

Report of the Advising and Career Planning Task Force

Final Report

Northern Arizona University

November 15, 2006

Advising and Career Planning Task Force Report Executive Summary

Professional literature indicates that academic advising is an influential variable in the equation of student success and persistence. High-quality advising can facilitate individual student development which translates into institutional success as measured by retention and degree progression.

Contemporary students are entering our institution with increasingly complex needs and expectations and advising has become progressively more multifaceted to meet the demands of the changing student population. Quality advising now requires not only knowledge of curriculum and degree requirements but also technological acumen, an understanding of student development, and an appreciation of the relationship between academic and career planning. As individual academic units have struggled to understand and accommodate the changing student needs and advising expectations, the university has found itself with a disjointed advising system.

The Advising and Career Planning Task Force was convened in an attempt to harness the influence of advising on student satisfaction and success at Northern Arizona University. The task force set out to gain an understanding of national advising trends, examine current advising practices at Northern Arizona University, and provide recommendations for strengthening our services in this arena.

This report focuses on five core areas identified by the task force as important building blocks for a cohesive, effective advising structure: 1) Mission, 2) Training, 3) Assessment, 4) Communication, and 5) Infrastructure. The findings of the task force were then condensed into five primary recommendations. The body of the report includes detailed suggestions of tasks to support the successful implementation of these recommendations.

The recommendations are:

Develop a university-wide mission statement and goals for academic advisement.

Develop an advisor training program for professional and faculty advisors across the university.

Develop a common instrument and protocols for assessment of advising in all university units.

Strengthen systematic communication of information relevant to advisement and services to students.

Increase professional advising support across campus units; work to establish alignment of titles, responsibilities, and compensation for professional advisors; and clarify faculty responsibilities for undergraduate advisement.

The task force discovered that there are many individuals doing good work in the areas of academic and career advising. However, there is not a cohesive community to support the consistent delivery of quality service. With leadership and fiscal support, the task force is confident that NAU can build a coherent approach to advisement that is rooted in a clear sense of purpose, buttressed by a strong infrastructure of training and support, and improved over time through assessment. With a premiere undergraduate advising structure, NAU could offer a unique educational experience that encourages students to discover their passions, develop their potential, and lead productive lives. Increased student retention and progression would be a natural by-product of a campus culture that supported an undergraduate experience of this nature.

Advising and Career Planning Task Force Report

Introduction

As state and federal funding become increasingly restricted and student enrollment patterns become less predictable, retention has risen to the forefront of issues in higher education. Retention is a complex and dynamic concept that attempts to describe the flow of students through the college system by examining the ways students enroll, stay enrolled, complete their degrees, or drop out.¹

The past three years have shown a marked effort at Northern Arizona University to develop a clear understanding of the flow of undergraduate students through our institution and to examine numerous elements that impact retention. The proposed initiatives for NAU's 2006-07 strategic plan reflect a university commitment to improve the undergraduate experience and increase retention rates. The strategic plan expresses the university's aspiration to "build a strong scaffolding of student support and guidance" and specifically mentions the role that undergraduate advising should play in achieving that end. In concurrence with these efforts, Karen Pugliesi, Vice Provost for Undergraduate Studies, convened a task force to examine the role that developmental academic advising plays in student persistence and success in degree attainment. The Advising and Career Planning Task Force held their initial meeting on March 11, 2005 and this report reflects their efforts to "work collaboratively across what have traditionally been divisions in a collective enterprise to ensure that [NAU] provides the best possible advising and career planning for our students."² See Appendix 1 for the task force membership list.

It should be noted that the terms "advising" and "career planning" were incorporated in the title and charge of the task force. The university leadership designed the Gateway Student Success Center as a first step toward the integration of academic advising and career planning on campus—an approach that is considered developmental in nature. Virginia Gordon (2006) explains the value of developmental advising: "The necessity for integrating academic and career advising is apparent in today's college because of the overwhelming number and scope of academic and career choices that students confront and the complexity of the changing work world they are preparing to enter. Now as never before, academic advisors need to be in tune with the changing workplace and the many factors influencing it."³ This is a relatively new model and NAU is moving into innovative territory as we strive to infuse a career culture into our academic advising services.

The Advising and Career Planning Task Force conducted an examination to determine the state of academic and career advising at NAU. Subcommittees were established to investigate specific aspects of advising and career planning. These subcommittees were asked to review the literature, examine current practices at NAU, and to provide recommendations for strengthening advising. The subcommittee topics and membership are presented in Appendix 2. Subcommittee reports are currently being edited and will

¹ California State Polytechnic University, Pomona. 2004. "Understanding Student Retention." <http://www.csupomona.edu/~irap/stats/retention/understandRetention.htm> (accessed October 21, 2005)

² Pugliesi, Karen. February, 7, 2005. Advising and Career Planning Invitation Letter.

³ Gordon, Virginia. 2006. *Career Advising: An academic advisor's guide*. San Francisco: Jossey-Bass, pg. viii.

be posted on the Vice Provost for Undergraduate Studies website and used to structure the next steps taken to improve advising services.

At the end of one year, the task force uncovered as many questions as it answered, but the efforts proved valuable not only for the information gathered but for the collaborative working relationships that occurred among people that may not otherwise have known one another. It is our hope that this report is the starting place for continued effort in developing an innovative campus model of effective academic and career advising that will have national influence.

Advising and Retention

Northern Arizona University has made concerted efforts in recent years to gather information related to retention and student satisfaction that can better inform decisions related to resource allocation and program development. Both the report from the [Task Force on the Freshman Year Experience](#) and information from [the office of Planning, Budget, and Institutional Research](#) have provided helpful context for a discussion about the correlation between advising and retention.

Professional literature related to retention indicates that high-quality academic advising helps ensure success for both students and institutions. Student satisfaction with advising correlates with overall student satisfaction with the college experience. Developmental advising can facilitate a sense of context and progress that will motivate students; guide students through various academic and social pitfalls; and help students focus on the relationship between their lives, careers, personal goals, and short and long term academic goals.⁴

The following examples demonstrate how career and academic advising can be designed and delivered to impact retention:

1. Degree completion is highly correlated with student commitment to educational and career goals. ***Effective advising is one strategy that influences both academic and career development.*** Advisors should provide clear and consistent information about institutional requirements because students are more likely to continue if they understand the road map to completion.⁵ Without good information, students may drop out because they are unfamiliar with an institution's courses of study or because they are unaware of their options.⁶ Nutt (2003) expands this idea and endorses the interrelationship between advising and career services so that students see the connection between academic planning and their career goals.⁷

⁴ Frost, Susan. 1991. *Academic Advising for Student Success: A system of shared responsibility*. ASHE-ERIC Higher Education Report No. 3. Washington, DC: George Washington University.

⁵ Tinto, Vincent. 2001. "Taking Student Retention Seriously." October 21, 2005, <http://suedweb.syr.edu/Faculty/Vtinto/Files/RethinkFirstYearCollege.pdf>

⁶ Cuseo, Joe. 2005. "Academic Advisement and Student Retention: Empirical connections & systemic interventions." October 21, 2005, <http://www.brevard.edu/fyc/listerv/remarks/cuseorentation.htm>

⁷ Nutt, Charlie L. 2003. "Academic Advising and Student Retention and Persistence." October 17, 2005, <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/retain.htm>

2. Degree completion is highly influenced by student use of campus support services. ***Strong and effective connections between advising and the various components of campus*** (e.g., financial aid, residence halls, and academic and student affairs) ***are essential for student retention.***^{8,9,10}
3. Students often do not recognize that they are experiencing academic difficulty, and even if they do, they are reluctant to utilize support services. For this reason, ***academic support should be intrusive—where support services contact students rather than passively awaiting students to access them.***¹¹
4. Student-faculty contact outside of the classroom is identified as an essential component to student retention. ***Faculty advising programs can be an effective institutional structure that fosters one-to-one student-faculty interaction.***¹¹ Institutions should promote the frequency and quality of faculty and advisor interactions with students. Fostering student-faculty interaction in an advising relationship does not require that faculty be primary advisors. Effective collaboration between professional and faculty advisors allows faculty to provide mentoring and engage with students in co-curricular programs and activities. For example, involving faculty and academic administrators in Freshman Orientation and Welcome Week activities or creating opportunities for interactions in residence halls through Living Learning Communities.
5. Mentoring programs are critical to the retention and success of under-represented, first-generation college students who do not have college-educated role models at home. Retention promotion may be achieved through advisement programs that encourage advisors to act as mentors and rewards them for doing so.^{9,11} ***"Network" mentoring—where multiple students are mentored by one college faculty or staff—is more efficient and comparably effective to the traditional "dyadic" (one-to-one) mentoring.*** Effective mentors have similar characteristics as effective advisors: mature, effective at communicating, committed to student development, knowledgeable of campus, and readily available.
6. ***A strong advising role should be introduced early in the first year experience.*** Advisors should use their time and influence to remove barriers that prevent students from accessing advising services, not only for class schedule construction, but for referrals to campus resources. In addition, an advisor familiar with a student's interests and learning abilities can match him/her with appropriate topics and types of instruction. Appropriate class selection also allows students to develop academic interests supported by classroom peers.^{8,12}

⁸ De Sousa, D. Jason. 2005. *Promoting student success: What advisors can do* (Occasional Paper No. 11). Bloomington Indiana: Indiana University Center for Postsecondary Research.

⁹ Nutt, 2003.

¹⁰ Tinto, 2005.

¹¹ Cuseo, 2005.

¹² Fleming, W.J. Bruce. 2005. "The College Environment: Factors influencing student transition and their impact on academic advising." *The Mentor: An Academic Advising Journal*, Pennsylvania State University. October 21, 2005, <http://www.psu.edu/dus/mentor/050713bf.htm>

7. ***Advisors should adopt a talent development approach to advising.*** Advisors that challenge and support students to surpass their typical level of effort can help students cultivate habits that stimulate the pursuit of excellence.^{13,14}
8. ***Advisors can promote student success by encouraging students to participate in learning opportunities outside the classroom,*** such as service-learning, study abroad, civic engagement, internships, and experiential learning activities.^{13,14}
9. ***An area of rich potential for influencing retention is using academic advising as a way to promote institutional and instructional goals.*** Advisors can introduce students to initiatives such as the common reading program, first year seminars, and living-learning communities. They can also help students understand how liberal studies classes such as global and ethnic diversity courses can enhance their education and foster self-awareness. Students often have difficulties understanding the value of certain “requirements” and advisors should provide context and examples to help them connect the dots and see value in the larger picture.

Northern Arizona University has taken the first steps in utilizing advising as a retention tool by centralizing freshmen advising in the Gateway Student Success Center (Gateway) and by merging the former offices of Academic Advising Services and Career Services into one organization. However, to fully realize the impact developmental advising can have on the quality of the undergraduate experience at NAU, we must work toward a cohesive and committed advising community. We must build a solid developmental advising platform based on quality, accuracy, and consistency. The Advising and Career Planning Task Force has identified five key areas that need to be addressed in order to improve the current standards of advising:

1. Mission
2. Training
3. Assessment
4. Communication
5. Infrastructure

Mission

It is revealing that Northern Arizona University does not currently have a university-wide mission statement for advising services. Several departments and offices have developed academic advising mission statements to drive their own activities, but there is not a common vision for the entire campus.

Developing a collective sense of purpose should be the first step in establishing a strong university advising and career planning program. Doing so would create a common framework, clarify expectations, and establish consistency. A thoughtful mission statement would recognize academic and career advising as a valued activity that helps students not only navigate the institutional requirements but set a course for life.

¹³ Tinto, 2005.

¹⁴ De Sousa, 2005.

Recommendations for Mission Statement

Goal: Develop a university-wide mission statement and goals for academic advisement.

- Clarify advisor and advisee responsibilities.
- Identify elements of successful advising interactions.
- Develop a draft mission statement.
- Circulate the draft across campus and invite feedback from all university constituents who have an investment in advising including faculty, staff, students, and administrators.
- Post the mission statement in the undergraduate catalog and on the university web pages of every office involved in academic advising for undergraduates.

Training

Advisor training is repeatedly identified as an essential part of a successful advising program. Northern Arizona University does not have a structured, centralized training program to develop advisor skills. The Advising and Career Planning Task Force found that new faculty members typically do not have prior advising experience and are often given only cursory training such as explanations as to how to find the university online catalog. There is also no structured training for professional advisors across the university. By reviewing information on the Internet and seeking assistance from colleagues, advisors can acquire the crucial informational elements of advising, but the conceptual and relational aspects of advising can remain absent from an advisor's skill set.

NAU needs to equip advisors with tools to effectively communicate with students and offer academic and career guidance. Three types of knowledge need to be shared with advisors in order for them to deliver quality advising:

1. **Conceptual:** familiarity with theories of student development, career decision making, and developmental advising.
2. **Informational:** knowledge of degree requirements as well as university policies and procedures.
3. **Relational:** information about how to effectively interact with advisees.¹⁵

University departments typically provide on-the-job training to individuals only when needed. To this end, there is currently no set of common training guidelines, a checklist of competencies that must be met, or a method for assessing basic competency. The only formal, centralized training that occurs on campus is offered annually by the Gateway Student Success Center, and it is designed specifically for those who assist in the advisement of new students during summer Orientation activities.

Moreover, NAU lacks a comprehensive written training guide for advising activities that could supplement training and act as a continuing resource for advisors. The Distance

¹⁵ King, Margaret. 2000. "Designing Effective Training for Academic Advisors." In Gordon, V.N. & Habley, W.R., & Associates (Eds.), *Academic Advising: A Comprehensive Handbook*. San Francisco: Jossey-Bass, pp.289-97.

Learning office has developed a comprehensive manual but the information is specific to distance and online learning and is not used by other departments on campus.

Recommendations for Advisor Training

Goal: Develop an advisor training program for professional and faculty advisors across the university.

- Form a training committee of professional and faculty advisors to:
 - identify a comprehensive list of training topics;
 - establish an appropriate sequence of topics;
 - suggest methods of delivery;
 - identify incentives for participation in training activities;
 - determine methods for assessing advisor competence;
 - identify resources for the development and delivery of training materials.
- Allow new advising faculty a one-year training period before assigning advising responsibilities.
- Investigate the creation and maintenance of an on-line advising handbook:
 - identify topics for inclusion;
 - review materials developed by Distance Learning;
 - determine fiscal and human resources needed to support the design, content development, and maintenance of an academic and career advising web site.

Assessment

According to higher education specialist Linda Darling-Hammond, evaluation affects behavior. “What is measured will increase, and what is not measured will decrease.”¹⁶ Assessment is a crucial part of any strategic plan to increase the efficacy of academic advising. Evaluating advisor effectiveness sends an explicit message to all academic advisors that advising is an important professional responsibility; conversely, failure to do so tacitly communicates the message that this student service is not highly valued by the institution.¹⁷

Based on current assessment practices, one might assume that NAU does not value academic advising. A few departments have developed in-house surveys of advising services—with only one currently in use—but there is no common instrument for obtaining meaningful program assessment. Without an assessment tool, it is difficult to identify the current strengths and weaknesses of advising and career planning at NAU much less develop a meaningful plan for improvement.

The complexity of advising at NAU contributes to the limited advising assessment currently in place: advising is not a one time event but rather a service that spans a student’s entire academic career. Student needs change as they progress toward degree completion and many may have multiple advisors in the process. Deciding when and how to garner information about student satisfaction and advisor effectiveness is therefore not straightforward. Advising assessment is made more challenging because students often react emotionally to the process and to the personalities of the advisors.

¹⁶ Hutchings, Pat & Ted Marchese. 1990. "Watching Assessment: Questions, stories, prospects." *Change* 22(5) pp. 12-38.

¹⁷ Cuseo, 2000.

Popular advisors are not always the most skilled advisors and the most skilled advisors are not always popular. Before initiating an evaluation process, the university needs to carefully define what constitutes quality advising and ensure that advisors are not penalized for enforcing policies or initiating difficult conversations with students.

Recommendations for Assessment

Goal: Develop a common instrument and protocols for assessment of advising in all university units.

- Develop an assessment work group to:
 - review existing local and national assessment tools;
 - select or develop an advising evaluation tool to be used as the standard for the university;
 - identify how and when assessment should be administered;
 - circulate a draft assessment plan to the university community and revise draft to incorporate feedback;
 - determine the fiscal and human resources needed to support a university-wide advising and career planning assessment process.
- Encourage departments to develop assessment plans unique to their evaluation needs that coincide with the general university advising assessment.
- Once an assessment plan is in place, circulate an “Advising Report Card” each year which can be used to improve advising practices.

Campus Communication

Effective organizational communication is fundamental to good business processes and service delivery. This is particularly true for quality academic advising because this service relies on frequent and complex exchanges of information between a myriad of offices and individuals. Without diligent efforts to work cooperatively and communicate effectively, administrators and staff can work at cross purposes and fail to serve the needs of students.¹⁸

There are numerous university committees that make decisions which affect academic advising practice and policy including the Liberal Studies Committee, the University Curriculum Committee, the Academic Standards Committee, and the Faculty Senate. Many university offices provide services that dovetail with academic advising: Undergraduate Admissions, Athletics, the Center for International Education, the Academic Information Office, and the Registrar’s Office. In addition, the interdisciplinary nature of many academic programs makes it necessary for departments to regularly communicate changes in requisites in order to avoid unexpected and negative impacts on student academic progress.

Presently no cohesive communication system is in place to support the dissemination of advising and career information at NAU. In order to efficiently and effectively share information about changes in policy, best practices, and general announcements, it is necessary that NAU have an entity that is responsible for the timely and accurate dissemination of information to advisors.

¹⁸ National Academic Advising Association. 2005. “Program Winners: Restructuring Advisors, California State University, Chico.” October 23, 2006, <http://www.nacada.ksu.edu/Awards/archive/ra.htm>.

Recommendations for Communication

Goal: Strengthen systematic communication of information relevant to advisement and services to students.

- Encourage departments on campus to improve communication by implementing basic strategies:
 - keep web pages current;
 - respond to voicemails/emails in a timely manner;
 - participate in meetings and disseminate information to colleagues in a timely manner;
 - keep up-to-date contact lists and freely share them with colleagues;
 - explore the use of Instant Messaging (IM) and other technological communication strategies.
- Designate a person, office, or committee to be responsible for: a) attending meetings of constituents that dovetail with advising and career planning activities and b) disseminating academic advising and career planning information throughout the campus.
- Foster a feeling of collaboration, engage in civil interaction, and confront negative communication practices as they arise.

Infrastructure

In order to gain insight into advising practices at Northern Arizona University, the Advising and Career Placement Task Force examined the advising infrastructure on campus. Specifically, the task force reviewed how advising is delivered and by whom, advisor/advisee ratios, job responsibilities, and compensation. Following the review, it was evident that delivery models and ratios vary from one office to another; faculty advising expectations are not clear or consistent; and the job responsibilities, titles, and compensation for professional advisors have considerable variance.

NAU's advising infrastructure is further complicated by the existence of offices dedicated to special populations that provide advising or advising support outside of the Gateway Student Success Center. These offices and programs include the Honors Program, Native American Student Services, the Multicultural Student Center, and Student Support Services.

There are also populations with unique needs—students on probation and/or returning from suspension, transfer students, international students, student athletes, and pre-professional students—who require specialized knowledge and assistance from faculty and professional advisors, but they are currently served as part of the general population. These students represent a significant hidden workload for advisors because their advising often requires extensive time and specialized assistance that is not quantified. Appendix 3 provides more information about advising services for special populations on the NAU campus.

Delivery Models

The National Academic Advising Association (NACADA) generally uses three common organizational structures to describe advising: centralized, decentralized, and shared. Both the decentralized and shared structures are divided into models that further specify the advising structure, resulting in seven possible advising models. Appendix 4 provides a detailed description of each model.

At the broadest level, advising on the mountain campus of NAU can be described as a Shared–Total intake model because all freshmen are centrally advised in the Gateway Student Success Center during their first two terms of enrollment. After completing two full-time terms, students are transferred to their major departments for advising. Students may encounter any number of advising infrastructures once they are transferred from the Gateway Student Success Center to their academic units for advising. The structures vary not only between colleges but within them. The table below describes the variety of advising models in place at NAU in the spring of 2006.

Advising models used on the main campus of Northern Arizona University

College or School	Advising Structure	Staffing	# of Majors*
College of Education	Centralized: All academic advising provided by professional advisors. Faculty act as career mentors.	5 Professional staff 1.5 Support staff Student workers	1,059
College of Business Administration	Shared: Advising provided by professional advisors and faculty. <i>Total In-take:</i> Students advised in department advising center until program admissions criteria met then transferred to faculty. <i>Split:</i> Probation students advised by professional advisors in advising center. <i>Supplemental:</i> Advising center provides training and support for faculty and serves students when faculty are unavailable or unclear about processes.	3.75 Professional staff 1 Support staff Student workers & peer advisors	889
Consortium of Professional Schools	Advising structure varies between schools and, in the case of Health Professions, varies between departments.		
School of Forestry	Shared–Dual: Student is advised by both faculty and professional advisor.	1 Professional staff	121
School of Health Professions	Centralized & Shared: Advised by either faculty or professional advisor depending on major. <i>Centralized:</i> Health Sciences students advised by professional advisor in advising center. <i>Total In-take:</i> Students in professional programs advised in department advising center until program admissions criteria met then transferred to faculty. <i>Supplemental:</i> Advising center provides training and support for faculty and serves students when faculty are unavailable or unclear about processes.	1 Professional staff 1 Student worker	363

School of Nursing	<p>Shared: Advising provided by professional advisor & faculty <i>Total In-take:</i> Students advised in department advising center until program admissions criteria met then transferred to faculty. <i>Supplemental:</i> Advising center provides training and support for faculty and serves students when faculty are unavailable or unclear about processes.</p>	1 Professional staff .50 Support staff	325
School of Hotel & Restaurant Management	<p>Shared: Advising provided primarily by faculty with support from advising office. <i>Split:</i> Probation and other special needs students advised in department advising center. <i>Supplemental:</i> Advising center provides training and support for faculty and serves students when faculty are unavailable or unclear about processes.</p>	1 Professional staff 1 Graduate assistant	358
College of Social & Behavioral Sciences	<p>There are some variations in the delivery of advising services between the Offices of Academic Services and Advising in SBS and the School of Communication.</p> <p>Shared: In both offices, advising is provided by both faculty and professional advisors in various combinations. <i>Total-intake:</i> In the SBS office, incoming students meet with professional advisors to review transcripts and college processes. After initial meeting advising is varied in structure depending on department. <i>Split:</i> In SBS, students of some majors served by professional advisors until program admissions criteria met then transferred to faculty. In both SBS and Communication, high risk and special needs students served by advising center. <i>Dual:</i> In SBS, all students assigned to professional advisor as a back-up when faculty unavailable. <i>Supplemental:</i> In both units, the advising centers provide training and support for faculty and serves students when faculty are unavailable or unclear about processes.</p>	3 Professional staff 1 Student worker 2 Peer advisors	2,060
College of Arts & Letters	<p>Decentralized–Faculty Only: Students assigned to faculty advisors. Student Service Coordinator organizes advising and other student services but does not advise students. <i>Supplemental:</i> Student service coordinator provides training and support for faculty and serves students when faculty are unavailable or unclear about processes.</p>	1 Professional staff	1,059
	<p>Decentralized–Satellite: English Department advises through advising center staffed by faculty.</p>	English faculty	

College of Engineering & Natural Sciences	Decentralized—Faculty Only: Students assigned to faculty advisors. Student Service Coordinator organizes advising and other services but does not advise students. <i>Supplemental:</i> Student Service Coordinator provides training and support for faculty and serves students when faculty are unavailable or unclear about processes.	1 Professional staff Student worker	1,704
	Decentralized—Satellite: Biology Department advises through advising center staffed by faculty and professional advisor.	1 Professional staff	
Gateway Student Success Center	Centralized—Total In-Take: All first year students advised by professional advisors until they have successfully completed the equivalent of two semesters of full time course work. They are then transferred to academic departments for advising. All undecided students remain in the Gateway until they declare a major. (Note: professional staff also provides career planning and job search services to students outside the freshman population. They also provide support for pre-med students. These populations are not represented in this number.) <i>Supplemental:</i> Gateway provides training and support for advising community and serves students when department advisors are unavailable or unclear about processes.	11 Professional staff 4 Graduate assistants 2 Support staff	4,037 Fall 6,000 Spring Estimate**

*These data were extracted from Business Objects on 9/25/06 and represent the primary academic plans for currently enrolled mountain campus undergraduate students. The number of declared majors for each department does not include freshmen. This figure is included in the Gateway population estimate.

**During the spring and summer Gateway advises continuing freshmen for courses they plan to take in the fall. Advisors also prepare those students' files for transition to departments. During this time, Gateway advisors are advising and building schedules for incoming freshmen thus spring advising numbers are significantly higher than fall.

The structure of advising in Distance Learning Services (DSL) is difficult to summarize. The relationships between DSL advisors, professional advisors on campus, and faculty advisors vary from site to site. In some regions, DSL provides centralized advising, in other regions the academic units hire faculty or staff to advise on site or long distance in a decentralized manner, and in still other regions, DSL and the academic units have a Shared model.

Advising Ratios

There is no set formula for determining the ideal student-advisor ratio. Most people would think that the smaller the ratio the more effective the advising. However, there is no definitive research on the relationship between advisor load and either student satisfaction or advisor effectiveness. In a survey done by NACADA in 2004, the mean number of advisees assigned to full-time advisors in four-year public institutions was 285 to 1. The survey also compared the number of advisees assigned to full-time faculty—which varied greatly—with the number of student advisees per faculty member ranging from 7 to 45 in four-year public colleges. NACADA recommends that advising loads at four year public institutions be approximately 20 to 1 for full-time instructional staff and 300 to 1 for full-time advisors who do not have other designated job responsibilities. The

literature also indicates that advisors working with students with the following characteristics should have fewer advisees:

- Students who have more extensive advising needs (e.g. international students, first generation students, student athletes, and students requiring special accommodation);
- Students in complex academic programs that include rigorous institutional requirements and/or accrediting agency requirements;
- Students in transition (e.g. first-year, transfer);
- Students having academic difficulty (e.g. probation students, students returning from suspension).¹⁹

It should be noted that most professional advisors at NAU have designated job responsibilities outside of their academic advising role; they also typically work with special populations that require extra assistance. Thus, a 300 to 1 ratio for full-time professional advisors is high for NAU's advising structure.

The Advising and Career Planning Task Force had difficulties ascertaining advising loads at NAU because of the differences in enrollment numbers, advisor expectations, and the complexity of curriculum pathways. In addition, obtaining meaningful data was a challenge. The following examples illustrate some of the barriers encountered when trying to determine and compare advisor/advisee ratios:

- Some faculty members undertake more advising as a component of their formal distribution of effort. This is not a consistent practice across campus and such arrangements are not reflected in raw numbers of advisor assignments.
- Some academic units do not require faculty to advise students in the traditional sense (i.e. with an understanding of degree requirements, academic policies, and the LOUIE information system), but these faculty consider themselves advisors because they provide career mentoring.
- In department advising centers staffed by faculty, these advisors do not have an assigned number of advisees but rather contribute a specified number of hours per semester to the advising office.
- Advisor assignment reports include major advisees as well as minor and certificate advisees. The amount of time required to advise a major is considerably higher than for minors but this is not differentiated in the reports.

Advising Responsibilities, Job Titles, and Compensation

NAU has historically looked to its faculty to provide advising. However, that model is shifting as some departments question whether advising should be assigned to professional staff specializing in student development and service. NAU relies on a blended model of faculty and professional advisors to deliver advising services, and the division of advising responsibility assigned to faculty versus professional advisors varies from department to department.

The expectations for faculty who are engaged in advising are not clearly delineated. Academic advising is becoming more complex and requires technical skills to navigate the student information system, interpersonal skills to effectively engage students, and organizational skills to keep abreast of changing university requirements, policies, and

¹⁹ Habley, Wes. 2004. "Advisor Load." *NACADA Clearinghouse of Academic Advising Resources*. January 27, 2006, <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/advisorload.htm>

procedures. Developmental advising, which integrates career and personal development in the academic advising process, requires an understanding of student development and knowledge about the world of work. Expectations for advisement performance are not fully articulated in the Faculty Handbook or Statement of Expectations. Thus, there is not a consistent set of expectations for faculty advisors.

Currently, for the first time in the university's history, every college or professional school employs at least one professional who is involved with academic advising services. For those units that expect advising to be handled primarily by faculty, academic units have offices staffed with student service coordinators. Other divisions have academic advising coordinators, advisors, and/or recruitment and retention specialists. The responsibilities of all of these individuals include some level of advising, but they are also engaged in tasks not directly related to advising that include recruiting activities, organizing community events such as open houses or commencement receptions, handling student complaints, or tracking data and writing reports. Appendix 5 provides a sample of the tasks carried out by advisors and student service providers at NAU.

The job responsibilities for these professionals are likely to expand as the university adopts new academic initiatives. Administrative support and implementation of programs such as the Chinese 1+2+1 partnerships and the "Finish in Four" project typically fall to advisors and student service coordinators. Increased expectations on the part of academic units regarding recruiting and orientation activities also impact the responsibilities of these professionals. Employees in these roles are more easily deployed than faculty in an environment requiring a nimble response to changing administrative demands. In academic units with limited numbers of advising or student service professionals, the additional responsibilities may detract from advising services.

The task force gathered information related to classification, pay grades, job titles, and compensation for professionals involved in the coordination and delivery of advising services in an attempt to determine whether individuals are being compensated equitably and fairly. The table in Appendix 6 summarizes the findings of the task force. The variance in titles and pay combined with the diverse and evolving job responsibilities of this employment group made it difficult to accurately assess questions of equity.

The Advising and Career Planning Task Force appreciates that the size and structure of academic units vary and, thus, realizes it is not appropriate to aim for a standardized campus-wide model for advising at this time. However, in order to develop and maintain high standards of advising, all academic units should have an adequately staffed advising or student service office to coordinate the advising activities of faculty and act as a conduit of advising and career planning information. The university needs to prioritize resources to ensure an appropriate complement of professional advising staff to handle growing enrollments and new academic initiatives.

Recommendations for Infrastructure

Goal: Increase professional advising support across campus units; work to establish alignment of titles, responsibilities, and compensation for professional advisors; and clarify faculty responsibilities for undergraduate advisement.

- Create mechanisms for data analysis to examine the distribution of advisement responsibilities and move toward equitable advising ratios.

- Further investigate job responsibilities of professional staff involved in the delivery or coordination of advising to establish clear understanding of responsibilities and to ensure equitable compensation across divisions.
- Clearly identify criteria for selection of professional and faculty advisors.
- Provide incentives and rewards for outstanding advising among faculty and professional advisors. These incentives could be in the form of travel compensation for professional development opportunities, course release, office equipment, or service credit.
- Examine practices related to faculty advising assignments and consider the following recommendations:
 - Faculty advisors should be selected based on an expressed interest in advising and an appreciation for the value it brings to student learning.
 - Faculty advising responsibilities should be clearly communicated in the Faculty Statement of Expectations. Consideration should be given as to whether advising should be separated from teaching and placed within the realm of service, and thus considered equal in value to teaching and research.
 - Faculty advisors should be committed to learning various advising practices and to mastering the technical skills needed to operate the computer systems the university uses to support advising practices.
 - New faculty should not be given advising assignments during their first year on campus. Instead, they should receive training in advising practices and information about departmental requirements before being assigned advisees in their second year.
- Consider the needs of special populations and develop a mechanism for quantifying the hidden workload associated with advising them.
- Examine the processes for advising probation students and those returning from probation. Assess current staffing resources allocated to probation services in order to determine whether it is realistic to improve probation advising without additional resources. If possible, develop leadership for probation advising that will:
 - ensure timely recognition of who is on probation;
 - determine best practices for initiating and maintaining contact with probation students;
 - provide training and materials for advisors working with probation students.
- Examine processes for advising transfer students:
 - consider the elimination of the required “meet & greet appointment” for transfer students at the Gateway Student Success Center and, instead, immediately connect transfer students—with 24 or more credit hours—with an advisor in their major department;
 - centralize the transfer credit evaluation process for out of state credits so that transcripts can be processed accurately and efficiently;
 - develop specialized training on the needs of transfer students and how to best assist them.

Next Steps

The information gathered by the Advising and Career Planning Task Force provides the foundation for strengthening the developmental advising services at NAU. The logical next step is to begin implementing some of the recommendations presented in this report. A suggested course of action follows:

1. Place the responsibility for strengthening advising university-wide under the Vice Provost for Undergraduate Studies.
2. Gather feedback from campus leadership in order to refine and prioritize task force recommendations.
3. Identify an individual to represent the perspective of faculty advisors and work with the Faculty Senate to rewrite the Faculty Statement of Expectations.
4. Designate the Director of the Gateway Student Success Center as the campus-wide coordinator for career and academic advising initiatives. In this role, the Director can organize work groups—consisting of administrators, faculty, staff, and students—to focus on specific tasks related to these recommendations and come up with manageable solutions.

Conclusion

Northern Arizona University seeks to fulfill its mission to provide an outstanding residential undergraduate education. In order to meet this challenge in an environment with high expectations of accountability, academic advisement will become increasingly important. Contemporary students expect and benefit from consistent, thoughtful guidance from knowledgeable, caring advisors. Increasing retention and persistence among students with variable preparation, competing commitments, and other challenges will necessitate more proactive strategies and will add complexity to advising responsibilities.

The task force proposes to elevate advisement as a core responsibility of the institution, its faculty, and professional advising staff. The recommendations presented in this report are intended to lay the groundwork for intentional cultivation of a coherent approach to advisement that is rooted in a clear sense of purpose, buttressed by a strong infrastructure of training and support, and improved over time through assessment.

Academic advisors are in a unique position to facilitate student self and intellectual exploration. Students discover their passions and develop their potential through formal coursework; engagement with peers, faculty, and staff in co-curricular activities; and through a special relationship with an academic advisor. If every student who came to NAU had the full range of these experiences, we would be offering a unique educational experience that changes lives, develops responsible citizens, and strengthens communities.

Appendix 1

Advising and Career Planning Task Force Membership List*

Task Force Chairs	
Eileen Mahoney	Director of Gateway Student Success Center
Ron Pitt	Associate Provost for Academic Administration
Karen Pugliesi	Vice Provost for Undergraduate Studies
Professional Academic Advisors	
Debbie Berkold	College of Arts and Letters
Sharon Culotta	College of Business Administration
Tammy Harrison	Gateway Student Success Center
Hedy Jacobson	College of Social and Behavioral Sciences, School of Communication
Linda Jerome	Consortium of Professional Schools, School of Health Professions
Kim Knowles	Consortium of Professional Schools, School of Hotel & Restaurant Management
Mary Lee	Consortium of Professional Schools, School of Forestry
Martin Lozano	Gateway Student Success Center
Tessie Moate	Gateway Student Success Center
Colleen Rice	College of Education
Gregg Schneider	Consortium of Professional Schools, School of Nursing
Katie Sheridan	Honors
Pam Stinson-Tattersall	College of Social and Behavioral Sciences
Debbie Wildermuth	College of Engineering and Natural Sciences
Faculty	
Syl Allred	College of Engineering and Natural Sciences, Biology
Canda Byrne	Consortium of Professional Schools, School of Nursing–Statewide
Carl Clark	College of Arts and Letters, Interior Design
Gary Dunagan	Consortium of Professional Schools, School of Health Professions
Earl Duque	College of Engineering and Natural Sciences, Mechanical Engineering
Pam Foti	College of Social & Behavioral Sciences, Parks & Recreation Management
Yvonne Luna	College of Social & Behavioral Sciences, Sociology & Social Work
Astrid Sheil	College of Social and Behavioral Sciences, School of Communication, Public Relations
Nancy Wilburn	College of Business Administration
Assistant & Associate Deans Roundtable (AADR)	
Ilene Decker,	Consortium of Professional Schools, School of Health Professions
Gypsy Denzine	College of Education
Academic Information Office (AIO)	
Margery Sorensen	Degree Progression
Department Chairs	
Jean Boreen	College of Arts & Letters, English
Cynthia Kosso	College of Arts & Letters, History
EPS 101/FYE 101	
Rebecca Cole	College of Education, Educational Psychology

*This list represents those serving on the task force when it was convened in March 2006.

Advising and Career Planning Task Force Membership List* (cont'd)

Pre-Professional Programs	
Chris Maxka	Gateway Student Success Center, Biomedical Professions
Marsha Yowell	College of Social and Behavioral Sciences, School of Communication, Law
Student Representative	
Kapri Saunders	ASNAU/Academic Vice President
Distance Learning Services	
Kyle Cawood	Student Services
Student Affairs	
Catherine Talakte	Native American Student Services (NASS)
Hilda Ladner	Multicultural Student Center (MSC)
Kevin Chase	Student Support Services (SSS)
Kathie Oehme	Student Support Services (SSS)

*This list represents those serving on the task force when it was convened in March 2006.

Appendix 2

Task Force Subcommittee Charges and Membership

Audit Subcommittee

Allred, Syl
Clark, Carl
Denzine, Gypsy
Harrison, Tammy
Schneider, Gregg
Sorensen, Margery
*Wildermuth, Debbie

Retention

*Boreen, Jean
Byrne, Canda
Chase, Kevin
Cole, Rebecca
Dunagan, Gary
Lozano, Martin
Luna, Yvonne
Sheridan, Katie

Developmental Advising

Decker, Ilene
*Duque, Earl
Knowles, Kim
Ladner, Hilda
Oehme, Kathie
Saunders, Kapri
*Stinson-Tattersall, Pam
Wilburn, Nancy

Communication

*Berkold, Debbie
Carpenter, Kathleen
Foti, Pam
Jerome, Linda
Kosso, Cynthia
Sheil, Astrid

Assessment

*Cawood, Kyle
Culotta, Sharon
Maxka, Chris
Moate, Tessie
Rice, Colleen
Yowell, Marsha
*Subcommittee chairs

Appendix 3

Advising for Special Populations

Special Populations with Designated Offices

Honors students, under-represented ethnic minorities, and first-generation college students receive supplemental advising support from designated offices. A hallmark of these programs is that they have lower student to advisor ratios than standard advising programs in the academic areas. The services of these offices often involve extracurricular programs that foster a sense of belonging. As a result, the retention rates for offices serving special populations tend to be higher.

Honors

Honors advising focuses primarily on assisting Honors students in understanding and completing the Honors Liberal Studies program, but also includes general assistance with university policies and procedures, major and career exploration, questions about study abroad, and assistance with graduation papers. Honors program advisors complement the services of advisors in academic units and in the Gateway Student Success Center by making referrals to those units for major related questions and career planning assistance. Honors advisors also educate department and Gateway advisors about how the Honors curriculum fulfills Liberal Studies requirements.

Multicultural Student Center

The Multicultural Student Center (MSC) coordinates the Successful Transition and Academic Readiness program (STAR) which is a five-week summer program for incoming freshmen. To be eligible for STAR, students must demonstrate financial need, belong to an ethnic minority population, or be a first-generation college student.

Peer advisors in the MSC work with students on a one-to-one basis and assist with general transition issues, financial aid questions, and strategies for satisfactory academic progress. The peer advisors monitor freshmen and sophomore STAR student transition, offer support, and make referrals to campus services. They make suggestions about courses but ultimately refer students to advisors for academic and career planning assistance.

Native American Student Services

Native American Student Services (NASS) offers support services to all Native American and Alaskan Native students attending NAU. The staff makes a strong effort to reach out to first-year freshmen and transfer students to assist them in the transition from home to the university community.

NASS invites students to an appointment early in their first semester to address the academic, social, and personal elements that can help or hinder the students' academic advancement. NASS advisors pay close attention to the academic standing of their students and attempt to intervene with those who are placed on academic probation. The staff view themselves as members of the academic advising community and provide students with course recommendations and information about major and minor requirements.

Student Support Services

Student Support Services (SSS) is a federally funded program associated with the TRIO educational opportunity grant. Students qualify for services by demonstrating a need for academic support and by falling into one or more of the following categories: a first-generation college student, a low income student (Pell eligible), or a student with a documented disability. The program provides financial assistance, individualized tutoring through the Learning Assistance Centers, academic planning, one-to-one counseling and coaching, and referrals to campus services as needed.

Though SSS staff are called advisors, their roles are more aligned with academic success coaching because they primarily counsel students about how to be successful and responsible for their academic career. They are well-versed on campus services for referral purposes and encourage students to meet with academic advisors in the Gateway Student Success Center or their major department for advising assistance.

Special Populations without Designated Offices

There are several student populations who have distinct advising needs but are advised as members of the general population because there are no special offices or programs to serve these students. These students tend to require more time and attention and can create a significant hidden work load for academic advisors.

Probation Students

An average of 1,000 students a semester are on academic probation because they have failed to maintain the GPA required for good academic standing at NAU. In the spring of 2007, the Gateway Student Success Center will work more aggressively with freshmen who are placed on academic probation after their first semester. These students will be included in the Rapid Alert Program (RAP) in an attempt to partner with faculty in successful retention interventions. Without this type of intrusive advising, probation students are likely to be suspended or leave the university of their own volition. Unfortunately, most probation students outside the freshman population will not receive special attention because many academic units do not have sufficient staff to provide ongoing support. In addition, it is currently the responsibility of individual academic units to create guidelines, define expectations, and develop advising tools for probation students. This has caused inconsistencies in the types and quality of resources available to probation students across the university.

Transfer Students

New transfer students require significantly more advising time than the average student because transfer credits need to be evaluated, program requirements need to be explained, and appropriate classes need to be selected. It is not uncommon for transfer students to experience "culture shock" as they adjust to a new environment and new academic expectations.

Transfer students are encouraged to come to the Gateway Student Success Center for an initial appointment. If transfer students come in with more than two semesters of completed course work, the Gateway does not have the authority to recommend classes or lift advising holds; students must instead see a professional or faculty advisor in their major department for advising services. Depending on the time of year, advisors in the academic units may not be readily available and transfer students can become

disheartened and perceive that they are not getting the information and attention they need.

International Students

International students typically require time intensive advising sessions, and advisors should have special training to work with this population. Because many international students do not speak English as their native language, there can be language barriers to consider. Cross cultural communication challenges can also exist. For students new to the United States, it can be difficult to navigate the university system. In an advising appointment, an advisor must spend more time to ensure that there is not a breakdown in communication regarding what the student desires and what the advisor is recommending. In the same vein, the advisor must also avoid misunderstandings in which the advisor makes a recommendation and the student takes an entirely different action.

The educational requirements of an international student can vary from the requirements of a domestic student, which can be confusing. Transfer credits from international institutions can be difficult to interpret, holds and other admission concerns need to be carefully checked, and restrictions—such as the number of ITV and online classes an international student can take—must be explained.

Furthermore, special consideration needs to be taken when recommending classes to an international student. Students who have recently passed the TOEFL exam with a low score may find some required courses challenging, especially reading and writing-intensive courses. The advisor must consider modifying the typical course sequence, which often means working from a more limited course selection until their fluency in English improves.

Student Athletes

Student athletes often require more attention and time for advising because they have special considerations related to their schedules. For example, weekly practice schedules and travel to a sports event outside of Flagstaff may impact the courses they take. Their athletic involvement may also have an impact on their career preparation because they may not be able to take advantage of experiential learning opportunities. In which case, advisors may need to help them identify transferable skills developed through the demands of being a student athlete.

Student athletes must meet NCAA requirements regarding GPA and degree progression. Monitoring satisfactory academic progress for athletes is now decentralized and the responsibility falls on professional advisors or student service coordinators in individual colleges. This time-consuming task occurs at the same time that college personnel are expected to assist with summer Orientation activities.

Pre-Professional Advising

Northern Arizona University offers pre-professional advising support for students who intend to apply for law or medical school (or other allied health professions graduate programs). The intent of university pre-professional advising programs is to guide students toward appropriate goals, prepare them for the competitive application process, and increase their chances for admission into professional graduate school programs.

Biomedical Professions (Premed) Advising

Biomedical advising is coordinated in the Gateway Student Success Center. Students can select any undergraduate major to prepare for entry into medical school or other health related graduate programs. However, their program of study should include extensive science coursework in areas such as biology, chemistry, and physics. Students are advised by professional or faculty advisors within their majors and receive supplementary advising from advisors in the Gateway who are familiar with biomedical professional program requirements. In addition to offering supplemental advising, the Gateway coordinates committee recommendation for students applying to medical school and other graduate health programs, arranges for Kaplan support for entrance exams, arranges student groups to visit medical schools, and teaches a one credit hour professional development course that is intended to help students gain a clear understanding of the medical professions and requirements for entry into professional schools.

Pre-Law Advising

Pre-law advising focuses primarily on assisting students who are contemplating careers in the legal profession and offers students the opportunity to talk with advisors who have expertise in pre-law programs of study. Students who want to enter law school can select any major at NAU but, as a general rule, they should select programs of study that facilitate the development of outstanding communication skills and advance their abilities to understand and apply logic. Pre-law advising at NAU is overseen by a full-time professor in the School of Communication who receives the equivalent of one course release time to coordinate advising. Students are advised in their colleges by faculty advisors that have expertise in the legal field and/or in the law school application process. The pre-law advising coordinator maintains a list of qualified advisors and posts this list on the university website. There is not a designated office on campus for pre-law advising as it is dispersed among faculty across campus.

Appendix 4

NACADA Description of Common Advising Structures

Centralized: Advisors are housed in one academic or administrative unit.

Decentralized: Advisors are located in their respective academic departments.

- **Faculty-only model:** Advising is done by faculty within the academic department.
- **Satellite model:** Advising is provided through an advising center located in the academic department.

Shared: Some students are advised in a central administrative unit (i.e. an advising center) while other students are advised in the academic department of their major discipline.

- **Supplementary model:** Advising services provided by both a centralized office and a departmental advisor. The centralized office generally provides resources, information, training, and general services like processing transfer credits and degree audits. The faculty advisor is responsible for helping students make decisions about academic programs.
- **Split model:** Advising is split between departments and a centralized advising center. The advising center may be responsible for advising students in a pre-major program, students who are high-risk (those on probation or with low placement scores), and special populations (student athletes, international students, non-traditional students).
- **Dual model:** Similar to the supplemental model. A student has two advisors, and the duties are split between the advisement center and the departmental advisor.
- **Total intake model:** Initial advising is conducted in a centralized advising center. When a student meets a particular criteria (admission to a program, class standing, GPA, etc.) he/she is transitioned to a departmental advisor (Daller, 1997 & Habley, 1983).

Appendix 5

Job Responsibilities Assigned to Professional Advisors

Recruiting

- Answer inquiries from prospective students
- Coordinate or participate in Open House expo and academic presentation
- Coordinate or participate in Daily Campus Visits tours
- Coordinate or participate in recruiting trips
- Maintain database of prospective students

New student services

- Coordinate or participate Orientation advising for freshmen and/or transfer students
- Coordinate faculty to advise at transfer Orientation
- Coordinate new student reception/orientation for academic unit
- Contact transfer students and provide unofficial transcript evaluation and suggest courses

Continuing student services

- Assist students in selecting classes
- Answer general questions from student walk-ins
- Handle difficult/challenging advising situations
- Review & sign student petitions as an advisor and/or as a signatory for the Dean
- Provide resource information and referrals
- Complete NCAA paperwork for student athletes
- Remove advisor holds
- Enroll students
- Review & enroll students with overrides for class limits and/or
- Present at program specific orientation/workshops
- Develop retention strategies/programs
- Meet regularly with at-risk students
- Meet with students coming off of academic suspension
- Maintain database of current students

Faculty services

- Provide advisor training and serve as a continuing resource for faculty advisors
- Communicate updates to faculty advisors
- Coordinate outstanding faculty awards

Administrative roles

- Manage advisor assignments
- Maintain student plans(making sure students are in the correct plan/catalog year)
- Process program specific applications (i.e. student teacher app)
- Process change of grade forms for the dean's office
- Determine department equivalencies for major/minor courses
- Obtain approval from dept for equivalencies/substitutions
- Enter substitutions or equivalencies in LOUIE
- Prepare change of major forms for the Registrar's Office or enter program/plan changes in LOUIE
- Coordinate faculty evaluations
- Maintain student list serves for colleges & departments
- Maintain records and reports for state/federal entities
- Gather statistics & create reports for colleges & departments
- Communicate pertinent student information via email or bulletin boards
- Build courses in LOUIE (schedule builder)

Job Responsibilities Assigned to Professional Advisors (cont'd)

Graduating students and related services

- Coordinate outstanding senior awards
- Present graduation workshops
- Coordinate college graduation reception

Career and related services

- Assist students with internships
- Communicate internship opportunities via email or bulletin boards
- Assist students with scholarships
- Communicate scholarship opportunities via email or bulletin boards
- Assist students with career planning
- Assist students with job searches

Other services

- Organize and lead regular staff meetings
- Assist in coordination of college/department conferences
- Publicize college/department events
- Coordinate college promotional materials
- Serve on university committees
- Teach a program specific class
- Serve as club sponsor
- Supervise employees and/or student workers

Appendix 6

Job Titles and Salary Ranges for Professional Advising Staff at NAU

Pay Grade	Job Title	Salary Range	Average
Service Professionals*	Various job titles including: Advisor, Assistant Director, Coordinator	38,000 – 51,500	44,330
51	Program Coordinator Sr.	37,300 – 45,800	43,079
43	Academic Advisor Coordinator	40,000 – 51,600	44,718
42	Academic Advisor Senior	35,000 – 42,000	38,536
41	Program Coordinator	33,600 – 39,200	37,502
41	Academic Advisor	30,300 – 36,200	33,213
32	Student Recruit/Retention Specialist	34,200 – 34,600	34,390

*At NAU, Service Professionals are not assigned pay grades. Grades apply to Classified Staff positions only.