "Residence Life"	Background usually in area of student development, higher education, counselling. Advanced degrees are common.
Assistant Directors (e.g., Discipline, Programming, Academics, Minority Issues, Administration, etc.)	M.A. or Ph.D. usually in area of expertise.
Area Coordinators or Complex Managers	M.A. in Student Affairs, Higher Education.
Resident Directors	Entry level "professional." M.A. or graduate standing. A "live-in" position.
Resident Advisors (R.A.'s)	Advanced undergraduate or graduate who lives on and manages a floor (30-80 students) in residence hall.
Students	Note: Most residence halls do not have a representative university undergraduate population. E.g., many have a biased representation of classes: 50% freshmen, 35% sophomores, 10% juniors, 5% seniors is common.

Residence halls are a hot-bed for informal advising interactions between students and staff; unfortunately, the academic advice transferred in these interactions is usually anecdotal and often incorrect. Frequently R.A.'s contribute to advising misinformation because R.A.'s do not usually receive training in this topic.

6 T.J. Grites, *Academic Advising: Getting Us Through The 80's*, (American Association for Higher Education, 1979).

7 D. Hart, A. Deutsch, and E. Rogers, "Residence Hall Based Advising for Freshmen," in G. Rayfield, A.D. Roberts and T. Trounley eds., *National Conference on Academic Advising: A Publication of Proceedings*, (University of Vermont, 1977).

8 S. Peterson and J. Lambert, "Incorporating Academic Advising with Residence Hall Living," in G. Rayfield, A.D. Roberts and T. Trounley eds., *National Conference on Academic Advising: A Publication of Proceedings*, (University of Vermont, 1977).

Advising programs can be instituted through any level in this diagram. Institutionalized, controlled, and broad spectrum programs must, of course, be directed through higher levels. Resident Advisors, however, frequently fulfill their obligations to carry out educational programs by inviting faculty and advisors to meet with their residents. In addition, most residence hall systems sponsor programs inviting academic staff members to meals and discussions. These programs usually are not well advertised either to students or faculty and remain as untapped resources.

It appears that the modern trend is for R.A.'s to serve as resource for an "adult" constituency and to intervene actively only in cases of blatantly anti-social or self-destructive behavior. Visitation for members of the opposite sex is frequently unregulated, students do not have "hours," and students are expected to solve their problems in the context of their "community."

THREE MODELS

The three models cited below capitalize, to varying degrees, on the residence hall structure, staff, student living patterns, convenience to students, and semester-long access to address non-crisis issues. These programs, at three similar universities, present three different ways of establishing academic advising residence halls.

First Model: The University With Centrally Designed and Administered Advising

University of Iowa undergraduates, with the exception of engineering students, enroll in the College of Liberal Arts during their freshman year as undeclared majors, open majors, or pre-professional majors. Through 1978, faculty assumed all advising functions. Increased enrollments, inconsistent advising, and a desire to decrease attrition among open majors led the faculty Educational Policy Committee to recommend establishing the Undergraduate Academic Advising Center.

Staff. The Advising Center began in 1979 staffed by half-time professional advisors who advised all incoming freshmen who were "open" and pre-medicine majors. Of the 16,323 Liberal Arts undergraduates enrolled Spring 1985, the Advising Center served 6,160 open, pre-medicine, pre-business, pre-computer science, pre-nursing, and pre-journalism majors. The Center advises these students until they declare a major or meet departmental admission requirements. Staff include a director, assistant director, and 16.5 FTE advisors (five full-time, three three-quarter-time, 20 half-time). Advisors average 400 students/FTE and plan to see each student at least twice per semester. Advisors possess backgrounds similar to those of faculty; they tend to hold advanced degrees, have previous teaching and/or advising experience, and represent a diversity of academic disciplines. For six weeks each summer, new advisors attend a four-hour-per-day training session which covers university rules and regulations, major requirements, campus and community resources, and advising skills. Returning advisors participate in on-going staff development through staff meetings, departmental liaison work, and off-campus professional activities.

Relationship With Other Units. The Advising Center significantly relates to the residence hall system. The University of Iowa implemented an Entering Year program in the residence halls to systematically assist incoming students in their academic, personal, and social growth. Locating the Advising Center in two residence halls provides a nucleus for these expanded academic support services.

The Advising Center remains open 8:00 a.m. - 9:00 p.m., Mon.-Thurs. and 8:00 a.m. - 5:00 p.m. Fri. Residence halls provide not only a site for the Advising Center but also a communication network via campus mail, posters, and Residence Services staff. Advisors frequently are asked by this staff to offer presentations in the residence halls on topics such as "Procedures for Applying to Medical School" and "How to Choose a Major."

Advisors use many resources and referral agencies. Faculty members are the largest resource for both advisors and advisees to obtain information about departmental requirements. Faculty from various departments offer presentations at weekly staff meetings and also share with advisors names of appropriate faculty colleagues to contact. The Advising Center also works closely with Admissions and Orientation in registering new students. Each summer, academic advisors assist peer orientation advisors in helping new students prepare schedules during their two-day orientation/registration visit. When the need arises, advisors refer students to Special Support Services, such as Financial Aid, the Counseling Service, Student Health, and Career Planning and Placement Center and Cooperative Education. Advisors also establish liaisons with other campus agencies.

Evaluation. Systematic evaluation helps both staff development and program development. Each semester during the registration conference, students receive an Academic Advising Questionnaire regarding their perceptions of their advisor and the Advising Center. Currently, research is being conducted using an environmental assessment approach to solicit specific suggestions for improvement of services. In addition, records from the Registrar's Office indicate a continued increase in the retention of open majors since the Center was established. Although this increase may be attributed to several variables, University officials do recognize the impact of the Undergraduate Academic Advising Center as an important factor.

Second Model: The University With a Collaborative Program Between a College and the Housing Division

The University of Michigan Housing Division houses 9,162 undergraduates (50% freshmen, 29% sophomores, 21% juniors and seniors). The University has no mandatory "live-in" requirement and students may live wherever they wish. Ninety-nine percent of each incoming freshman class elects to live in residence halls and over 42 percent of the incumbent population elects to return for a second, third, or fourth year. Since the Housing Division is mandated to provide housing for every freshman desiring it, the number of students allowed to renew their leases each year is limited to 42 percent of available space to assure freshman accommodations.

Each year hundreds of students desiring to remain in the residence halls are turned away because no room for them exists. Sophomores receive no special preference for housing; they, and all other residents, participate in a lottery to determine who receives residence hall space the following year.

Residence halls themselves vary in size. Four large halls house an average of 1,250 residents, and ten other buildings house an average of 600.

One element contributing to residence hall popularity is the successful combination of educational/academic and recreational/social programming in these halls. Central to that success is the resident staff: Resident Directors, Resident Advisors, Minority Peer Advisors, and Head Librarians. All staff have peer academic advising and referral as part of their

regular job descriptions. Since personal and academic issues are difficult to separate, the resident staff attempt to address the whole student in the variety of contacts they enjoy with residents.

Staff and Training. The resident staff receive basic training in general academic information and referral methods as part of their orientation and in-service training: referral sources, effective referral methods, signals of academic problems, general guidelines for course selections, etc. Each staff member receives an academic advising resource book — *Resident Staff Guide to Academic Information* — outlining basic procedures, requirements, and advising resources for all University undergraduate schools and colleges. The Director of Residence Hall Academic Counseling prepares the *Guide* and conducts most training sessions.

A program of continuous in-service training for staff, and presentation of academic programs and services, is implemented on the building level by an "Academic RD" under the direction of the Director of Residence Hall Academic Counseling and the individual building's Director. The "Academic RD" is a regular resident director assigned academic issues as a special project for the year. In general, the building Director determines which RD receives this assignment during staff selection. In limited instances, the Building Director allows RD's to self-select for the project. Results tend to be better when this determination occurs during hiring.

Academic RD's meet every two weeks with the Director of Residence Hall Academic Counseling for in-depth training on University undergraduate requirements, procedures, and resources. These RD's, in turn, conduct continued staff training in their buildings, design special programs, and assist in creating an effective information flow to residents.

Faculty Counselors. The Director of Residence Hall Academic Counseling is a shared position between the Housing Division and the Academic Counseling Office of the College of Literature, Science, and the Arts (LSA), the University's largest single undergraduate college. The LSA counseling office hires LSA faculty and teaching assistants to perform academic advising functions. Interested counselors are encouraged to apply two hours each week of their counseling time to the residence hall. Counselors are matched with residence halls by the Director of Residence Hall Academic Advising. There, they receive office space and, during regularly scheduled hours, they see building residents on the same basis as they would in the LSA Counseling Office. The difference is that these hours occur in the halls and are scheduled for late afternoon or early evening when students are most available. During this time, counselors see students by appointment and/or walk in, depending on the building. Most buildings use an appointment method where residents sign up for appointments at the building information desk, and the counselor calls to find out what appointments are scheduled and brings along these student files. Walk-in contacts are also accepted, and some buildings operate only on a walk-in basis. Apparently, no difference exists regarding how students use the service; appointments seem to meet counselors' needs more than students' needs.

Residence Hall counselors discuss with students on the same range of subjects as they do during regular office hours. Course planning, course difficulties, career issues, procedural or requirement questions are all covered in this setting. The number of students a counselor sees varies in the same manner as the use pattern in the office; mid-term lulls in traffic seem the same in both locations.

The counselors serve two other functions in the halls. They act as resources to resident staff in their work with residents, and they frequently participate in special programs or workshops on course planning and career planning. When a counselor matched with a building also works as a counselor in freshman summer orientation, students living in that building are assigned to see that counselor during the summer. In this manner, some early relationships between residents and the counselor are built in and capitalized upon during the Fall term. Name and face recognition helps encourage students to visit the same counselor.

Library System. The Housing Division maintains an independent system of libraries in its residence halls. These libraries include career information, materials on study skills, exam files, course evaluation information, college bulletins, guides, etc. Several libraries also provide access to System for Interactive Guidance and Information (SIGI), a computer-based values clarification and career-field identification resource. Many special programs and workshops specially designed to enhance academic success occur through the libraries.

Evaluation. Evaluation methods for the residence hall academic program are both formal and informal. Questions concerning resident staff peer academic advising are included on resident-staff evaluation forms circulated among building residents each year. Feedback from that source indicates that residents view staff as sources of information on classes, majors, and registration procedures. Informal evaluation of academically oriented special programs and workshops, academic services such as LSA counselors in the halls and tutoring services, etc., occurs in conversation with resident staff, building directors, academic RD's, and faculty counselors. Usage figures and program attendance figures indicate that the design of these programs and services are correct.

Success of the staff's academic counseling in each building is directly proportional to the priority placed upon this aspect of the staff position by the Building Director. The higher the priority set on academic service in the building, the more constant is reinforcement among staff of academic information, referral methods, and the discussion of how personal situations on corridors can affect academic performance. If academic issues affecting residents are not discussed on a regular basis in hall staff meetings, the staff's consciousness of an activity in this area is much less.

This University academic advising system represents a loosely defined program in residence halls. Key components include resident staff peer advising, and presence of an LSA academic counselor on a regular basis in the hall. Special workshops, individual programs, and added services (tutors, study groups, etc.) are based into these elements on a hall-specific basis.

Third Model: The University With a Housing Division Program

The University of Illinois, Urbana-Champaign, enrolls 25,000 undergraduates, 8,500 of whom live in the residence hall system: 61% freshmen, 25% sophomores, 14% juniors and seniors. In effect, residence halls present an organizational structure through which most lower-division undergraduates may be contacted. The University's academic structure is strongly college-based and is oriented toward serving decided major students in their progress through declared curricula. In most colleges, students may spend their freshman/sophomore years in the introductory levels of professional tracks (e.g., general engineering, general art), or as beginning Liberal Arts and Sciences majors; 2,500 LAS students spend their first two years as undeclared majors in the "General Curriculum." For all practical

purposes, residence halls house a good number of students in various stages of undecidedness who usually seek formal advice only during crisis periods of advance enrollment and registration.

The UIUC advising program currently is under construction. Some elements are functioning, and others are being developed.

Staff. The residence hall staff are in good position, both situationally and professionally, to address academic and career advising issues during the entire year and are developing programs utilizing their organizational skills, facilities, and campus networks. All programs intend to supplement and complement, but not supplant, existing academic advising systems.

Through its living/learning center, the Housing Division maintains an academic program structurally dependent upon an academic advising coordinator. This staff person possesses formal Ph.D. training in an academic field. The advising programs this person coordinates are student-centered, do not advocate any academic unit's position, and educate students to employ a wide variety of resources as part of assuming personal responsibility for their decisions. During scheduled training sessions, the advising coordinator also trains Resident Directors and Resident Advisors to appropriately refer students into the University's formal advising system. A yearly updated *Academic Advising Referral Handbook* is distributed to all Housing Division staff to aid in facilitating accurate referrals. The *Handbook*, co-edited through each college's dean's office, lists, by issues and academic unit, the person (office address and phone number) who is the academic authority on that issue. Rather than assign academic rule-interpretation responsibilities to residence hall staff, the *Handbook* becomes the students' authoritative source of information, along with the full-time academic advisors.

These full-time academic advisors are also available throughout the year to present, informally, advising issues to small residence-hall groups, because the advisor eats meals and maintains office hours in the halls. Thus, academic advising becomes more convenient and personal for students by removing it from its usual academic and student affairs setting and planting it in the rhythm of students' daily living routines. Paraprofessional staff from counseling and career development also offer presentations to residence hall groups when occasion warrants.

All resident advisors must participate in an initial training session and optional follow-up training sessions which address advising issues. Academic advising issues are discussed in a credit course required of all R.A.'s as well as in weekly staff development sessions.

Library Resource Center. The residence hall system maintains its own library system. Each semester, all campus academic units are solicited to submit updated course and curriculum material for posting in each hall library. Under consideration are self-help centers to hold materials from career placement, counseling, and health education and to maintain computer-assisted self-help units.

Collaboration With Other Units. Career Placement and Development Center and Counseling Center outreach programs and peer advisors are coordinated into appropriate residence hall programs.

Parents' Professionals Program. Residence hall students' parents, engaged in work situations students appear to be interested in, are brought to residence halls for short visits to

talk about what they do. These parents can represent several issues and can clarify many myths, not only about their role in the workplace (e.g., what does a lawyer actually do), but also about their personal issues (e.g., dual career parents) and about their degree of personal satisfaction (e.g., does money buy the happiness current student thinking presupposes). This program also has potential for success since students must coordinate their own parents' activities in the residence hall. This feature may contribute to levels of interest and attendance.

Advising Articles. The residence hall advisors have written a weekly article in the *Illini* campus newspaper (circ. 10,000) which addresses advising issues departmental advisors usually do not discuss. Subject matter frequently surfaces in student conferences where the campus advising "gaps" are usually articulated. Issues run from "text anxiety," "how to apply to graduate school," to "how to think about choosing a degree program." Articles are posted, weekly, on bulletin boards by resident advisors, where a broad-based residence hall readership can be found.

Evaluation. The UIUC model has not yet been evaluated formally. Only anecdotal evidence exists: For those students who take advantage of the offerings, many thanks have been received, including parent letters to the Vice-Chancellor. Most students devoting time to the advising process gain the educational goals they pursue, especially via unique internship and independent study arrangements. Faculty and students review the advising articles favorably, and participating parent professionals have been pleased.

Professionals in this new system believe the absence of the institution's embracing and integrating the program into all residence halls and into the formal undergraduate advising system will serve as an obstacle to growth and effectiveness.

DISCUSSION

Although the three models we describe have perceived student advising needs as basic, they vary greatly because of institutional structure, issues and advising philosophies.

The First Model. The movement of Iowa's freshman from admissions, through Entering Year Program, into curricula structure in which students must decide majors on their own, has created a strong commitment to advising to serve undergraduates. Another area of University commitment is to solve the problem of attrition. A smooth transition from undeclared to declared and a decrease in attrition are the factors to be evaluated in the Iowa model.

The Second Model. Michigan's program is a logical extension of the College of LSA's explicit advising mission into a housing division with an educational mission. Because this model interfaces an academic and a student affairs unit, the ambiguity of roles and missions of the housing staff is a difficult issue to address since the system's success is based here. Criteria for evaluation are also ambiguous. Clearly, students could find other campus resources if this model did not exist so that a "quality of academic/residential life" issue is at stake.

The Third Model. At Illinois, where no campus advising structure exists and each college has its own program, the residence hall advising system results from the Housing Division/Student Affairs' commitment to an educational mission, regardless of whether

academic cooperation is forthcoming. The model necessarily is limited to referral and academic support functions, and its successes derive interpersonal relationships between students and staff.

In conclusion, the residence halls long have been recognized as possessing academic potential^{9,10}, and current trends point toward student personnel issues being introduced into academic advising^{11,12}. The residence hall environment may solve the problem of introducing the life-skills approach that developmental academic advising theory advocates in a setting that encourages the real-life interaction between students and advisors that the more formal academic setting (e.g., faculty offices, office hours, etc.) formally imposes, and makes group advising a more realistic possibility.

- 9 Ricker, 1965.
- 10 D. DeCoster and P. Mable, eds., *Student Development and Education in College Residence Halls*, (American College Personnel Association, 1974).
- 11 R. Winston, S. Ender and T. Miller, eds., *New Directions for Student Services: Developmental Approaches to Academic Advising*, No. 17, (San Francisco: Jossey-Bass, 1982).
- 12 R. Winston, T. Miller, S. Ender, T. Grites and Associates, *Developmental Academic Advising*, (San Francisco: Jossey-Bass, 1984).