AATF Charge Statement | December 2000

The overarching goal of the Academic Advising Task Force is to improve student success. With the goal of student success as a focus, the task force will consider the following issues related to academic advising and provide a preliminary report to Randall Richardson, Interim Vice President of Undergraduate Education, at the end of the 2001 spring semester. A final white paper on academic advising along with actionable recommendations/items is due at the end of fall semester 2001.

1. Define academic advising. Determine what resources are currently allocated to academic advising. Review how the institution interfaces with academic advisors. Identify examples of best practices regardless of structure in and outside the UA. Needed both to define expectations and more easily reward outstanding performance.

2. Examine the role of academic advising in student retention. What is the current relationship? What should/could it be? The University loses about 23% of the freshman class at the end of its first year, at significant cost to the individuals and the institution.

3. Evaluate how academic advising works with the significant population of undecided students and how that affects the integration of new students into the UA community. Consider that recruitment and new student class sizes will increase.

4. Evaluate how academic advising works with the significant population of transfer students and how that affects the integration of transfer students into the UA community.

5. Review the current practices for serving students requiring specialized advising (i.e. pre-health, pre-law).

6. Determine how we can more effectively integrate the services provided by professional, faculty, and peer advisors.

7. Evaluate current advising models and delivery systems (i.e. centralized, decentralized, dual, etc.) In this context, consider the role of OAS from a university-wide perspective.

8. Identify how academic advising inter-relates with academic counseling provided for special populations (i.e. DRC, SALT, student athletes).

9. Identify and propose uses of technology in advising.

The task force should focus on available data and minimize surveying. Further, it should look beyond student satisfaction to student responsibility, recognizing that the institution cannot be all things to all people.