

A decorative graphic on the right side of the page features three overlapping circles in shades of green, arranged vertically. Two thin green lines extend from the top left towards the circles, and a larger green shape is partially visible at the bottom right.

# BCADA Survey 2009

2009

This survey was designed to gain information related to Advisor positions at post-secondary institutions in BC, allowing Advisors to explore and expand on best practices.

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**12/21/2009**

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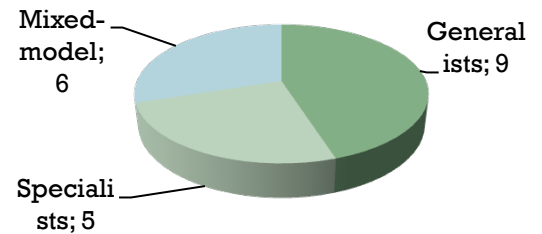
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**Q1 - What is your specific Advisor title?**

- 7 Academic Advisors
- 3 Student Advisors
- 4 Educational Advisor
- 1 Advising Officer
- 2 Program Advisors
- 1 Associate Student Recruiter-Advisor

**Q2 - Within your institution, are Advisors:**

- 9 generalists - provide info on all courses/programs
- 5 specialists - work within specific program(s)
- 6 both generalists and specialists – mixed model



**Q3 - Based on the response (generalist or specialist), what do you see as the benefits and disadvantages of this structure?**

- As generalists, all advisors in our office are able to discuss the same issues with all 12000 students in our Faculty (of Arts). Some advisors also take on specialized tasks, i.e. we have three advisors who meet primarily with international students, and other advisors who look after special programs. In the absence of a specialized advisor though, other advisors are able to cross over in order to meet student need.
- The benefit of having a dual structure is it allows advisors to become experts in their specific area of advising – e.g. generalists understand entering the institution and general policies where program advisors understand their specific program requirements.
-

- We operate on a centralized model where we split the degrees amongst across 5 advisors. We are cross trained in functionality and can assist all first years but have specific specialists duties for approximately 5-6 programs each.
- Benefits: cross training! A student can always access an advisor for general questions. Our centralized model has been a god send for human resource issues around illness, maternity leaves, and family emergencies. In the past, if a program advisor was away then service stopped. We used a centralized email address that we can all access, meet as a group on a regular basis, group problem solve and work as a team to help with workload overload, etc. We help students from year 1-4 and build lasting impactful relationships with them. We have empowered students to learn to do it themselves with help from us whereas in the past the advisors did it all for the students so their knowledge of their own role in their educational experience was limited. Disadvantages: our connectivity to some of the academic programs has been degraded ( they feel you must have the degree for the subject you are advising in or have academic credentials, research experience)
- Benefits -Advisors are knowledgeable in the programs they cover - Students receive advice from one person instead of seeing a different advisor each visit. - Programs know who to contact if they have questions or concerns - Allows Advisors to work with the programs they cover Disadvantages - If an Advisor is sick, away or on leave they have the knowledge about their program - leaves other Advisors to pick it up and put the pieces together for programs they are most likely not familiar with.
- benefits:-readily available to assist students disadvantage:-don't have the in-depth knowledge of specific areas
- We have generalist advisors and also specialist advisors for the upper level degree students. Generalists are very valuable in that they can provide general information to students just seeking information about programs and prerequisites. At the smaller campuses within our institution, the advisors also provide financial aid and assessment services. It is one stop shopping which is helpful for the student. Having specialty advisors at the upper level is very useful as students work to ensure they have the requirements for graduation.
- As UBC bases their advising structure on a Faculty basis, we can be seen both as specialists and generalists. Of course, the disadvantage of such structure is the isolation that can result lead to a lack of knowledge concerning the workings of the other Faculties
- Disadvantage - students get confused who to see. From customer service point of view, students may get bounced between the two areas. Advisors in both categories are not fully privy to the minute, intricate details for specific programs (generalists) and the other advisors (specialists) are not privy to the details of the bigger scope of programs out there in arts or sciences. Benefits - once students see the appropriate advisor, they have access to all the information they need for their programs and goals along with the intricate details.
- As Program Advisors I am aware of all the requirements for the various programs within the Bachelor of Arts. Our Academic Advisors are more generalists. Benefits of

a Program Advisor are working closely with the Dean and Faculty, working with students who have a specific focus and giving them after degree direction.

Disadvantages - there is only one of me.

- I can't comment on all advisors, but for myself, I work as a generalist, advising prospective students, applicants, and newly admitted students to all undergraduate programs. The benefit of working this way is that once I have formed a relationship with a student, they can continue to work with me all through the application process and once they are admitted, and I'm able to advise students who are exploring a number of options, or need advice about switching programs or faculties. The disadvantage is that I do not always have as much program specific knowledge as a specialist, and do not work as closely with faculty members.
- It provides consistency. Students know who to talk to and relationships are built with the Faculty etc. We are specialists, but we can still cover for each other as we sit in the same area.
- Generalist is able to respond to all inquiries and have an understanding of the breadth of studies available at their post secondary institute. This knowledge allows Advisors to help students with understand their options as well as to compare their options. Generalists allows for more flexibility regarding staff scheduling
- The mixed model between generalists and specialists can sometimes be a barrier to communication and referrals. The benefits are that students receive developmental advising both in the centralized office and within some programs; however the disadvantage is that the level of advising may not be the same throughout the institution if there is no cohesive mandate and/or policy.
- Benefit - students can always get information, even if one or two advisors are away on vacation, out of the office etc. Disadvantage - we must remain up to date on every single program offered as well as transfer options to other institutions."
- Benefit: Mentor a student with a direction in which they would like to follow. Able to provide a strong plan that leaves several options open. Many times we are the first point of contact for the student who is extremely lost. Our office can provide a starting point for many. Disadvantage: specializations provide details of information required for those students who require this form of guidance.
- Being a college, the Generalist model seems to work well. There is a Specialist advisor for the Business Diploma and Degree. I like being a Generalist - keeps work interesting and I must stay up to date on all programs
- Generalist - Students can access the 1st available Advisor at any campus without waiting for a specific Advisor. The demand for programs is not spread out equally so if specialists then some Advisors would be busier than others and booked further in Advance. Mostly though...it is good to have Advisors who can answer most questions from their institution.
- In our case, being housed within an ESL school and advising International students for their post-secondary options, we have to be informed or be able to get information about all programs at all schools throughout Canada.

- Since we have advisors doing both roles, it can be confusing for students to know who they need to see.

#### Q4 - What is the organizational structure of Advisors at your Institution?

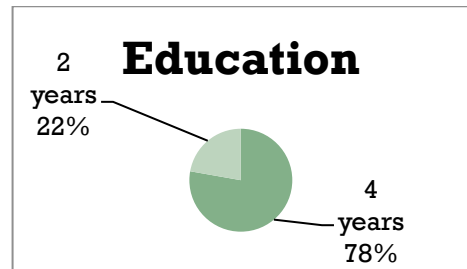
- Advisors report to a senior academic advisor. All report to the director. The director reports to the associate dean, who reports to the dean of the Faculty.
- Dual reporting structure - report to a department head and student services administrator. Level of reporting varies - program advisors generally are responsible to their program head first.
- Advisors work within the Student Recruitment & Advising Centre. They report to a Manager of Student Recruitment & Advising who reports to the Director of Student Success and International Operations who in turn reports to the Dean of Enrolment Management & Student Success who reports to our Provost and Vice President Academic
- The Recruitment and Advising Centre which houses Advisors and Recruiters who report to a shared manager. The International Advisor is also in this office.
- Work in Counselling and Advising Department, (have Counsellor as Coordinator for Dept), report to Associate Director of Student Services who reports to Director or Student Services who reports to President.
- I report to the campus principal. The Executive Director of Student Services is at the main campus and we have little contact there. The budget is held at our regional campus. Since we just became a university, there is uncertainty as to where we will fit i.e. which faculty? Right now we fit under ""Student Services"" which are mostly support staff.
- It differs between Faculties. Within my Faculty, the two advising officers report to the Assistant Dean - Students who then reports directly to the Dean.
- We report to Enrolment Services
- Program Advisors report to the Dean of their Faculty
- "Again, I can only answer for myself. I report to the Associate Director, Student Recruitment and Advising, who reports to the Director, Student Recruitment and Advising, who reports to the Registrar and Associate Vice President, Enrollment Services. From there it goes up to VP Students, then the President.
- I am a part of Student Recruitment and Advising, a department within Enrollment Services.
- I report to the Manager of Student Recruitment and Advising.
- Marketing and Communications
- "Advisors in Student Services report to the Director of Student Services, who in turn reports to the AVP Finance. Clearly the disconnect to the academic faculties requires Student Services as a whole and educational advisors in particular to rely on their professional reputation, rather than their place in the institution, to contribute to overall student success initiatives at our institution. Ed. Advisors in some programs

report either to program heads or through a director directly to the Dean. This does make them partisan to the goals and mission of their department and can prevent them from participating in any institution wide advising related activities, if their connection to other advisors in other faculties or departments is not scaffolded by unified policies, mission statements or task forces. "

- We belong to Educational Services, within the Registrars' Office. We report to an Associate Registrar.
- Registrar and then to the Vice Provost of Student Services
- Student Services and reporting to the Manager
- "Report to Registrar, Within VP Education"
- My assistant advisor reports to me and I in turn report to our Managing Director.
- I report to the Faculty of Arts and then on to the VP of Academic & Provost, however the general advisors report to the Director of Student Services and then on to the VP of Administration.

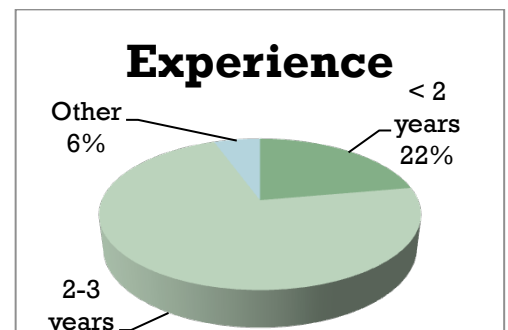
**Q5 - What is the minimum required education for an Advisor?**

- 14 4 year Bachelor Degree
- 4 2 year Diploma / Associate Degree



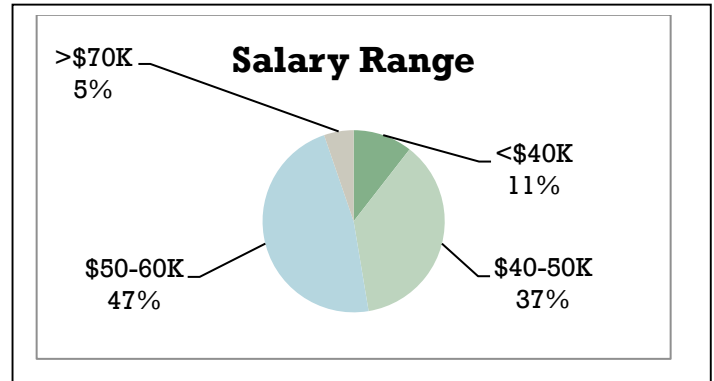
**Q6 - What is the minimum required relevant experience for an Advisor?**

- 4 < 2 years
- 13 2 - 3 years
- 1 Depends on the title of the position - mine did require a few years of experience - my assistant was taught on the job but had other skills that were required i.e.: research skill oriented / computer user etc.



**Q7 - What is the annual salary range for a full-time Advisor?**

- 2 < \$40,000
- 7 \$40,000 - \$50,000
- 9 \$50,001 - \$60,000
- 1 > \$70,000



**Q8 - Are Advisors at your institution faculty, support staff or other:**

- 13 Support Staff
- 3 Faculty
- 2 both Faculty and Support Staff
- 2 other - Technical Staff, Academic Professional

**Q9 - How many hours are considered full-time for an Advisor at your institution?**

- 15 35 hours (75%)
- 5 36-39 hours (25%)

**Q10 - What is the maximum number of booked appointments you have in one week?**

**Responses:** 9, 15, 15 plus drop-ins, 20, 20, 21, 22-25, 35, 35, 40, 40, 50, 70, 80, n/a, probably around 50..not stipulated in the contract, not set, varies registration could be 14 a day 70 a week, we mainly have walk-ins --- no booking is necessary - on average between 30-50 students per week

### Q11 - Do you provide drop-in appointments?

19     yes

1       no

### Q12 - What kind of student contact do you have outside of one-on-one appointments?

- group workshops, presentations, on-line (WIMBA), e-mail, telephone
- Group workshops, Instant messaging, phone appointments
- online how to register sessions and face to face sessions for 40 + students, table at fairs or events related to subject areas ( a choose your major fair) e communication welcoming new students on a monthly basis.
- Class room visits, student orientation, program visits and orientation, presentations/workshops
- Classroom visits, group workshops and presentations, phone appointments, emails
- "classroom visits at beginning of year
- high school liaison
- assessments in groups
- High school visits, presentations, phone calls, email, Facebook and mobile advising throughout campus.
- high school visits, campus tours, workshop presentations, career fairs, orientation, recruitment presentations.
- "Speak at Orientation; provide podcasts for students, 80% of the time students see me on a drop in basis.
- We tried group advising it did not work.
- Presentations for campus tours, attendance at fairs, schools visits across the country, working with student ambassadors, organizing on campus events and receptions, answering student emails.
- Attend majors orientations/get-togethers at the beginning of the year. Attendance at majors info nights etc.
- "secondary school visits
- career fairs
- on-campus information sessions
- community outreach

- "I deal with hundreds of e-mail advising requests every week. Other student contact involves developing and instructing workshops and seminars. At student orientation, career fairs, and specific program days, I also present.
- In addition I have conducted class visits and have given presentations to school counsellors and teachers."
- "We do Telephone advising, Online advising, and Emails. We attend program information sessions, as well as present in Student Success courses every semester.
- We also provide specific info sessions for our student athletes. "
- "walk ins
- emails
- visits in high schools on an appointment basis
- presentations upon request"
- Presentations, some attendance at Career/ Job Fairs, workshops/presentations for new First year students before registration in Sept.
- "Information Session
- Chat Advising
- Phone Advising
- Classroom teaching"
- We do classroom visits, hold education fairs at our school, and have schools visiting us for presentations and general information. We are also a part of the orientation for new students happening each Monday.
- workshops and presentations

### Q13 - Do Advisors and Recruiters work in collaboration?

- One of our international advisors is a half-time appointment with International Student Recruitment.
- Varies, department to department. General Advisors only advise, program advisors often perform both roles.
- Yes! This is the basis of our model. The 2 groups work in tandem as a team with recruiters passing over admitted students to advisors and providing back up and coverage for first year advising services ( new student peak volume overlap with graduating student degree audits so recruiters help lightened the load). Advisors could be sent out as back up recruiters if skill set was there. Advisors could also do campus tours time permitting. Possibility of recruiters doing advising paperwork in high volume times ( letters of Permission or confirmation of enrolments, etc)
- Yes, we do. We work within the same office space therefore interact daily. Since we share our manager the Recruiters and Advisors are informed of each other's practices and the programs we deal with.
- not at all, although I believe there should be a much stronger connection

- "Having recruiters at our institution is new and because of the distance the recruiters at the main campus and those in regional campuses...official collaboration has not been a regular part of work.
- We are working towards trying to maintain some collaboration as some of the new roles of the recruiters fill in some work we used to do. "
- Yes. We act both as advisors and recruiters within our Faculty.
- Yes, when PSIBC has too many recruitment visits booked on any one day, Advisors can assist with taking one or more of the visits to alleviate the demand.
- "Not very often. The Dean has asked me to attend on campus recruitment such as an Education fair.
- I am a Recruiter-Advisor, so I do both roles. I work closely with Faculty advisors once students have been admitted. Typically, we collaborate on a number of events to connect students with advisors in their faculties to prepare for course registration.
- We are in the same office, but usually we work with two different groups. Recruiters work with prospects but once they are admitted to the university they work with the advisors.
- We have Advisors and no Recruiters. However, Advisors report to the Marketing and Communications Department.
- Yes, recruiters forward inquiries to advisors. They in turn help recruiters be well informed about programs. Educational advisors visit schools and follow up on the recruiters to provide high school students with transitional planning.
- Yes and No. We work closely together, but advisors no longer do HS visits, or career fairs.
- "Very good working relationship. Many times the mandates do not match. More work does have to be done with connecting the two departments so Advisors see well prepared students. The needs of Advisors are different compared to the needs of the Recruitment office
- "Recruiters often refer potential students to us. Have done joint presentations to high school students.
- Advisor involvement is generally only in "" down times""
- "Recruiters often refer potential students to us. Have done joint presentations to high school students.
- Advisors used to do high school visits but Recruiters now hired
- "To some degree, the recruiters need to be aware of our advising office and our Pathways Program so that they can promote our services. We are unique in the industry and would love to have a chance to present info about working with international students and their post-secondary choices. I have presented at the CEC International Education conference alongside TRU this past fall regarding admissions and how a school such as us can work well alongside a university.
- Yes, we work together when we have presentations in house as well as out in the community.

## Q15, 16, &amp; 17:

| 15. How many Students do you have at your campus? | 16. How many Advisors do you have at your campus?   | 17. How many Counsellors do you have at your campus?  |
|---|---|---|
| approximately 43,500                              | About 9 FTEs in Arts. but there are other advisors in other faculties                               | I don't know  |
| 5000 (we are not the primary campus)              | 15  | 1 (60 percent)  |
| 4200  | 5 in my office 3 others that are program related  | 3 fulltime 1 part time practicum student  |
| 4177  | 5 Undergrad and 1 International   | 4   |
| 2500  | 1.7 full time   | 3 - Counsellors do Advising and personal/career Counselling, Advisors do Academic and minimal Career Counselling.   |
| 200   | 1.5 FTE   | At our campus we have an educational advisor and an educational counsellor both doing similar work. The counsellor works with those with disabilities and also those who require counselling services |
| 50000   | ?   | ? - They are available for the receipt of students within distress. For those not in immediate need of assistance, appointments are available to the students on a first-come-first-served basis.     |
| 7000  | 7   | 10. We work collectively to help students with program, course, career, and personal planning.  |
| not sure 10,000                                   | 6 General and International advisors, one program advisor per Faculty, we also have majors advisors | We have 4 Counsellors. Counsellors are for students who need specific help; they provide disability help, mental help, study skills, organizational skills. No specific relationship.                 |
| ~45000 at Vancouver, ~7000 at Okanagan            | Unknown.  | I'm not sure about the number of counsellors at UBC Vancouver, but I know that there are 3 counsellors at UBC Okanagan.   |
| approx 4,000                                      | 5   |   |
| 15000   | 10.5  | 4 Counsellors<br>Counsellors deal strictly with active students and are not involved with recruiting and academic advising.   |

| 15. How many Students do you have at your campus? | 16. How many Advisors do you have at your campus?  | 17. How many Counsellors do you have at your campus?   |
|---|--|--|
| 10.000+   | 11 Ed. Advisors  | 5+ ?<br>Ed. Advisors and counsellors collaborate when offering workshops to new students or high school representatives. Over the last few years the "gray area" between educational counselling and career counselling has become more difficult to define. Advisors clearly demand more career advising from their educational advisors and are utilizing counsellors a lot more for personal and crisis counselling. It is common that counsellors refer students to advisors and advisors refer students to counsellors. |
| 8000  | 4  | 5 - We meet about 2-3 times per year, and share information freely via emails. We are located on different floors of the campus.   |
| 10000   | Advising dept total 6 (2 Domestic, 1 Coordinator, 3 International), 2 Financial Aid, 11 Program Advisors (2 Support Staff) | Refer students to the Counselling Department for Support. We meet with them yearly to get updated on their initiatives. Able to pick up a phone and get students into see them upon crisis or request  |
|   | 2 general, 1 business  | 1.5  |
|   | 2 general, 1 business  | 1.5 -I referred unfocused potential students and existing students for career counselling. Referrals for personal counselling where student is in crisis. Counselling refers students who need academic advising   |
| 3000  | 2  | 1 - 1 1/2<br>We do work closely together however services offered don't overlap much. Mostly in area of Probation and preliminary career planning  |
| 500-600 currently                                 | 2  |  |
| 10000   | 12 (not including staff advisors)  | We have four counsellors responsible for personal and career counselling. We refer students to counsellors for help with study skills, as well as career exploration.  |

## Q18 - What administrative duties are included in your position as an Advisor?

- Follow-up with each student and project work as assigned by the director
- General Advisors very little, program advisors have some responsibilities related to enrollment management.
- weekly stats
- processing degree audits
- declaration of major, minors, specialization
- confirmations of enrolment and graduation
- letters of permission
- e-mails
- Applications to Graduate - Degree evaluations, substitutions w/ permission and Degree Audits, Letters of Permission, Confirmation of Enrollment, Declaration of Majors/Minors.
- Nursing administrative duties - primarily to do with Admissions and waitlists
- filing, keeping statistics, documenting student meetings, keeping calendars for institutions organized
- I am responsible for the careers portfolio of our Faculty (workshops, maintenance of job board, employer contacts, etc.)
- Evaluation admissions, transfer credit assessment, creating presentations, information sheets, calendar and view book content review, emails.
- "Keeping student records, confirming AA degree, confirming BA degree. We do not have a degree audit.
- Reports for departments, attend Curriculum meetings, Recruitment and retention meetings, BA program review committee, workload planning various departments, Faculty Council. "
- Booking school visits, preparing communications for prospective students and counsellors, entering feedback on appointments and visits, analyzing data from past events, overseeing student assistants.
- COEs, LOPs, major/minor declarations, applications for graduation, degree audits
- statistical reporting on delivered service
- "keeping files of every student noting progress, calculating GPAs, assessing transcripts from other institutions, assessing applications, signing off conditional and unconditional admission, communicating with all students via e-mail and mail-outs, checking grades and student progress in their program, checking and signing off graduates, administering Criminal Record Checks and requesting clearance letters,
- Other administrative duties relate to checking and updating calendar information, website information, promotion materials, writing reports etc. "
- We create our own schedules, and keep records of meetings with students. We also keep stats on the numbers of appointments, drop-ins, etc.

- Coordinating several projects assigned such as podcasting, online tutorials, advising documents to support advising students.
- "Looking up student #'s , records, transcripts etc in Banner
- Data entry in SAARMS records system on each student and each visit.
- "Set Schedules each semester
- Drop-Ins at Reg time
- Information Session schedules
- Concourse Advising""I have a dual role within my position here. I develop articulation pathways to universities and colleges. Included in my list of duties: - marketing / promotion- advising- design of promotional material - presentations / seminars- education fairs etc. "
- processing: grad requests, at-risk letters, conversions from 2yr programs to 4yr programs, Degree declarations, program worksheets

### Q19 - Are you a College or University?

- 11 University
- 4 College

### Q20 - Would you like to attend a roundtable discussion at the 2010 BCADA Conference on this topic?

- 14 yes
- 4 no

### Q21 - Any areas you'd like to elaborate on or share more information?

- There has been talk of centralizing advising however I really would prefer to stay with my Faculty we work well together and they share information more freely when they can just drop by my office. We have many level of advising on campus and the name Advisor means many things. We have international advisors who do not advise about academic issues.
- I know that I'm not able to comment on many of the roles taken on by Advisors at my institution, because of its size and the breadth of roles available. As a Recruiter-

Advisor, I get to see one aspect of the role, but I know there is a lot more going on that I don't always know about.

- Professional Educational Advising is often not fully understood by faculty and staff. Not too much attention is paid to qualitative research; to assess the impact advising has on student progress. If advising is seen as a service rather than an integral part of the development of the student, it undervalues the efforts made. The concept of advising being teaching should be promoted. Students should have a part in evaluating educational advising services and ed. advisors. It may be valuable in the future if advisors would take on more of their teaching role in helping faculty to fulfill an advising function.
- My position at an ESL school is very unique and at BCADA / NACAC / NACADA- is one of a kind. Not sure that my information would be useful for the organization. I am not sure that I would attend a conference specifically about this topic.
- I would definitely like to meet international admission people from colleges and universities. Networking opportunities would be great!