



Academic Advising at CU Boulder

Academic advising is a critical component of our students' lives, supporting them as they transition into, through and out of our campus. Unlike 20 years ago, current academic advising is often done by non-faculty staff and instructors. These advisors had a strong presence in Academic Futures throughout the conversations, culminating in a comprehensive discussion focused exclusively on academic advising towards the end of fall.

What's working well. Advisors articulated a coherent view of their current efforts and role, creating a picture of a committed community of student supporters and advocates that provide critical linkages for our students throughout the university. We have some excellent models of holistic, developmental advising that appear to be increasing retention.

What are the challenges? The single critical challenge advisors face is a heavily siloed campus terrain with limited coordination across units. Lack of uniformity across campus is also a challenge, as variations in salary, workload, and reporting structures lead to a sense of unease, stress and turnover. The connection that advisors have with their rostered departments varies widely, from a well-integrated relationship with faculty to almost no engagement with faculty to a more centralized approach within a college. Caseloads are heavy and vary widely, but can run as high 700-800 students per advisor. Advising approaches and incorporation of research-based best practices vary widely from unit to unit.

What would the future look like? We would implement and support nuanced advising models that are benchmarked, reviewed, discussed, agreed to and implemented collaboratively campus-wide. We would have a consolidated entry point for advising where students are encouraged and supported in exploration. Advisors are seen as valued and integral members of their departments.

White Papers submitted to Academic Futures in this area

- *"Cradle-to-Grave" advising and the ACE approach: A model for a School of the Environment Design and Sustainability (Advising Center for Excellence)*
- *Student support programming and coursework (Baron)*
- *More and better resources needed for international students (Bonetti)*
- *Funding for academic advising (Bonetti)*
- *Resident Academic Programs: Values and futures (Breed)*
- *How can advising best serve the needs of students, academic units and the university?*





Academic Futures

UNIVERSITY OF COLORADO BOULDER

(Chester and Rousseau)

- *Supporting students as they navigate financial aid (Dunn et al.)*
- *Toward a Culture of Academic Exploration (Grabham, et al.)*
- *Campus-wide academic coaching and a centralized academic success center (Simmons et al)*
- *Arts and Sciences Academic Advising Center: What advisors need in a re-envisioned college (Vahey et al)*
- *One hour of Academic Advising (Vahey)*
- *Enhancing students' experience in on-campus jobs - improved career-readiness for post-graduation employment (Hermann)*
- *Rethinking the Outdated Binary of Teaching and Service to Unleash Innovation and Support Student Success (Norgaard, et al)*
- *Addressing the growing needs of first-year students (Oliveras et al)*
- *The impact of a comprehensive model of new student and family orientation on student success (Spoon)*
- *Creating pathways for two-year college transfer (Yowell et al)*

