AXIO SURVEY

Offering Report

ACADEMIC ADVISORS' PERCEPTIONS OF GROUP DYNAM...: ACADEMIC ADVISORS' PERCEPTIONS...

Summary

Survey Name:
ACADEMIC ADVISORS' PERCEPTIONS OF GROUP DYNAMICS IN THE WORKPLACE

Offering Name:
ACADEMIC ADVISORS' PERCEPTIONS OF GROUP DYNAMICS IN THE WORKPLACE

Offering Date:
8/19/03 to 9/3/03

Statistics
Started: **654**
Completed: **520**
Drop outs after starting: **134**

Drop outs by page number:

- Page 1: **110**
- Page 2: **47**
- Page 3: **35**
- Page 4: **27**
- Page 5: **5**
- Page 6: **9**
- Page 7: **11**
- Page 8: **16**

Average completion times:

- Average Time To Complete Survey: **24 minutes 23 seconds.**
- Average Time Spent Before Quitting: **Not enough information.**

[top of report]

Note: Survey result percentages are always out of the total number of people who participated in the survey.

Page 1

Question 1

Gender:

Male		123 (18.81%)
Female		529 (80.89%)
N/R		2 (0.31%)

Question 2

Which ethnic group do you most identify with?

African American/Black		56 (8.56%)
Asian American		13 (1.99%)
European American/White		517 (79.05%)
Hispanic/Latino		38 (5.81%)
Native American		5 (0.76%)
Native Hawaiian or Other Pacific Islander		1 (0.15%)
Other:		17 (2.6%)
N/R		7 (1.07%)

View Other Text

Question 3

Your age:

<22		0 (0%)
22-30		152 (23.24%)
31-40		173 (26.45%)
41-50		159 (24.31%)
51-60		142 (21.71%)
61-70		23 (3.52%)
>70		1 (0.15%)
N/R		4 (0.61%)

Question 4

Your highest degree earned:

Doctorate		36 (5.5%)
Master's Degree		447 (68.35%)
Bachelor's Degree		145 (22.17%)
Associate's Degree		6 (0.92%)
Certificate of Advanced Studies		0 (0%)
Other:		15 (2.29%)
N/R		5 (0.76%)

View Other Text

Question 5

In what discipline is your highest degree?
Hide Responses

AXIO SURVEY

User Responses

Which ethnic group do you most identify with?

- Middle Eastern

- Canadian

- mixed race: Welsh/Puerto Rican

- No Response

- No Response

- European (non-American)

- No Response

- Asian

- No Response

- No Response

- West Indian

- Afr-Am/Native Amer

- African American/Hispanic

- No Response

- mixed ethnicity

- human

- No Response

Axio Survey

AXIO SURVEY

User Responses

Your highest degree earned:

- M.F.A.

- medical degree

- M.S. & an M.Ed.

- master's degree in progress

- some college

- No Response

- master's inprocess

- Currently a senior.

- 2 Master's Degrees

- Specialist in Education

- Doctoral Candidate

- Two master's degrees

- post degree Ed. diploma

- Specialist

- All but dissertation

business administration

Counseling

Business

mathematics

College student personnel Admin.

veterinarian

Counseling

English

Educational Psychology: Counseling

Education

higher and adult education

Education

Communication

Masters of Business Administration

Counseling

Adult Education

History

HR Management

Psychology

Business Management

Higher Education Administration

Counseling / Education

English

Master of Library Science

English

Education/Reading and Learning Spec

counseling

Community Psychology, Counseling

sociology

Higher Education and Student Affair

counseling

Counseling/Student Affairs

History

Ed. Policy and Administration

higher education administration

Education

Biological Sciences

Sports Psychology & Counseling & Gu

Education

English Literature, Geography

Human Sciences

Educational Leadership-M.Ed.

education

Education

Communication

Counseling

Counseling and Music

Counseling

Interdisciplinary Studies

Psychology

Education

Post-Secondary Education

social work

counseling psychology

Art History and Communications

Genetics

Vocational Technical Education

Educational Leadership & Policy Std

Science

Business Administration

Counseling

Masters of Education

Higher Education

Higher Education

higher education

spanish

Counseling

Social Science

early childhood ed certified

Music

Criminal Justice

English

Counseling

Portuguese -- Luso-Brazilian Lit

Psychology

Human Relations/Public Administrati

Civil Engineering

General Studies

Adult education

European History

English and History

Guidence

English

education

counseling psychology

History

Social Sciences

Anthropology

education

higher education administration

COUNSELING

Psychology Education

Liberal Arts

College Student Personnel

Educational Administration k-12

Social Work

Student Affairs

counseling and student affairs

Public Administration

Business Administration

Arts

Counseling

Archaeology

Educational Psychology

Educational Leadership

counselor education

Working on MA in Higher Ed

psychology

Social Work

Student Personnel in Higher Ed

Counseling

english

general studies

Mathematics

Criminal Justice

College Student Services Admin.

Student Devel. in Higher Ed./Cousel

Counseling and Guidance

Education

educational psychology

Counseling

Educational Psychology

Business

Education

science education

Education

Social Work

Sociology

Sociology

HUMAN RESOURCES/ORGANIZATIONAL BEHA

Higher Ed Administration

Marriage and Family Counseling

Education and Lib.Sci. (2 masters)

Counseling

Psychology

Physics

counseling and guidance

systems management

Speech Comnmunication

Life science

counseling psychology

will be in education psychology

Business/Merchandising

Sport Management

Theatre

Education Policy and Leadership

Literacy/ESL

comparative education

Business/Marketing

anthropology

Higher Education

MEd.

Health Services Administration

Special Education

education

College Student Personnel

social science

Education

Counseling Psychology

Humanities

Nursing

Education

Adult Education

Ed. Psy.

Counseling

Theology

counseling

Education

History/Arts

College Student Personnel

Educational Leadership in HEd

Theatre Arts

Education

College Student Personnel

Sociology

Business Education

English/Technical communication

Ed. Leadership/Higher Ed. Admin.

Communications/African American Stu

Major in History and Biology

reading

Spanish and French

Counselor Education

Linguistics/ESL

French

Sociology

Educational Psychology

educational psychology

History

student personnel & higher ed. admi

Business and Fine Arts

Community Counseling

Educational Leadership

Educational Leadership

English

Educational Leadership

Human Resources

Communication

Master fo Education

Education

education

_____

counseling/teaching

_____

Public Administration

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Rehabilitation counseling

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Human Relations

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Psychology

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counseling and student services

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Foriegn Languages

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EDUCATION

_____

Higher Education Administration

_____

POLITICAL SCIENCE

_____

Communication Studies

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Counseling

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Religious Education

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computer studies

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counseling

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Education

_____

Business Management

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Higher & Adult Education

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Psychology

_____

counseling

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Theology

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Management

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psychology

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Student Affairs Administration

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Education

Human Services

College/AgencyCounseling

Education

education

communications

Political Science and Spanish

General Studies

counseling and student personnel

Administration-Educational Leadersh

English

Education

College Student Personnel

English

Education

history

Theater Arts

chemistry

Family & Consumer Sciences Ed.

microbiology/immunology

higher Education Administration

health

Education

Student Personnel in Higher Ed

Psychology

Education

Education

International Studies

Educational Administration

counseling

Student Affairs

Psychology

Education: Counseling

Political Science

Fine Arts

secondary education

higher education

MBA

Counseling-Student Affairs

Psychology

B.S. Human Resources

psychology

Liberal Studies

College Student Personnel

#1 education, #2 human resources

Education

Counseling/Education

Management

Fine Arts

Professional Studies in Education

liberal studies

_____

biology

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Education

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Counseling

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College Student Personnel

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Higher Ed Leadership and Admin

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Business - finance

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Criminal Justice

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Higher Education and Student Affair

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Communication Studies

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Sociology/Psychology

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public administration

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Educational Administration

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Education Curriculum & Instruction

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Education

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counseling

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Psychology

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Counseling

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Education (Student Affairs)

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Education

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Humanities

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clinical psychology

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English

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Human Communication

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History, with an Education Minor

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Psychology & Sociology

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Counselor Education - Student Serv

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Student Affairs

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Chemistry

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adult education

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Student Personnel Admin.

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Counseling

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Special Education

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Business

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Counseling

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Counseling

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educational administration

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Communications

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Education

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Business Education

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Nutrition

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Art History

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History

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Human Ecology

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Student Personnel

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BA (Arts), BEd (Education)

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Psychology

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Political Science

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Secondary Education

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Fine Arts, Drama - Theatre Design

Humanities

Management

psychology

Social Work

Economic Development

Adult Education Administration

Adult & Vocational Education

Guidance & counseling w/ higher ed

History

College Student Personnel

Human Development & Family Studies

Busineess & Christian Educatipon

Nursing

Political Science

mathematics

Mathematics

Higher Education

Human Resource/Industrial Relations

business/marketing

Counselor Education

Educational Media

higher education

Counseling Psychology

counseling

Biology

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Counseling/ Student Affairs

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Higher Ed Administration

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Business

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Counseling

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Counselor Education

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Student Affairs Administration Ed

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Anthropology

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psychology and Spanish

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Business Education

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Theology

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Psychology

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Educational Leadership

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Student Personnel/Counseling

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Leadership Education

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master's

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Psychology

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Instructional design and technology

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Letters

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Educational Leadership - Higher Ed

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Education

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counseling

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Management

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Education

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College Student Personnel

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Clothing and Textiles

Education

College Student Pers. & Counseling

Anthropology

Adult Education

education

Higher Education: Student Affairs

liberal arts; specifically writing

Human Development

Communication Mgmt.

College Student Personnel

Adult Education & Counseling

Clinical Psychology

Counseling

Food Science

Adult Education

Student Affairs

Counseling

Education

Latin American Latino Studies

higher ed & adminstration

Music, Counseling

Community Counseling

Counselor Education

Counselor Education

Psychology

Psychology

Educational Leadership

Educational Psychology

Spanish Applied Linguistics

public administration

Counseling

Human Development & Family Studies

college student personnel

Food Science

education

Economics

counseling

psychology

Speech Communication

Adult and Continuing Education

Bachelor's

Biology & Education

college administration

Social Psychology

Child Develpoment & Education

Education

Linguistics

Counseling

Higher Education

English Education

College Student Affairs Administrat

Career and Community Counseling

Psychology

Theater

Religious Studies

Education

Health Education

higher education administration

DEv.ED./Counseling

Master of Education in Counseling

Educational Leadership

Dev.Ed./Counseling

Social Sciences emph. Stud. Affairs

public administration

English and Creative Writing

English and Creative Writing

Exercise Physiology

College Student Development

Political Science

American History

Chemistry

fine arts

Educational Communications

communication arts

Educational Leadership

_____

Communication

_____

criminal justice

_____

Speech and Theatre

_____

M.A. Education

_____

Animal Science

_____

Higher Ed Admin

_____

Liberal Arts - sociology

_____

Higher Ed. Admin-Student Affairs

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Education

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Vocational Education

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Psychology

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Counselor Education

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Liberal Arts

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Higher Education

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Communications

_____

Counseling: Student Dev. Emphasis

_____

HUMANITIES

_____

Elementary Education

_____

Biology

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Education

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Fine Arts

_____

Education: Counseling

_____

Business

_____

linguistics

_____

Education

Counseling

English

Psychology

psychology

Counseling Psychology

Higher Education - Adult Education

Women's Studies/English

Counseling, Music

COUNSELING

History

Business

counseling

management

Integral Studies

Psychology

Educational Administration-Higher E

Psychobiology

Counseling, Marriage and Family

counseling

student personnel services

Marriage and Family Studies

Social Work

Sociology

General

Theatre and Cinematic Arts

English

Psychology

Social Work

Biological Sciences

Industrial Engineering

Counseling

psychology

Higher Ed Admn

English

Speech Communication

Literature

College Student Personnel

History

Counseling

have 2 masters-MSW and Higher Ed

business administration

elementary education

Master of Arts in Education

counseling and student personnel -

Higher Education

US History, currently working on MA

english

Higher Education

English

Student Personnel Admin - Higher Ed

English

Psychology

Counseling- Student Services

Counseling Psychology

Higher Education/Guidance

Higher Education and Student Affair

higher, adult & lifelong education

Spanish

MBA

Psychology

student development and counseling

Education Counseling & Guidance

Education - Counseling

Master's in Education

Student personnel Administration

Educational Administration

Educational Psychology/Counseling

Counselor Education

English and Creative Writing

Pharmacy

Political Science

Political Science

Writing Pedagogy and Theory

Communication Arts

Communication

College Student Affairs/English

higher education administration

Business/Communication

Counseling

MBA & MS/ACCT

Human Development

MBA

Psychology

Business Administration

medicine

MS Adult Education

Student Affairs

Sociology

Counselor Education

Counseling and Human Development

English

administration

Communications

Adult Education

psychology

educational leadership (higher ed)

Educational Psychology

higher ed. admin- student developme

English

college student personnel admin

English

Education Administration

counseling

Counseling Psychology

Counseling in Education

Counseling Education

College Student Affairs Administrat

Cultural Anthropology

Professional Counseling

Public Administration

Business

International relations/conflict

biblical studies and leadership

Communication Studies

Higher Education

History

College Student Personnel

Counseling

communication arts

Counseling

college student personnel

Marketing (Business Administration)

English

Counseling

B.A. Sociology

College Student Personnel

Educational psychology

College Student Personnel

Applied Mathematics

Counseling and Student Affairs

Higher Ed. Admin.

Student Services

Counseling Psychology

Education Leadership

Psychology/Education

History

Student Personnel Admin - Higher Ed

College Student Personnel

English

ed admin

Education

Accounting

Rehabilitation Counseling

Child Development

School Counseling

Education/Counseling

School Counseling

Education

Adult learning

Education

Recreation Management

Student Development

public administration

Counseling and Guidance

Social Work

Education

Educational Leadership

education

education

education

Education

psychology

Student Affairs

Psychology

education

Cultural Anthropology

Student Personnel Services

Educational Leadership

Human Resource Development

Student Personnel

Education/College Student Personnel

BA in Sociology

Higher Ed/Student Personnel Svcs

education

Public Administration

Hide Responses

Question 6

Title of your current position:

Academic Advisor		434 (66.36%)
Academic Counselor		72 (11.01%)
Student Affairs Officer		12 (1.83%)
Intake Advisor		1 (0.15%)
Program Assistant		5 (0.76%)
Other:		109 (16.67%)
N/R		21 (3.21%)

View Other Text

Question 7

Identify the title of the person to whom you report:

Professor or Instructor (teaching faculty)		28 (4.28%)
Dean of Academic Advising		47 (7.19%)
Advising Coordinator or Director		284 (43.43%)
Counseling Coordinator or Director		31 (4.74%)
Other:		219 (33.49%)
N/R		45 (6.88%)

View Other Text

Question 8

Number of Advising staff in your unit including self.

Hide Responses

10

2

2

60

5

3

7

AXIO SURVEY

User Responses

Title of your current position:

- Academic Coordinator

- Director of AA

- Coordinator, Tutorial Services

- Academic Associate

- Retention Specialist

- Academic Associate

- Instructor

- Distance Education Advisor

- Administrative Professional Officer

- Enrollment Specialist

- Student Services Coordinator

- Athletics Department Advisor

- Faculty Advisor

- Transfer Advisor

- Student Advisor

- coordinator of Academic Advising

- Assistant Director

- Academic Support Specialist

- Assistant Director

- Paraprofessional academic advisor

- DIRECTOR OF ACADEMIC SERVICES

- Associate Director BBA Programs

- Baccalaureate Program Specialist

- counselor

- Student Retention Specialist

- Career Counselor

- Professor

- Coordinator of Academic Advancement and Internship Services

- Student Services Coordinator

- Academic and Career Advisor

- Student Services Professional

- Coordinator Program Advisement

- Advising Assistant

- School of Education Advisor

- International Student Advisor

- Instructor

- Mentor/Advisor

- Faculty advisor

- Senior Academic Advisor

- Student Services Coordinator

- Assistant Dean

- counselor

- Student Services Coordinator

- assessment counselor

- Instructor

- Executive director

- Coordinator of Academic Advising

- Enrollment specialist

- Coordinator

- Academic Advisor/Career Counselor

- Admissions/Licensing Clerk

- Academic Advisor/Faculty

- Counselor

- Academic Advising Administrator and Counselor

- Career Center Coordinator

- Sr. Academic Advisor

- Academic Program Coordinator

- Instructor

- Mentor/Unit Coordinator

- Academic Advisor in Residence

- Director and Professor

- Administrative Assistant and Academic Advisor

- Program Counsellor

- Senior Academic Advisor

- Director

- enrollment advisor

- Educational Advisor

- Program Advisor

- Dean of Student Services

- Student Advisor

- Higher Education Associate

- Assistant Director Undergraduate Program

- Academic Advisement Counselor

- Director of Academic Support Services

- College Advisor II

- Academic Advisor, for Academic Affairs

- Director

- Coordinator

- Assistant Dean

- Asst Dir, Undergrad Student Serv

- Advising Assistant

- Career Counselor

- Advisor/Coordinator

- Counselor/Assistant Professor

- assistant dean of studies

- Assistant Director, Undergraduate Programs

- Program Specialist

- Academic and Career Advisor

- Coordinator of Academic Advising

- Program Specialist

- Administrative Program Coordinator

- Coordinator

- Academic & Career Advisor

- Academic Support Programs

- Educational Advisor

- Counselor, Special Populations

- Program Coordinator

- Assistant Director/Counselor

- Faculty Advisor

- Administrative Academic Adviosr

- associate director

- Higher Education Associate

- Senior Associate Professor

- Assistant Professor of Liberal Arts and Sciences

- Media Specialist

- Assistant Director

- Director

- Assistant Director

- Enrollment Services Representative

Axio Survey

Close

AXIO SURVEY

User Responses

Identify the title of the person to whom you report:

- Director of Engineering Programs

- Manager of Advisement Center

- Dean of the School of Business

- Dean of Coll. of Ed.

- Assistant Dean

- Director of Student Services

- Assistant Provost

- Assistant Vice President for Academic Services

- Health Sci Dean

- Academic Department Head

- Program Manager

- Asst Dir Advising

- Project Manager

- Director of Student Support Services

- Associate Dean for Academic and Student Affairs

- Dean of Student Services

- VP of Student Affairs

- Academic Dean

- Director of program(faculty)

- Dean of University College

- Assistant to the Dept. Chair

- Senior Academic Counselor

- Director of Undergraudate Programs

- dean of students

- Associate Dean

- Manager

- dept head

- Associate Dean for Academics (in college)

- Campus Dean

- Dean of Student Services

- Department Chair

- Program Director

- Dean of Students

- Director of Student Advising

- Assistant Vice Provost

- Associate Dean

- Associate Dean of Academic Affairs of the College of Education

- Program Director

- Academic Dean

- Associate Dean of College

- Assistant Dean of Student Services

- Assoc Dean of college

- Assistant Dean

- Director Academic Programs and Services, College of Liberal Arts and Sciences

- Dean of Student Services

- Director of BBA Programs

- Director, Disability Resource Center

- Department Chair

- Director of Student Resource Center

- VP Academic and Student Services

- Associate Vice President

- vp of student services

- Dean of Student Support services

- Lead Advisor

- Director of Admissions

- Teaching/Learning Instructional Operations Partner

- Director

- Dean of Academics

- Dean of Undergraduate Studies

- Associate Dean of Engineering

- Department chair

- Dean of the College

- Academic Affairs Coordinator

- Assitant Dean

- Director of Academic Advising and Assistant to the Vice President

- Department of Civil & Environmental Engineering Chair

- Director of Student Services

- dean of student services

- No Response

- Departement Administrator

- Dean of Academic Affairs & Student Academic Services

- Executive Dean

- Dean of School of Education

- Department Administrator

- Director of Undergraduate Studies

- No Response

- Asst Dean for Academic Advising

- director of education

- department head

- Academic Dean

- Dept chair

- Assistant Dean of Undergraduate Studies

- Dept. Head

- professor in charge of our undergraduate program. He is a tenured faculty member with administrative responsibilities

- Director of Advisement and Evaluation

- Assistant Dean for Undergraduate Programs

- Dean of Sciences

- Director of Student Services

- Executive Assistant

- Associate Chair

- Ast. VP

- Ass't. V.P.

- Academic Advisor II

- Department Manager

- location director

- Dean of Undergraduate Studies

- Dean, School of Continuing Studies

- department chairman

- Vice-President of Student Services

- Dean of Lifelong Learning

- Business Manager

- Associate Dean

- Dean of the school

- Director of Academic Advising

- Associate Director of Student Development

- Assistant Dean

- Dean, School of Education

- director of education

- Department Chair

- Assistant Vice Provost

- Department Chair

- Associate Dean of Student Services

- Dean, Student Services

- Dean of Student Affairs

- Dean,Student Success

- Director, Undergraduate Program

- Dean of Dept.

- Assistant Dean of Student Affairs

- Chairman of Department

- Off-Campus Center Director

- Director

- Program Coordinator

- associate dean of college

- Center Dean

- Director of the Student Services Office

- Vice Provost of Student Affairs / Director of Career Center

- Assoc. Vice Chancellor for Ac. Affairs

- Student Services Director

- Chair of Faculty

- student support services

- Dean of the College

- Dean of the School of Biblical Studies, Humanities, and Sciences

- Director of Advising

- Management Services Officer

- dean of students

- Senior Academic Advisor, then Assistant Dean

- Director of Bacc. Programs

- Director of Student Support Services

- Assoc Dean Undergraduate Affairs

- Dean of an academic college

- Local Area Coordinator

- ex. director

- Director, Center for Graduate Studies

- Associate Dean of Continuing Studies

- Assistant Director of Advising Center

- Associate Dean of Undergraduate and Student Affairs

- President

- program director

- Administrative Manager

- Dean of Undergraduate Studies

- Dean of students

- Director Undergraduate Program

- Director of Student Services

- Department Head

- Assistant Dean

- Director of Student Services, Faculty of Science

- Director - Center for Academic Services

- Executive Director of Academic Advisin

- Off-Campus Director

- Undergrad services director

- Dean of Enrollment Services

- Business Manager

- Associate Dean of my College

- Dir of Stud Affairs

- Associate Dean of the College

- asst dean

- Career Center Director

- Managing Services Officer

- Assistant Dean/Coordinator

- Department Head

- Director of Learning Services

- Assistant Dean of School

- Center Coordinator

- Dean of College

- Student Affairs Director

- Associate Dean of Department

Director of Undergraduate Program

- dean of studies

- Dept Manager

- Department Chair

- Interim Director

- Director of Business School Undergraduate Program Office

- Assistant Dean

- Assoc Dean Coll of Business

- Associate Director

- Associate Director

- Associate Director of EOF

- Academic Advising and Career Development Director

- Branch Campus Dean

- Dean of the College of Business

- Director of Enrollment Management

- Asst. Dean For Undergraduate Programs

- Director of Career Center ; Executive Vice President and Provost

- Key Administrator

- Vice President for Academic Affairs

- Dept. Chair

- Associate College Dean

- Associate Dean/College

- Dean of Distance learning

- Dean of School

- Associate Director

- Director, EOF

- Associate Dean of the College

- Provost

- Dept. Chair

- Manager of Operations

- Dean of Undergraduate Studies

- Assistant Provost of Student Support Services and Enrollment Management

- Associate Dean

- Director of First Year Programs

- manager of student services

- Registrar

- Program Director

- Academic Dean

- Head Advisor of Dept

- Area Coordinator

- Assoc Dean Acad Affairs

- Advising Department Head

- Dean of Nursing

Close

Feedback | **Privacy** | **Contact Us**

Axio Survey

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[Hide Responses](#)

Question 9

Number of staff you directly supervise in your unit:
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[Hide Responses](#)

Question 10

Type of work contract:

Quarter-time		5 (0.76%)
Half-time		23 (3.52%)
Three-quarter time		21 (3.21%)
Full-time		601 (91.9%)
N/R		4 (0.61%)

[top of report](#)

Question 11

Please react to the following section by identifying "1" if you Strongly Agree with a statement, "5" if you Strongly Disagree with the statement, and "3" if you are Neutral.

11.1 I am satisfied with how information is currently communicated within my work environment.

Strongly Agree		90 (13.76%)
Agree		206 (31.5%)
Neutral		94 (14.37%)

Disagree		167 (25.54%)
Strongly Disagree		58 (8.87%)
N/R		40 (6.12%)

11.2 My manager encourages a positive climate for managing disagreement and conflict within my work unit.

Strongly Agree		166 (25.38%)
Agree		193 (29.51%)
Neutral		116 (17.74%)
Disagree		77 (11.77%)
Strongly Disagree		62 (9.48%)
N/R		41 (6.27%)

11.3 My manager keeps me well-informed about job-related matters.

Strongly Agree		164 (25.08%)
Agree		210 (32.11%)
Neutral		103 (15.75%)
Disagree		88 (13.46%)
Strongly Disagree		50 (7.65%)
N/R		40 (6.12%)

11.4 I am comfortable giving feedback to my fellow staff members on advising issues.

Strongly Agree		250 (38.23%)
Agree		237 (36.24%)
Neutral		63 (9.63%)
Disagree		49 (7.49%)
Strongly Disagree		15 (2.29%)
N/R		41 (6.27%)

11.5 My supervisor provides me with sufficient information to be effective in my job.

Strongly Agree		179 (27.37%)
Agree		214 (32.72%)
Neutral		100 (15.29%)
Disagree		81 (12.39%)
Strongly Disagree		41 (6.27%)

N/R		40 (6.12%)

11.6 It is important to have regular meetings with my fellow staff members to discuss work-related issues.

Strongly Agree		381 (58.26%)
Agree		169 (25.84%)
Neutral		36 (5.5%)
Disagree		12 (1.83%)
Strongly Disagree		17 (2.6%)
N/R		40 (6.12%)

Question 12

If yes to question 11.6, how often are staff meetings convened in your unit to discuss work-related issues?

Weekly		241 (36.85%)
Every two weeks		103 (15.75%)
Monthly		117 (17.89%)
One per quarter / semester		43 (6.57%)
Twice per quarter / semester		22 (3.36%)
Once per year		13 (1.99%)
Never		13 (1.99%)
Other:		49 (7.49%)
N/R		54 (8.26%)

View Other Text

Question 13

Please describe a best practice that you use to enhance communication among members of your unit. (E-mail additional best practices to Catherine Joseph at cjoseph@ucsd.edu)

Hide Responses

Best Practice is a face-to-face staff meeting. Also, email groups are a quick way to send important information.

informational web site

e-mail primarily; group meetings when a significant policy changes

Weekly newsletter

Usually contacting advisors one on one or through email is the best way to communicate as well as through meetings when possible.

staff meetings, email, and informal meetings

Monthly informal advising lunches for total campus

AXIO SURVEY

User Responses

If yes to question 11.6, how often are staff meetings convened in your unit to discuss work-related issues?

- daily

- Whenever the need arises

- Whenever one is called - not regular

- when it's "needed"

- as necessary

- when needed

- we try to meet weekly. We meet annually with our staff assistants for a formal review of the year and to revise procedural matters as needed. Of Course, throughout the year we meet as needed. We have excellent staff assistants who make a real diffrence in the work we are able to do with out students.

- when needed

- rarely

- Sporadically

- as needed

- As needed

- rarely

- rarely

- occasionally

- rarely

- random

- when needed

- as needed

- we talk constantly

- weekly in non-registration times

- "as needed"

- informally and ongoing as needed

- Staff meeting 1st and 3rd week of month; Advisor meeting 2nd and 4th week of month

- Whenever the need arises

- twice per week

- sometimes weekly but mostly as needed

- not currently scheduled

- so seldom, maybe couple of times a year

- as necessary

- sporadically

- we do not have meetings, but discuess issues several times a day

- once every 1-2 mos.

- rare and sporatic

- as needed

- When the Dean fells we need one. We have lots of informal "hall" meetings

- Average of one or two per week

- whenever supervisor feels the need

- At Least once a week.

- Hit & Miss

sporadic

- As needed

- irregularly

- more than oncea week

- new in position don't know

- when needed,small staff

- As needed

- Not sure

- as needed

Close

Notices are sent via e-mail to each advisor and our front desk staff; if e-mail is not an option, then we route memos, fliers, etc. to each person.

We eat together regularly. A lunch to celebrate a birthday, an award, etc. Anything to get us together outside of academic issues, just to visit. We know each other well and are comfortable with each other as friends and colleagues.

Staff meetings are helpful. We interact with dept. heads regularly. If changes are brought to our attention, we notify the other advisors by e-mail.

Email!!!

Team meetings, Breakfast clubs, retreats, potlucks

E-mail, weekly staff meetings

Open communication via email and face to face.

email is our fastest form of communication... we do some huddle up meetings before and after regular appointmenst

Asking our coordinator to clarify information about policies/practices that come from administration.

Serve as a resource for others in the department regarding health care careers because of my background working in a health care environment.

Biweekly supportive service/advising update with case conferences (alternating) to stay current

We frequently share info via e-mail.

email information between meetings on an as needed basis.

We utilize email quite heavily for communication purposes.

detailed minutes of weekly staff meetings

Have not been at full staff for 3 yrs. Retirements, maternity leaves etc. have resulted in difficulties. By the way, your chairing of the San Diego Conference still stands out as one of the best.

Weekly staff meeting with visiting appropriate campus staff & faculty E-mail network for announcement about dept. policy changes Monthly counselor luncheons for professionals Professional enhancement worshops & seminars

E-mail and just talking

I use e-mail most often. I also go to people's offices and knock on their doors if I know they are in the office.

Our entire school uses GroupWise as our email. This allows us the opportunity to communicate very easily with students, staff, faculty and administration.

Our entire school uses GroupWise as our email. This allows us the opportunity to communicate very easily with students, staff, faculty and administration.

our offices are across a hall, so we generally step across the hall and talk!

We talk and email as much as possible!

We share an office area so are always able to convene an"on-the-spot" meeting if necessary. We also eat lunch together everyday.

Try and maintain equality between the staff

The professional advisors convene "informal" advisor meetings to discuss possible policy changes in between "fomal" meeting times.

regular meetings

email, shared calendar

Our department is spread among 4 different campuses. -Testing a text messaging system to exchange quick messages (most advisors have not found this to be very useful) -Internal email listserv -Monthly meetings

Periodic emails about student numbers, successes, misc info., etc

E-mailing changes of policies and procedures to all involved in advisement.

N/A since I'm the only advisor in my department

Quarterly - "retreat" at the end of each quarter All Faculty and Staff meet for a 1/2 day wrap up and discussion.

I constantly use email since our unit is part of a larger campus 4 hours away

We make sure all developing policies are shared amongst decision-makers, and we are all encouraged to voice opinions.

Email questions and important info at least a week prior to the meeting so meetings focus on solutions than info delivery that requires later follow up. This is a recent change that already has enhanced communication and morale.

staff meetings one on one meetings with supervisor open door policy

I meet one on one with the advisors every other week. I may begin meeting with teams of advisors also - in addition to.

We copy each other on e-mails we receive that may be relevant to us all.

We have a college advising association that meets 3 times each semester and uses email on a regular basis to keep all advisors up-to-date on advising information and concerns.

We use email to keep all of our staff informed re any student emergency that affects our office and/or other student service units.

Using email to communicate changes in degrees. addition of classes, etc. We also talk with each other on a

personal level. We are like a famiy.

We do not have a central advising unit. Each department does advising separately. However, the University maintains an advising email list which is the most effective way to communicate information to everyone involved.

We use email for virtual meetings. That is updates on things we need to know but do not have the time,or due to scheduling difficulties cannot meet in person.

We have been trying to have regular staff lunches during the summer months since our department administrator has gone out of her way to divide a bunch of us old-timers and create ill will; she refuses to attend or speak to most of us.

Informal chats.

Email distribution list

We talk to each other. It makes it more personal and one can quickly clear up any confusion.

In addition to formal staff meetings we also take occassion to have breakfast or lunch together and enjoy a more informal means to communicate.

Located near one another

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short face-to-face conferences with members in their offices

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uWe have an informal quick meeting each week and a longer more detailed meeting onece a month. This schedule allows us to keep up on days off, meetings, etc., gives us time for longer discussions and information sharing once a month.

We discuss issues immediately, as they arise.

I USE THE COLLEGE EMAIL TO KEEP PEOPLE INFORMED. I BASICALLY DO A LOT OF CC'ING. I ALSO PARTICIPATE IN CAMPUS WIDE COMMITEES AND REPORT BACK TO MY DEPARTMENT WITH ANY NEW INFO

Staff meetings when they are held as scheduled

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annual staff retreat 1 day, off campus location) for annnual planning and long term strategic planning in our program unit

---

We try to have an advising retreat at least once a year.

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email messages with cc to all in office

We review client cases with other staff members at staff meeting. We ask what other adivors would do and then ask for feedback on the process that we used.

We email alot, with cc-ing people to keep them informed. However, this needs to be done more in my office. Many times only certain people are cc'd, not everyone, which creates people being out of the loop, through no fault of their own.

Email

My collegue and I meet regularly to ensure there is some continuity in how we deal with student issues. We also defer many fo our concers / questions to other managers in our department.

email is our only communication at the moment, he is on sabbatacal

Staff meetings e-mail

email list serve

We are a very small unit (3 members) so we are constantly communicating with each other on a daily basis or when something arises. We communicate w/ faculty advisors most effectively through e-mail.

Give every member a section of the staff meeting agenda.

staff meetings

Constant e-mailing back and forth (often with some humor thrown in)

creating a open and comfortable environment

The monthly meetings

we designed our own work space which facilitates team work and communication but gives us privacy when needed

Using email and meeting weekly provides, even the small unit in which I work, an opportunity to reinforce ideas and remind everyone of what's going on. It seems we're in constant communication.

e-mail, drop in visits, phone.

E-mail, staff meetings, informal meetings

e-mail

Weekly meeting with my boss.

Our weekly meetings and follow-ups with emails during the week keep us all in touch.

I check in with everyone daily and stay available to anyone who needs to talk. I try to be a good listener.

email

We have terrible communication. It is one of the points that we bring up consistently with the superviosr to no avail

Face to face meetings almost daily

I am completely comfortable asking my fellow counselors when I am unsure about a situation with a student; we all make ourselves accessible and available to one another and find this support and assistance to be invaluable.

Advisors meet weekly, without supervisor, and use listserv to communicate with other advisors and counselors at other campuses.

face to face communication

Weekly meetings with advising staff to case conference about students/clients; this encourages effective problem-solving in a collaborative and consistent manner.

I copy and blind copy other staff members on all correspondence other than confidential stuff. I err on the side of providing more information than needed.

email to list servers when there's an issue we all need to know about

weekly departmental meetings supplemented by daily consultations

Individual meetings and brain storming sessions to include their input so that they feel they are part of the team and have something to contribute.

Staff meetings weekly...daily communication with each other on various projects

Wandering in and out of each others' offices sharing information

Having assigned academic programs to individual counselors which they research and specialize in and then disseminate information to other advisors.

We have weekly staff meetings for the whole group, plus meetings of three senior staff once every two weeks. This gives us senior staff to collaborate with our office coodinator on plans for the office.

TALK TO EACH OTHER

discussion of agenda items, followed by a round table in which each participant can bring up additional topics of interest

Weekly staff meetings

Each staff memeber is responsible for between 2 to 4 majors as well as, undeclared students. They inform others of issues and information via e-mail and weekly staff meetings.

Once a month informal luncheon off-site called "CPR"

e-mail staff involved with specific information concerning a student

I am no longer in the unit to which I am describing. However, in my former unit, there were no good/best practices. It was a harsh top-down situation with incompetant, self-serving....leadership. THe best practice for staff was simply surviving.

verbal & via e/mail

a monday morning "stand up" meeting to discuss what is coming up this week, projects, who is out of the office etc..

We have no practice that enhances communication. The current director is retiring in one month and hope the new associate dean will be forth coming with regular staff meetings and communication.

We regularly review the materials that are to be used by the faculty in helping students make decisions about course work choices.

on the fly conversations, e-mail, regular advising meetings weekly

Liaison with other departments in the institution. One advisor is appointed to be liaison to each faculty (e.g. Arts, Science, Business/Computing etc.) and reports back to the group.

Whenever I am planning an event, I email the entire campus so they know what's going on. I also use email to solicit volunteers to help with different programs.

We gather informally at least once a day to discuss issues of importance to all advisors in our unit.

May sound basic and unrelated, but, FOOD. We get together for pot-lucks and birhtday cake whenever possible. Small items are thus discussed by everyone, and good relationships enhanced. This background helps us cover more at regular meetings.

e-mail confirmations and follow-up

- having open discussion during out advisor meeting

Frequent face-to-face discussions and informal meetings.

Meeting with the other advisors and with Faculty is the best way to keep informed. Attending Divisional meetings is a good forum for sharing ideas.

inform supervisor who will e-mail to entire group. We also still speak with each other

e-mail, face to face in same location, regular working meetings

group email

Daily updates of situations encountered which might be useful to other members of my unit.

We use an internal electronic mail system, hold general office meetings and also meet weekly in "teams"

Regularily scheduled meetings and group emails

Informal discussion sessions during preparation periods.

U try to communicate with email and follow up with everyone in person.

I have a list serve that disseminates information from the Dean's Office to the departmental staff and faculty advisors. It is a very effective way to communicate issues to a wide variety of people.

Frequent contact on a regular (ususally daily) basis and regular staff meetings in addition to weekly individual meetings with my supervisor.

regular meetings, feeling of security within the department, fairness, consistent work standards

I try to keep my mouth shut and listen to others complaints without making judgement or passing them along.

Can't say that a "best practice" exits. Between email and staff meetings we stay abreast of issues and concerns.

We email one another with information we gather which we think may be new and useful to the rest of the staff. We email so everyone can also print out the information and have a hard copy for reference.

E-mail communications directed to various staff members are routinely shared among our staff if they are considered informative or instructive regarding College and University academic policies and procedures.

email updates

email

E-mails are constantly sent regarding policy changes and meetings with other offices. Weekly staff meetings with minutes are important to making group decisions. Memos are also sent around the office and posted.

compile synopses/minutes of meetings and distribute to all staff members

In addition to meeting regularly we use IM to ask quick questions back and forther between advisors.

We have a suite in a very small office area. Communication occurs easily between our offices and in the reception area.

We e-mail information to each other.

I disperse information to academic advisors on the multiple campuses of my college. I attend their staff meetings and frequently use email.

We email new information to one another and keep hard copies in our advising manuals. We hold information sharing meetings at the beginning of each semester by inviting department heads and deans for updates.

Utilizing e-mail as well as group meetings.

Weekly staff meetings

We email updates to each other when we learn new information that has not been distributed to the entire staff. We bring in representatives from other areas to our staff meetings to keep us up to date in other areas.

Email is it. We are at an off-site campus and depend on it.

Greet them daily (face to face) Email any changes to my daily schedule

We have a group email address for all academic support folks. We use it to get info out without meetings or phone calls at times.

Faculty Meeting Communication

At every dept. meetings, we have a best practices sharing that individuals have used with students.

When we find out new information others on staff may find helpful, we send an e-mail to our entire advising staff.

Our group is small enough that we can operate on consensus, and we often clall informal meetings in the hallway to discuss immediate issues of importance andmake decisions.

Sharing at dept. meetings, use of email to share ideas.

---

weekly staff meetings

Due to the small number of people in my unit we often consult eachother to make sure we are in agreement on how to handle a student concern, so that we present a unified response to all students.

Verbal communications along with e-mail communication on any changes that I become aware of.

---

e-mail to an "Advising Center" listserv address---goes to all advisors, our secretary, and our supervisor. We also try to have lunch together when we can. Usually it works out only after out twice-a-month staff meetings.

We communicate and find time right away to address issues, we make it a priority.

---

communication via email seems to work best

I meet with other staff informally, but I plan it.

Instant Messanger: If a quick question arrises that another adviser can answer, a student meeting, phone call, etc. need not be interupted in order to ask the question by IM. Our receptionist also notifies us that appointments have arrived by IM.

MS Teamservices page for collaborative pages

Email seems to work the best since our schedules are not the same. It also allows you to have something in writing to look back on when you have additional questions.

I am the only trained professional in my unit. If necessary, I will introduce my reason for doing something differently and explain why; otherwise I keep silent.

Informal discussions, though nonsystematic, tend to be most productive.

We are delevoping the use of a shared drive which will allow us to access department resources, early alert lists, etc.

Personal one on one interactions.

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email

Bi-weekly lunch meetings with student workers to discuss/address their information and work-related concerns.

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e-mail

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posting on Advising web page

E-mail is the best way to disseminate information quickly and accurately. Monthly staff meetings provide

opportunity to give feed back. However, feedback is also given with the e-mail when appropriate.

Our offices are next door to one another and it is very easy for us to have informal meetings to share info. We have an unusually congenial and well-organized department and that as much as anything makes communication flow well.

We informally get together with each other to offer support and share ideas. We all generate ideas that are published in a quartly advising newsletter published by the Student Retention Specialist.

Advisor Staff Meeting once/week and departmental meetings once/week

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We use Public Folders and Shared Folders in Outlook to share ideas and discuss issues.

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e-mail

We leave each other notes but most often talk daily.

---

we do not do anything new or unusual - email mostly

We have a weekly Monday morning meeting every week to discuss the upcoming week and priority projects. The meetings are brief (15-20mins) but are very effective to get the week started.

Weekly Emailed Update

Our unit has an annual retreat, both for the larger academic unit and another for the advisers only. The second retreat allows us to plan for projects for the upcoming year.

Staff meetings

I meet regularly with my fellow advisor and we always keep each other cc: in email to any students especially with students who have a track record of not keeping appointments or following through

---

weekly one-on-one's with the director and weekly staff meetings.

We have a new website on our Intranet that has access to all forms from the Adv & Transfer Center, links to IGETC, Cal state cert, other 4-yr articulatins and lots more.

---

weekly meetings

Advisors send group e-mails to other advisors when we learn something new that relates to advising.

Email every day.

We use email among our office staff and with faculty advisors. We are a close-knit School, and academic advisors are treated as peers with faculty advisors with areas of responsibility divided appropriately.

---

we use email very efficiently.

Our director has an open door policy. We can see her anytime that she is not with a student.

Frequent e-mail messages sharing information as we receive it and asking questions to gain more information.

---

meetings are the best email would be the next, as long as everyone reads and prints to remember what is going on

Email has more and more become a means of effective communication within our office.

Email works with us as well. Telephone and personal communication.

We hold monthly joint staff meetings with the other academic programs and counseling center that feature a representative speaker from a featured academic division or major program.

email

Written work either by e-mail or memo.

one-to-one contact and maybe e-mail as follow-up

We share advising challenges of the week and how to handle them.

We frequently talk to each other about advising issues and ask for opinions from each other. We believe that among the four of us, for a difficult question or situation, at least one of us will know the answer.

Frequent face-to-face, informal consultations.

E-mail, instance messaging, cluster staff meetings, and general staff meetings

it's impossible to do.

In general, adhering to an "open-door" policy allows issues to be resolved very quickly. Nothing sits in our office. If something of importance arises, a meeting is called immediatly, or an email sent out.

person to person e-mail

Technology(Instant Messenger) Cross Training with other advising areas regular meetings open door policy with other advisors

email,phone

Email Weekly meetings with Advising staff

email

morning coffee discussions- informal regular group meetings - every two weeks "shared" files of information exchanged between coworkers

Face-to-face discussion and problem-solving using real examples of real student's issues.

Asking co-workers for inputs on projects, sharing concerns related to advising students, consulting with supervisor for ethical issues, having clear directions for staff, etc.

When changes are noted through conversations with students, that information is e-mailed to all members of the staff asap.

Weekly Permanent staff meetings and weekly mentor meetings.

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instant messaging to inform advisors of students waiting for walk-in services by program of study.

"Working" Coffee breaks

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internal advising center log

We constantly consult each other in staff meetings, or in small gatherings (1 or 2 in the hallway or in someone's office) to talk about advising issues, and/or specific questions regarding a student.

Periodic "Lunch and Learn" sessions where Advisors present and/or bring in resource people to provide current information about advising and related topics- open to all faculty and staff in the college.

We have an in house advisor website with updates about happenings and resources. It is a good place to check for many things.

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regular informal meetings

Friday e-mail with updates for the coming week.

We each report on our area at every staff meeting, so we all stay up to date and can appreciate each others' work.

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using a listserve

In person, our offices are next to each other, or via email.

Although the academic advisors in our office have areas of specialty, there are times we see students outside of our area. Communication through email is the most useful means of keeping track of developments and changes within the office.

Regularly consult with fellow advisors.

On a sensitive project that I was working on that required input I gave a general overview at a staff meeting w/expectations of what was needed and then met w/staff in smaller groups or one-on-one to get feedback.

Encourage a climate where everyone feels comfortable communicating without retribution.

Email

I look for a personal contact to my co-workers in addition to our professional communications. I also spend a little time speaking to them before and after meetings. (This is important because my office is on a different campus than my co-workers'.

A "best practice" is to develop/maintain good working relationships with departments & other statewide advisors. Keeping in contact, via email & the telephone, with department & statewide advisors is the most successful communication process for me.

Since all lof the other avisors in the College of Business are faculty members, I am usually the one who gets pertinent information and must pass it on to them. Sometimes this is done in faculty/staff meetings, but many

times via e-mail.

Our unit is putting together an intranet connection that will have all information regarding each depts. hours, what they do etc. There will be a search component included to quick access when you have a student waiting.

---

person to person, difficult because most of us are part-time

In addition to weekly staff meetings, the counselors and advisors maintain an active email exchange to keep abreast of changes in policies and procedures.

High level of comfort sharing ideas and suggestions with each other. Shared office space facilitates this (suite of offices surrounding a central reception/clerical area). Also regular meetings every two weeks and occasional lunches together.

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(1) E-Mail (2) Putting information on our office "shared drive"

Presenting new information to faculty at meetings and emailing updates and reminders on a regular basis.

Whenever I learn of something I don't know, I e-mail the other staff members and try to follow-up at the next staff meeting.

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email

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because of the small number of staff in my unit, communication is on-going and not a significant problem. Best Practice: A sense of humor!

Open door policy to discuss issues

Providing examples on how I resolved a tricky issue - the lesson being that much as we would like to help everyone all the time (an idealized form of service) there are limits. We need to respect our own limits as well as those others may have.

E-mails copied to all advising staff, even if not specific to that person's role. Using "reply all" when seeking group input.

Meetings, email

Check-in each morning before work day gets busy. Forward important announcements via e-mail as soon as they are received.

None.

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weekly update meetings

Ask lots of questions, then email other advisors with the information I find out and ask others to do the same. Also, I put together a questions and Answers section of our advisor handbook so new people could benefit from questions already asked.

A volunteer takes notes at our counseling meetings and emails the notes to all counselors after the meeting.

A combination of weekly staff meetings, e-mail updates, and ongoing open communication and sharing of pertinent information.

I have created a timeline of tasks and projects that need to be done by the week of each quarter for the entire academic year. This timeline keeps us on tract with our projects.

N/A

Weekly meetings with open agendas

Meeting regularly

Frequent staff meetings

Primarily email when all are concerned. We have a small department, so the faculty often have "hallway" meetings.

Instant Messanger for co-workers to discuss issues in different locations or for help with a problem student who is currently in the office.

There are really just four members in our unit who deal with academic advising (two advisors and two staff assistants). It is an environment of shared respect and appreciation for each others' work, fostering exchange of ideas for improvement.

We used to have monthly meetings and I think that would be more helpful.

Participated in a strategic planning process with an outside facilitator.

Staff Meeting minutes are sent to every staff member following the weekly meetings.

email

monthly meetings

open communication

Meeting without our director is more productive.

When I receive information that is pertinent to effective advising at the front counter, I make sure that all staff are aware of the information so they continue to be well informed.

simply emailing the group on updates and copying program changes to others as they happen.

E-mail group when an issue comes up. Our department just went through some major changes - part of the department has moved away from the rest of the group.

I make sure to do face-to-face with other members of the office so they know what is going on, and are armed to give a consistent message to the students.

I specifically ask questions at the staff meeting even if I know the answer. This sometimes helps to clarify a procedure or policy when it is assumed that everyone knows what is being discussed and they really don't.

Daily updates in an "open door" environment

We have an Internal Page where we post information. Counseling staff has access to this internet site.

I'm in a department so to communicate with the faculty we have departmental meetings, and I e-mail them all regularly with updates pertaining to policies/procedures. I also go to their offices to relay information and seek input.

Oral communication, e-mail, shared documents.

Our supervising advisor continually makes updates to our advising notebook as new information is available.

I met with the peer every two weeks for training, and every other week for supervision. Keep in touch with them by email and memos.

Weekly office newsletter. Lotus Notes on daily issues, policy changes, updates, etc.

We use e-mail within our dept. a great deal. We have monthly dept meetings and our college advisement team meets monthly. On 11.1 I reported Neutral because our college info is shared well, info at the University level is poor.

An appreciation for each individual advisors strengths or expertise. Open dialogue and effective communication, listening to ideas and accepting constructive criticism.

send e-mails

We always meet as a group and explore discuss and exchange ideas on different issues

email, frequent interaction, accurate relaying of information, memo documenting important information, weekly staff meetings, open-door policy

use of email

we often use email to communicate with each other and instant messenger.

we often use email and instant messenger to ask quick questions and discuss ideas.

Regular face-to-face contact to discuss issues; email can sometimes provide a venue for impersonal or rude comments that you would never say directly to someone.

open door. I ask regularly for advice. semi-annual formal meeting

Active involvement with each staff member. Basic understanding of responsibilities, willing to be back-up as needed. Check-in with each employee almost daily, critical reviews, encouragement, room for growth, etc.

E-mail is very helpful since a number of us are on different schedules

weekly meetings

Lots of face-to-face conversation about advising questions and issues. Everyone is very open to everyone else and feels free to ask questions and share information.

n/a

Individual questions and answers.

Typing of the minutes from each weekly staff meeting. Having a hard copy in a centrally located binder and electronic versions send to all parties.

Though we often disagree, we can agree to disagree and find pathways to solve problems relating to most advising issues.

Weekly meetings E-Mail

E-mail, bi-weekly meetings,set-up of advising center in cubicles instead of offices with doors enhances communication.

We mostly depend on e-mail due to everyone's varied teaching schedules.

weekly staff meetings are fast and to the point. Informal meetings happen as well, my supervisor will just pull everyone together for 10 minutes if the issue cannot wait till the next staff meeting.

Weekly staff development meeting with entire unit to disseminate information and also meetings with other departments to make sure our info is correct.

I make sure to relate all information I get to my co-workers to make sure they have received the same information I have

Each week we have a team "stand-up" meeting. We gather around the central area of our offices - no one sits. We circle the group and touch on what each of us is working on at that point. No one takes more than 5 minutes standing up keeps us honest.

e-mail

we keep an advisor manual on our college intranet (password accessible to college employees only)

We have developed a newsletter that incorporates each member of our staff. Every month, the 'editor' of the newsletter rotates among each staff member. This allows each person to share knowledge in his/her area of expertise.

as we are all in the same office, we communicate face to fac or by forwarding relevant email and other documents

email

We all share didactic and informational e-mails that we may receive as a result of inquiries or "fact finding missions."

literal translation, email is widely used in the organization to facilitate the efficient communication.

I e-mail information and provide in-person updates.

I wish this was something that I could address, however, the communication amongst our staff is limited and ineffective

We have an Advisors Web page that posts new and changed information on all the programs and policies that may effect us. It is updated and kept current by a combination a person that works also as an Advisor for at least half-time.

e-mail

We include personal sharing in our meetings.

Lots of email! Keeps things "in writing" while still remaining a somewhat dynamic communication medium.

Weekly staff meetings, instant messenger in office and e-mail announcements.

In any given month, week 1,I meet with my supervisor for a one-on-one. Week 2, my counterpart (in another building) meets with our supervisor. Week 3, all three of us meet together. Also, once every two weeks, we meet with the Career Planning Staff

develop relationships with colleagues and stop in to "chat" to catch up on what I need to know to do my job.

staff meetings, weekly update (verbal and email), written monthly reports

We share information by email and are trying cross-training to make everyone aware of our different duties.

Advisors rotate responsibility of leading work group meetings.

Staff meetings that are centred upon reviewing advising procedures so all advisors are on the same page and giving out the same information to students.

We start each staff meeting by each stating one thing we did in the previous week that either made someone's day, provided exceptional service, or was a personal/professional achievement. This opens meetings with positive interaction.

E-mail sent to all full and part time counselors. Created a Course Conversion History on the web.

Brown Bag luncheons

"Stand-up" meetings: Brief meetings to call the team together to give/receive input and/or to check-in during busy work periods.

Advising Manual/Policey and Procedures

Created online Advisor Advising Training Manual which includes semester updates.

I have begun to forward to my colleagues informational emails about various campus policy changes and about events and "new" news.

Frequent impromptu lunches.

Our office makes communication a priority. In addition to our staff meetings, our team has "one on ones" with each other every other week in which we can discuss student, university, or even personal issues. It has led to a really close team.

The weekly meetings with the entire staff.

advising meetings

The best practice my unit uses is to person-to-person communication since we are a small unit; additionally we

use e-mail and telephone messages.

Weekly morning meeting (required).

Each semester we hold a one day retreat away from campus to go over what worked and didn't worked the previous semester in planning for the next semester

We work in close proximity in an advising Center which helps communication, My contacts with Teacher Education Student Services (main campus advising) is by e-mail and phone and when I go over there.

E-mails

All the advisors in my department are often pulled in multiple directions, therefore we tend to communicate information at our weekly staff meetings and via e-mail.

posting key issues/bulletins to a shared computer drive

Email articles, list-serv resources and talk to co-workers when feasible. Too busy most of the time. Meetings are pre-planned and decisions are brought to the meeting by two staff members, dissent is quickly stifled. Input not necessary.

Send an e-mail with information important to everyone in the unit.

The use of e-mail has certainly enhanced communication from within the advising center. Information can be given in a timely and efficient manner.

We use email to communicate with each other as well as instant messenger to stay in touch.

We have an advising network that includes all college advisors, graduation analysts and advisors academic counceling unit(undeclared majors).Our Dean relies on me to keep informed of advising issues.

group email

Forwarding any e-mail received from an out-of-department contact in regard to upcoming events, new course offerings, and/or curriculum changes.

We keep an on-line Policy and Procedure manual for our internal use. All of our policy decisions are logged here for reference of prescedent.

E-mail works wonders for us.

Can't think of any, but retreats would be good.

open floor plan in office environment

email group

Because we have a poor flow of communication, I have no "best practice" to describe.

I take the initiative to share information with my co-workers by using e-mail, presenting information at weekly staff meetings, or by distributing information via our mailboxes. I assume information needs to be shared with the team.

I try to conduct meetings periodically over lunch or in a different atmosphere from the staff conference room. Not only does this build a sense of community and trust but we are productive as well.

email

Follow-up in subsequent meetings to see if tasks were completed. If so, dissemination of information is used in current meeting.

email is the best way of communication and letting coworkers know of any progress or F.Y.I. that needs to get across to all advisors.

Keep open communication and discuss issues when they arise, may advise jointly when a particularly unusual situation presents itself. Am open to suggestions and allow advisor to take part in as many phases of the advising process as possible.

Representatives from different colleges at this campus meet biweekly. Representatives from different locations meet three times a year, with smaller visits to individual campuses as needed.

We are in the same room with no barriers so we just ask a question and poeple respond with a vareity of answers

Blackboard, email, one on one contact

Asking Questions

weekly staff meetings, emails, open doors--conversation

We speak to each other and Email each other.

When time permits gaining feedback, I seek input from their past experiences on a particular issue that I've encountered in advising students. Usually this provides various approaches to consider for my future use.

use instant messenger IM in office

email

In addition to general staff meetings. Each office site also holds twice per month meetings as well (3 sites with advisors on different campuses).

DIscussion in the early morning

We have monthy meetings, but in practice, we deal with issues as they come up. I know that my supervisor's door is always open.

Using working groups on projects builds and promotes communication.

Email is used to sections or the entire staff

e-mail

e-mail titbits

Clarity and preparation. Communicating issues effectively relies heavily upon the individual having taken proper time to reflect on what is needed to be done, what's been tried already and what will be most efficient for all involved.

Open office doors.

I do not hold information from my staff, I may edit and then release to everyone, but I don't wait till our weekly meetings to announce things, I typically use that time to review and add. I have an open-door policy with my staff as well.

Staff meetings are critical and sharing special events such as birthdays, with lunch together, etc.

We walk into each others' offices. We are in cubicles. We also chat in the reception space during the day.

We did not have Sttatff meeting last year. This year, upon my urging, we added them.

During our weekly meeting, we each discuss the projects we are working on so we are apprised of each other's work.

One on one meetings

I would prefer meetings, but since we are not allowed to meet (according to the Dean), then I use e-mail to share with my colleagues.

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e-mail, direct contact and networking

Directly speaking to co-workers and bringing up issues during staff meetings

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formal and informal team building to help us get to know each other better. Thsi opens the lines of communication and helps us feel comfortable expressing concerns or discussing problems.

Utilizing an advising listserv for professional and faculty advisors. Advising workshops that meet monthly for faculty and staff advisors. Professional advisors from across the advising unit meet twice a year for professional development updates.

I am direct with my manager and ask what is going on. Our office has poor communication.

Consistency, openess, ethical behavior

Case of the week discussions

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weekly staff meeting

E-mail is fine for a quick fix, but often it is our only means of learning about program or major changes that I feel need more attention/discuss, as in a staff meeting setting. E-mail blips go in my eyes and out of my brain!

Email! Sending divisions information, copying pertinent emails to my supervisor, receiving copied emails from my supervisor

---

The four main advisors in our office meet weekly to discuss annual goals, new projects, on-going progects and planning.

Major situations are assigned to a task force; they review the problem, research, brainstorm solutions, and let

people know what options are before calling a meeting to discuss it. This expedites handling.

We're still searching for one...devoting 1/2 hour each meeting to topic based discussion

???

Two off-campus retreats (one day) are held each semester at a staff member's home.

Using the ListServe on email Weekly meetings

think before speaking

We forward emails to each other from faculty/staff regarding advising issues

Weekly memo

Ask for their input and copy everyone on email so there is no misunderstanding

I feel the weekly meeting are a great asset to communication for us.

emailing/sharing updates

emailing updates immediately

no comment

Staff meetings every week where all staff members are encouraged to give updates

Email

Put everything in writing! Although we have not reached "everything" yet, that is our goal.

E-mail; staff meeting; Dean's weekly newsletter

Email is always a good forum for certain details, but it is important to have discussions with my peers regarding philosophy and other more important issues.

Verbal Communication Meetings Copies of memos distributed

Mutual respect among the advisors for their knowledge, experience and creativity

emails, informal meetings, celebration of events

[Hide Responses](#)

[top of report](#)

Question 14

Please react to the following section by identifying "1" if you Strongly Agree with a statement, "5" if you Strongly Disagree with the statement, and "3" if you are Neutral.

14.1 I am satisfied with the LEVEL of staff morale that currently exists within my work unit.

Strongly Agree		88 (13.46%)
Agree		195 (29.82%)
Neutral		92 (14.07%)
Disagree		143 (21.87%)
Strongly Disagree		62 (9.48%)
N/R		74 (11.31%)

14.2 My work environment is pleasant.

Strongly Agree		164 (25.08%)
Agree		239 (36.54%)
Neutral		90 (13.76%)
Disagree		67 (10.24%)
Strongly Disagree		20 (3.06%)
N/R		74 (11.31%)

14.3 I am satisfied with the LEVEL of trust within my work unit.

Strongly Agree		152 (23.24%)
Agree		196 (29.97%)
Neutral		91 (13.91%)
Disagree		84 (12.84%)
Strongly Disagree		57 (8.72%)
N/R		74 (11.31%)

14.4 I believe that job tasks are distributed fairly among staff members.

Strongly Agree		94 (14.37%)
Agree		205 (31.35%)
Neutral		101 (15.44%)
Disagree		114 (17.43%)
Strongly Disagree		64 (9.79%)
N/R		76 (11.62%)

14.5 In general, my immediate supervisor displays a high level of respect towards me and towards others in my unit.

Strongly Agree		259 (39.6%)

Agree		175 (26.76%)
Neutral		56 (8.56%)
Disagree		49 (7.49%)
Strongly Disagree		41 (6.27%)
N/R		74 (11.31%)

14.6 My immediate supervisor provides sufficient resources.

Strongly Agree		184 (28.13%)
Agree		201 (30.73%)
Neutral		94 (14.37%)
Disagree		71 (10.86%)
Strongly Disagree		29 (4.43%)
N/R		75 (11.47%)

14.7 My immediate supervisor provides adequate support.

Strongly Agree		200 (30.58%)
Agree		175 (26.76%)
Neutral		96 (14.68%)
Disagree		66 (10.09%)
Strongly Disagree		43 (6.57%)
N/R		74 (11.31%)

14.8 My immediate supervisor provides recognition for a job well done.

Strongly Agree		208 (31.8%)
Agree		149 (22.78%)
Neutral		101 (15.44%)
Disagree		70 (10.7%)
Strongly Disagree		50 (7.65%)
N/R		76 (11.62%)

14.9 In general, staff members in my unit are capable of managing pressures related to the job.

Strongly Agree		169 (25.84%)
Agree		278 (42.51%)
Neutral		76 (11.62%)
Disagree		41 (6.27%)
Strongly Disagree		16 (2.45%)
N/R		74 (11.31%)

Question 15

Please describe a best practice being used to improve staff morale in your unit. (E-mail additional best practices to Catherine Joseph at cjoseph@ucsd.edu)

Hide Responses

Lunch parties

Semester advisor retreat off-campus

the college's student council has an advisor appreciation week when the students decorate the doors of advisor's offices, leave candy, notes, gift certificate for ice cream, etc.

At this time we have not made it to improving morale, we will try some morale improvement activities by going out to lunch once a month as a unit and possible having a secret pal.

Develop comraderie through "small" talk when we have time; having potluck lunch in the office; celebrate each birthday; discussing our concerns with immediate supervisor and feel that we have been listened to

Praise is freeling given; criticisms are made privately.

None

We all get along. We all do the same things w/ special jobs given to different advisors. This allows one person to become more of an expert on certain areas.

Our department chair is does not micro-manage therefore people have a real stake in their jobs. They feel take responsibility freely and can use their own creativity in designing their approach to accomplishing work tasks.

There seems to be a few that tend to gossip in our area. I am here to do my job, and then leave. I'm not happy about the gossip situation, so I keep my mouth shut and do my work.

staff meetings with recognition of outstanding needs BZ

Working together on policies (clerical, support, and advisors co-mingled)

n/a

open door policy of supervisor

Again, have been decimated by turnover in past three years. Have yet to get on our feet.

Staff Appreciation recognition luncheons Cash awards financed by LSU Alumni and Parent Organization funds Birthday parties

staff social functions and team building exercises

Each member of our staff was hired to perform a certain job and our supervisors allow us to and trust us to do our jobs. We are not micromanaged. We are treated with respect and as professionals.

My department has Snack breaks every Friday at 10:00 am. All staff members take a break at that time and

catch up on matters not work-related.

Lunch Retreats

Annual party at supervisor's house

There is no practice. We just all try and take care of each other and pick up the slack for one another if one person is overwhelmed.

department sponsored staff outings

None.

We try to have a more "family" oriented work place, where we all feel as though we are a part of a cohesive team that watches out for one another.

End of quarter lunches of appreciation by Dean's office.

Morale is quite high in our department. No practices are currently being used because there is not a problem.

We are like a family here, and celebrations as well as sorrows are shared by all of us.

Recently the dean met with support staff to design a more equitable workload and determine direct reporting lines to professional staff. Previously all work was shared which meant the most "conveniently located" person received the most work.

monthy lunches together - out of the office! recognize accomplishments of office as important, even if other departments do not value our efforts

Everyone in the group is supportive and wonderful. We all feel supported by all others.

My individual department collects donations from faculty and divides the monies collected among staff members as a holiday bonus.

Our Associate Dean schedules staff lunches (his treat) throughout the academic year, to discuss specific issues affecting our office or to review / reward how well we have problem-solved.

staff luncheons, division trainings. The last training we had was about 2 weeks ago based on the book High Five

We have a "fish" card that we use to recognize & reward each other. i.e. if we handled a student well or took a high number of advisement calls we fill out a card & give to the advisor. At the end of the month there is a prize drawing.

My immediate supervisor is incredibly supportive of all of us and buffers us from a negative dept.adm. Just having him as associate chair has really improved morale in the past year over the past much worse three before he arrived.

Not sure anything.

Presently, there's not much. It helps that our director isn't a clock watcher, which helps us feel our work is more important than mere seat time. Clerical staff is being reorganized which should reduce bickering.

There's nothing that we do in particular. We all get along pretty well, which makes for a healthy environment.

We have an occasional social gathering

Off-campus retreats for the office members--classified and unclassified. Also, we throw parties to enjoy each other's cultural dishes as well as play games to release stress.

About three times a year, we all go out to breakfast or lunch together. the boss pays...

We talk with one another all the time.

strategic planning that prioritzed more consistant social and informal staff getherings

a pizza lunch after an especially hectic time in the office

We really don't do much

None -- staff morale is lower here than in the past and all we really want is a "thank you, or a job well done"

The positive comes from the supervisor and the students. We don't have any particular practice for morale.

We focus on the suceess we have with the students and do what we can to support other staff members during busy and/or sterssful times.

Staff meetings informal get-togethers information sharing incl. "venting" with colleagues

We are a new unit (open for 3 month now) so we are still developing this practice. Currently our supervisor will praise us openly when she is happy with work that we have done (through conversations with each other, meetings with our dean.)

Occasional social gatherings

Staff Retreat to a lake

We are allowed/encouraged to occasionally take long (2-3 hour) "working" lunches, which are really just social days (perks)

Keeping the work enviornment pleasant.

We always strive to recognize staff members for accomplishments, either professional or personal--whether it be a simple statement of recognition, a special event, or a small gift. Nothing goes unrecognized, big or small.

N/A

WE use each other to destress. Talking out our problems is a big relief.

Nothing specific.

THe director writes us notes of appreciation and gives us little gifts periodically.

We have terrible staff morale. There are 3 academic counselors - 2 of whom report to the third. the 2 reporting advisors (myself included) are currently both looking for other positions.

Feedback from students

We have a unit of folks who are respectful of one another and this is crucial for positive morale. We are fortunate to have a group of very caring individuals.

---

on-going communication with all members of unit. Great support and recognition by our Director.

My supervisor tells me and others what a wonderful job I doing.

Sharing success stories at staff meetings, where staff meetings are held.

---

this is an issue seriously lacking in this institution

---

recognition events to individuals, groups of individuals, or to the entire staff

---

Flexible time schedules, immediate approval if possible when asking for time off, frequent interaction and discussions about what projects each other has ongoing at any time and additional help at crunch times to alleviate the stress and pressure.

Outings...ie lunches and social gatherings once every few months

---

Open communication among all members; freedom to express oneself fully

---

Yearly meetings, off campus, to develop center goals and mission, as well as, share advising information.

I've organized a Brown Bag Collouqium series where advisors from our office and other advising offices can talk about what they do outside of work. I helps us get to know each other as people, not easily accomplished in a regular working day.

No comment

We have team building/bonding sessions and social gatherings. much work is carried out in teams.

---

n/a

Two members have been given the task of professional development. They set up meetings from "field trips to the different departments" to Breathworks (breathing and stress releif).

Institutionally, there is a lack of budgetary support, but there is a great deal of moral support within the confines of the office.

---

nothing specifically is being done at this time

Again there are no best practices in the unit I am evaluating. It is hostile to quality staff that care.

---

nothing

Off-campus professional improvement programs

Once quarterly we are taken to lunch.

Open doors and open communication. We're friends not just colleagues.

regular pot luck lunches, fun activies that include students involving dressing up for a theme and or food.

None

We are going to have a "getting organized" week during which we will share ways to minimize paper, become more efficient, and get along while sharing cubiles (we have a lot of part-time staff).

Using ideas from the book "Fish" by Lundin, Paul & Christensen, we brainstormed ways we could help each other through the first stressful days of each semester. We took time to encourage each other and helped one another keep our sense of humor.

Bi-weekly staff meetings have been initiated.

- regular office luncheons and happy hours

Efforts by the Director to always praise jobs well done and support directly related to job needs,

None, as I am the only advisor in my unit.

We are currently in a restructuring process within our division. Perhaps the new administration will find the need for more staff meetings in our department.

Taking the entire Arts secretarial, clerical, adivisng and admin staff to lunch or off campus event as a group.

during the summer, we had dress up days - ex. sports day, tourist day It brought everyone together on a fun note when we were exceptionally busy. Our supervisor, Elena, also brings us together for rolling lunches & holidays at her house

humour, sharing, best friends for 25+ years

Open communication; occasional social gatherings (lunch at work or off-premises)

Pizza lunches paid for by the dean, office retreats

Social events as a staff/lunches with our staff

Positive reinforcement and open communication.

Outdoor Recreational activities at lunch with co-workers.

Weekly Kudos (informally) presented at staff meetings.

That is the problem. Nothing is being done to improve morale and people are leaving for other jobs as they come open at the University.

SIncere and regular appreciation for staff expressed by supervisor. Planning days; once-a-yaer off campus and once mid-year no campus. also, a clear and unambiguous message of optimism, high expectations and no-tolerance of negativity.

staff moral is quite low at the moment.

make people work the hours they are supposed to work

Within the last six months the Director has taken a more active role in the leadership of this office. He has let it be known that there is no place in the unit for persons who continuously cause conflict. Before, he was an extremely passive boss.

off campus 2 or 3 day retreats. Work is mixed with fun and social time.

Our Director will verbally compliment us and sometimes we find flowers or a card on our desks thanking us for a job well done.

Our Assistant Dean is very supportive and proactive in recognizing the efforts of our staff. He actively advocates for our office and is effective in communicating our accomplishments to the College and University administration

Totally open door and accessability to the expertise ofhte director.

staff retreats/planning days - after work get-togethers

alot of food functions outside of the office

Lunches every few months and brthday celebrations.

none that I could recommend

We occassionally go out for dinner after a hard day and get to know each other on a more personal level

Our director tries his best to communicate to us what is going on at the administrative level and how that will affect us. This way we are not left out in the dark & surprised by changes. He also includes us in his decision making process.

Great comaraderie

I take the time to commend fellow staff members on their accomplishments and to offer assistance when possible.

Comp time is allowed by my supervisor to make up for extra time we have put in, but comp time is not normally allowed for us by our college, nor are we paid for overtime.

Verbal and letters of appreciation

Celebrations such as birthday parties

We were provided with lunches during Orientation

There are none.

We recently had a Staff Retreat

Lunch outings

An open door policy is ecncouraged so that staff members can feel free to come in and discuss problems etc.

Our supervisor understands we have a life outside of the office. When a family crisis occurs, we all know that others will cover for us at work if necessary.

WE don't really have a best practice for this issue. Morale is low because we each advise an active load of 600+ current students,and no more money inhte budget to hire another advisor.

Open door policy by dept. chair so that dept. members can comfortabley walk into office and discuss probelms, issues etc. They know that confidetiality is utmost and support is also always provided.

staff retreats

None

I listen to my co-workers and try to help when ever I can. I have an open door and welcome everyone to come in and discuss issues that arise. I also try to seek guidance from other staff. I don't speak negatively about my co-workers.

Twice a year, we get together with spouses and children for a pot-luck supper. As advising gets busier in Spring semester because of yearly enrollment, we spend very little time together, even though we're just feet apart in our offices!

staff development and team building opportunities

Thanking people for thier work - even ordinary work done well helps us all. It's nice to be thanked.

At times there is verbal recognition for good work, but sometimes it seems as though supervisors like to take all credit.

When the director is happy and satisfied, you might say morale improves.

Frequent communication and interaction. The supervisor's door is always open. Supervisor's acceptance of feedback, and asking for input on issues and procedures.

Everyone here feels respected and supported. We have themed potlucks, workshops, games and contests so we enjoy one another's company. Mostly, though, it's a trickle-down effect from a compassionate and talented administrator, our Dean.

We're all "in the same boat." Individuals within the department provide support to each other as best we can.

Following on a period of very low morale in our department, we're starting to have more social events both within and outside of the office.

We just get along well and comfortable agreeing and disagreeing with each other and occasionally I order pizza for us for lunch. I also keep the soda supply filled.

recently our VP was moved into our building and that has enhanced communication and support

---

Nothing really - this is a problem in our office. My supervisor does not recognize staff for a job well done.

Celebrate Birthdays

During yearly evaluations, our dean always seeks input on how each person views the morale of the unit and what could be done to improve our unit...physical work environment or other working conditions.

Advisor retreat

---

intramural sports/bbqs/outings at times.

The advisors and staff assistant work well together. We have, however, had a senior professor as director of my unit for the last 2 years who has no administrative or managerial experience. He also does not wish to learn.

Going out to lunch-non work discusssion

None

---

nothing is being done to improve morale

We simply don't have ANY morale problems in this office, Catherine. This is the only place that I have ever worked that I can say that about. It is amazing!

Ohio State encourages merit raises and my department chair actually gives merit raises, from which I continue to benefit.

Employee recognotion program

We pat each other one the back vs. looking to faculty who tend to embrace autonomy as the best way to be. Since we are student services we tend to look for the feedback that we are okay and we are doing an okay job. Just a difference in opinion.

We find it important to take the time to laugh together. Our days can become extremely busy, but spending a few minutes at the beginning or end of the day to talk or share really brings us together.

We are a new staff and can't think of one other than we simply like each other!

Staff meetings which include career development activities as well as providing current information, future plans, and encouraging support.

---

involve them and acknowledge their work

Our supervisor frequently congratulates us and tells us what we are doing right.

---

pleasant cooperation between staff members

Lots of days off. Fridays off in the summer. Lots of parties and venting sessions.

get togethers and constant interaction

Staff attended a "True Colors" session

staff luncheons, end of the year/holiday parties atmosphere that invites feedback and input

Immediate supervisor permits flexibility in regards to appointments, holidays etc.

nothing

wonderful front office staff encourage group lunches and fun gatherings

Summer we close the office for lunch and go to one of the local cafes together. No work talk but rather just catch up on each other a bit. We have a non-gossipy group, and during the normal year have little time for personal interaction.

Staff morale is in limited supply in my unit

share common goals with staff, informing staff on budget, policies, promotion, etc

At weekly staff meetings any notes of appreciation or regard for work done by staff members are shared with the entire staff and are part of the recorded minutes of the staff meetings that are shared with our reporting line of administrators.

We have been using a system of positive written feedback to individuals that go above and beyond or are just helpful. the one with the most comments each week is the person of the week. Everyone is honored for their contribution.

immediate and sincere verbal gratitiudes for task well done

professional development opportunities

sharing success stories at weekly meetings

We have Advisors' gatherings during the year, in addition to an Advisors' Retreat at least once a year. We discuss how things may be working well, or not, and suggestions to improve our productivity & morale.

bi-weekly staff mtgs that allow exchange of info and ideas

End of registration party or ice cream social. All the staff including student workers gather to celebrate a job well done.

positive feedback, staff development meetings/retreats

Birthday celebrations and snacks on the back counter.

We all went to a baseball game together this summer at the dept's expense - fun!!

We have potlucks and retreats as well as go out to dinner after long days - and receive cookies and verbal praise. Oh, and we flew some time.

Yearly retreat.

Monthly staff lunches at the dining area. This has not occured for the past few months

Keep a positive attitude, especially when others' are negative.

yearly picnic; all day retreat once a year out of the office

I communicate daily with my supervisor, and we treat each other with integrity and respect.

Celebrations of staff birthdays & other life occations build a sense of community in our office. This combined with a good supervisor who trusts, respects & supports us is what works to make our office an excellent place to spend 40+ hours/wk.

I am not housed in the main counseling and advising center. However, in that unit, the dean has instituted the FISH philosophy to boost morale. This includes opportunities for socializing with other student services staff members.

Occasional social activies together (i.e. pot-luck lunches) and including secretaries and student employees in the group.

(1) Recognition of accomplishments (2) Personal touches (recog. birthdays, etc.)

I am sorry to say I cannot.

we are all quite outspoken and speak frankly with one another, which creates trust

REGULAR MEETINGS TO DISCUSS AND VENT

staff recognition - for the first time each unit in our professional school will vote to select a person who will be recognized at an annual all-staff lunch.

Birthday acknowledgements with group lunch.

Input is solicted iat staff meetings and for all events and projects: Director uses a very participative managment style.

New computers & printers to replace old out dated systems. Promise to hire additional personnel worked for a while, but little evidence has been seen of this happening. At one campus 25 employees do the same job as 5 employees on our campus

None.

?

None

We have celebrations at the close of registration periods (cake, ice cream, etc.).

We are having staff team building activities.

Encouraging professional development and weekly meeting for training or discussion of issues.

N/A

Working lunches

None

Common courtesies -- expressing appreciation for a job well done and instilling trust in our staff assistants' abillities to be a valuable part of the advising team.

We had a social outing last year (baseball game) that boosted morale until we learned that we had to take a vacation day to participate.

---

celebrating birthdays with cake, doughnuts or something else.

---

communication

Unless you consider a whip and chain an improvement in morale, there are no such practices in our office.

Nothing at this time

We organize group lunches. Recognize birthdays for staff. Talk to each other honestly and openly about issues.

We did the Myers Briggs personality inventory & it helped to understand why people reacted the way they do, why they put off doing work, stress, etc.

The best thing is to praise someone for a job well done, and if possible praise them to their supervisor!

Praise for efforts and a job well done. Keeping a positive attitude especially when frustration is high.

Question really isn't addressed as such

There is an effort to have a staff retreat held off-campus at least every other year. However, with budget cuts, this may not be possible.

There are none!

Oral and written thank yous--frequently.

We make sure that we celebrate everyone's birthday, even if it is just morning bagels and coffee.

Parties monthly, responsive to supply/ equipment needs. Autonomous work environment. Weekly meetings to discuss all issues. Office liasion to report any issues to with anonimity.

There are none. Morale at this university is at an all-time low but I am afraid it is not going to get better any

time soon. State Universities in Illinois have budget cuts and our administration cuts from the bottom, not the top.

None at present

Flexibilty and understanding.

Time off for job well done

None

Regular programs and gatherings to connect on a social level

None. Our work load has doubled in three years and staff cut by 1/3

Annual performance reviews done in person. Opportunity for feedback. Availability of immediate supervisor on a daily basis. Encourages staff to pursue professional development, and on daily basis re mundane tasks.

We occationally go out to lunch.

staff retreat, personal day(s) off, employee incentives that celebrate accomplishments and employee efforts

Open communication

a year retreat once a year which does not accomplish much

Once a week E-mail updates.

Allowing us to volunteer for extra jobs with time off another time. Recognition of jobs well done such as mention in staff meetings.

People are allowed to leave early if they need to, they do not report directly to anyone that works in the same area. Allowed to schedule personal appointments during the day without reporting to an administrator or having to send through documents.

Our monthy meetings are the best morale booster because we get to talk and compare notes on various issues. It gives us a chance to help each other with problems.

My supervisor treats us with professional respect and does not question our judgement. She treats us professionally in a manner that suggests that we are capable of making good decisions.

I personally try to give praise and make the office a fun place to be

My supervisor is looking into hiring more staff.

In spite of serious budget cuts, staff are still encouraged to go to conferences, symposiums, classes, etc.

Unfortunately, the supervisor is a marketing person whose primary focus in on increasing numbers to make himself look good. In our department, there are eight people devoted to marketing and admissions and only two devoted to advising.

We have unskilled staff doing jobs below their capability. Job descriptions are vague and change regularly.

My immediate supervisor is approachable and able to hear and respond to challenges reported by her staff.

Good mix of individual feedback and recognition of a "job well done" given in public settings among faculty and students. Definitely keeps the morale up when you know you are appreciated, even if somewhat under-funded!

Regular appreciation lunches, dinner gatherings

We have a series of personal growth books that we rotate and discuss once a month. By sharing our (learning and growing) experiences, we are better able to support and understand one another.

We tell each other what good jobs each of us is doing, especially with budget cuts and increased work load due to staff attrition.

Improving morale is not happening.

Once a year an office wide fun activity is held on a Friday afternoon and the office shuts down. As well we have business breakfasts each semester and staff ideas are recognized and valued.

We utilize the FISH! Philsophy

Team meetings on Fridays (during the summer) during lunch for a fun activity.

We are beginning to experiment with flex-time - which should be a big help in improving morale. We are a hard working office and we need some control over our time.

None

Funding for staff to attend professional development opportunities--conferences, workshops, etc.

When we are busy, the office purchases sandwich supplies, snacks, and bottled water so we can grab something when we have a moment.

We developed "kudos" awards that actually come with a kudos candy bar. They are just little awards that only our team gives out to either each other or other people on campus who help us out.

The weekly staff meetings.

staff development activities

team building

Communication is the best method used to improve morale in my unit. We just talk about any problems that arise and offer support where it is needed.

Three women just talking

Food days, celebrations for birthdays, etc.

We had a summer retreat. This temporarily fixed the problems, but after a short while it reverted back.

Bringing Starbucks coffee to staff meetings

Not everyone has to have the same work schedule. One Full-time inherits the hard cases.

Provide light refreshments on special occasions.

Not applicable. This is an area to be improved.

There is none. Our Dean is not concerned with morale just that the students are satisfied.Due to budget cuts we have lost two support staff positions.

Our entire office (support staff and professional staff) recently participated in a "Team Challenge" retreat, facilitated by our athletic center staff. It was very revealing and rewarding.

Frequent recognition and praise

communication

Sorry, again there is nothing to describe!

Unfortunately, there is not best practice being used to improve staff morale because there is denial that there's a problem with staff morale.

Thank you appetizers and drinks at a scheduled social for graduate assistants and work study students. Birthday parties are well thought out and meaningful.

Immediate supervisor tries to recognize staff accomplishments.

None

None

Members are not singled out; praise is given to the group as a whole. Everyone who presents gets travel money.

laughter

We work together to be able to take needed time off.

morale here is great.

yoga class on campus at noon and drinks after work

little surprises; comp time; time off when cycle is slow (work hard when we can, but when it slows down, we can relaz a little too)

communication and social events

Being supportive and verbally appreciative for a job well-done.

Wellness and Happy Hour

I think that our staff has done a good job in hiring. We don't have any complainers on our staff and this has a direct effect on our work environment.

nothing

A genuine love for those we are surrounded with. Morale is inseparable from relationships. Severed/poor relationships breed bad morale. Through genuine love for one another good and bad times are not only tolerable but beneficial.

Institute-wide Recognition awards (I don't think they're particularly effective, but they are a practice currently being used to improve staff morale, nonetheless)

flex-scheduling, comp time given and encouraged to be taken, bkfast courtesy of the boss, potluck lunches, birthday celebrations, free days off for projects completed successfully, birthdays off for free, reward publicly - correct privately

We offer each other social support in and outside of the work environment.

We're struggling in the face of financial crisis jsut to keep our heads above water. Morale is low. Stress is high. We are understaffed.

We have a small Department and a lot of the communication and suppot makes the environment better. If we go to meetings that may be beneficail for another, copies of notes are made and distributed.

Once a year we have our staff meeting off-campus. Half the day is spent working, the other half is spent doing fun things (i.e. bowling, lunch out).

Nothing at this time

The only thing that is done is that the Assistant Dean will thank us in a meeting. What he thanks us for is something he asked us to do, but he is not aware of what our job really entails and is unable to articulate what we do to the Dean.

Staff recognition

see question 11, re: team building

We have a staff retreat twice a year for all staff in the office including secretaries. Staff are allowed to do other job duties so that they can share that with others.

none. However, the department that houses my unit does things like social lunches.

none observed

None

I wish I had one to share!

We talk about all changes that affect the entire staff. We have planned socials. We often are nominated by our directors for campus-wide recognition for our accomplishments. We are praised and rewarded often. Lots of treats ;-)

Post electronic bulletin board messages to campus highlighting accomplishments. Publishing same information in campus newsletter. Emailing President, VPs, etc.

We attempt to touch base once every two weeks or so by doing lunch together as a group. This allows us to discuss troubling issues outside of the work environment, as well as catch up on the happenings in each other's lives outside of work.

Smiles, words of encouragement, compliments and commiseration on occasion.

There has been a lot of turnover due to budget cuts. Staff respect and communicate well with one another. There is a high level of teamwork. Staff work together to get tasks done, even outside their job description. We celebrate birthdays.

Periodic professional staff lunches "out", and monthly potlucks for professional and student staff, seem to help. Birthdays/graduations/etc. are recognized in this setting -- it gives time out to depressurize and socialize.

???

Our manager treats us to breakfast or lunch the beginning and the end of each semester.

Positive and Supportive Work environment, supervisor listens and follows up when necessary.

---

comisseration

None at this point

Acknowledging and Rewarding staff for a job well done.Also, autonomy has been very important.

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warm fuzzy box

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recognition of a job well done

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no comment

Staff retreat, a day away from campus to enjoy a nice summer day

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Our director is very supportive and positive about staff. Although we remain very busy, we chat with eachover often and I believe this is positive for morale and work relationships. Still too much politics!

Giving comp time off for overtime work Letting staff leave early during slow period Friday Pizza meetings
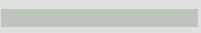

Participation in personal & professional growth opportunities designed & implemented by each & most of the several advisors; example, three of us submitted a proposal for an enrichment activity for staff, including support staff; funded by TEXAAN

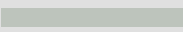open discussion of any problems, ample praise for a job well done

Page 4

Question 16

Please react to the following section by identifying "1" if you Strongly Agree with a statement, "5" if you Strongly Disagree with the statement, and "3" if you are Neutral.
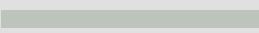
16.1 My unit as a whole is effective in accomplishing its tasks.

Strongly Agree		220 (33.64%)
Agree		251 (38.38%)
Neutral		51 (7.8%)
Disagree		26 (3.98%)
Strongly Disagree		7 (1.07%)
N/R		99 (15.14%)

16.2 Staff in my unit work together in a cooperative manner.

Strongly Agree		205 (31.35%)
Agree		236 (36.09%)
Neutral		55 (8.41%)
Disagree		46 (7.03%)
Strongly Disagree		13 (1.99%)
N/R		99 (15.14%)

16.3 It is my practice to actively listen to colleagues.

Strongly Agree		291 (44.5%)
Agree		229 (35.02%)
Neutral		20 (3.06%)
Disagree		8 (1.22%)
Strongly Disagree		7 (1.07%)
N/R		99 (15.14%)

16.4 In general, it is my supervisor's practice to implement staff ideas when applicable.

Strongly Agree		200 (30.58%)
Agree		190 (29.05%)
Neutral		85 (13%)
Disagree		56 (8.56%)

Strongly Disagree		24 (3.67%)
N/R		99 (15.14%)

16.5 In discussing job-related matters, colleagues in my unit reach group consensus.

Strongly Agree		123 (18.81%)
Agree		244 (37.31%)
Neutral		105 (16.06%)
Disagree		60 (9.17%)
Strongly Disagree		23 (3.52%)
N/R		99 (15.14%)

16.6 In general, colleagues in my unit are willing to share their knowledge and skills for the betterment of the unit.

Strongly Agree		237 (36.24%)
Agree		221 (33.79%)
Neutral		44 (6.73%)
Disagree		33 (5.05%)
Strongly Disagree		19 (2.91%)
N/R		100 (15.29%)

16.7 My work environment is conducive to staff feeling comfortable in brainstorming new and unique solutions to job tasks (e.g., thinking outside of the box).

Strongly Agree		186 (28.44%)
Agree		200 (30.58%)
Neutral		68 (10.4%)
Disagree		64 (9.79%)
Strongly Disagree		36 (5.5%)
N/R		100 (15.29%)

Question 17

Please describe a best practice being used to promote teamwork and encourage group decision making within your unit. (E-mail additional best practices to Catherine Joseph at cjoseph@ucsd.edu)
Hide Responses

Projects are often giving to a pair of staff members to promote teamwork

ADvisor retreat off-campus

having meetings over lunch away from phone/interruptions

Communication is the best practice for promoting teamwork and making decisions.

There isn't any used. One person in the office pulls the rest down.

Our bi-weekly staff meetings are for information exchange and discussion of important ideas or changes. We also have a day long off campus retreat every summer to engage in longer discussions.

If we have a certain job to do, we often allocate duties among each other and work to get things done. If one advisor is extremely busy, we offer our assistance in order to help them.

Our unit provides a work environment in which staff feel free to express ideas without fear of attack. Additionally, because each individual is valued for his/her contribution to our department, there is little internal competition.

just advisor meetings.... then take the idea to our supervisor to be presented at staff meeting

Staff are asked to serve on college wide task forces to look at new and improved ways of providing service to students.

Case conferencing

Brought Michael Angelo Caruso in for a staff development day. He was wonderful!

We review orientation sessions after the fact and brainstorm about how we can improve the next one.

Currently, ideas are listened to but not implemented or seriously considered. More of a top down situation at the moment.

Interactive staff meetings Monthly Campus wide counselor luncheons College and counselor campus newletter Active Lotus notes network

Team building exercises and staff development conferences

We talk to each other, ask for help when we need it, and help others when they need it.

one man-one vote policy. Compromise to reach concensus.

There is no set practice. We as advisors are committed to teamwork and collaboration and are always questioning how we came to decisions to make sure they are agreeable with everyone.

open-mindedness in new ideas and change

Weekly staff meetings.

We try to make all opportunities for professional growth available to all professional advisors. We actively encourage working collaboratively on many projects that fall outside our normal duites.

Meetings are used to brainstorm ideas and make group decisions

Everyone is encouraged to suggest ways in which situations can be improved.

The annual strategic planning retreat includes FT & PT grad assistants, faculty and support staff. Professional staff are quieter while the "front line" people are encouraged to provide critical feedback & reflection on goals, policies & practices.

Weekly staff meetings with all staff in office.

We're in the process of redesigning office website. All discussions have included tech person, front-desk staff, professional staff, director, and associate dean. At each step, individual input has been encouraged and solicited.

Openly acknowledging a job well done! We have High Five pins that are given when work is done well.

New ideas are introduced and are "tested" on us for use. We librally give input before we "go live" with the new idea.

For the most part, I work alone because I work with undergrads and the other advisor works with grads. But we help each other out by being sounding boards for ideas and how to implement them. We both have very supportive associate chairs.

Share knowledge with the new guy.

There are occasional workshops and retreats for these purposes, but they seldom lead to actual changes in the workplace.

Our staff meetings are helpful. We can openly discuss issues. Everyone's open to new ideas and doing what's best for our students. Unfortunately, not all the decisions by the higher-ups are based on what we think would work best.

Frank discussion at meetings

Our monthly staff meetings are where we are encouraged to talk about upcoming events and what is necessary for their success. We all volunteer...

Our counseling team is very supportive of one another.

annual staff retreat (during the summer, off campus, for one day)

keeping everyone informed about each pending project in the office

Cant' really think of anything the supervisor does.

All projects are now done in a group or committee, which one person as chair, elected by the group. No one project is the responsibility of one person.

Weekly meetings

none-I am the only advisor in the department

staff meetings

no comment

Nothing in place yet.

Agreement on a common mission

Staff meetings

Since I am the only advisor (and I supervise just one assistant), I make most decisions autonomously. When faculty are involved, we just do the best we can to be respectful in meeting to reach consensus decisions

None come to mind.....

all work is shared; everyone is trained to handle anything

When approaching a major task, such as an event or activity sponsored by the department, we partner in the effort so that no one person is on their own.

Those who are open to team work encourage each other to come up with new ideas and improve our practices.

We employ an open door policy.

Staff are invited to participate in faculty meetings.

We meet for 1.5 hour weekly. We begin by sharing our personal week briefly and are there to listen to each other's problems if they are shared. We then discuss work related issues and give everyone time to have their say. We practice tolerance.

there is no teamwork. The supervisor takes on all tasks himself.

We leave the work environment either once or twice each year for a 1/2-1 day retreat; we generate many great ideas. Unfortunately, putting them into practice seems to be difficult if support/resources needed from the administration.

we plan our activities for the academic year together and all participate in the implementation of such activities.

Annual overnight staff retreats intended to build better relationships among staff members.

again, not a high priority in this institution--there isn't one.

recognition that opposing views are valued and necessary - consensus is rarely reached but when once a decision is made all members support it

Small consultation groups (3-4 staff) meet regularly for in-depth discussion of current issues, handling difficult student cases, etc. Topics and ideas are then often brought to full staff meetings for discussion.

Monthly staff meetings with in-depth discussions about projects and problems related to them. Open communication and friendly atmosphere toward other staff.

sharing problems with each other...making sure that all of our kids are taken care of

brainstorming

Weekly staff meetings in which ideas and problem-solving are encouraged.

There is a BIG difference between our particular office and our whole college advising unit. Our office does very well. The communication challenges come from the people who supervise our supervisors. We don't always get what we need from them.

supporting and teahing each other

see last answer.

weekly staff meetings

Any decision that has not been made for the unit is discussed and a group consensus is reached.

Group discussions among co-workers and supervisor have already been held before a formal group discussion involving me. So when asked if I go along with the group it is a "forced" opinion to agree and it is a moot point if I disagree.

again, no best practices - most miserable work environment and "leadership" I have ever experienced. Turn over is high and would be a constant 100% if other jobs were available.

e/mail messages with request for response

we're not doing anything here

Weekly staff meetings

A new director.

Brain storming sessions.

regular, usually weekly department meetings, sharing of information by dept. director and conversations with individual staff whenever appropriate.

We have a one or two day retreat/planning meeting once a year to review the past year and plan for the next - goal-setting etc.

In regards to recruiting, we have a number of individuals visiting high schools and college fairs. Having this group brings new ideas and perspectives on the process.

additional discussion at staff meetings regarding pertinent important issues.

Staff meetings and individual discusssions about how to workand improve efficiency.

Being the only Advisor makes it difficult to promote team work and discussions so I make an effort to connect with the other advisors on campus to learn of new activities and I assist with the group advising.

Elena is open to any suggestions, comments, venting her staff may choose to share. Her attitude is what makes teamwork our practice. No matter what, you can always approach her with new ideas/methods for improvement.

humour, camaderie, know each other well (25+ years together)

We work in "teams" so that responsibility is evenly distributed

brainstorming during all day planning meetings (usually twice a year)

Some decisions are made by supervisor after open discussion with staff.

Have staff developments that are educational and appropirate, but also have some fun along the way. Get to know the staff outside the office setting.

We have a yearly retreat away from the office to discuss strategies for the coming year.

My supervisor regularly seeks our input and ideas and encourages staff to explore opportunities no the campus community

Currently that is being developed.

prozac

Our director states that he does not believe in teamwork.

Staff meetings; requiring everyone to get together to make a decision effecting all of us.

regular meeting times each month

We use our staff meetings to introduce new ideas and as a forum for discussion. We know when the meetings are scheduled ahead of time so we have time to prepare and ask for an allotted time at the meeting.

We actively discuss the each others areas of activity and brainstrom possible approaches to problems. We also share experiences and discuss our individaul approaches to common situations

projects and goals are divided up into teams of two or three - provides teambuilding - as well as creative ideas.

regular meetings

monthly advisor meetings to discuss issues and procedural changes

We discuss every change made to the advising center in our department

I don't think we have to "promote" teamwork here. We either work as a team or we fail.

weekly meetings and brainstorming

It is important to have an off-campus retreat, free from interruptions in order to address issues and promote new ideas.

Our supervisor has always used the staff's opinions before making decisions that affect us. Discussions take place openly in meetings.

Yearly retreats and monthly meetings

Honest Communication & Staff Meetings

We are each assigned a different speciality within our office and we train each other in our areas. We have a yearly staff retreat

Assingment of 2 or more staff members per assignment to promote team environment and comradarre

Regular staff meetings promote communication. Each person in our office has a well-established, yet informal role (ie. computer expert, proof reader, idea person, university historian)--we know who to turn to for assistance.

We have an advising luncheoon once every three months toget away from work and just socialize together. Knowing each other beyond work fosters closeness and understanding of personal issues.

At every dept. meeting a best practices is conducted. Members share a teaching strategy that has been succesful with others in dept.

commication workshops

I try to volunteer for projects when I can. I also particpate in problem solving and fulfill my responsbilities withint the team.

Our twice monthly meetings really help us problem-solve and stay connected. That's the BEST best practice.

systems thinking approaches are most commonly applied to decision making

No blaming, encouraging risk taking even when it doesn't turn out well (good try!)

Ususaly my supervisor tries to speak with us as a group when a new work practice is being impletmented so we can give feedback.

Consensus is obtained under duress. Everyone protects their own little corner.

Brainstorming

Staff meetings to brainstorm and plan. One on one brainstorming. Working together on projects and presentations.

Open discussions, especially in informal environments

yearly meeting

We are regularly asked for input and so feel we are contributing to decisions, not just carrying them out.

I believe we have become resilient to a dysfunctional work environment. Therefore, we attempt to team together despite lack of effective leadership.

We're about to establish new, task-focused committees based on faculty interests, rather than random assignment.

Being open to new ideas and suggestions and willing to change.

nothing comes to mind

Staff meetings

As I said earlier the advising staff is careful about documentation and providing good referral work. The director however sends internal staff email to outside departments without thinking etc. which causes problems.

annual retreat for planning

consensus building

We choose things we like and do well at

nothing is really in place; it just happens that the academic advisors get along and work well as a team

We use cross-training as a way of understanding all aspects of staff responsibilities. Recruiting trips with faculty also provide opportunities to share in-depth program- or course-specific information.

We have an office luncheon at the drop of a hat - at least one each month to celebrate that month's birthdays and often we have more than one a month. Everyone brings something and we have a great time with one another.

bi-weekly meetings

Monthly meetings. Open door policy on discussing issues with supervisors.

We look at the task at hand and the best way for us to tackle it. Everyone is allowed to speak and we make sure everyone is heard.

Our supervisor is very supportive in implementing new ideas from her staff. Her open-door policy makes it very easy discuss and brainstorm.

We are such a small program that we are all pretty much working on the same projects simultaneously

Brain storming during staff meetings and at other times when circumstances call for immediate change which will be beneficial to staff and/or students.

Our staff meetings are good problem solving sessions.

sorry, but it's not happening unless you are a personal friend of the supervisor :-(

Staff meetings where everyone has a voice and is encouraged to share their ideas, vent their frustrations.

Changes to all major processes are first discussed in staff meetings; we use email to discuss changes of less importance.

the director keeps us up to date on all new info, forwards all important or related e-mails regular meetings to discuss pending issues

constant consultation and acknowledgement

We do problem-solve (brainstorm) in our staff meetings for office problems and in advisor-only meetings for policy/praxis problems.

Our unit hired a grop dynamics consultant to work with us. While he was with us, we seemed to work well together. Now that he is gone, our supervisor had resorted to setting staff against each other. So teamwork is at an all time low.

Give each staff an opportunity for input, ask each staff to share their vision/goals about office.

All materials related to our publication information are shared and revised by the staff giving everyone input in areas that might need to change.

It is the best place I have ever worked.

multi-disciplinary task force to develop a new advising model for the college

n/a

staff retreats

We worked with a consultant within the department this year regarding rewriting our overall job descriptions, and our plans for improving our productivity for the year.

Advisors work together on developing new advising materials and jointly present new student orientation sessions

Small group committees work together to brainstorm and implement new ideas for how to run the office more smoothly. People can choose what committees they serve on.

brainstorming sessions, staff meetings to discuss issues and give feedback

Meeting regularly with the professional staff members to discuss issues/ topics in the office.

We have a retreat each summer where we set all goals for the coming year *together*.

My immediate supervisor is available and willing to listen to any ideas for improving processes.

Bi-weekly meetings.

That was devided into two teams that work together on certain issues. Very seldom the staff gets together as a whole.

Our supervisor trusts our judgment and shares leadership with us.

we have teams & committees; teams used to manage people & communicate info; committees focus on specific issues--transfer students, technology, staff & student development. Other committees are formed to

address specific short-term issues.

Frequent communication in person or by email.

Our staff main objective is to serve our students and each other. With a united front we all strive to reach this goal, usually with great success.

Having weekly team meetings keeps us all in check so we're all involved in major decision making.

We are currently undergoing the self-study phase of the accreditation process. Teams across campus are focusing on the positives and the problems within their units and also working on a strategic plan to address identified problems.

Developing a new central advising office for out college led to collaboration on developing new forms for recording student progress, using a combination of various successful methods from the past for each department.

No suggestions

The "ropes" method.

we are trusted by our director to do the best possible job and we live up to that trust

We each (individually or in smaller teams) take on projects/events/tasks but always come together with the collective at points throughout the process for input and ideas.

We have a slightly reorganized unit with a new manager who was in the area but transferred into manager position. We started weekly staff meetings which have been positive in sharing information, concerns and ideas. Previous meetings were awful!

It totally depends on the situation. Some employees are very "territorial" and it is hard to get them to share ideas.

None.

soliciting recommendations from the whole team

We brainstorm solutions at our weekly meetings.

Regular staff meetings and team building activities.

weekly advisers meeting

Regular staff meeting getting input from staff

Ideas are generated, not enacted

brainstorming

Regular communication (and respect for each other) is key. Creating a work environment where people feel

comfortable recommending changes or new approaches to our work has been most helpful.

Strategic planning process with outside facilitator.

---

everyone communicates openly

"your suggestions are noted but ignored" is my favorite quote of our assistant director.

At meetings, all are encouraged to contribute. Follow through is important when tasks are assigned.

We have a new supervisor - so we are still getting used to his style of management, team-building, etc.

By consistently communicating with co-workers, and making sure those less-desirable tasks are worked on as a group, keeps us working as a team, and no one exclusively has to deal with all the least desirable tasks.

We are finally having staff meetings scheduled more than one a semester. We have a long way to go.

Nothing further to add

We have committees -- some more effective than others!

My department all gets along well. We have picnics/departmental activities to build concensus and inclusion. The morale problem is at the college level making college teamwork difficult due to lack of communication/trust

---

Oral communication in a small office.

Again - weekly meetings, open discussion, office liasion. Also cross-training for staff. Jobs also depend on the actions of others.

None specifically.

---

cooperation and compromising

We usually look at each individual skills and assign that individual a particular task.eg. if a person is good with programming we let that person initiate any new computer changes needed to be made.

---

new idea to have weekly meetings to review and prepare for past and upcoming weeks.

---

we discuss problems openly and I regularly ask for advice on how to proceed and I accept that advice.

We share the work load around the office and try to work as a unit to solve problems.

Almost immediately, we are able to brainstorm solutions to problems and begin work on implementation. Bigger problems require planned meetings with more people. Meetings scheduled promptly.

It seems to naturally occur.I work with a group of people that respect each other.

---

not so sure. what has worked in other jobs were times for open discussion. in this position we usually work as a team without really think about it because we have to.

Frequent department meetings

A spring retreat where we relax together and then discuss business.

Our monthly meetings.

having an open mind to new ways to accomplish goals. Teamwork will never happen when the supervisor believes that there is one right way to accomplish a goal.

There is always an open environment to offer suggestions and ask questions

Everything is brought to staff meetings to discuss.

Ideas are shared at weekly meetings.

We generally have one of the Deans from an academic area speak about changes and/or current programs in his/her academic area at our Student Services meetings.

There is a high level of mutual respect in our team for each other personally and profession- ally. We value each other's feedback.

Planning Meetings/Retreats are scheduled three times per year.

We have staff retreat once every semester where we reassess our abilities to work as a team

we feel teamwork because we feel we're all in the same boat and if each of us doesn't pull our weight, the group will suffer. We try to go to lunch together sometimes, which helps.

monthly reports and recognitions

We have advisor work group meetings each week as well as an all staff meeting each week and several retreats each year.

Regular retreats as a unit

During staff meetings, the team is asked to brainstorm solutions, addressing the overall good of the department, as the main goal.

While staff is comfortable in sharing and brainstorming, supervision is ultimately the decision maker - this is not always an inclusive process.

Departmental staff retreats are held away from the office once each semester with open discussion.

Colleagues are asked their opinion about a new procedure or new practice "when it is brought to the table" thus, everyone has an opportunity to give feedback.

Annual all day retreats.

Once a year our office does a "retreat" where we look at last years accomplishments and challenges. We also look at our mission statement and if we are doing what we say we want to be doing.

Casual, off- and on-campus seems to be the best way to promote teamwork in my unit.

Working out coverage of various offices in our off-campus location is a practice in group decision-making and

teamwork.

use of small committees to do research and report back to the larger group

Our monthly meetings, are geared toward self improvement.

N/A

Facilitation of staff meeting rotates among all members.

Having weekly meetings to discuss new information, to brainstorm, to process, and to make decisions help to promote teamwork.

monthly meetings with the other advisors in the college of social behavioral sciences.

There is a lot of hosility between 3 members of our staff which makes it a difficult work environment. Somehow we get the students taken care of.

weekly advisor meetings

open communication and collaborative projects

Sorry, again there is nothing to describe!

The Admissions process at my college is a team effort. The Dean solicits input from the Academic Advisor who met with the student, the Admissions Counselor, and the Writing ?Coordinator, who evaluates the student's writing sample.

Unfortunately, teamwork is not encourage because it's seen as a form of sabotage. Teamwork equals lack of control for our manager.

During staff meetings, staff are encouraged to share ideas in a supportive environment.

Generally speaking it is not a team environment any more

None

Brainstorming is our way to address things. People are free to throw in all kinds of ideas because of the jokes and good humor.

weekly meetings

This unit is a well oiled machine, so there's not many decisions to be made. Perhaps we should look, more often, at what could be changed to make things even better, but since things are so comfortable, that doesn't happen often.

semester advisor retreat without supervisor -great opportunity for brainstorming and creating new programs to try

meetings geared to just one subject (short, sweet, yet productive

Mutual respect among employees and also communication

NA

Brainstorming ideas until we are satisfied with the outcome

Advisor one day retreat once a semester

We respect each other and give credit where credit is due.

None

nothing is encouraged

Refer to morale repsonse...having that same care for one another makes teamwork more like proper family interaction and less like trying to force a positive workplace.

Incorporating discussion of "Fusion Leadership" into our staff meetings and practices/processes.

Recognizing a common goal and listening to each other's solutions.

we have various planning meetings each year to discuss our strategic goals and through that work, task forces are set up for each advisor to work in an area that interest them. the team then reports back to the whole staff

Trust is valuable. Each employee has a lot of work and help each other when necesarry. However, we go to a lot of classes and meetings and are not questioned when leaving.

None.

Very good communication among us

There is none. Although we do come together to work on tasks, what ends up happening is that the Associate Dean will not take on any work for her area and the Assistant Dean does not stand up to her, so the Advising unit has to do the work.

Assigned tasks by supervisor and working in teams

see question 11, re: team building

Informal morning meetings before students meet with advisors to discuss issues we are facing at home or work. Celebrate birthdays or accomplishments. Staff feel comfortable teaching each other their strengths.

not observed

We are not very good at this. No best practice.

brainstorming sessions/meetings

We work in specialization groups, self-selected groups, and in staff meetings. Big issues are handled by

committees that staff members volunteer to join. Professional development and committee work play a big role in our jobs.

Small unit! :) Just me!

brainstorming

We block several-hour stretches during "down times" for adequate discussion of major decisions. These are announced in advance so we can consider on our own, and there is adequate time for everyone to give and receive feedback.

???

Simply open discussions at weekly staff meetings.

Not here

Now that we have more advisors, we are working in pairs as much as possible so that if someone is ill our out on an emergency, another person is prepared to handle the situation, etc.

freedom to communicate feeling

I work for a large liberal arts college and it is a challenge to come up with a teamwork promoting practice right now

During the registration rush, we started group advising sessions. Being together and realizing that we were all stressed, but working hard made my supervisor and coworkers seem more human. I'm not as critical when someone takes a break or day off.

We develop project work groups to use the many diverse good ideas that our staff members contribute

Frequent discussions of new projects to tackle and ways to improve current procedures. Unforunately, general staff are not normally brought inot these discussions,

Weekly staff meeting

Team meeting when new idea is presented to get every person's opinion if it will work or not

open discussion and information sharing

[Hide Responses](#)

[top of report](#)

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Question 18

Please react to the following section by identifying "1" if you Strongly Agree with a statement, "5" if you Strongly Disagree with the statement, and "3" if you are Neutral.

18.1 In general, colleagues in my work environment are sensitive to diversity and cultural differences.

		254
Strongly Agree		

		(38.84%)
Agree		205 (31.35%)
Neutral		45 (6.88%)
Disagree		33 (5.05%)
Strongly Disagree		13 (1.99%)
N/R		104 (15.9%)

18.2 Cultural differences are respected among colleagues in my immediate work unit.

Strongly Agree		278 (42.51%)
Agree		190 (29.05%)
Neutral		37 (5.66%)
Disagree		32 (4.89%)
Strongly Disagree		14 (2.14%)
N/R		103 (15.75%)

18.3 I view diversity training as an important component of my professional development.

Strongly Agree		284 (43.43%)
Agree		174 (26.61%)
Neutral		57 (8.72%)
Disagree		19 (2.91%)
Strongly Disagree		17 (2.6%)
N/R		103 (15.75%)

Question 19

Please describe a best practice currently employed in your unit to promote diversity in the workplace. (E-mail additional best practices to Catherine Joseph at cjoseph@ucsd.edu)

[Hide Responses]

Equal opportunity employer

---

we now have an assistant dean of diversity affairs; I personally don't care if a student is purple with 3 eyes-- I'm a pretty open minded individual

---

We have several international grad students working as advising assistants

---

Question is not applicable for us at this time.

It's helpful having advisors with different backgrounds. This makes it more pleasant for the students.

None. -- A weak area for us.

we have university wide training sessions on diversity we are encouraged to attend... we have a variety of staff members that contribute to the diversity of the office professional and staff memebers

Each employee is required to participate in a diversity activity each year.

Active participation on multi-cultural campus committees and ongoing education/sharing of insights, research, etc at advisor meetings

Brought in a speaker for diversity sensitivity training. She was great, although her name escapes me.

n/a

all of us are treated as individuals, not as diverse, but as I would like to be treated

It is preaching to the choir. We are a diverse staff and an especially diverse student body. Overkill in promoting diversity with a diverse staff who successfully works with a diverse student population becomes aggravating.

50-50 split with professional counselor staff Diversity Awareness and sensitivity workshops Different 'race' counselor supervising for office and'or campus groups & organizations

Encouraging staff to attend diversity workshops and the like

I work in an environment where people belong to various religious groups. Many of my colleagues are from other countries and of other races. We are a diverse group more by accident than by any plan to promote diversity.

None.

N/A

cultural diversity training is required every 2 years in workshop/video format. We make sure to advise students on special programs that are available for underrepresented groups.

A diversity task force has been created in the College and they organize various events and PD workshops to promote diversity.

Campus hold diversity training. This unit is made up of staff/faculty from several ethnicities.

Diversity issues in our environment need quite a bit of improvement.

We actively recruit diverse candidates when openings occur by contacting the appropriate student group advisors. Most of our turnover is in student positions.

unfortunately, we do not currently have any diversity training

Just went to a workshop on Intercultural Advising presented by the International Centre on campus

We consult regularly with our office of support service programs, disability services, international education -- also, serve on those search committees as solicited.

We don't have any

At one staff meeting we shared common stereotypes of different groups. It was fun to share what we wrote down.

We have an enormous number of foreign students in both the grad and undergrad programs. One associate chair constantly recruits in South America for a variety of prospective engineering students.

Everyone who works here is Pink.

Can't think of any

We live in a diverse city. As a group, we're very accepting of other people's cultures and religions. It's not even an issue.

None

Basically, we have staff meetings with the Director of the Office of Disability Services and TRio programs so we may discuss issues or concerns that will show up during advising sessions with students.

Our administrator, in her wisdom, has collected the most diverse group of people possible for a small department: black male, white female, asian female, Latino female, white Lesbian. We live diversity everyday.

we have a diverse staff and it happened naturally, by hiring the best qualified in each instance

system wide long term and annual goals and strategies for each instituion regarding the promotion of diversity in the workplace

She shows respect for all staff members abilites in this area. Some staff members feel they are experts because the yare form subpopulations, but our superviosr recognizes the abilites of all regardless of ethnicity or group membership.

We just hired a new person who is Hmong. As staff development, she put together an outstanding presentation regarding her culture. The whole office was required to attend and we got so much out of it.

Our student population is already diverse, over 60% international, so it is a given.

We activly seek to employ staff and students in work-study positions from a variety of racial and religoius backgrounds. We want to ensure our front line people accurately represent the diversity within our student and employee population.

attend diversity sensitivity training sessions

no comment

Don't know of any at this time.

The word 'diversity' is a misnomer, as 99% of diversity education is geared towards whites accepting non-whites. True diversity includes everyone.

continuing education workshops and speakers

We try to display ads for cultural/ethnic events on campus, and communicate with appropriate organizations so we're notified of events/services.

Faculty are very diverse

All four professional advisors each represent different diversity groups. We learn from one another, as well as from our richly diverse student population. This is a topic in which we cannot ignore, as we deal with it on a daily basis.

---

n/a

Nothing specific.

Our office isn't very culturally diverse, but I think we are all very interested in and sensitive to diversity issues and we try to promote understanding of diversity by attending diversity seminars and workshops

---

We just moved to a new office and there were paintings of California missions on the walls. SInce the Latin AMericans have a hard time with that period in history, we took them all off the walls and gave them to other departments.

I am the only counselor who participates actively in campus diversity training and with offices serving traditionally underserved/underrepresented students. There are routinely intolerant/ignorant comments made amongst staff.

We have a very diverse group and we share a lot about our diverse backgrounds. Support has been great to participate in campus diversity programs and many of us have done so.

---

our own team is diverse. Our students are very diverse and we make it a point to respect each other and support each other in our responsibilities

---

Since diversity is not an issue, we do not have a "best practice" to describe.

---

recognition and acknowledgment of differences being valuable in any context, and addressing & educating others around you.

Training/discussions that bring in staff from various cultural centers on campus; active recruitment of diverse employees, both on the professional and student-assistant level.

We are very diverse (we are an art department) and it comes with the job.

---

associating with people that have similar work goals

I don't think diversity need be promoted; it's accepted as a given.

There's an effort to accommodate different work styles in organizing our routines. As far as cultural diversity is concerned, it seems to come pretty naturally. We consult informally about particular students who may have culture-specific concerns.

---

diversity is sooooooooooooo overdoe today-why not let it evolve

---

We try to maintain a diverse staff in terms of sex, age, ethnicity and sexual preference.

As the 'minority' in my office, I do not feel that 'I' need diversity training, but I do feel that the majority group does!

This is not an issue in our unit due to school hiring policies.

Active involvement in Recruiting New Teachers organization.

Some staff are sensitive to diversity, but the leadership and its followers are not. In fact there may be a race based legal action from our group or at minimum grounds for it. Being a parent or gay is also seen as problematic to our leadership

---

general acceptance by all for all is the norm

---

we have a DIversity on Campus committee that is very active. we are planning a state wide Diversity Forum for all 7 Community college campuses this October that originated with our campus committee.

Attend professional development programs

None unless you pursue it yourself.

Regular workshops run by a unit of the university designed for that purpose.

Visible minority hiring, as long as equally qualified, in the department. Liaison with community groups and campus departments specializing in minority students, e.g. Aboriginal, ESL, Indo-Canadian.

I am on a committee which is developing a diversity plan to be implemented on campus.

I have been charged with working with diverse populations in our school, which enables me to periodically bring up issues of concern to students as a means to educate staff and faculty.

There is diversity in counseling/advising staff.

Interactionwith students of all races and nationality by participating in International Student events.

None

I do not feel this is something I can comment on

In our area, we work with all cultures, races, regligions. It is what makes us tick.

Our college is extremely multi-cultural. We have learned and promoted diversity for many years. It is just part of the environment.

---

diverse ethnicities are represented among our staff and all are treated/considered equally... one gave a presentation to the group to better understand the students with their same ethnic background.

Common sense.

Everyone has an opne-mind and Multicultural Services is part of our department.

There are a number of staff development courses that we are encouraged to take throughout the year. They are very well done.

We have a very diverse staff and feel that is one of our strengths.

multicultural counselors

All new hires are required to attend a diversity workshop.

When diversity workshops occur on campus, advising center staff are free to attend.

We attend diversity workshops whenever they are offered on campus and NACADA presentatins at conferences.

I cannot suggest a best practice here although diversity activities are commonly offered through our College

the staff is diverse

Articles are passed around to read up on different cultures. Staff also act as staff advisors to student organziations.

none that I can think of

There hasn't really been diversity promotion since I've worked here. It is a diverse environment & in my office we are open with one another when issues that come up may be of a cross cultural nature.

the diversity of the staff themselves

N/A

Our college has embraced diversity to the point that we are all color-blind.

Discussion and workshops

Part of training process

We have brought in speakers- such as Tom Joyner to conduct work shops on valuing diversity among other speakers - through a program called BEST in Enrollment Services

Currently nothing in place

I think this is an area that could be improved.

Each of us is required to participate in an online diveristy course.

Hiring and employing a divers staff.

diversity education for staff, faculty, students

We have wonderful cultural advisor who are very important to our team. They help with students of diverse cultural backgrounds to be more acclamated to college.

Our university has several all-university advisors' workshops a year, and there's always one that deals with

diversity issues.

involvement on diversity committees to increase faculty and student awareness

We are all accepting of those from different religious, ethnic and sexuality groups.

Hiring a diverse staff. University-wide initiative - Anti-Racism Leadership Team

We have a diverse staff (ethnic, disability, age) that is paid lip-service and is not handled well.

Presentation in staff meetings by diversity offices including DSR Office.

na

Diversity awareness is incorporated into the advising newsletter and in academic advising training on an on-going basis. We ensure that diversity is reflected in our student worker population.

Hmmm. . .this one is tougher. I don't think we really have any best practices in this area at this time.

We feel it is important to treat everyone equally since we have numerous special populations (i.e., athletes, LD/ADD, handicapped, etc.).

None

Diversity Workshop

recognizing months devoted to special populations

None

Our programs are of great interest to international students and to professionals in the community, and we have respect from our students, their families and their employers in the area and abroad.

This is our number 1 area - we all have had cross-cultural counseling.

We are fortunate to be able to rely on workshops and trainings from both our regional campus, as well as our main campus - giving us a wide variety of options.

We are each culturally different from one another and work with a highly diverse group of students.

We attend educational workshops on campus designed for faculty and staff on this topic.

We not only promote diversity we live diversity.

Our staff is so diverse, it comes naturally. No real practice or policy.

"Best Practice" is left up to the individual where I work. This can be disappointing as some members of the staff do not have enough sensitivity in situations that deal with other who are different from themselves (religion, race, sexuality etc)

a great deal of discussion about the issues

We meet biannually specifically for staff training in the diversity area. Additionally, we are all reading a book as 'assigned reading' which we will discuss as a group during our next training. ("Privilege, Power, and Difference")

We are often invited to attend diversity trainings, by the college's Professional Development taskforce, but the trainings are optional and many staff never attend because they don't have to.

Have staff involvement on workshops, conferences as related to cultural diversity issues on and off campus.

Grads and practicum students are included in all staff meetings. They interact frequently with staff and also provide additional diversity.

diversity circles--discussion groups

diversity workshops

sessions led by the campus multicultural center

We had a workshop on diversity in our Departmental retreat just last week.

the university has on-going programs related to diversity topics, open to all employees

Our workplace is not diverse at all, which I consider a weakness. We are all sensitive to diversity, but we are not a very diverse group!

We need more of this here - but we do have a somewhat diverse office.

A strong and successful effort is made to hire students and employees from diverse backgrounds in our office.

Staff members are "encouraged" to attend diversity workshops - but not required.

Staff was required to attend a diversity workshop.

We're going to have an all-day diversity map training this month.

communication

The minority center is located directly across from our office. We try and wander in, attend events to show that we're involved in diversity issues.

The campus has a diversity initiative in place at this time to promote a diverse environment. One recent event

was a multicultural luncheon in which employees contributed their favorite dishes representing their heritage to a potluck staff lunch.

Advisor in service sessions offered for all advisors in the university and taught by professionals in the field of diversity.

No suggestions

---

1. a generous professional development budget and an enlightened approval committee 2. an enlightened director who arranges speakers for our Student Services departmental meetings

---

Activitely seek out opportunities to reach out and work with diverse populations in events and opportunities.

Staff members attend campus training events related to sexual harassment, diversity in all its forms. These are optional, but the staff are committed.

Training sessions provided by the institution's Diversity Office.

Annual Workshop

None.

---

don't know of anything being done specifically to promote diversity. There is ADA training.

Active involvement with Multicultural and International Student Services through programs, activities, classes and advising.

Advisers are encouraged to attend diversity workshops and our unit is quite diverse.

Communicating with meetings email and talking to other groups,having functions on campus help with this issue.

???

None

Opportunities exist to attend programs sponsored by our university. In addition, we are a mixed group so on a daily basis this diversity is an advantage.

Staff are encouraged to participate in diversity training and other related opportunities as part of professional development.

Annually we have a Multicultural Residency Workshop where we take a day to have faculty, staff and students present workshops on diversity.

---

no particular practice

"There is no more discrimination issues any more" to quote our assistant director who happens to african-american, and our director concurs, who happens to be latino. The blind are not the only ones that can not see.

---

recognition and participation in international students and aboriginal students activities.

I work with the EEO/AAO & Disability Services Coordinator. We are currently training faculty & staff on these issues through in-services

---

Since our student population is best described as diverse, we stay aware of student needs and make sure that at no time do they feel that we are indifferent to their differences.

Nothing specific in our immediate unit. The University has programs that we are free to attend.

University policy widely honored. The issue does not come up.

My department includes a mix of genders, ethnicities, etc. so we respect each other and our cultural practices.

Everyone is included in things we do. This is a small office. We share everything.

None

Advisers campus wide have had workshops on diversity.

We have culturally enriched activities to to promote diversity

---

This aspect needs to be developed.

We actively recruit diverse faculty to work in the Center

Our Diversity/Equal Opportunity office offers a variety of training workshops promoting diversity on campus. Our president has advisory committees for diversity which include students, faculty and staff. We have Diversity Network Associates wkgrps.

Training opportunities on ongoing basis for those who want them. Open to discussing diversity issues as they come up. Collaborative efforts to address issues (i.e. calling on other staff/offices to share information, tools, solutions, etc).

We attend diversity training provided by my college.

---

not really. i think it would be helpful for other in my office. most of my issues are task related rather culturally challenged.

Occasional workshops

We have diversity in faculty.

More faculty from different ethnic backgrounds are being hired at my college.

---

we get release time for any campus based workshops without question.

We're planning our annual advising symposium around the topic of diversity

Our office requires us to attend diversity events throughout the school year

Our university has approximately 55% international population from all over the world - the staff and faculty breakdown is not as dramatic, however, diversity is widely accepted.

One woman, two African Americans and one gay male.

Once a calendar year, a staff meeting is dedicated to diversity issues. The staff meeting goes from a normal 2 hour meeting to a half day workshop off site. Speakers are invited from other appropriate areas on campus. Eats are included.

Our office reflects the diversity of the University and the community in Hawaii.

Members of our team bring up potential issues that could be perceived as culturally insensitive so we can make sure all are aware.

We work closely with the Resident Assistant staff and they present student issues that are often diverse

open discussions

We all work closely with students with special needs.

Regular divsersity training

Cultural and family heritage examples are openly shared (and encouraged) to learn about each other, build respect, and understand individual work styles.

Staff development workshops are available on various topics including cultural diversity. All staff are encouraged to attend. Professional credit is awarded.

None.

Constant dialog about it.

Special effort is made to recognize and applaud diversity in my workplace. We also celebrate the various cultural activities of different cultures.

One of us IS "diverse"

None

None

Former director was able to hire a diverse staff for advising. New director doesn't try and has not hired a staff person of color in three years.

Promoting diversity is part of our mission statement.

The academic counselors involve themselves in diverse organizations on campus to promote an appreciation and sensitivity to diversity.

I don't know of any. Our Dean does not believe in communicating anything that is not directly related to serving students.

I am allowed to attend professional development seminars offered by the institution specifically on diversity topics. "Whiteness and the University" was a recent workshop I attended.

Nothing specific. Diversity is overrated as a goal. It's a neutral situation - neither bad nor good. The best qualified person should be hired/admitted regardless of racial/ethnic/cultural background, gender, disability, sexual orientation.

Our Dean strives to employ staff who reflect the diversity of our student body. We continually seek to diversify our ranks. For instance, we have just established a site location in Queens to actively recruit more Asian students.

Unfortunately, none at the present time. I can only have hope for the future.

None

Diversity training has to be intelligent. Some that has been imposed from outside has been a waste of time. We like to hear what our colleagues are learning through their research and graduate classes.

I don't think anything is being done to "promote" diversity. Here, if it happens, it happens.

attendance at cultural communication workshops; reading books regarding other countries and their practises; sharing observations about international students

NA

Treating people as individuals and with respect

campus work shops

We share information about our lives outside of work.

African-American paintings and sculptures are used to decorate the office.

no answer

Intercultural communication workshops/civility and communication styles workshops

We have posted symbols in our offices to demonstrate affirmation and support for LGBT clients. .

Our institution is incredibly diverse so diveristy is part of our everyday life.

Respect for others

There is some diversity in the staff, so the only best practice might be in the hiring process.

Diversity classes

Encourage to attend the workshops offer by Human Resources in regards to these issues.

not observed

Hire a diverse group of people. All flows from that, including getting a diverse pool of applicants for later opennings.

some training

We've had workshops from representatives on campus and we had student panels. We also have staff representatives that work with vaious groups on campus.

We have none.

More could be done, but we seek feedback from students on our approachability, etc. We all participate in campus-wide diversity training.

We are a majority Hispanic campus, and we have a mix of bilingual-Spanish and monolingual-English advisors. English-speakers are encouraged to learn Spanish; Spanish-speakers offer support, translation, cultural insight, etc.

Writig a grant to promote diversity, hiring diverse individuals to implement

There are none.

Our Latino counselor is comfortable sharing with us her views and cultural differences as we discuss programs for our Latino students.

treat everyone as an individual, not as a race or gender.

Workshops

Everyone on our staff is from a diverse background and we celebrate with food and music when possible. We have also just hired two male student assistant. This will help our unit diversify in terms of gender.

treat everyone the same, adapt advising practices as needed to accomodate dissemination of information

no comment

"In your shoes" kind of group activities

I have a significant amount of diversity training in my background and though we do not have institutional diversity training, I feel that myself and my colleagues treat all our students the same.
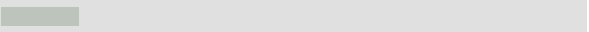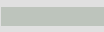
None

Very diverse staff and everyone is treated with respect, especially students

Page 6
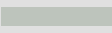
Question 20

Please react to the following section by identifying "1" if you Strongly Agree with a statement, "5" if you Strongly Disagree with the statement, and "3" if you are Neutral.
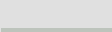
20.1 Staff in my unit are acknowledged and rewarded for finding more efficient ways of doing things.

Strongly Agree		87 (13.3%)
Agree		159 (24.31%)
Neutral		117 (17.89%)
Disagree		123 (18.81%)
Strongly Disagree		55 (8.41%)
N/R		113 (17.28%)

20.2 My unit has clear performance standards in place for employees.

Strongly Agree		70 (10.7%)
Agree		152 (23.24%)
Neutral		126 (19.27%)
Disagree		138 (21.1%)
Strongly Disagree		56 (8.56%)
N/R		112 (17.13%)

20.3 When working with colleagues in other units within my department, I find them willing to collaborate to solve problems.

Strongly Agree		123 (18.81%)
Agree		262 (40.06%)
Neutral		91 (13.91%)
Disagree		51 (7.8%)
Strongly Disagree		13 (1.99%)
N/R		114 (17.43%)

20.4 My unit has adequate staffing to sufficiently manage its workload.

Strongly Agree		68 (10.4%)

Agree		144 (22.02%)
Neutral		75 (11.47%)
Disagree		149 (22.78%)
Strongly Disagree		106 (16.21%)
N/R		112 (17.13%)

Question 21

Please describe a best practice regarding how people in your unit are rewarded or recognized. (E-mail additional best practices to Catherine Joseph at cjoseph@ucsd.edu)

Hide Responses

Email congratulations from supervisor

---

advisor of the year awards; sincere appreciation from our dean. MORE recognition needs to come from the university level in promotion and tenure recognition

---

We are not rewarded or recognized in any specific way. Every once in a while someone may say good job.

None. Only thing used is annual evaluation.

We have an amazing career ladder for professional advisors, with similar standards and procedures as promotion and tenure. Promotions come after hard and prolonged work, but with significant salary increase.

We often encourage each other and give praise.

A job well done is always acknowledged.

We are understaffed.

---

university wide, and college recognition are available if submitted... recognition is given at staff meetings

---

Currently such systems are not in place.

Monthly recognition (short blurbs); both nominator and nominee acknowledged

---

"Service Star Award" from the President & Provost.

---

n/a

---

v.p. recognizes at staff meeting

Awards and staff recognition luncheon Cash awards for outstanding counselor and executive staff Recognition in campus newsletter (LSU Today)

Our department always nominates its faculty and staff for university-wide teaching, advising, and other professional awards. Oftentimes we win. We are recognized at a university-wide function and receive financial

compensation.

There are no rewards. We recognize each other, it does not come from a supervisor. We recognize with words and praise.

email kudos from the chair of the department

N/A

Our director, gives little pop up notes we can put on our desks for all to see.

Staff are recognized directly by our supervisor or dean.

Only through annual reviews of performance.

At faculty meetings and at quarterly "retreat" Letters are also sent to the Staff/Faculty from the Dean and Chair

There is no official award system in place.

We have adopted a "growth by substitution" philosophy. This was uncomfortable at first but has prompted ongoing evaluation of programs & services. The students are more satisfied with our services and staff feel more productive.

The College's Staff Recognition solicits twice-yearly nominiations for Staff Excellence and for Staff Development awards.

Personal Acknowledgement

I am allowed to attend the NACADA Annual Conferences at the department's expense each year. In addition to the importance of professional development, I feel this is a perk since I am not compensated well at all for having been here for 10 years.

New ideas ar accepted kicking and screeming. We re organize every 6 months.

The director is good with verbal recognition.

Our ideas are implemented and/or we're told we're doing a good job. That's the extent of the recognition/rewards aspect of my job.

We need some work on this one

I do not agree with the way we identify performance because we are using the number of students served as the means. Not too much has been done in obtaining feedback from students as a measurement of performance.

Our supervisor takes public opportunities to recognize all of us from time to time. She will present us with placques or little awards. She also nominates us for major university staff awards...not necessary for her to do, but nice.

We are very short-staffed and it does affect morale. Counselors are working at exhaustion levels.

annual recognition program for outstanding staff

Pay - reality is that we know we make a lot more money than other adivsors at other universities and this drives people to make sure the ydo a good job. I know a lot of people who say you can't buy performance, but we did!

Other than all being members of WACADA, which we can nominate each other for awards, we have no internal reward or recongition system.

Nothing really in place.

---

told they did a good job

---

yearly performance evaluations

We are recognized through praise from our supervisor as well as from the dean. We are not really recognized in front of the entire staff, but I'm sure as our unit grows recognition of some type will be developed.

Annual awards dinner. Students nominate and elect award recipients.

We get verbal and written thank yous, but that's about it

---

mostly verbal acknowledgements

The director acknowledges staff almost immediately. A word of encouragement, privately, and/or a statement of recognition during a staff meeting can go a long way. Sometimes the simplest things mean the most.

Currently non-existant practice.

We don't reward.

Advisor of the year awards

Raises each year from management. The director of the department writes us notes and gives little gifts. We are allowed to take personal time and comp. time.

I don't have any examples of this.

Verbally, days off, flexible hours.

None exist.

We aren't

---

formal acknowledgement in various formats such as e-mail, letter, announcement at a meeting, telling others both within and outside the unit.

Yearly performance evaluations; staff recognition awards given yearly.

Recognition in Staff Meetings

None

Verbal approval and recognition during meetings.

Within our particular office, it happens naturally. For example, people are rewarded by being offered more responsibility and opportunities to organize new projects. Chances to pursue interests in the context of the office is a reward.

One of our advisors was nominated for (and won) recognition at NACADA as advisor of the year.

---

recognition is generous, reward is rare.

We get lunch on the boss.

Campus has an award program; colleague was nominated and received award.

Ironically, those rewarded are the least capable advisors and staff. Doing whatever the boss says no matter what is the only real method of evaluation. In fact new or old staff seeking a promotion reported being asked this type of question in intervi

---

it is not practiced equitably

No recognition.

Eligible for Spirit of DePaul Award. Regular reviews can lead to promotion and increase in salary. Regular saying thank you luncheons.

Giving recognition to the person/s with the good new idea.

We submit a monthly report to the Board of Trustees talking about recent achievements and activities accomplished by staff.

We offer staff grants and awards of varying amounts. People are nominated by supervisors, and awards are presented at a meeting of all faculty and staff in the school.

---

congratulatory memo from immediate supervisor

Praise at staff mettings and face-to-face thanks from the director.

Once a year we have a staff recognition ceremony campus wide. There are no individual rewards in our department.

The university offers awards of distinction and our supervisor regularily puts a staff member up for the award. With the award comes a free conference of their choice.

---

credit is given for ideas and mention of what staff accomplishes is said in meetings

---

Some public recognition. Some middle management (faculty deans) supports our efforts.

Openly congratuated; pay raises

---

mostly recognized at staff meetings

Because of budget cuts, the office did away with incentive awards. No recognition takes place now.

Consistent verbal expressions of appreciation.

Our unit is rarely rewarded or recognized.

recognition from the Dean and chair

Don't have a best practice. The dean for my unit verbally praises and appreciates. Rewards are not tangible.

The only recognition is personal satisfaction and verbal acknowledgement from supervisor. However, is no physical reward. We have not even received an annual raise yet. This university-wide, not just departmental.

Our Dean is very supportive. We are mainly rewarded monetarily through merit pay every year. We are still striving to achieve respect across campus and in our college departments.

Our Assistant Dean has nominated staff members for individual recognition, both in the university and through NACADA

Yearly "excellence in advising award" given at a our student awards brunch, and comes with a $500 stipend. This award is college-wide, however, not given just within my advising unit.

Nothing specific it is just a feeling

Someone says "good job."

Director constantly lets higher officials know of each members accomplishments

N/A

College-wide emails are distributed and personal letters from the president are received.

Yearly discretionary salary increases and letters to personnel file

Verbal and written recognition, certificates

We have a Spirit Award Banquet where people are given plaques for their contributions to Enrollment Services

Once a year there is a review, our raises are based on this, other than that, there is not a rewards practice in place within our department, but the University honors outstanding employees yearly. An employee must be nominated by peer or supervisor

My job was created when other advisors kept track of their advising contacts--to prove an additional position was needed.

Annual reviews.

Sharing of information with Dean, who will then recognize the staff member at faculty meeting.

We are constantly reviewing how we can provide better services to our students. We compile surveys for student to fill out and look at the results.

Our college has an "advising/mentoring" award given yearly. Also, the faculty has had to do student advising in the past and is VERY thankful to have professional advisors now! They tell us all the time that they're glad we're here.

Nominations are made for outstanding faculty and staff contributions. Awards are usually monetary.

---

annual evaluations annual advising award

Four advisors and one office staff handle 1600+ students in five different programs. Work is not distributed evenly.

Our input and participation are invited and respected.

Individual recognition and thanksgiving one on one and in staff meetings.

---

not currently happening

We recognize each other with emails, cards, gift certificates, etc. throughout the school year.

Folks are recognized both formally and informally via student awards, professional development funding, and traditional reappointment / promotion / tenure processes.

I try very hard to verbally praise my graduate assistants work and initiative and let the coordinator know of their good works.

---

we need to improve here -

I try to reward my support staff (secretary) throughout the year.

Bi-weekely staff recognition. Nominations are from other staff members.

All advisers are on contract and raises are merit based. Each individual has input into their evaluations and goals they want to achieve for the upcoming year.

We actually work across unit and are recognized by other staff who appreciate our assistance. We do not have a formal recognition procedure for professional administrative staff at my school.

Not rewarded or reconized

---

verbal recognition

Budget issues have resulted in loss of secretarial positions that had key impact upon our work. Advisors are currently sharing the clerical load with a very talented receptionist.

The rewards are interpersonal relationships that have developed over time. We are always praised. We have not funds for any other type of award in our office.

---

verbal recognition

Merit raises, and the alternative which is that some folks don't get any "merit" above the minimum raise each year.

Group lunches

We do this within, we are not always supported from the outside areas.

We have been fortunate have support from our dean to hire additional advisors to adequately meet our students' needs.

Not really unit wide, but campus wide

Supervisor tries to recognize and praise a job well done.

We have no problem nominating each other for an award or writing letters of support for each other.

We are rewarded with mention in both staff meetings and cluster meetings. Rarely, individuals receive greater responsibility.

The Dean constantly writes little notes of thanks to us. We have staff develoment days and after-work parties. Days off for great accomplishments.

---

staff excellence awards

The only reward offered is that of the annual pay increase stated by the university's union.

There is a staff award, but I think ongoing kudos when appropriate are better for a staff than a once-per-year award. There is no better reward for someone who is generating good ideas than to see those ideas become reality.

Have supervisor set up an committee for recognition/awards.

Our director has frequently nominated staff members for campus wide recognition.

In addition to written comments there are frequent comments about how well something was done.

---

congratulations, thank yous from boss

---

merit pay raises

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there is an annual Excellence in Advising award given to a faculty advisor and to a professional advisor, based on student nominations, with selection by a committee of former award winners. Provides recognition and visibility for advising.

There is not much of a reward system in our office. There is a yearly advisor award given but often there are many who deserve it.

My boss is constantly submitting our names for campus-wide awards and bonuses - very nice!

Sometimes verbal thank yous are stated at staff meetings.

An email of praise goes out from the director or dean.

Quarterly staff awards (monetary award, a plaque and recognition in the college magazine), annual college and University recognition for advisors, Direct compliments from the program director and food at staff meetings.

Most of the time, my boss verbally acknowledges the work we have done. This year our president is holding an ice cream social for all student services personnel. We get a free sundae with all the toppings we can handle!

There is no formal process within the unit.

An annual award is given by the collge to an Advisor/Professional Mentor. Nominations are made by colleagues and selections are made by committee. These are given at an annual awards breakfast as one of sevearal categories of awards given.

No suggestions

Other than yearly advising awards, there is none.

this is an area where there is some weakness. only long term service is formally rewarded with a recognition dinner and gift. ongoing high performance is unacknowledged.

our division head is a leader in hosting off campus recreation opportunities to play and relax.

Nominations for University President Personnel Awards.

None.

NONE

Our supervisor gives us direct positive verbal feedback when we accomplish stated goals.

The director verbally acknowledges a job well done in staff meetings.

Currently our work performance evaluation reflects recognition.

N/A

Number of students is going up, staff is not

verbal recognition

We have an "in house" award that rotates to people who have done a good job. The Iron Man award.

The standard is a merit raise annually. Beyond this, the advisors try to give continual feedback to the staff assistants. Our work (the advisors) is not overtly recognized officially.

Reclassification and promotion is common place in our office.

allowed extra time off when needed. able to participate in workshops when budget crunch

Our director states that there is always room for improvement so he never gives us a high score. But within his circle of brown noses he more than happily gives them perfect scores.

personally from other staff members and supervisor

Our regional director regularly takes the staff to lunch in recognition of reaching specific recruitment and enrollment goals.

There are two student groups that recognize advisors but I do not know how they are selected. Our actual unit has nothing I am aware of.

No answer here.

Staff does a pretty good job of thanking one another in public (i.e. at a staff meeting).

We are verbally recognized in group situations for our efforts and achievements.

Oral and written thank you's--frequently.

I'm relatively new to this office - and my position is new to the university - so questions 20.1 and 20.4 are difficult to gauge at this point.

There are no rewards, no raises for the past two years, no additional staff, no recognition.

nothing specifically. whatever is available through human resources to recognize the different types of employees.

we give faculty members time off

If accomplishments are noticed, they are acknowledged verbally.

we give annual rewards for advising, and publicly acknowledge everyone's contribution.

Staff Advisory Committee publically rewards staff for various accomplishments once a year. Annual lunch sponsored by Department also awards individual staff for outstanding services ($$). Staff parties highlight hobbies, skills, etc.

Salaries increases are based on performance reviews.

we have a yearly banquet

Verbal praise

Department Head includes remarks in the weekly E-mail.

Sending out email kudos letting everyone know

There is a system of payment for the presentation and implementation of a new idea that will benefit the entire college.

Recognized- yes. Verbally in meetings and individually. But, we are not rewarded in the sense of extra pay, extra time off or even paper certificates of recognition.

Supervisor thanks us for our work.

Once in a great while, bonuses are given.

Employees are verbally acknowledged in weekly meetings.

Student affairs sponsors a "staff member of the year" award... this is often won by one of the advising staff in an academic unit.

School sponsors annual staff awards.

The division of student affairs has "The Laurel Award" that goes to 1) Best New Employee, 2) Best Work with Students and 3) Unsung Hero.

Individuals acknowledge a colleague when he/she has done a good job.

---

employee/idea of the month

People are not rewarded or recognized for the most part.

None.

THANKS from supervisor almost daily!

Kudos awards, SUN (serving university needs) awards, and good performance evaluations. We all try to give each other a pat on the back for a job well done.

Recognition is a part of all general assembly meetings where those who have accomplishments of any type are rewarded with distinguished plaques or, in some cases, cash rewards.

Praise at meetings

Our dept chair sometimes verbally commends our staff at our weekly meetings. Additionally, if something works (i.e., we find a more efficient way of doing things) some of the advisors communicate with others to share their knowledge and insight.

None

Only certain people (part-time staff) are worthy of having such knowledge and or ability.

Public acknowledgement at staff meetings. E-mail acknowledgements.

The counselors are intrinsically rewarded for the job well done. Additionally, the advisors recognize each others' accomplishments. There is no salary raise or promotion.

Our Assoc. Dean is very willing to had out praise but that is our only reward

Directors in each office within the college can nominate employees for the Dean's Recognition Awards Program. A small honorarium and certificate are awarded to those who are chosen.

No reward/recognition!

My Dean always acknowledges employees for a job well done. It means a lot when someone who holds such a high position frequently lets you know that he values your contributions.

If you are willing to be a "yes" person - you automatically agree to everything our manager says and does - you are rewarded and recognized. If you have a different idea, you are ignored.

The university recognizes staff accomplishments.

Generally the performance appraisals are the best tool.

None

Standards tend to be tacit and set by example. Troubles getting cooperation from OUTSIDE the department because of silo mentality in the colleges.

our hr department does a great job of hiring diverse people.

Yearly performance evaluations

there is no regular best practice in place for this - and with state budget cuts we received no raise last year and 2.5% this year - however the one thing we are allowed to do this year is to go to the NACADA conference

I could use some input in this area

NA

People on our staff have been nominated for awards by our director.

Every year two out of five advisors are allowed to attend The National Advising Conference That's it!

We are quick to compliment each other.

Once a year the "top advisor" is recognized for their work. The University has other awards, if nominated.

not applicable

When merit is available, it is directly related to their performance scores and scaled based on the level, so that the highest scorers receive the most reward.

Workers are not recognized generally. . .Only those who delegate work seem to get raises, etc.

Sometimes we get extra comp time.

In the past, there were incentive awards for staff. These are now gone, but recognition comes from approval and trust.

In the past, if we have had a presentation accepted for a conference, funds were provided for us to attend. The last two years have been VERY dry.

Not rewarded

The student advisor ratio is 600/1. When trying to collaborate with the field experience/student teaching area every experience turns in to that the advisors have to do the work. They don't answer students questions, they send the student back to u

Not rewarded most of the time.

Regular meetings with supervisor of unit to go over stated goals and objectives of employee. These meetings are used to encourage and support, not to put down. Supervisor surveys parents and students and sends information to employees.

At meetings

None

No best practices available

Internally, "congrats" are extended often. Campus-wide, we have been nominated for and received awards for improving our workplace and for "smart" ideas to save the university time or money.

e-bulletin board; campus newsletter; emails to "higher ups"

Appreciation is shown in informal ways.

"employee of the month" awards for professional, student, and reception-area staffers

???

Nothing official, just an occasional breakfast or lunch off-campus or a verbal thank-you or job well done.

we aren't fired. Some get raises and extra time off.

We strongly need to improve in this area.

Supervisor makes verbal acknowledgment to all staff and get rewarded with certificates of appreciation and gifts. When appropriate, VP's are copied on emails acknowledging a job well done.

I am in one advising office of nine that exist in a large liberal arts college, there is no recognition at the "unit" level, more at the individual advising office which is more personal and means more anyways.

no comment

Advisor of the year awards

We are adding staff to manage the workload better! This is a great practice! The problems w/ performance standards are typically with the general staff.

Dean's Weekly newsletter

This is needed in our unit

We are seldom recognized for our contributions and even less often asked how we would solve a dilemma.

verbal acknowledgement at staff meetings

[Hide Responses](#)

top of report

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Question 22

Please react to the following section by identifying "1" if you Strongly Agree with a statement, "5" if you Strongly Disagree with the statement, and "3" if you are Neutral.

22.1 New and continuing employees are given training necessary to perform their jobs effectively (e.g., handling unmotivated students).

Strongly Agree		76 (11.62%)
Agree		174 (26.61%)
Neutral		103 (15.75%)
Disagree		127 (19.42%)
Strongly Disagree		50 (7.65%)
N/R		124 (18.96%)

22.2 New and continuing employees are given training necessary to perform their jobs efficiently (e.g., meeting deadlines).

Strongly Agree		73 (11.16%)
Agree		168 (25.69%)
Neutral		128 (19.57%)
Disagree		111 (16.97%)
Strongly Disagree		49 (7.49%)
N/R		125 (19.11%)

22.3 My supervisor encourages staff to improve their skills and capabilities by participating in professional

development activities.

Strongly Agree		185 (28.29%)
Agree		193 (29.51%)
Neutral		77 (11.77%)
Disagree		51 (7.8%)
Strongly Disagree		22 (3.36%)
N/R		126 (19.27%)

22.4 Staff members are sufficiently trained to use campus technologies and systems (e.g., e-mail, databases, Internet).

Strongly Agree		124 (18.96%)
Agree		214 (32.72%)
Neutral		89 (13.61%)
Disagree		77 (11.77%)
Strongly Disagree		25 (3.82%)
N/R		125 (19.11%)

22.5 Members of my unit have received training on how to advise special populations.

Strongly Agree		60 (9.17%)
Agree		136 (20.8%)
Neutral		117 (17.89%)
Disagree		143 (21.87%)
Strongly Disagree		73 (11.16%)
N/R		125 (19.11%)

Question 23

Please describe a best practice for staff career development and training that is being used within your unit. (E-mail additional best practices to Catherine Joseph at cjoseph@ucsd.edu)

Hide Responses

job shadowing is the primary practice for advisement training.

mentoring system for new advisors

multiple opportunities on campus--often office work load precludes participation

Weekly training/speaker series both Fall and SPring semesters

Advisors are encouraged to attend university training of interest to them. Time off is allowed to attend campus advising meetings and events. Time off is allowed to attend the statewide and NACADA regional and/or national conferences.

We must go through a Master Advisory training. We also go to advisor meetings and other meetings around campus in order to improve our advising skills.

Freedom and financial support to attend professional development meetings both locally and nationally.

budget cuts are an issue for ongoing training and professional development.

Not in place at this time.

Advising network meetings where on-campus advisors from Student and Academic Affairs can share info/updates re: specific programs, policy changes, ongoing concerns and issues (with administrators) thrice per quarter-->very timely info and feedback

Senior Advisors are involved in a new Mentoring Program.

n/a

Participation at NACADA and local conferences

We have inservice on information and used to have the above, but the last three years have been so difficult, it has been more of a survival mode with training as can.

Professional development workshops Travel expenses available to attend & present in state, national, and international conference Encouraged publication in related college counselor issues Specialty "expert" status in counseling

More responsibilites

We are allowed and encouraged to take continuing education classes, attend workshops and conferences to improve and enhance our work and personal lives.

Due to budget cuts, my department no longer supplements professional activities.

We are encouraged to go to NACADA conferences. There is no "in house" training.

N/A

We have ongoing PD workshops and a training program for new advisors

This college is one that provides training for new advisers/faculty campus wide.

There is no organized training program or plan in place.

We have an interdisciplinary team of advisors who meet monthly for a training workshop. Advisors choose the topics. It is also good networking for when a consult is needed on a specific situation.

Supervisor is supportive of requests to attend conferences and seminars for professional development.

Staff are encouraged to attend Staff Development training programs offered by the University's Staff Dev Office.

We have no career development opportunities that are sponsored by the college.

New advisors are given a 3 page training form that must be signed by the trainer (fellow advisor/director) as they complete each phase of training.

Based on 22.3, MY supervisor does encourage and support ME to improve skills, etc., but that is not the case across the board in the department. Some staff are not allowed to take classes during office time.

I was hired because I could do those things. I am still learning the internal Language.

Weekly advisors' meetings

We attend the University's advising training seminars.

---

attending national and regional meetins.

We cover the advising end of things nicely

None are effeciently used by all members of my unit. Even though we may have training to improve understanding of campus technologies, we have some staff members who do not take the time to even learn how to use the copy machine.

We are encouraged to participate in HR training sessons, and take courses that will enhance our current careers or take us in new directions.

We have no new employees other than being able to hire temporary advisors for heavy registration.

Allowing staff members to get the Nacada certification and paying for it!

Our director has garnered additional funds so we can finally attend conferences (we never could in the past because of funding)

Encouragement in professional development

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in Conjunction with collegues at another Uiversity, advisors attend a series of ongoing workshops around current advising issues and trends.

---

attend training workshops and professional development conferences

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We are constantly encouraged to look for and attend conferences/workshops/panels that will help us with career development.

Involvement with national and local professional associations.

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workshops/trainings

Training must be sought out by the individual, none is provided - but support for conferences is usually given

staff development is almost non-existent

We try to schedule weekly training meetings, lead by one or two staff members, to bring each other up to speed on our respective specialty areas. We are striving to blend our specialties so that we can all serve any student.

Self implemented career development through own reading and research. We do attend one NACADA conference a year.

We are lacking in training.

We are allowed and encouraged to take classes or attend conferences (little funding available however).

We are asked to go to all the staff and faculty development seminars and trainings.

Q. 22.5 - training is possible but not actively provided. Training comes in the form of individual staff members seeking out other professionals who have knowledge on a subject they want to learn more about rather than a formal training program.

This has been lacking as funds become scarce; we have even struggled to get administrative support for our annual UC Advising Conference, something I feel is crucial to our effectiveness!

workshops, conferences. seminars, in-house support in new technologies

Academic advising is not recognized as a real position at my school.

working on organizing an inservice training program to deal with some of these issues.

individual consultation

Open communication about staff training classes and encouragement to attend. By that I mean, we handle the workload in a person's absence who is in a training class and the department covers the cost of the training.

group sessions on various new practices

Semesterly advisor workshops; not terribly effective, because they're unimaginatively built

Support in participating in professional organizations and attending events.

Again, our office does pretty well by consulting informally. The trust is there among us. The problem is limited resources from above our office for professional development. There has been some real dissatisfaction on that score.

encouraged to take advantage of learning opportunities provided by the university

We cooperate with Career Services and Multicultural Students Assoc on campus.

When we get a new person each staff member plays a roll in training the different areas.

My supervisor is supportive of professional development through NACADA and graduate level classes.

No training or improvement of skills is allowed. I was yelled at by my supervisor during a staff meeting when I requested computer and other training.

---

training is very sparse

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i do advisor trainings that work on some of theese issues. but it is not provided for new employees, i provide it for new advisors.

Up to the individual to pursue professional development

Professional development funding. Encouragement to attend NACADA events/training.

We have specialized advisors for the various academic areas. Sometimes the advisors in each of those areas do training sessions or sent out emails to inform the rest of the unit about changes or pertinent information.

We have begun using the resources available through our HR dept. for training on issues related to advising, communications, and other pertinent issues.

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staff are allowed to attend conferences and training seminars

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Special SEVIS training.

None

Regular workshops are held throughout the year on a variety of topics, staff are encouraged to attend to learn new technologies and the workshops are provided free to staff.

---

each semester staff have a college wide training and our supervisor will schedule intermittent training sessions for new programs, etc.

Conferences, although minimal. Intercollege academic advising meetings to share information.

New Advisor Training Manual is in development; parts can already be used

---

develop some of our own training to share with group and take advatage of campus offerings

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Continuing training on resources and diverse populations specific to our campus.

We are the office that deals with at-risj students and we get training outside of the office and bring it back to share with others.

We are encouraged to attend conferences and workshops to update our skills and professional competence.

I was encouraged to joing a professional organization, but haven't yet been able to attend any conferences.

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people following through with training materials and sharing of expertice

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We are given permission to attend conferences.

Development in my unit is through mentoring from experienced advisor/supervisor. Self-sought, optional prof

devt is also available. Participation in NACADA and conferences is encouraged.

Our Director will ask people from other units on campus to come to our staff meetings. We are also strongly encouraged to avail ourselves of any professional development opportunities on campus.

No best practice to suggest

---

we break development into personal and professional. our goal is to develop our employees as well as the skills associated with our profession.

None

Our university/department does not really have the money to put into "career development." We read the catalog & train each other on the computer.

---

each member trains the others on their area of expertise

A few trainings have been held to expose advising staff to sensitive issues, but more need to be held in various areas.

Organizational dues are paid out of our budget, and the college reimburses for approved higher education courses and training off-campus.

Workshops

Bringing in outside consultants for university wide seminars on advesing special populations

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We attend NACADA conferences, on campus training and bring in speakers on special topics

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None

We have a recognized advisor training program, are always encouraged to take part in computer training seminars and other options available at our university, and are financially supported in participating in our state advising org and NACADA.

Technology training sessions held by university technology support personnel.

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funds set aside for each employee in unit for training

The university has computer classes, workshops with administrators, and student retention conferences which all of us advisors attend, paid for by our departments and college.

Training is available however there is a cost. Additional training on various tools is optional. Budgetary issues makes it difficulty to stay current.

Staff members attend regular training on new software applications.

Our staff does have trainings, but it is usually when something new is being implemented.

There is no training staff. Some people have been forced to learn on their own and sometimes offer to assist.

College Teamwork training from the dean down to the staff assistants

Training time allowed and encouraged to use. Regular support to NACADA Conferences.

Attend a diverse group of trainings and workshops, and share resources with colleagues

some information is on the staff web page but new employees must learn on their own.

The College has mandatory training requirements in place for all faculty and staff. It is part of our annual evaluation. We have an entire college dept. that coordinates and carries out training.

Annually, we put together professional development plans that form the basis for activities like these.

We attend relevant workshops, meetings, and training sessions when our schedule permits.

In depth training 3 times a year.

We have started an advising forum to share what we bring back from NACADA and other conferences with advisers and those who have advising roles.

Group session for all advisors before each new semester. A 2-hour meeting providing updates, new currucilum changes,and new articulation info.

No profressional development

customer service training

We have an award winning advisor training program in which we all take part regularly.

sending staff to NACADA conf.

Dept. Chair is always willing to find a way to fund staff development requests, but almost none are offered within the University, so we are allowed to go outside (NACADA, etc.) for that training.

mandatory 24 hours of proffesional dev every year

This is one of our weakest areas - only I belong to NACADA. We need more in this area.

Our computer center provides regular workshops on a variety of relevant topics.

Grant funding is available for off campus training & development

We are encouraged and supported finanacially to attend on and off-campus workshops and seminars that are job related.

We can attend local conferences and we have staff in-training several times a year.

hands on conferences

Staff are allowed a yearly stipend for professional development in addition to bi-annual professional development activites on campus.

we are encouraged to partipate in activities that promote technological and/or professional development. We also have training sessions and info sessions within our office and other offices.

Attendance at conferences - local, provincal or national (or international on some occasions).

consistant support for staff to persue professional development

Professional development is given lip service unless time can be found to make it happen. One way we are addressing this is by committing to 'group' training. This also allows for more consisitency in the information delivery.

Supervisor allows staff for on-going training on and off campus such as attending workshops, conferences (NACADA, WACADA), and other multicultural conferences statewide.

In addition to weekly staff meetings, we have frequent in-service training as part of the time slot for meetings. We also organize the annual campus wide advisor training before the start of classes each year.

strong program of continuing professional development with several opportunities for education locally throughout the year and opportunity for each employee to attend a national conference every other year

NACADA resources

(limited) funding to attend conferences, workshops or classes

We are encouraged, and sometimes supported, to attend local, state or regional advising group meetings.

an annual Advising Week with daily programs on current advising topics - open to all university employees, recognizing that faculty and staff all can contribute to student success

When new technology is being introduced which happens often, we have small group work session to practice. There are always follow up meetings as well for refresher courses.

Even in a tight budget year, I am being supported to attend the national NACADA conference.

I co-taught a course for staff and fellow administrators to get national certification in this area.

Weekly staff developments which include guest speakers from other units; symposium which brings together advisors from all of our different schools and campuses and staff in similar positions in other units.

If the University offers these types of training, it would be nice for the director as well as co-workers to mention additional training to workers who may find it useful. Do not leave it up to the employee to be entirely self-motivated and -reliant

Having important training held on inservice day so staff don't have to try and work around their teaching schedules.

Advising program director sends people to training and development opportunities as funding allows. Counselors have a professional development fund to use for any activities that are appropriate.

The university advisor inservices that are held 4 or 5 times each semester on various topics as well as some

particular sessions given by our college office when there is a particular need.

Our overall employer provides these opportunities

Supervisor willing to hear our ideas in career development and bring in resources/individuals when appropriate.

Related to the earlier question, staff are encouraged to attend a variety of staff training courses.

Department pays for NACADA membership and conference attendance (when possible) for the professional staff.

All employees are encouraged to select at least 1-2 workshops &/or conferences annually that directly relate to their work responsibilities.

None.

Training isn't offered, but monies for continuing educ/professional development is availalbe.

Our supervisor informs us about and encourages us to attend conferences and training sessions.

Professional development opportunities are offered on a regular basis within our unit.

Advising Forum. Attending NACADA and UC wide adviser's conferences.

N/A

Professional development is not funded

Participation in the Academic Advising Certificate Program through KSU is encouraged and paid for through department funding.

The HR office has a new staff development center and they have beefed up the types of workshops/seminars they offer throughout the year. My supervisor expects me to choose what is appropriate for my situation and go.

None

It is individualized. Staff assistants take workshops sponsored by Human Resources and the advisors attend conferences and workshops.

attending NACADA

leadership development, training workshops for new employees

Different departmental advisors come to our meetings for major information

We are exposed to many types of career development - many counseling related, more than advising related however. No training on how to be more efficient in the job.

Nothing beats the Summer Advising Institute that I was able to attend!

Our campus has an academic advising organization that provides workshops in many different areas related to

career development and training. We can attend if we can find the time to complete our duties.

None

We have an internal staff development committee that tries to find inexpensive ways to provide professional development.

My supervisor encourages my involvement in all professional development activities/organizations. The institutional level is another story though!

Main campus offers many programs. We go to them when we can get away from a very busy office.

We have instituted a new initial advisor training program.

NONE!

We have been awarded Title III funds which enables us to attend professional meetings to enhance professional development.

Most of the time we just jump in and do it, and clean up after ourselves if we make mistakes.

We use discussions of case studies to foster better skills. New advisors are expected to work with experienced staff to work out issues they are unfamiliar with.

University is providing stipends for professional training to all units. All supervisors encourage training opportunities and approve administrative leave to do so.

We attend development training provided by our college. We are encouraged to attend conferences etc.

i've sought out my own training. we are a small organization that helps college students, so the issues around advising training is really on me.

Mandatory inservice training each semester

The Department Head assigns mentors for new staff.

Staff can take university classes during work hours that are related to their position, completing a degree or renewing their teaching license.

We have a series of in-house training sessions at the beginning of each semester and we are encouraged to bring in information on conferences that can be attended to promote faculty development.

It is expected by my supervisor that we will attend various professional development functions throughout the year. It is never an issue about time off or it being inconvenient.

We attend many conferences, both on and off campus

Continuing ed courses.

In-house workshops are held before each registration period to update advisors and others on new

developments. Deans are invited to present new information on their programs. Presenters from financial aid, registrar's office, etc. are invited.

The division of student affairs conducts at least 3 professional development seminars every semester ranging from FERPA to the "FISH" philosophy

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Classes (technology, supervision, management) are available on campus and we may attend if we wish.

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college offerings of staff development, professional conferences and training workshops

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Our department does not take part in staff development because our dept. must always be manned! Our VP says to make the best of it.

We are supported and encouraged to take computer trainings to help with our jobs.

Staff development workshops are available year-round.

We are able to attend NACADA conferences.

We wrote a policy manual that was also a "how to" manual for what we do.

Workshops and orientations for new and adjunct faculty are very effective in my unit.

None

N/A

Workshop and conference fees are paid by the institution.

Professional certifications and memberships are strongly encouraged to help promote career development. Training is simply on the job.

We are encouraged to develop skills as long as the College doesn't have to pay for it. The university as a whole has no special training or continuing professional development for advisors

---

open communication

Support for attending NACADA conferences.

My college offers free computer workshops so employees can enhance their computing skills. Training is also provided on projectors, and other sophisticated instruments used in the classrooms.

Our best practice for staff development and training is the "one-the-job training". You learn by trial and error.

We belong to the NACADA and are allowed to go to the National conference and learn a lot from all different collegiate areas.

None

Lots and lots of individual mentoring, observation. Also brown bag lunches, visitors to staff meetings, VERY strong support for conferencing, publication, degree completion.

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on going training

Once a year, our office provides a series of 8 workshops designed for training of new advisors, campus-wide.

We send people to conferences like NACADA.

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none in place

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attendence at NACADA conferences; we rotate who goes; professional development courses taught by Human Resources; attendence is strongly encouraged and 12 hours is required by our Supervisor

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Our department is encouraged to attend 2 professional conferences a year in order to gain new knowledge and remain abreast of the current rules and regulations. In addition, we are also encouraged to network outside of our university for assistance.

Staff members are encouraged to attend in-service training in technology areas.

Are allowed to attend Human REsource programs related to above topics.

We have a professional development committee. The committee is almost entirely advisors. We also have a campus-wide academic advisor association which promotes professional development.

Attendance and presenting at conferences is encouraged.

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not applicable

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computer classes; professional development courses on campus; tuition reimbursement program for continuing education (my M.ed is paid by my employer, even though I'm earning it elsewhere); budget monies for profesisonal organizations and conferences.

---

in-house training is offered at least three times a year and conference attendance is encouraged...

Inviting guest speakers to staff meetings is "as good as it gets" since there is no money for staff development. Also, staff can take courses for free - this offers a great opportunity for motivated staff.

We are NACADA members, and if we have any money in budget, we attend the conferences.

---

we have an annual retreat that all staff participate in, as well as ongoing sessions in our staff meetings. advisors can submit ideas for training that they feel they need and those issues are then addressed

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Our school has a year-long Professional Development Program for staff which I was approved to do. A new staff member has to be here at least 1 year before approval to one of these types of programs.

None due to financial constraints.

Due to budgets not a lot of professional Development training

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There is no training program in place of any kind. The Dean thinks it is simple to advise and doesn't see why we need to spend all that time. The Assistant Dean is unable to articulate a convincing response.

Professional Development monies to attend conferences.

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no formal orientation for new advisors, just ojt.

Professional development workshops held by outside groups and staff for other staff.

no observation

Allowing us to attend Staff Development courses.

Ongoing diversity training workshops show an organizational commitment to this area

We create or are given career development projects.

We had extensive group training as each new advisor came on staff. We are encouraged to attend and present at regional and national conferences. We are highly active in formal and informal advising groups and converations on campus.

Cross-training with other departments on campus (admissions, testing, orientation)

???

self-study

Training here for the most part is not useful.

Expertise within our staff is shared amongst colleagues in a training mode. Professional development opportunities outside campus will be difficult to attend this year because of the California budget crisis affecting public institutions.

If someone in our office finds a career development opportunity, they are stongly encouraged to go.

supervisor encourages prof dvlpmt, however unit is not willing/not able to pay for it

no comment

Support of conference attendance and presentations

participation in Nacada conferences. I belive we need more ongoing professional development and training in advising practices.

University has a Master Advisor training program

encouraged to attend university wide training sessions during normal working hours

[Hide Responses](#)

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Question 24

Please react to the following section by identifying "1" if you Strongly Agree with a statement, "5" if you Strongly Disagree with the statement, and "3" if you are Neutral.

24.1 The role and mission of the unit are consistently made clear to all staff members

Strongly Agree		132 (20.18%)
Agree		179 (27.37%)
Neutral		90 (13.76%)
Disagree		78 (11.93%)
Strongly Disagree		39 (5.96%)
N/R		136 (20.8%)

24.2 The unit is effective in accomplishing its goals.

Strongly Agree		151 (23.09%)
Agree		226 (34.56%)
Neutral		82 (12.54%)
Disagree		42 (6.42%)
Strongly Disagree		17 (2.6%)
N/R		136 (20.8%)

24.3 Staff in my unit are actively committed to the unit's mission and goals.

Strongly Agree		155 (23.7%)
Agree		195 (29.82%)
Neutral		118 (18.04%)
Disagree		34 (5.2%)
Strongly Disagree		16 (2.45%)
N/R		136 (20.8%)

24.4 Staff in my unit are able to adapt quickly to job-related changes.

Strongly Agree		120 (18.35%)
Agree		213 (32.57%)
Neutral		95 (14.53%)
Disagree		62 (9.48%)
Strongly Disagree		25 (3.82%)
N/R		139 (21.25%)

24.5 In general, other departments across campus are knowledgeable of my unit's contributions in meeting the institution's mission and goals.

Strongly Agree		79 (12.08%)

Agree		143 (21.87%)
Neutral		125 (19.11%)
Disagree		117 (17.89%)
Strongly Disagree		52 (7.95%)
N/R		138 (21.1%)

Question 25

Identify the PRIMARY barrier that stands in the way of achieving your unit's mission and goals.

Hide Responses

what goals?

TIME and MONEY

We do not have a set mission or vision statement, or even a clear mandate from the college!

Student - Advisor ratio; student load

overwork: I advise 108 students for 30% of my work distribution of effort

Not enough full-time staff

I advise in one of 9 advising units in the College of Liberal Arts. The associate dean wants uniform practices in all units. It is frustrating when we have good ideas for improving advising but are told that we can't implement them because other units may not want to. Individuality, creativity, and taking initiative are definitely not rewarded.

funding

Limited staffing

One person being allowed to run the show and put down any ideas that are put forth.

time

It's often difficult to accomplish our goals when things are not communicated to us about changes or when miscommunication is involved.

beaurocracy

Other offices are not aware of what we do, and often put us down. They do not realize how busy this office is, and we are understaffed as well.

MONEY!!!

The primary barrier to achieving our unit's mission and goals lies in the gap between coordinators (9 individual student advising communities) and Student Services administration (Assistant Dean and Associate to the Assistant Dean of Academic Advising)

The current perception by the governing body of the institution that Academic Advisors are registration clerks is a significant barrier.

Poor leadership!

Attitudinal barrier awareness re: students with various disabilities, ethnic backgrounds and low-income status

A clearly defined philospical position/approach by the institution related to the unit's importance

$

LAck of clearly defined goals

politics

Turnover has included VP, Dean, Director, four of six, long time, full time Advising staff, a number of nine part time staff, Articulation person, long time secretaries. Although one can look at demographics and sense these changes are coming, no one did anything to prepare. I stopped suggesting anything when I realized I was a canary in a mine.

A compassionate effective counseling / advising center is sometimes 'envied' by staff lifers or uninformed faculty. It is our primary mission to educate, impress, be visible, and serve. The more folks know how well we do our jobs (and are financially renumerated in a very cash-strapped state) the more rewarding (no pun intended) and ultimately satisfying this counsling job will become.

money and campus resources

We could use more financial resources. Our university like many others is facing budget cuts, increased health insurance costs, no raises for at least a year, and potential layoffs.

no time to develop new programs

Adequate resources especially in terms of funding for more support staff.

Resourses

So many students, so little time

Faculty. They think we can't possibly be competent because we don't have PhD's. They stand in the way of our changes.

unwillingness to change

Not enough exposure of the program campus wide. We are a small but wonderful resource for non traditional students but we are not widely known.

Resources and Funding

lack of staff and time to do it. money is always needed.

We are currently working on defining our mission and goals as a group. The lack of a mission statement and consensus is the primary barrier at this point.

Time

Budget cut back within the state system will have a negative impact on the level of service we will be able to provide to students and departments starting this fall quarter as staffing will be 1/2 time.

Defining the mission Mission - departmental Mission - College Related to Institutional Mission

Unspoken politics and personal agendas that exist due to the sheer nature of our program. .

Inadequate advisement training and high turnover in faculty and staff - leading to distrust among students and parents.

Upper administration has restructured our unit (always adding roles) every year for the past three years. We have grown in reponsibility three-fold, but only added a handful of staff. We are under-resourced and many staff are unclear what the unit's purpose is or where it is headed. While we are working within our unit to define this, I'm not sure our vision is consistent with upper administration's vision.

understaffed

Downloading of more work, and less time to do it in !

Faculty fixate on their own personal interests and forget they serve students

Depending on the academic calendar, TIME -- so many students, so little time...

Lack of staff

Communication is still a challenge. When something new happens it is assumed that all have the same knowledge of the change. This is often not the case.

Lack of cooperation and approachability of department administrator. Both of the academic advisors here, undergrad and grad, report individually to wonderful associate chairs - thus making it much easier to accomplish our goals and missions of good academic advising.

Slow decision making. We are so small and so slow it is killing me. We need fewer Chiefs and the Indians could then do their job.

We are a distance degree program without a captured faculty. In the past, the predominant theory was to try not to be noticed in order to avoid scrutiny, which meant most of campus didn't know we existed and that made it hard to find faculty to work with us. Our new academic director sees the error of that way of thinking and is very actively working to meet with deans and department heads to find liaisons all over campus.

Administrators that don't do what's best for our students, such as creating a new policy that only fits their needs.

The College as a whole has not embraced the importance of academic advising.

Grfeater recognition campus-wide

Internal power struggles among advisors who have self-identified themselves as specialists in areas in which they are not really specialists.

Not having enough staff

other departments across campus are not knowledgeable of my unit's contributions in meeting the institution's mission and goals.

We don't have group goals or a group missions that I am aware of.

lack of resources

Acceptance by other advising units on campus.

No communication as to what the mission and goals are.

800 to 1 student ratio

Constant changes in curriculum with little thought or communication

We are a new institution going through many changes. Sometimes information flow gets bogged down. Changes are made and the appropriate people are not made aware in a timely fashion.

Policy changes from higher instances are not always communicated in a timely manner

INFORMATION DISSEMINATION!!!

Since we are a new unit, some members of the staff feel like they have been inconvenienced by their new roles concerning the new unit. Over the past few months it has become easier to communicate the importance of our unit to the staff. It has been somewhat difficult during the summer months for the staff to see our importance because it has been so slow. Now with the start of school , however, it is becoming apparent how much their support (and more) is needed.

The great divide between faculty and academic staff.

lack of staff-we lost 3 staff in the latest round of budget cuts

Lack of adequate resources (people, especially)

resistance from college "executive" who do not understand what we as advisors do on a daily basis

"They don't send staff to conferences..."

Executive staff

We are continually re-creating ourselves, due to the fact that many in the unit are new. Therefore, we want to blend our specialties to become generalists.

Team effort.

Too few faculty; too many undergraduates.

Not enough time and not enough support from higher administration.

Money for resources such as printers, books, desks, etc.

too few advisors

we don't know what the goals are

Funding

Monetary resources- not enough staff, "slush money", etc.

Computer support and programs that would make our jobs so much easier; we have fallen far behind even other offices on campus.

Lack of communication and support. Lack of clarity of what our goals are how to best meet them.

time limitation. At times students lack of participation in programs and activities.

staff turnaround

It is still a common belief that only faculty can advise students.

Lack of effective leadership.

Lack of motivation and dedication as a result of poor upper level management practices.

Just recently completed a mission statement--many did not participate in the process. We have not worked on goals.

resources

Lack of resources (like every college/university nowadays!). Some people in central administration or in other colleges don't understand or value the mission of our college.

Reduced time schedules because my manager believes there is not enough workload in summers, which means when my assistant is reduced to 50% time, I have to cover that 50% time and it adds to my workload. To save a few dollars, it impacts the workload of another staff member!

Having to marry academics with athletics...sometimes the academic community is reluctant to help the athletic community

new University administration; changes are happening. Supervisor is somewhat lacking in assertiveness in bringing unit to the attention of those who need to know.

Monetary funding.

We collaborate well in our particular office. We're unhappy, though, when the head of our whole unit (about 90 people) tries to initiate new procedures or goals without the participation of those who must implement the initiatives. We feel we're being micro-managed at times and have nothing to say about it. I'd say the communication breaks down between our office coordinator and the folks above us.

TO FEW RESOURCES

We are not in a College, but rather a Division. This is less prestigious and not respected by everyone on campus.

The only weakness in my office is in the area of diverisity. We say we have a diversity mission, but we do not hire advisers from underrepresented groups...it's a bit of an old boys network here at the University of Washington.

Upper level administration not understanding the multi-faceted role that the advisors play in student recruitment and retention.

Speed of resorces. when the unit needs answers to questions we don't always get answers in a timely maner from higher ups.

Funding

Other staff members trying to do my job.

The leadership of the unit and its leadership etc. Their goal is personal totalitarian style power (The Hitler complex). --- Some staff in our unit do work hard - hence the 4s in some sections.

---

staff meeings that are NOT held

Low acheiving staff member in our unit of 4 people.

Lack of understanding across campus of the Advising Center's role and importance in relation to advising ALL new students with their placement testing and scheduling. There is also a lack of respect from faculty when it comes to our requirement to work the entire summer while they (the faculty) are off.

Limitations of director. New director is coming in one month from now.

Lack of personel and space

---

old perceptions, misinformation and lack of interest outside the department

---

Other departments have less qualified staff as department assistants who frequently feel they can do our advising jobs ultimately undermining our work with students and in the institution.

Some of our staff members are older and more set in their ways. Part of our mission is to "challenge & support" students. Sometimes our advisors don't challenge our students enough because these advisors came from the K-12 system and are used to doing more hand-holding than is appropriate for college.

We have not actually defined our mission and goals.

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underfunding of the institution by the state, which results in all units being underfunded/understaffed

---

limited staff, more funding

None at this time--except budget.

Time restraints

Funding

---

our unit usually meets it goals....we work hard together to accomplish whatever comes our way

---

Administrative meddling and lack of understanding of our function.

We all wear too many hats and are responsible for a variety of activities within the unit for which there is never enough time to complete nor to improve upon. We are always "playing catch-up".

We do not have any articulated mission or goals.

supervisor is a poor communicator, staff are not clear on issues, new directions, etc.

Other unit's on campus not understanding the role of advising

Not enough resources.

Lack of communication between faculty (department) advisors and our Office.

Inadequate integration of technology into daily procedures.

Communication with our unit and the faculty, making the university aware of how important advising is and turn it in to a proactive response.

Money

There are some serious managment issues that need to be solved within our unit that hinder us in achieving as much as we could.

Self-centered nature of counselor being faculty members. They choose to behave like they can do as they please regardless of what that does to morale

Short staffed

The director.

We don't have a mission statement or a list of goals or performance guidelines.

Primary barrier is having enough time to work on long-range goals. So much time is spent with day to day essentials.

No clear mission and goals identified.

BUDGET constraints.

Economic resources

Cooperation with other advising offices.

poor physical work enviroment

communication never reaching full circle

Staffing - need additional staff to maximize accomplishing all goals

Our office has just merged with another and now is looking for a new leader.

no communication from college administration and/or supervisors as to what our unit's "mission and goals" really are. Advisors receive conflicting messages from higher ups as to what we working towards and what our priorities are -- i.e. we are required to see students from 8-5 whenever they walk in (priority=students), yet in our annual review, we are asked not to write about the students we see, but rather the "interesting parts of our job" (priority = administrative/programming).

Lack of monetary resources and space

Probably that we think "mission statements" are lame. But seriously folks, probably that other departments do not communicate information on changes/updates to us until we have a student sitting in our office who knows about some new program that we've never heard of. Then we have to call the other department to confirm what the student is saying & we look like idiots.

not enough allocated resources,

Lack of supervisory and administrative support.

Jealousy by other supervisors ang ignorance by higher officials of our job duties and problems related to low staffing.

Insufficient staffing

Hierarchy and its lack of understanding of our issues.

MONEY

Salary issues- people leave for higher and more prestigious jobs

Competition between main campus and off-site campus.

Lack of Honest communication, Favortisim is demonstrated openly and that demoralizes the entire staff

Financial

I can't think of a barrier. Our University is really into it's "State-wide Public Affairs Mission." We often have to review it and even have it posted at our front desk with our staff photo.

Co-operation and support by other units outside my immediate college for the department.

management issues

Communication and the ability to be involved with decision making.

The only barrier would be morale issues that would prevent the team from working together.

Time---we're swamped sometimes, especially with annual enrollment. Our students all enroll within a two-month period in the Spring for the next Summer, Fall and Spring semesters. Advising during those two months is AWFUL.

We honestly do not one. We are lucky in the fact that our office is large and we have money from outside sources to pay extra expenses. For example - we might eat out once a week on the office and this builds morale and makes it fun for individuals to come to work.

Finances

Money

money

We need more advising staff

Red-tape from higher up.

Unclear goals...

Sometimes I think supervisors think about their own agendas and not the best way to effectively coordinate the workers; info gets lost.

enough time & enough resources (people & technology)

Ineffective and inappropriate management from the very top of the institution.

understaffed

not really having one

Budget limitations.

faculty & staff across campus do not understand the special population of students we advise

Student apathy

not all employees in the unit are interested in advising and are actively seeking teaching jobs which take them from advising duties

Lack of top leadership working together. College went through a re-org. last spring. Advising was assigned to a manager who seems to have little background or interest in the area.

Personnel

Faculty inertia!

University administrators want us to be seen and solve the student's problems (so they don't have to) but don't want to hear of our struggles in accomplishing this. Especially with the push to put everything on-line which is hard when dealing with hundreds of students.

there is a growing desire to make the student services area a one stop shop or not at all - replace it with a web registration and information center

Politics in the university.

Lack of resources- financial, mostly

Changes in Academics staff which therefore changes our duties and hours.

We don't have a unified philosophy of advising.

we don't have a mission statement or codified procedures or a clear set of priorities.

Lack of understanding by upper administration and immediate supervisor as to the nature of our work and lack of recognition for when it's done well and problems do not exist.

Lack of funds provided for professional development opportunities

we are a new program still building culture and identity

I think our president doesn't understand the importance of our advising model and is looking to make some changes without researching student satisfaction first.

workload is too heavy

Advising staff are not invited to meetings with the dean of our unit, and do not always find out what direction she wants to take, nor do we find out what changes are being considered or implemented.

Work load

Communication problems.

PeopleSoft student records system does not accommodate the record keeping needs for an upper-level university; therefore automated degree audit module has not been successful.

When other offices do not communicate information directly to us. When other offices do not respond to questions asked on behalf of students.

Our computerized record system is awful.

I cannot think of any other than a lack of funds.

under staffed.

Lack of money to hire enough staff, so we are all spread too thin and things fall through the cracks. We do the best we can with what we've got, but, of course, it's not enough.

Money

We really only have 2 full time advisors and one 1/2 time advisor to advise 1450 students. We need more resources - people, training and technology.

Lack of time!

The role and mission of the unit are consistently made clear to all staff members

Lack of cooperation among departments

Recent changes in staffing and training

Money

Not knowing when things are going to change-it is hard to anticipate changes. Also, faculty sometimes have conflicting ideas of what an academic advisor should do and how we fit in with the departments we advise. A question that remains unresolved is, are advisors faculty or support persons? We have only some of the privilages of faculty (for example, no voting rights in faculty meetings, however, we are invited to attend meetings and serve on committees that can use our unique knowledge).

Budget crunch.

---

lack of leadership, lack of a vision, lack of a clear statement of values, mission, and goals.

MONEY

Expectations for growth in our area (size of student population) may exceed College and staffing resources

---

Focus on traditional freshman recruitment

Disproportinate student to staff ratio limited course resources

---

Finances

---

not having a mission for which goals can be designed

We are clear on our unit's responsibility to the mission but there are institutional/departmental inconsistencies which are very difficult to resolve when parties do not come at the problems from the same level of understanding.

Our supervisor is physically removed from the day to day activities in the unit. As a result, her idea of the needs of the unit is not what those who actually perform the work believe it is.

Dealing with resistant from staff and faculty on campus. Issues of collaboration, etc

---

Enough time to learn all the new technology that we have access to.

Lack of Trust among members of the unit.

Money - For additional Par time workers and better pay for permanent staff.

---

cooperation by faculty

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lack of funding

Lack of support from other units outside our department.

The supervisor

---

growing enrollments while the budget is shrinking, thus stretching advisors to constantly do more with less, and at the same time seeing more students with problems and issues

---

The perception that the Administration and other units have on campus about our operations. They are working on how our advising center was 7 years ago. Much has changed in that time. We are slowly overcoming these negative perceptions by doing assessment and holding meetings and sponsoring advising conferences within our

university.

We have a lot of great ideas to implement, but sometimes the small number of our staff prevent us from launching new programs.

We need a faculty advisor. I am the staff advisor, but our students really need more advising contact with a faculty member.

Individual attitudes, disproportionate assignments of work load, low morale in budget crunch times.

we don't have a written mission or goals.

leadership

Communication with outside divisions and changing standards.

Staff attitudes toward students

The goals set for our office are beyond the numbers of employees we have working here.

Clearly stated, and supported by upper administration, unit mission & goals.

Lack of communication, trust and support within the office

Our department's mission and goals are unclear.

The fact that academic advising lies in STUDENT affairs and not ACADEMIC affairs.

fear of change

Money--every time we turn around, the budget gets cut and they talk about cutting advisors. Advising is mandatory here and if we are going to do more developmental advising, we need lower loads. Must say that recently the aministration identified in the press the improvements on campus including in the area of academc advising. We're finally getting some respect around here.

The lack of a mission for the department would be the primary barrier that stands in the way of achieving the mission!

Advising is a secondary part of the other advisors' jobs. For the most part, they are more concerned with the teaching and instructing aspects, and advising tends to become "one more thing to do."

There is not a good communication link between instruction and student services. We also do things the way we want rather than what students want, which I think is backwards. We have a task force working on that issue right now.

Funding! There are not enough advisors and counselors to meet the needs of 22,000 students.

Higher enrollment with same number of staff

This is one of the smallest colleges with the smallest budgets on campus. Therefore we tend to be relatively unknown and under-appreciated. However we have been growing exponentially in numbers of students and the small budget is beginning to hurt a lot.

Inablility to accept and/or adjust to change (i.e., use of available technology)

Horrible supervisor!

funding decisions made by management

Lack of institutional understanding and value of adult learners within a traditional campus.

The demands that are placed on our unit by outside sources.

Our unit has undergone many changes in the past number of years - so many that we have somewhat of an identify crisis. We are brainstorming now on an inclusive name for our unit that includes all major areas which are student services, admissions and outreach. Also, our staff are split up physically into several offices so our identify is unclear to students and others seeking our services. We plan to reorganize and move into an existing space soon where all of us can be together.

Lack of emphasis, by upper administration, on the importance of faculty advisors delivering proactive, developmental advising vs. advising as course scheduling. Lack of performance incentives for faculty advisors.

Our department is responsible for delivering courses via on-line, tv/cable, correspondence, and degree programs. with only 1 person working in each of these areas....lack of personnel

Management's punitive practices.

inadequate staffing

There is a disconnect between teaching faculty and counseling faculty. Academic advising is compromised when teaching faculty do not consider advising an important part of their jobs and instead rely upon the counseling staff to do most of the academic advising.

Staff members are overworked with too much on their plates, being spread too thin with multiple roles and responsibilities with a large advising caseload. No down time to plan or rejuvinate.

Recognition of the academic adviser's contribution to the development of the student's academic and personal growth by faculty and other staff.

lack of commuciation

lack of funds

NO one knows what the mission is. We have no mission statement or clear goal.

Department and student knowledge of what we do.

bureaucracy

Budget - not enough money to hire the additional faculty we need in the department and to provide for professional development opportunities off campus. (national conferences, etc.)

Administrative red tape

I feel we meet the goals of our unit.

Limited staff...advising loads of 700-1000 for each advisors.

sheer number of students

budget cuts

Lack of leadership and personal agendas within administration that are counter productive if not abusive toward the student population and any one else that disagrees with their methods.

Staffing changes - only 2 of us have been at the college for more than 2 years out of the entire unit.

Insufficient staff to handle our dramatically growing student population!

Our undergraduatie advising unit is not on the administration's radar. We are not included as valuable team members and physical resources are hand me downs. There is no sense of inclusion or respect.

Professional standards of higher education are focused primarily on upper level administration and then faculty. The work of academic advising does not command equal respect nor is it satisfactorily compensated.

We are currently trying to undo the 'antics' of a former division administrator who was not supportive of the director of counseling and of professional staff as counselors.

Communication through the various levels and administrative barriers

Too many students for too little staff. Multi-tasking office duties not related to advising/counseling.

Not enough staff

Lack of communication and cooperation from upper administration.

Too much to do in the every day to be able to concentrate on big picture.

misunderstanding cultural differences

The primary barrier is usuallu administrative bariers

the other advisor that I work with has different goals for the department than I do. it is difficult to reconcile our ideals because of her inexperience in working in university administration as well as different foci in her career.

Lack of training and consistency. It seems nobody has time to train and help develop advisors in the areas you've mentioned.

Lack of personel and financial support

State standards for entrance to Teacher Education programs are in seemingly constant flux.

We do not know what our unit's mission and goals are. It is not in writing and rarely mentioned in meetings of entire staff. It is assumed we know what it is.

We achieve our mission and goals.

management

communication between levels of employees

funding, and changing the mindsets of the board of directors

Volume of students

Jealousy by outside units.

Lack of adequate staffing during certain times of the year

unclear goal

Leadership

Some faculty are not as in tune to emerging technology. Our campus is very state-of-the-art but some faculty have not taken the time to learn the various programs and equipment available for our use. This poses a problem in effectively teaching certain things to our students. An effort is underway to remedy this situation but training and acceptance will take time. I am hopeful that all members will come on board with the new technology.

Not having a written description of our mission and goals. I can only assume.

University beauracracy

My unit is currently going through significant changes with a new Dean in place. Clarification of our goals and mission does not always resolve other problems relative to delivery of good student services. Our mission and goals exclude a small student population which has caused larger problems for our unit administratively.

Communication

Students in general do not praise our unit until after they leave because they do not know how effective we are until they transfer on to a place that is not functioning effectively. Typically no one notices when our advising unit is doing a good job... typically only the negative situations are pointed out.

Contract

We need more staff. Our caseloads are 1000+. This inhibits any efficientcy.

Continuously changing curriculum. I don't mean a couple of courses. I mean top to bottom!

Money, financial issues, time

The primary unwritten mission in our unit, headed by a marketing person, is to increase the number of graduate students. I expect the barrier is competing options.

Lack of class room space at peak times, especially lab space.

Inadequate staff,

Lack of communication between faculty and staff

Lack of clear mission and goal identification!

Budgetary and technology constraints.

Student Apathy

Lack of learly stated objectives, lack of effective communication of unit activities, lack of regular meetings

poor technology, training inadequate, low morale, no team unitity, lack of support for certain areas

no barriers exists within the unit, however, the unit's contribution is not fully understood by the entire institution

Lack of staff is a definite problem at our institution. Our enrollment has doubled in 2 years and our staffing remains the same.

We need additional advisors.

Not enough understanding of our role amongst faculty

Multicampus college with different environments on each campus.

Lack of time and human resources

Clarity of goals.

Clearly defined goals, Mission Statement, lack of performance measurements

Academic Advisement has a poor reputation within faculty departments. Communication of the advisement function needs improvement among other departments.

Our area needs to first develop mission and goals statements.

No funding for technological resources!

Generally: Admission standards. We have to work with 'provisionally admitted,' yet get no "say" in the standards for admitted those who do not meet entrance requirements--no matter how much data we provide on student success and retention.

Not enough resources (staff or monetary). Advising is often one of the last areas to receive additional support.

Upper Administration is autocratic.

Work overload

Lack of resources.

Usually, the primary barrier is budget concerns.

funding for advisors

Communication

Lack of communication. Typically, we find out about policy/procedure/academic changes weeks after they are in effect. This impacts the team and ultimately the student if the policy relates to program changes.

constant institutional changes that keep us from being able to define our role and mission (particularly this year)

Communication

communications

lack of campus-wide understanding of the importance of good advising

We act as an arm and not a main body part and thus are considered to be less than essential as advisors. Most faculty are not interested in advising and thus see little value in such.

Lack of visibilty on campus.

The primary barrier would be the need for additional academic counselors to assist with the increasing caseloads. This would allow time for more developmental counseling with each student.

Lack of funding. Due to position cuts I have to work between 50-60 hours a week just to keep my head above water and more during peak advising times.

student volume & high advising ratios

Not enough people to do the work.

Lack of resources (money/people)

Resources!

Folks at the top...

An understanding of firs year pogram and advisement professional staff as partners with faculty

staffing shortages, disagreement over advisors or counselors in department

Understaffing!

Lack of notoriety. Many people have never heard of our college. Furthermore, we blend in so well with the surrounding community that it is easy to pass by without noticing that our college is there.

We do not have a vision and mission for our unit. Therefore, we are unable to plan, organize, and evaluate are efficiency and effectiveness. In addition, our manager lacks the emotional maturity to be in her position. Her lack of insecurity hinders growth and development.

We don't have detailed mission and goal. Insufficient staff prevents my advising until to develop a vision, mission and goals. We are always running in what appears to be an emergency triag unit.

Understaffed.

Lack of resources.

Staff not entirely working together or communicating to make smooth day to day operations flow.

Lack of clear goals.

Lack of staff and funding.

Fragmentation of the university as a whole, turf-hogging by deans outside this unit, incompetence or lack of follow-through by people outside this unit, standards not as high outside this unit.

admissisons way of recruiting

lack of communication; information not relayed to all staff timely

our "value" in the College's scheme of things--we often feel put upon to do the work that no one else seems to want to do

Not enough staff/resources, budget cuts.

budget

Mentality of "doing how it's been done for so long" gets in the way too often now that student population type and size has increased drastically.

the college culture does not see the 5 of us as professionals - we function as such within our unit, but get little consistant support from our supervisor

Lack of space and privacy

Not enough staff to accomplish some of the goals that we would like to accomplish.

The bureacracy of the university.

We do not have enough staff to adequately address the missions and goals of our program.

Respect and support from administration

If we lost another staff position (due to budget cuts) it would have a negative effect on our ability to serve our students. We have already lost 1 staff position due to cuts and as a result, the rest of us have taken on that positions 450 advisees.

Guarding "Turf" and lack of team work permeate.

Our supervior

The supervisor

Unclear articulation of these missions and goals.

limited resources - Personnel, funds, space, time

Work overload. . .having so many students to advise (especially as a result of recent budget cuts) limits the time and attention given to individual students. ..

Though extremely competent, our director often has an abrasive manner with students and fails to carry out her assigned duties in a timely manner .

We have very little support. They think the Faculty can do our jobs and that we are unnecessary.

---

enrollment continues to climb and we have to find new ways to address the increase in workload

---

We are a new department and the rules change every year when new things are learned. These modifications may not always point towards the initial goal thus changing the mission.

Physical location.

Lack of funds to participate in professional development activities.

The Dean, because she does not see why we need a director and the Assistant Dean, because he was threaten by the former Director that worked with the advising unit to create a mission, vision, goals, and objectives.

Money

---

communication with other departments

Uncooperative staff members

---

staff members resist change

Higher level administration changes the policies and procedures without input from lower level staff and/or does not enforce those changes when ignored by other areas (like faculty).

Ethical standards, poor professionalism, politics, staff academic training not in education field.

A supervisor that has no background or experience in advising and has very little concept of the work we do.

The "Professor model" that we are all independent "professionals" and should make independent judgments (and don't need to listen to anyone else).

No clear mission or goal.

Caseload sizes and time constraints that always make advisors feel like they're not doing all for students that they could or should.

Attitude of "Know it already"

Funding

Not enough people to do the work.

Recently our associate dean, who was the head of student services (both the admissions and advising offices)

stepped down. We were told that since we had basically been functioning autonomously for several months, he was not going to be replaced, and the advising and admissions heads would report directly to the dean. However, one of the other associate deans has decided to "fix" what isn't broken. Her micromanagement of our unit has hindered rather than fostered our growth as a group.

The mission and goals keep changing.

Budget cuts mean turnover for support staff which is vital for us in providing the service we expect to give to students. They also mean that advising resources are more limited across campus and our office is expected to fill in gaps. We can become spread very thin if we aren't careful in considering our mission/goals.

We have a campus-wide problem with faculty and other departmental/program advisors undervaluing us, or sending every student problem (even if it's not in our scope of influence) to us as a "catch-all" solution. Because we deal with mandatory skills-test results, we also frequently have problems related to misadvising by faculty/programs.

---

not plan to achieve goals

Not enough staff, not enough thought, or research being put into deciding what our goals are. We use 'student success' as a criteria, but don't really know what we mean by that.

We are a very small unit at a large univerisity and do not get any PR assistance in promoting our unit.

Lack of clear leadership in the work unit

---

lack of a stated mission and goals. Mission and goals are assumed

---

Information

All the advisors still need to be cross-trained to become generalists rather than specialists. This is a critical year for us to accomplish this.

Other offices not knowing what all we do!

Director/Asst Director do not clearly communicate the goals or mission and don't proactively seek ideas or give assignments with enough time to effectively complete. Reporting lines are not clear, communication is not open, trust is missing, appropriate motivation are missing, non-professional tone and language are an issue. 50 advisers and nine advising offices with a coordinator in each that has no idea what the director or asst director want is a problem. The students are what keep us here

---

Other departments don't know what we do and we don't know much about what they do.

Too many students, not enough advisors to do more intrusive advising for our underprepared and probationary students

---

Our biggest challenge is lack of clarity in policies not easily found in our catalog or commonly known or understood from our advising staff and students. The best change would be clarity of the most important policies to be understood in the catalog and if not possilble, perhaps our own booklet clearly laying out these important points.

Personality problems--staff who do not have strong interpersonal skills

---

Management style

Not everyone in our unit understand our mission and department's purpose. Our Dean is not always consistant with the way he treats employees and commicates better with some employees than others.

Crisis management allows no time for planning and creative problem-solving; supervisor fails to include advising staff in problem-solving.

higher administration

Hide Responses

Question 26

For the barrier identified above, which of the following would best assist in overcoming the obstacle?

Your contributions as an advising professional		29 (4.43%)
Internal team productivity		68 (10.4%)
Factors outside the unit's control		337 (51.53%)
N/R		220 (33.64%)

Question 27

Identify another MAJOR barrier that stands in the way of achieving your unit's mission and goals.

Hide Responses

TIME and MONEY

Funding.

budget constraints

we get the job done, no matter what, so we achieve the mission and goals

Lack of support for making changes . Somewhat low morale because of low pay.

funding lack of personnel

Limited funding.

Lack of staff needed to meet needs of the unit.

advisor/student ratio

administration division of budget...........

state budget allocations to higher education

No clear goals for each individual each year.

Lack of communication because of poor leadership.

Dissemination of research, challenging current misconceptions

lack of institutional support of the unit's mission

Organizational climate and culture

I keep hoping we will stabilize. A new member of the team, coming on board in September, should be of help in providing stability to information flow, etc., relieving other administrators to more fully address their jobs.

Funding, I feel that my immediate supervisors have been very creative & diligent in pursuing and securing as much monetary support as they can justify in a University budget. I guess 'awareness' of our productivity may generate more attractive salaries, but we are ofter grouped with bizarre education groups (non-classified w/ bus drivers, and other school support personnel) and often do not earn what we are aorth.

more staffing

I would say it's primarily the money issues identified in Question 25.

Contradictory requirements

The college wide database. It does not allow us to get the reports we need.

The mission and goals are not clarified and reiterated so that we can be sure that are actions are matching our words.

Current university policy on academic advising.

As new policies take place or pre-requisites added, we often find out too late.

We are spread over 4 campuses so it is sometimes difficult to works as a group and maintain group consensus. We do have a group culture but also sub-cultures by campus.

Lack of staffing which translates lack of funding support

Having a director that does not set clear goals or objectives, and who also never thinks to recognize his staff for a job well done. Eveything is taken for granted, and is often done in a crisis-mode

Ineffective communication between the department and our rapidly growing body of students.

Budget. I don't list this first because it is a statewide problem. Some suggest there are too many public institutions which spreads the higher ed budget too thin. My institution has experienced record enrollments the past two years with little change in base budget. It hurts every unit on campus.

morale - all three choices below would assist in overcoming the obstacle - morale is a campus-wide problem, but better team productivity in our office would boost morale and my own contributions (positive attitude, encouragement) could also help

Budget

Institutional funding.

Distribution of work

Having knowledge of changes from other departments. Since as advisors we are in touch with students, we should know before the students call about something coming down the line.

Can't think of any other than her.

We are a business school which is not run as a business. We are in the education business and we have no educators in decision roles. Everyone Professes no one educates.

Disorganization among the support staff

I can't think of anything else.

academic advising competes directly with other duties the faculty find more important.

uncertain

Inconsistent notes among advisors who do not want their mistakes seen by other advisors.

not fully utilizing technology in the office

There must be recognition by the university for the level of work performed in this unit

Very little buy in from faculty that advising is an important and necessary facet of college life

The registration system

It can take a long time for important decisions to be made.

Inconsistencies between departments, causing confusion and misconceptions

We need more exposure to the entire university community, especially for funding purposes.

Lack of qualified staff

low funding

Inconsistency in other units we deal with (college level, other departments, etc.) and communication problems with such

low morale

none come to mind....

We are in need of creating a new mission statement and set of goals for the upcoming year.

Training.

Permission from the Provost to contol and inplement things and have enough staff to to that.

there is no time management flexibility

Communication - we often find that we are not included or consulted in discussions about changes that directly impact us. And sometimes it is unclear exactly where this communication breaks down.

We are just starting a new internet based information system in the university. We are "wasting" or using a lot of time to learn hot to navigate it. This is causing problems in terms of time....

Unclear office processes and job descriptions of clerical and office staff.

Rapid turnover of personnel.

Poor planning on management in making clear why this is necessary.

A manager who is not a people oriented person and is difficult to talk to and someone who creates obstacles to getting work done productively instead of being the creative thinker that we need. Faculty are also very dissatisfied with our management in the department.

understaffing

Lack of cooperation among administrative units (see above). Changes in administrative reporting lines will improve this

Perception that faculty/staff/students have of the center, either being remedial, or threatening to facutly advisors.

Budgetary limitations. I think we could offer better programs and be happier, better educated, professionals if we had more money. Money is short for attending conferences, providing refreshments at programs we offer students, etc. Time is short for follow-up on student concerns and creatively planning new projects. So who wouldn't do more with more resources?

too many students to be served

Low advisor pay results in excessive employee turnover within the department.

Lack of phyisical space to perform our jobs effectivly.

Leadership above our supervisor

lack of cooperation and support from the direcotr

Incompetant and malevelant leadership hiring in their image.

outside competition for students

Clear expectations and more regular meetings to stay informed of issues / projects etc...

Attitude of other staff members in unit.

Overall lack of coordination among various advising units of university.

Lack of support from senior management to restrict advising to advisors or to reclassify department assistant positions as advising positions and staff them with advisors.

The institution has a real focus on enrollment and achieving increases in the number of students each semester. At

times, the good practices which support the mission are put aside to "get the numbers up."

As part of a research I institution, there is a sense of isolation among units. Because of that, units really have little or no knowledge of what we each to do contribute to the institutional mission.

additional funding

None at this time.

Lack of Leadership

Staffing

Poor planning of registration and admissions procedures.

Lack of funding

N/A

Staffing in our office.

Institutional culture of treating college-aged students as children rather than adults, creating "day care" atmosphere rather than collegiate.

Administrators who have been here a long time and don't put in any extra effort to improve or change the way the office works.

I do not have the necessary support staff to go beyond the clerical work to focus on stragetic planning.

Four people need to retire

State support.

see above

Burnout

Communication across campus

Human Resources (inadequate staffing and the structure of the advising process in our College)

control - and ability to make change happen

Addition of responsibilities but no addition of extra staff.

we are understaffed

None

We are not given the financial backing to expertly perform the many programs & tasks assigned to our department.

lack of inter-department communication, lack of standard inter-department processes

Insufficient staff for the number of students served.

N/A

Understaffed.

Additional stafaf

People not working as a team

Faculty

Lack of proper training

Administrator' perception of advising role needs to be changed. Advising is very vital.

lack of college support

Difficulties with other units that we have to work with.

Lack of recognition from our Dean as to the importance of advising. The faculty, the other administrators, and WE know how important good advising is, but she thinks "anybody can advise".

Unavailability of adequate course sections.

Training

Constant change of the rules. We get familiar with a process and then it is changed.

We need to implement a completely different institutional structure to align people more appropriately with their particular responsibilities, which also includes decentralizing some depts.

Individual personality/core issues

the boss

Proper offices for advisors. (budget issue and space issue)

Staff complacency

need to inform departments of what services we provide. we currently seem to be the "dump" office--"I don't have time to see you, go to the Guidance Office and they can enroll you"

Lack of overall College support - $$$$ to maintain the pilot ac. adv. program that was started last year. Only budgeted until Dec. 2003. Pilot most likely will not go to full-college implementation.

A collaborative work environment

Lack of agreement on mission

Lack of support from faculty across campus in teaching courses and realizing that undergraduate education is important. However, money and tenure is not tied into that concept at a research institution.

Constant changes in staffing patterns

No clerical help is provided for the academic advisors

Resistance to change and new ideas. Some unit members are very comfortable with the status quo.

terrible group dynamics -- obsession with hierarchy -- inefficient manager not interested in trying anything new -- squlching of ideas from within

A lack of staff within the university as a whole impacting our unit more than others because we work with a diverse major pool.

Top-down, micro-management style of supervisor, which does not allow for creativity among staff

physical building not conducive to necessary programs

lack of leadership

Director doesn't always pass along info

None.

better relations with faculty

There are not enough front desk staff to handle to volume of incoming calls.

Can't

Inability of faculty to make time, given the need to get research $$s and to publish, to effectively take on any part of the advising role.

Support from outside our unit, primarily our Dean and Provost. With budget cuts we have been cut about as far as they can go (we hope). They need to see studetn services as a top priority as they view faculty.

Maybe our inablilty to use technology to a greater extent - not because of lack of training, but rather the time needed to learn and become comfortable.

Staff in my unit are able to adapt quickly to job-related changes.

Lack of organization and consistency

None

staffing

The university budget and the amount allocated to advising.

We are understaffed.

passivity. we have no goals, we have no long-range plan or mission. it all boils down to lcompletent eadership - or lack thereof.

Organizational structure

Lack of strong work ethic, attention to detail and punctuality by certain members of the team

rapidly changing politcal conditions and associated funding

I find that higher-level administrators in our department and the university very often come from faculty orientation, not student services orientation so they cannot see the problems from the same angle. I think these kinds of administrators tend to serve a different set of priorities and through different means than those of us from a student services orientation would choose.

When the unit work load is not evenly distributed among the advisors. When a few are constantly in professional development activites which have little to do with their advising duties, while others are overburdened with advising case loads, there tends to be a sense of "US against THEM" among the unit members.

budget issues short of staff too much responsibilities and staff get burn out.

Lack of Fairness and equality

budget limitations

insufficient staffing

Separate offices for every advisor

The heavy advisor load - about 550. We try to reach students through several medians - email, ind. appts, group workshops. We are about at the limit of what we can do as an office. Most people are doing several tasks in addition to general advising. We can not add any more new initiatives or programs without giving something up.

In addition, we have very limited space in our office for additional programs. Finally, budget cuts have hampered some new ideas.

Money!

unmotivated employees

Limited space is a barrier to increasing staff.

Lack of support from upper administration.

Strifling of using creativity and implementing new ideas.

Our department's communication is not as open as it should be.

new supervisor who has no experience in supervision and who is trying to get know a new school/new staffing/new

advsing model/etc

Space--we are all crammed into our space. We use carrels and there's no privacy for students and advisors.

Communication between the main campus and the statewide sites is a major barrier to fulfilling goals.

Lack of sufficient number of staff

Faculty does not fulfill its contractual obligation to provide advising to students.

The need for additional advisors in order to provide a better student to advisor ratio.

institutional lack of interest/understanding of adult learning theory and practice.

Time and number of services to service.

In attempting to increase our outreach activities we need to identify and respect potential partners. We are learning that every potential contact, however casual or seemingly not related to the services we offer, is a link to or a potential applicant. This creates a shift in thinking (for me as the adviser anyway!) in which every contact needs to be treated fairly and informatively.

Lack of balance among recruitment/retention efforts. Institution is driven more by short-term student recruitment goals than by long-term retention goals.

The state legislature won't pass the 2003-04 Education budget until after the Sept 9th election. So, the university has no idea how much money is available for this year.

Administration's determination to serve themselves, and not the students.

No university reward system in place.

Not enough funding for adviser traning. No adviser training system in place at the university.

N/a

Upper admistration lack of planning

Leadership that values advising.

???

Burn-out We've all been working in overdrive for years and it's beginning to take a toll. We are searching for a new chair (the current one is stepping down to a faculty line) and not having much luck.

None

the amount of clerical work vs. programmatic, advising activities.

Lack of respect within the administration toward academic advisors. We are blamed for most of the problems and are rarely appreciated for our work.

Workload - many of us are here longer than 8 hours/day & many leave at 5 p.m. everyday

The current state of the economy may prevent prospective students from being able to afford higher education.

Our office manager is lacking organizational skills and an understanding of the role advisors play. She has no initiative to see the crucial role she plays in keeping a smooth operation. Her communication skills are lacking. It was a bad hire but she has been there too long to remove her and the current director doesn't have the skills to retrain or redirect her.

No

Budget cuts has prompted the release of staff and not hiring for positions vacated by retirement, etc.

N/A

Lack of space and technology.

We have too few faculty, too few advisers, budget too small.

Lack of clarity on mission and goals.

Fundin from the operating budget

Our department head is not always neccessarily supportive of our ideas and undergraduate education.

Little or no comfort level with diverse populations.

An academic leader who is unconcerned about teaching and values community outreach more heavily

Lack of support from Dean's office within College of Education.

Lack of job training slows progress toward immediate meeting of goals and vision. Interest in professional growth is low. If more employees actively built upon their existing skills and interests by taking courses, attending workshops and conferences, teaching others, etc they might implement change/improvement in their job environment.

funding

Some of the most senior employees resist change

Lack of leadership in addressing unprofessional behavior and a lack of managerial experience in dealing with internal conflict.

University Support fo rthe departmental mission

N/A

clerical support.

The few negative co-workers that don't want to go with the group or complain about new changes that would make the unit function better as a whole

---

Differing missions among department staff.

Faculty seem to be unwilling to work with professional staff in advising the students on major requirements.

Politics between departments within the College Community

Since one-third of our students are international, immigration rules and procedures affect enrollment.

I work in a center not a full campus, so we lack many of the important other services the main campuses offer,ie Financial Aid advisors, Special Needs, Student Retention etc

---

Overly ambitious institutional goals.

Lack of communication between the Dean of the SOE and staff members

---

Lack of staff to advise the student load expected. Either we need more advising staff, or we need to train our fauclty advisors better so that fewer students need to come to the 2 staff advisors in our unit.

Lack of Funds

Inability to hire new staff members after colleagues have left the university. We are down 3 positions

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poor training, lack of recognition, clicks amoung staff and administrator

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n/a

Outside of providing guidance to students, our mission and goals have not been identified.

University restructering.

Not enough staffing

No value in advising in the rank, salary and tenure process

Buy-in of goals and best practices.

Discomfort with confronting issues that need to be addressed.

Ratio of students to academic advisors.

Lack of a vision or plan for our campus.

No funding for staff to learn about technology.

Discriminatory policies toward females.

---

undertrained staff/advisors

My unit is usually able to achieve its mission and goals. We work together to get the jobs done.

complete and clear processes on transferring core courses

lack of vision

Our director forgets to pass on important advising information to our office. She always rememebers the undergraduate team.

Teamwork

A departmental desire to not offend anyone.

Not enough staff.

Another barrier would be the lack of valuing from other offices on campus. Therefore, there is not a community of resources available to assist with my unit's mission and goals.

internal teamwork and support

Some external resistance to change within the School.

A part-time director

Leadership that provides so much collaboration that individuals have a hard time taking responsibility for projects

strong supportive leadership

Budget constraints.

Lack of collaboration between divisions.

Advisors realizing that as a group we have the power to effect change. We don't have to "settle" because that's the status quo.

Lack of support from top university adminsitrators in raising the admission standards thus increasing the quality of student while recuding the quantity.

Changing procedures on how things are accomplished.

Lack of commitment to professionalism.

Lack of overall support and respect from high level administrative individuals.

More space, new building.

na

clearly and deliberately identifying and discussing that mission and goal, to make sure our processes and actions are in line with that

Mindset of administration that advising can be a "side job" without appropriate time/resources allotted for staff/admin./faculty to be trained and do it right and then rewarded for making good changes in their advising practices.

---

large student/advisor ratios - we could use more advisors - we do not have time to see them all and are constantly looking for ways to rework our processes to better serve everyone

---

Need more cooperation among advisors and administrative assistants in the College

---

We have an interim director

The unwillingness or inability for other departments to work with us.

Space problems: Even if we were able to hire adequate staff, at this time we do not have office space fora the person/people.

We need another advisor. We have a high ratio of students per advisor, 450 students per advisor

---

If we were not well-trained we would not effectively help our students.

---

personal interests

Lack of trust in our advising group

---

division between new and old goals no clarity of mission

Poor leadership in regard to communication

---

lack of unified vision for university linking student affairs and academic affairs

---

Administrative personnel . . .

Employee morale is diminished by our boss' lack of recognition of our efforts and lack of support in the professional development arena.

The financial situation of the university.

---

limited work space for a large staff

The school is decentralized and it would be helpful to get communications from collegues from other Departments.

Poor professionalism.

Supervisor needing to have total control of the unit and receiving credit for everything accomplished in the unit.

The advisor/staff ratio. There are too many students to staff. This does not allow enough time to meet with every student one time a year. My understanding is that 300/1 is supposed to allow the time necessary for effective advising. If this is so, please publish this fact in as many places as possible.

Incentive

Other departments not keeping up with their work load

When changes are enacted, they are done in a matter that means a short turn around time for all faculty and staff. This means a lot more stress for staff and faculty to enact these new policies and procedures.

Disagreement about what our mission and goals are.

Short staffed

The university's lack of uniformity from dept. to dept. in the registration process. Sometimes it feels like a scavenger hunt explaining to students the code needed for this course or the time frame for this or that course's registration or the special way to enter this dept's course numbers and hours vs that dept's method.

Staffing shortage

Understaffing

UNDERFUNDING has reduced our staff by 1/3, and required us to increase populations and advising load by 25%.

time

???

We are a federally funded unit serving a targeted population at a large university.

Lack of training about students seen in leadership positions.

supervisor doesn't like to do anything and prefers to avoid conflict. This person sees brainstorming as conflict

The unit being given additional programs without adequate staffing, resources, and space. In addition, all of the current female advisors having or wanting to start a family this year (i.e. impact of maternity leave).

Funding problems used as motivation, stats driven motivations and tasks, forgetting the need to serve students on individual basis and they are not just a number. Need to know the big picture to effectively meet the smaller needs. 200 majors, nine offices, one task needs to be done different ways to meet students needs but we aren't allowed to as "what is done practice versus what is proposed in theory" is not important to director/assistant director/associate dean.

no comment

The faculty senate's resistance to mid term grade reports for first semester underprepared students

Adequate staffing. In order to accomplish more, we must have more people to do the work. My director has gained approval to add 2 more Advisors and this should make it possible for us to accomplish much more.

New ideas are presented too late and turned down due to budget crises and unplanned during budget funding or planning.

Source of ultimate authority unclear and often contradictory due to complex administration arrangements.

advisee overload

[Hide Responses](#)

Question 28

For the barrier identified above, which of the following would best assist in overcoming the obstacle?

Your contributions as an administrator		17 (2.6%)
Internal team productivity		64 (9.79%)
Factors outside the unit's control		222 (33.94%)
N/R		351 (53.67%)

Question 29

In an ideal world, what would be the number one change in your work environment that would help you the most?

[Hide Responses](#)

Trust from supervisor

Expanding my position to full-time, 12 months from half-time, 9 months.

Funding/staffing increase

add more advisors

More full time advisors

Show support for trying out new ideas. Encourage new ideas. Respect the experience we have accumulated over the years regarding student advising.

more staff

Adequate funding from the state legislature to do all the things they think we should be doing as quickly as they want them done.

Not worrying about being stabbed in the back bu one other person in our unit. She is always looking for ways to dammage reputations.

I am more frequently frustrated with the number of students I have to advise. I am doing a pretty good job with many, but I know that many slip through. With fewer students, I could have the time for even more intrusive advising and maybe reach a larger percentage of them.

People would be more familiar with the rules of the campus, including procedures and policies, requirements for degree program and classes, etc.

At least two additional staff positions to support faculty.

it all revolves around $

clearer policies and expectations, including better communication about changes that will be affecting our working environments and procedures

Recognition that Academic Advisors are a vital part of the institution.

New leadership.

attitudes

More space!

$

better communication strategies

no politics

ORGANIZE staff, materials, processes, training, procedures, schedules, etc., etc.

Equal pay for equal work, productivity, essential worth to the institution & its charges

Money

I wish we had more faculty members in our department. This would enable us to offer more courses or at the very least smaller class sizes. Our university is a very large public institution. Small courses would enable our students and faculty to get to know each other more then they can in a class of 125 students. I would also appreciate not having a wage freeze for two years as is currently proposed.

More support to help with paperwork. More resources to fund innovative ideas.

Too many advisees lessen the number of students I am responsible for

Another advisor

If our boss stood up for us when in meetings with other offices. She tries to please everyone and doesn't demand the changes we need to make our mission thrive.

Stronger leadership and a cooperative staff with the same goals in mind.

Additional professional advising staff and additional resources for professional development.

Getting specialized computer training for our student information system. Having all departments share updated information.

We need more leadership. Our director is also the director of financial awards and often she is not as involved in a group in a leadership role. We also need to improve our communication outside of our department with other departments (ex. Admissions and Faculty)

Restoring the level of funding campus wide for academic advisement to the level in 2002-2003.

additional staffing

Communication and Appreciation

A more integrated system of maintaining student information and communicating with students.

Ability to set goals based on the unit's priorities and budget realities rather than externally imposed priorities.

more opportunities for training, continuing education and staff development

More hours in the day! Seriously, changes in some procedures in the Office of the Registrar which would allow us to complete admissions faster and get decisions out to students faster.

More time to better followup with students to ensure they take courses needed or they realize the courses they want to take may/may not count toward the degree.

More flexibility in the academic calendar.

Training and support in issues that would help to better advise students.

Better communication, use of checks and balances.

Having a more supportive and approachable department administrator like we used to have in the first four years I was here. The last year has been good but the three previous to that were horrible. Have been here 8 years. She has really damaged the morale and general atmosphere of the department and the students even have noticed it over the past few years!! The chair refuses to write her up to get rid of her - she has been passed from one department to another for the past twelve years!

Talk to the people who do the job before making decisions that effects the job.

The ideal world would provide enough money for higher education. Then we could add advisors so that we each had enough time in the day to complete our jobs efficiently.

The higher-ups need to talk to the advisors before implementing a new policy that affects students.

If the Dean of Faculty and other higher-ups took a more definitive stand as to the importance of a faculty advising system.

Greater recogniton/money

More honesty and trust.

Hiring more counselors

3 more full time professional staff

If we were allowed to specialize more. I am technically an department advisor but am pulled in to work with deciding students on occasion. It would be more conducive to my job if I were simply an advisor to students in my area.

more utilization of technology

Recognition by the Vice-President and a mandate to re-organize the advisment structure and standardize certain aspects of advising on campus.

Upgrade the level of responsibility of my duties to that of a true academic advisor. I replaced an administrative assistant, and, even though my title and level are higher than that, this position is still perceived as more support than professional.

a 200 to 1 student ratio. With the 800 to 1 right now, we see students, period. We have very little time to do outside projects/workshops, etc for students, because we are booked with appointments three weeks in advance.

A registration system that would mesh with institutional goals. We are in process of changing tht system.

Improved communication between staff and management.

elimination of cliques among co-workers

Higher pay to be able to support my family and save for the future. Work is great, just wish it payed more than $28,000.

Streamline policies university-wide, up-date technological systems to help reduce confusion

Real office space for our unit. Since there was no money for the new unit, we have converted a small conference room to cubicles for 3 advisors. There is no privacy and hardly any room. The secretaries in our department have actual private offices and the advising team does not!

More qualified staff

Hire more staff

Hire another advisor (or two)! I'm the only one for 750 students, and I'm also expected to advise student clubs, do career advising, assist with freshman preview and transfer orientation, develop recruitment tools, and publish an alumni newsletter twice a year.

gaining respect from university "executives"

Allow staff to attend conferences such as NACADA to improve work performance and knowledge of advising.

Stop devisive practices among advisors and be fair to advisors

A more student-friendly office.

One prescibed procedure for everyone.

Clerical support (I have none and as a result spend too much time filing, data entry, shredding etc).

More time to work with faculty and train them on advising and the resources available to them.

More money and resources.

more advising staff

Change in management from current management to someone who is open to imploementing efective communication strategies to enable staff to become informed and productive rather than reactive and pressured.

Having my personal masters degree

Better communication.

More support, communication, invovlement from administrators. More accountability required of staff by administrators.

A technology system that would allow all of us in the unit to share our information and studen interactions so we all are aware of our activities and support and enhance them

increase in salary

Acknowledgement from the Deans that Academic Advisors are essential to the well being of the university and its students. The idea that only faculty can advise dies hard. It would be nice to hear the Deans give the eulogy.

Collaboration of all staff, clarification of department goals/mission, sufficient training to all staff in effective customer service.

Appropriate recognition of function.

I think the morale issue and lack of recognition for accomplishments is the biggest problem we face. Management needs to make an effort to show people they are valuable.

resources

My assistant being brought back to 100% during the summer months.

hiring one more person

I'm reasonably satisfied with the direction I see my work environment headed.

More sensitivity to the fact that if the unit leadership wants to start innovations, they must involve the people who will implement them. We have something to contribute in discussions of what our students need. It's essential to involve us in the planning of new procedures, etc.

more help

office with a window, a little more time to spend with students.

We would hire two new advisers, one would be Asian and one would be Black. This would show a new face to the students we serve and would also force some oldtimers to interact with folks unlike themselves!

Having the flexibility to work offsite for a portion of the work week.

More office space.

Funding

A team-work evaluation and training session.

NEW LEADERSHIP across the board!!! Some staff changes. At lease survival level salaries.

To have regular staff meetings and continuous training in academic advising.

Regular meetings and clearer expectations of some staff members.

Even though I enjoy what I do, I would be a happier individual if I could work part time in order for me to take care of my children. My hours are 8-5 year round making it very difficult on the home front.

Better communication between staff in unit, faculty and director.

More technology training

individually allocated professional development funds, not first come first serve scramble (this is an institution problem, not a dept. one

The institution needs to hire a recruiter/public relations person/s or specific admissions advisor/s so that advisors are not pulled off developmental advising for admitted students to go out and recruit or do admissions advising.

We are a branch campus, and it's frustrating at times waiting for information and resources from the main campus. It would be nice to have more autonomy.

Receiving acknowledgement, validation and support from faculty and administrators.

More paid time off to rejuvinate- this job is emotionally demanding. (i.e. a more "faculty-like" yearly schedule)

consistent and accurate and up-to-date communication among administrative staffing levels and co-workers.

Increased funding for additional projects.

Location

A Part time assistant in critical times of the year.

more staff - especially during peak times

Better administration.

More space; less crowding in the reception/filing area

additional staff

Increased funding

To have my supervisor realize the problems inherent in needing to be in control of everything. Staff are professional, care a great deal about what they do, and have great ideas.

Having other units on campus understand and value the advising functions. This would also facilitate changes to policies that hinder student progress.

Adequate staff and evaluations prior to admission.

Setting expectations that students must handle academic issues on their own, refusing to entertain parents' intrusive wishes.

A new administration.

The physical space could be improved

The management style.

Fire six people

A director who respects his/her staff and does not alienate the campus community.

Clearly defined office procedures, mission statement and goals, so that everyone was working off the same page instead of each individual following the procedures in their own mind

More staff

Internet or online self-registration for students to free up my time from doing meanial data entry.

To be able to hire enough staff to accommodate or growing college. Our advisor/student ratio is now over 900 students to one advisor.

More training specific to advising.

to have clearly defined timelines

Organizational Structure

Additional staff

appreciation, support, and trust from our supervisor's supervisor; Some indication that what we do is valued by our deans

Have my own private office rather than a cubicle...a window would be nice. Pleasent physical environment is very motivating to me, and privacy is important when meeting with students.

Additional staff to balance responsibilities.

Better pay and respect for the stress involved with working with fewer than necessary employees. Pay issues revolve around inequality. It is always based on who you know, which is not fair. Advisors who have left have not been replaced. We are expected to help other units consistently but are not helped in return.

Additional staffing

More qualified staff.

Money

The ability to work part time and receive benefits- more scheduling flexibillity

Acknowledgement

Clarification of Goals and an avenue to use in order to achieve them.

Top Administration support for certain aspects of the educational program

Honestly, I love where I work and can't think of any big changes--other than a pay raise of course! (But honestly, that's pretty fair, too.)

Money inthe budget tohire a fifth advisor.

change in management

More involvement from management and the ability to be more involved in decisions that effect our unit.

Less e-mail spam! That's my funny answer. My serious answer is "students taking more responsibility for themselves and their choices." I'm constantly amazed at the students who expect us to get them out of jams they've gotten themselves into. Our supervisor is always reminding us not to let students make THEIR problems OUR problems.

More money to the advisors and staff.

Pay increases, updated equipment with appropriate training

More money, staff. We are on a grant. It ends in December.

Having more internal control over the factors listed above, and more consistent communication with other departments.

recognition from management, preferably financial

Supervisors who openly communicate their information to subordinates and are open to constructive criticism.

More time to evaluate what is working and what needs improvement. What is the best use of our resources & how can we make technology work better for us.

Restructuring in order to change responsibilities

If each individual could embrace the instrinsic rewards of our environment and profession rather than complaining about lack of extrinsic reward.

the boss

No one item for the ideal world. The ideal world would include: my own real office, additional front office staff to great students and support advising functions. Oh, yes and a raise would help.

Greater ability to impact a student's life through control over enrollment or ability to withhold necessary services to require compliance and participation

We are currently housed 4 to an office and it becomes impossible to hear students and confidental information is overheard by other students.

A student population that read everything we asked them to.

A manager/team leader who has a working knowledge of student services, advising and wants to lead/advocate AND work with student issues.

More advisors and more support staff

More accessible resources for advising

A university process that rewards faculty for working with undergraduates and teaching equal to (or almost) to research monies/awards.

the advising and registration system would reduce the number of students going through the motions and allow the counselors to work with those who need career counseling or academic assistance/retention counseling

Increase the number of support staff in our office. Advising is only as good as the amount of support available. I find that my time is spent doing admin stuff that a support staff could be doing - but we don't have enough support staff. It's a bit frustrating.

More space

Clerical support

A common philosophy of advising that would be encorporated into how each adviser interacts with similar populations of students.

we need trust and respect. clear division of tasks. ownership of processes. recognition and reward. willingness to listen to new ideas.

A Director who is either nonfaculty or a faculty director with managerial experience (such as chairperson of a large department) prior to taking on out unit's role.

I would be the boss.

More student responsibility and less expectations of us to do it all for them.

better understanding and support for the work that we do...

Being in the information loop

Work load decrease, increase pay.

Not having constant changes.

a bigger office, just kidding. More front desk staff to answer phones - less voice mail.

Adequate training in all aspects of advising, but mostly using the internal computer system to it's fullest capability. This way you could spend more time focusing on the actual students.

I would have a center where Career Counseling, the Counseling Department, and the Academic Advising Center were all close together. Perhaps, they would be service by the same reception area.

more staff

That we have a whole department full of faculty who want to spend time with undergraduates and that we have a faculty reward structure that would equally reward them for doing so.

Having to advise about 300-400 students and work full time doing that. Better pay would be nice too.

I am blessed with a very positive working environment - but time is always a challenge. There is often more work than hours available.

Time and experience for our capable, new staff!

More advisors

Voting rights in faculty meetings or recognition of the type of work we do as being important to the university. Other items include job security and some guarantee that our position will not be eliminated with the next round of budget cuts, annual raises equal to faculty (advisors have not received the same percentage increase as faculty or support staff in recent years), updated computer equipment. Advisors are experts, but sometimes treated like support staff.

Salary increase.

Install/train administrators to understand/implement basic management processes. The organizational model of Top level management responsible for long-range planning, with mid-level responsible for intermediate-range planning and lower level responsible for short term management and goals does NOT exist in our organization. We have a dean who micromanages at the lowest level. My supervisor is equally bad -- instead of delegating, she attempts to do it all and often fails

More people, more money.

restructuring of organizational chart

Honestly, firing several members of the staff and hiring those who wish to work and help the students.

I have no real expectation of an ideal world

Shorter work hours, daily naps, more legislative support so we could build our way out of the artificial scarcity which supports the idea of 'competitive' programs. There's always money to add another program but never enough to staff and run existing programs effectively!

Evenly distribute work load among all advisors, and provide opportunities for all advisors to participate in professional development activities based on their interests and or specializations.

Reward staff with the work they do.

Additional staff to lighten the load of our advising caseload.

AN open, fair, honest, caring supervisor

Lower turnover of student advising staff and more of them. Better financial compensation that would retain the staff we have.

more time

more training

$money$

Support from outside units regarding our financial needs and space requirements.

Change the supervisor

We have a new provost, and I'm hoping that he will recognize and support advising in a way that our former administrator did not. I'm also hoping that he implements TQM techniques where problems are addressed at the level where the work is done rather than at the cabinet level where vice presidents don't understand ramifications of some of their policy decisions - thus allowing cross-functional teams to work together on solutions.

Adequate office and meeting space. Some offices do not have doors on them; others do not have walls that go to the ceiling. This hinders some students' comfort level when discussing sensitive issues.

More space for advising and more advisors for more intensive advising.

More faculty hired to interact informally with students. More diversity among staff.

Attitude change of some people.

leadership

More in-service training about communication, diversity and special populations - we will be seeking some of this at NACADA national.

The school would hire full time academic advisors........and allow faculty to return to teaching

I would like to have more time to complete my duties outside of advising as well as attend staff development workshops.

Job duties that relate soley to undergraduate student advising and retention.

Better commuication, trust and support among co-workers. The staff also needs to be more open to change as serveral new iniatives are coming that will affect the current advising role. We need to think about ways to be more efficient and effective even it means gaining new skills and thinking differently. Majority of the staff is unhapppy and looking for other emplyment opportunities. (I was not sure what q's 26 &28 were asking)

Teamwork among all units.

More space.

The #1 change in my work environment that would help me the most is recognition. Recognizing that the statewide sites exist (and need to be notified when there are changes in programs & new policies in effect). Recognition in terms of appreciating what we do at the statewide sites (not just advising, but recruiting as well). Recognizing our success. Recognition in terms of wage increases.

Initial training and on-going education for faculty advisors. Familiarity with policies and procedures and curriculum is vital and always changing. Instilling an attitude that advising is teaching too would help.

Staff morale

Adequate staffing levels.

Lower enrollment of unprepared students

At least one additional advisor. And office space to accomodate him or her.

A more progessive leadership that is open to change and implementing new ideas.

A new boss.

it is difficult to recognize quiet, ongoing excellence in advising

administration of the College would recognize the value of adult learners and provide us with financial resources (budget) to offer programs that would be exemplary examples of adult learning models.

Adequate resources.

Along with our physical relocation, which is months away and not much more than a plan so far, each member should have their position and salary reviewed and upgraded. This would mean a lot to each unit member and boost morale which has been sagging in the past few years under a previous administrator who did not believe in upgrading salaries and position levels. In our state (Washington) there have been no cost of living raised for 4-5 YEARS which is too long.

A truly collaborative work unit where innovation is encouraged, and staff skills are optimally tapped. Many staff are uncertain of their standing among their colleagues and supervisors. Communication is sporadic and there are no administrative mechanisms in place to regularly evaluate where the unit is and where it needs to go. Innovation efforts are primarily left to the individual who identifies a potential need. Departmental emphasis on this would be constructive and promote healthy climate.

3 professional academic advisors for DL students, 2 student support clerks (admissions, registration, etc), 1 on-line development specialist

A complete attitudinal change from middle managers on up the command chain.

hiring more advising staff

Establishing clear, sensible guidelines in student services practices (registration, student accounts, advising procedures, etc.) so that students are aware of all deadlines, policies, and procedures, and that all policies are implemented to meet the needs of students, not only the administrative needs of the college.

To focus on our primary role of academic advising students with a manageable caseload. When you try to do it all, something ultimately suffers (ie. academic advising, career advising, resume reviews, job search, mock interviews, teaching class, etc.).

More advisers and a strong adviser training program embedded in educational and adolescent development theories, and racial identity formation theories. Also training in the stages of adult development for re-entry and transfer student populations.

less paper work

Respect.

more control within the unit of external factors

A more positive attitude in general as a department - the budget and burnout factors weigh heavily and I think we need a kick start - something energizing and exciting to move us forward.

More communication within our office and inbetween other departments.

I would prefer that the person to whom we report took a more active interest in our work and used his position to highlight our work in ways that would not be available to us.

More advising and adminitrative staff.

salary increase

A more humanistic/holistic approach that would lead to a more positive atmosphere. Not having to feel like you are in a battle zone day in and day out. I believe that all supervisors should go through some type of training that consists of treating employees as people and not cattle. I am amazed how the ones (administrators) that are the least competent are the ones that always get the pay raises/promotions.

More staff who can assist with workload

Additional advising staff to help with the recruiting and advising workload. We have had student growth of over 25% in the last year, and I have reached the point of saturation - I can no longer take care of the students I already have, as most of my time is now dedicated to recruitment and new student advising.

The whole school needs an attitude adjustment. There is a power higharchy that seems to disregard others who are not on the top. This may be impossible to change in a business school but it sure does make academic advisors feel small. Maybe it is just a bad fit for me.

Better pay scale and sufficient staff

The director of counseling should be at the same administrative level as other administrators who supervise faculty at this institution.

Support from college level

Extra employee or work-study students to handle non-advising duties.

2 more full-time advisors

To be fully staffed year round.

More advisers!

More staff

additional training

More administrative support

I would have more freedom and more responsibility to do the things that I would like to do with the position. I would not be micro-managed and my co-worker would have more of the same goals as i do.

Higher morale and greater acceptance of all students, even the "different" ones.

If the trustees fired the Chancellor

Open communication on all levels.

Progressive thinking. A willingness to change and grow professionally. Overcoming fear of change by willingness to face the challenges and learn to deal with them with the help and support of others.

More space and staff.

management

Office environment

more visibility for the agency to have funding for more tuition assistance

A private office

Have my boss effectively deal with members who are not doing their job and do not care about customer service.

More freedom from central administration for advising students.

Fewer changes in the academic programs which are done at the "whim" of the faculty

Can't think of any

A change in leadership to make necessary changes regarding the direction of the deparment in the face of current cahllenges facing it.

More full-time faculty.

I really love my job and unit- I can't think of anything other than funding- but we all say that.

private offices instead of cubicles

More effective and consistent communication.

Getting the campus community to realize what our unit can do to help their students. We are a small community college with 60% transfer rate (to 4-year colleges). Students typically underutilize our services and end up having difficulty with transfer because they did not take the time to properly prepare.

Redefine certain aspects of job description.

Having more advisor positions.

A curriculum that would remain the same for at least a couple of years.

Freedom of ideas and time

A shift of focus from quantity to quality.

The best way I could be helped is to implement a way to help me get specific information on content of classes in all the different programs we offer. Since we do not use specialized Advisors, all of us are supposed to know enough about all the programs to be able to help students make good choices. This obviously doesn't always happen, even with the on-line help we do have.

Additional staff.

Increase in staff members

We would be given more resources, both money and people.

MORE TRAINING (and the time to go to it).

Not so much e-mail!

Larger support staff

Regular staff meetings where we could share information and solve problems.

administrators who cared about their entire staff

better communications across campus. pertinent information is not always shared with all units or in a timely fashion

More staff and collaboration with other dept.

Additional advisors and a better physical environment.

increase staffing

Additional human resources

An advising team (not one individual).

Open commuciation within between staff and supervision.

More advisors to assist student population, allowing more time with each individual student.

To receive clear focus and direction, a clear path that outlines our mission, goals and strategic plan for the university.

Hire a part-time computer resources/programming specialist.

Respect. Most people on my campus think of my office as a group of glorified secretaries, yet we do 10x more work than they do with students, and often have to see the students in the greatest need (those on probation) after the departments have turned them away, saying they will be 'better served' in the advising center.

A better student to advisor ratio. I want to give all students the very best, but I advise nearly 700 and that is too many to do a perfect job every time. I would love to know all my students first and last names and their individual stories.

Participatory involvement in administration.

get rid of the director of advising

Reduced student load

In an ideal world, the number one change in my work environment whould be space where my unit would house office space and classrooms in the same building that also housed the necessary electronic and technology equipment needed.

promotion to coordinator, add another advisor to assist at community college feeder schools

New supervisor

Our office (Graduate Studies) participating in the graduate council so that we could learn of the changes first hand.

learning how to effectively communicate with others.

Being treated fairly.

more staff/space/recourses to accomplish the job

That sufficient staff would be hired with diversity in mind and not politics, nor personal contacts.

Have fewer demands for increasing and changing programs.

Academic advising would be valued by the university, which would lead to more counselors, a higher salary, and professional advancement.

Decreased clerical tasks, enabling greater attention to advising issues

Hire at lease one more advisor and at least 2 secretarioral support staff

expansion of advising team and space enhancements

Being a "holistic" employee - able to develop the self within each context that one is as a person (at the societal level, at the personal level, at the University-level, at the job level, at the supervisor level). I am afforded too little opportunities to cater to all of these areas.

More staff to handle the work load.

30 hours in a day!

a new environment

Less collaboration within the office and more trust from the director

Our advisor/advisee load is currently about 1/700. I would like to see that cut in half.

Changing the organizational culture from casual to business.

Train our manager or get rid of her.

This survey was too long.

More staff

Add advising staff.

Decrease in paperwork.

Communication

We need leadership dedicated to the idea that advising is an important and distinct function in the academic setting.

More staff and clear support for non-teaching professionals, such as full-time advisors.

A strong dean of undergraduate education to coordinate course availability and foster cooperation among the colleges, require consistency, prevent favoritism, assure that qualified students have equal access to courses and services.

na

better communication within the department and among other departments that impact our unit on campus

having an honest and sincere sense of value as directed/given from my supervisor--also a better follow through on ideas, processes, etc., instead of often times a re-action

having a supervisor that understands the challenges of advising and functions in his job more than a knee jerk, reactive, disinterested manager

More space for Advisors; private offices

an effective director

More people

A centralized work area. Easily accessible to students

Both more staffing and office space!

An additional advisor to our unit and some type of reward and recognition system for professional advisors (non-faculty).

I am very happy with my work, but I feel that I could be more challenged. I am seeking an administrative position with more responsibility.

Shuffle advisors so they have equal number of advisees and also have them handle ALL majors instead of "specializing" in certain areas.

If our supervisor would relinquish tasks and the accompanying responsibilities.

team communciation and participation

Position reclassification from support staff to professional.

internal communication in all directions (up, down and lateral) that involves all the stakeholders

An administration that recognizes those who work as well as those who delegate work. . . Obviously, this is not the approach in any business. . .or political environment. . .

Consolidated space where we are one with Registrar, and career services in an office not in a basement where we all have doors that can be closed to meet privately with our students.

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more understanding across campus depts about the importance of advising

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Writing up a Department plan. Establishing a Department Mission and methodologies and objectives to get there.

Physical location.

A supervisor that would be more willing to allow staff members to express their thoughts and give creedence to their ideas. Also, a supervisor who would allow her staff some freedom in making decisions.

Hire a good Director (like we have had 4 in the past 2 1/2 years) and allow them the autonomy to make changes and improve the delivery of advising services.

More $ for programs and for employee salary. Budget problems are the major issue at the moment

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For faculty members to view professional advisors/staff members as professionals.

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more staff involvement in policy changes prior to their implementaion, ie, bottom-up change vs. top-down change. Staff is more aware of the consequences and implications of some policy changes.

That we are consulted and our consultation is considered before changes in policies and procedures are made and that those changes are announced at least 6 months in advance to give staff, faculty and students the opportunity to prepare for those changes (new curriculum, new technology, etc.).

Outside consultant to make assessment.

A supervisor who came to work everyday and treated the staff with respect while taking the time to understand the positions which she supervises

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A few retirements

New leadership

Fewer students with more time to really work with a student one on one and provide more follow up and personal attention.

Hiring more full-time staff advisors

Acknowledgement by administration of the work being done by the staff members. This is consistently lacking, and there are no methods in place to reward individuals who stand out above the rest.

Clearly defining missions and goals and staff to realistically achieve established goals for the unit. Employees should not routinely have to skip lunch, stay late and take work home to get done what needs to be done. An environment like this is demoralizing and causes burn-out.

I am full time, but only academic year plus summer orientation. I work on a lot of publications, so one helpful change would be to become full time year round.

If we received the respect and support of the academic units, we could function much more effectively. In a perfect world, we would have advising for the whole campus under one roof (with adequate funding/staffing) and the entire campus would be educated about, and supportive of, our mission and services.

new ideas

My job would be full time instead of half time, and I would get some professional development.

Recognition by the University resulting in increased PR for the unit.

Having continuing education about advising different groups of students

having clearly defined areas of responsibility and a clearly articulated mission

Boosting staff morale. Having a committed staff who really want to be advisors and are not in the profession until something "better" comes along.

Having a lounge for our staff.

A presentation from student services lead people about the bigger picture and a level of trust that we can do the tasks they assign. Professional language/tone used at all times, ability to adapt tasks to meet needs of students.

My colleagues are so discouraged that the work environment is pretty negative. No one is happy with the pay, resources, or supervisors. we don't volunteer to help each other. And if it's not my job, I'm not going to do it. Most ideas and suggestions have already failed at least once, so we can't try anything different. If a student comes in with a negative attitude, we make sure it stays with him/her. In my imagination, people recognize the problems, but stay positive and work toward changes.

An easier-to-use (user friendly) student information system which includes degree audits

Although our office is a pleasant place to work and each staffmember is a good person, politics between different staff levels is strong and more consistantly positive and diplomatic relations between each member would be a great improvement. - - How to? Perhaps more ongoing staff development.

Staff changes

Our Dean to understand and promote our department and our staff like he does in other units and departments

Consistent procedures and support of supervisor in adherence to protocol when dealing with student populations.

life is pretty good - no significant change would be the best thing

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- End of Survey -