Framing Document – Advising Working Group

The Boyer 2030 Commission's Recommended Strategies (Advising)	Howard University's Initial Brainstorming Summary
Provide all students with a lead advisor/mentor with whom they can develop a long-term relationship and with whom they are required to meet each term. **Provide** professional development for advisors to use advising technologies and develop other relevant skills (e.g., data analysis skills for identifying systemic student success issues).	**Provide:** Guidance, Clarity/Policy Review (what is required to graduate, example is honors policy and how the policy can be interpreted in several ways); Availability, multiple ways to seek advising (email, in person, etc); Professional development to staff, advisors that want to be advisors; alternatives (if you can't contact your advisor, then we need to provide alternatives) – cross training and logging so if an advisor is out, then someone can see it can have continuity of service (BisonHub).
Empower university-wide advising leaders—e.g., assistant provosts for and/or executive directors of advising—to manage and assess coordination, consistency, and quality of approach across advisors, and consider new organizational structures that reduce inefficient redundancies.	**Empower:** self-service. Empowering students to make decisions; responsibility (procedures in place that students have to utilize, and leverage tools that educate students on steps and needs from them); work through their own questions prior to reaching out (there is a lot of information out there, but we also have to make sure what is online is accurate and consistent and up to date)
Clearly articulate the purpose and role of advising for faculty—and make it an explicit part of evaluation for merit raises, reappointment, promotion, and tenure/job security.	**Articulate:** Be clear of expectations (advisors and students); To be clear of answers before relaying possible misinformation to students; messaging around adding, dropping and withdrawing
Integrate advising into campus DEIJ work, and train advisors accordingly. They can, in turn, train others.	**Integrate:** BisonHub integration of all students' functional records (right now has multiple platforms); One-stop for student information (e.g. academic plans) what is posted in the catalog is aligned with BisonHub.

Deploy technologies to support students, empower advisors, facilitate communication, and free advisors to personally engage students who most need it, when they need it. The Advising Success Network offers a guide to selecting, and preparing a campus to effectively use, technology to support and help scale holistic advising (https://tinyurl.com/ajjfbbj4).	**Deploy:** New initiatives are clear on how they will work and why;– Make sure the rollout is well done so perceptions aren't tainted; resources to support professional development of advisors; tools and resources to students and the way they access them (example social media) – communications role to support messaging strategy in numerous platforms and having someone to scrub misinformation; metrics to understand if students are receiving the information they need (surveys, etc); clear change management procedures; Clarify who is responsible for making curriculum/program changes and to whom the changes apply (e.g. Coursedog)
The commonly held 300:1 maximum **advisor-to-student ratio** for full-time primary role advisors and 30:1 for full-time faculty are no longer adequate staffing guidelines. The Boyer 2030 Commission recommends that universities lower these ratios to best serve post-pandemic and increasingly diverse and complex undergraduate student populations, students whose complicated academic career options and life circumstances require more, not less, expert academic and personal guidance. Ratios will vary according to many factors and distinctive campus milieux, including the mix of duties assigned to each advisor, but 250:1 and 25:1 are realistic maximum ratios at large, complex, and academically demanding research universities.	**Reduce:** Stress and uncertainty (accurate information and being blunt with students on their needs); reduce time to graduation; stress related to caseloads; reduce the # of exceptions that we make