Succession Planning for Retiring and Outgoing Advisors

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Succession Planning for Retiring and Outgoing Advisors

In partial fulfillment of the requirements for the Degree of Master of Science in Technology

A Directed Project Report

By

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4/18/14

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College of Technology
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For the degree of Master of Science

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4/18/2014
Date (month/day/year)
To my Aunt Sara, Uncle Rob, and Grandma and Grandpa Frick-thank you for suggesting the idea of me applying for graduate school.

To my loving and supportive parents-thank you for believing in me and being there for me through the thick and thin of my college career.

To my other family members and friends-THANK YOU for the fun and helpful times that we had and will continue to have together.

To my Graduate Chair, Graduate Committee and other faculty and staff-Thank you for working with me and helping me to get to where I am today with the skills that will help me tomorrow.
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ABSTRACT

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Succession planning is an integral part of business practices in order to ensure that information is not lost from outgoing individuals, but also to support those that are incoming to an organization. These onboarding materials can help to speed up a training process, as well as to show the new individual what is expected in addition to illustrating what practices to incorporate.

This document showcases how succession planning has worked in various fields of business, while the main focus is on the importance of creating succession planning material for academic advisors within the College of Technology.
CHAPTER 1. INTRODUCTION

This directed project focused on the research and creation of succession planning materials for academic advisors within the College of Technology (CoT). In it, significant detail pertaining to the scope, significance, literature review, and project methodology are presented.

1.1 Problem Statement

In higher education, the role of the college advisor is paramount to student success. Advisors aid students through listening, referring, and ultimately assisting in helping the student maneuver through their academic tenure. This is guided by the undergraduate advising mission statement for Purdue academic advisors, which as states the mission is to “empower students to develop and implement an individualized plan for academic success, personal, and career development” (Adeniyi, Aufderheide, Hurt, Bowling, Dexter, Yadav...Kubat, p. 2)

The current system in place fosters a strong atmosphere for academic success and engagement. However, there is a lack of succession planning materials for College of Technology academic advising staff. The College of Technology currently has 14 advisors serving the college in the seven different departments that form the college. The college anticipates that within the next couple years; around half of the advising
staff will retire, resulting in the loss of a large amount of knowledge on academic advising.

The knowledge void created from this turnover has the potential to have a significant negative impact on the College of Technology as a whole, as well as the individual departments where the retirements occur. This impact could have even greater consequences, especially at a time when higher education is under the microscope in terms of funding and quality of education. As a result, this project was conducted to aid in developing succession planning for academic advisors in the College of Technology by developing an onboarding document that highlights essential information for newly hired or promoted academic advisors. The following research question that helped to form the basis of this project was: can succession planning ensure continuity of operations?

1.2 Scope

Ensuring continuity of operations is important for the College of Technology, especially when it comes to working with students. When an academic advisor leaves the CoT, this can cause added stress to students because the advisor that they grew to know and trust is leaving them. The notion of having a gap of time when they cannot schedule for classes because the new advisor is not fully trained can cause a furor within the student body. Therefore, it is important to minimize the time it takes a new advisor to be trained and prepared to work with students.

The focus of this project is to work closely with the academic advising staff to capture exactly what knowledge, skills, and abilities that the current advisors possess
that helps them be effective. Through working with the advisors, a document will be created to assist in capturing this information and will present the materials in an educational manner. At the conclusion of this research project, the goal in mind is to have a functional document.

1.3 **Significance**

College students interact with their academic advisor on many occasions throughout their tenure as a student. These interactions most notably occur at orientation, at least once a semester for scheduling purposes, or often because there has been a friendship that was formed. That being said, academic advisors are crucial to a student’s success in school. Students, just acting on their own, do not often fully understand the ‘why’ behind the courses they should take. Students cannot successfully make it through college without a well-trained and knowledgeable academic advisor.

Like every career, the time will come when an academic advisor will either leave to take on a new position, or will retire. When this happens, a new advisor must be hired and trained to perform the duties of the job. Historically, this training was done by having the retiring or leaving advisor support the new advisor through job shadowing. This method can be both time consuming and costly. More importantly, when the advisors leave, they walk out with a vast amount of knowledge that can potentially take years to replace.

Succession planning will help to create a bank of knowledge, skills, and abilities that are important for advisors within the College of Technology. More specifically, creating an onboarding document will reduce the amount of time that it would
traditionally take to get a new advisor onboarded and up to par with the rest of the advising staff. Students will also benefit from this onboarding material. The students will be able to have better advising appointments or interactions with their advisor when the advisor has been introduced to the onboarding material.

1.4 Definitions

Onboarding: “the process of helping new hires adjust to social and performance aspects of their jobs quickly and smoothly” (Bauer, 2010, p.10).

Succession planning: “is a defined program that an organization systemizes to ensure leadership continuity for all key positions by developing activities that will build personnel talent from within” (Wolfe, 1996, p. 10).

1.5 Assumptions

The assumptions that were made for this project include:

- All advisors had a drive to help out the students they were assigned to.
- Advisors had a basic understanding of the graduation requirements for CoT programs.
- Advisors were able to act as a coach for students in terms of academic success.
- Advisors were truthful in their responses.
- Advisors wanted a training document.
- The questions utilized in the surveys and interviews were worded to avoid bias.

1.6 Limitations

The limitations that existed for this project include:
• Data that was collected is based off of individual advisors perspectives.

• The research that was conducted will help support and create onboarding materials, which must be an end-product.

• There was a feedback tool in order to gauge effectiveness of material created.

• The time that was spent with advisors due to academic duties during the school year.

1.7 Delimitations

The delimitations that were made for this project include:

• The data collected and materials that were created are not currently for other College’s academic advisors.

• Only the onboarding materials were created from this research, a training component will hopefully be added by another project.

• This project was intended to benefit advisors working with undergraduate students.

• This information was only a product of the 2013-2014 academic school year, and will need to be updated as the College transforms in the future.

• Four interviews were conducted to avoid oversaturation of information, two advisors that were relatively new and two advisors that have experience were interviewed.
1.8 **Summary**

In this chapter, the research proposal was introduced, and the scope, significance, definitions, assumptions, limitations, and delimitations were presented.

The next chapter will highlight important literature pieces that help to inform this research.
CHAPTER 2. REVIEW OF LITERATURE

In a time when academic success is paramount in our society, along with the scrutiny of administrative practices and spending, it is important to remember that the students that are enrolled are the main reason why university’s exist and function like they do. Too often, the enrolled student becomes lost within the university and lacks the proper knowledge on how to navigate their career, whether that is signing up for courses or simply understanding which courses they should take to improve their education. This is the area where an academic advisor’s knowledge and expertise will assist the student.

Academic Advisors, by name alone, are tasked with the responsibility of advising students on the proper route that the student should take in order to be successful in school. There are many times when a student and advisor will interact, whether it is for scheduling purposes, or simply for the fact of having a personal growth conversation. It can be assumed that during the student’s tenure, they will grow to depend on and trust their advisor, and hopefully develop a powerful relationship with that advisor.

Additionally, the academic advisor has relationships and tasks to accomplish with fellow faculty members, which assists in fostering a sense of unity within the departmental staff.
Unfortunately, there will come a time where this advisor will either retire, or will move on to another job. This will leave a void in the student’s academic and personal life. Along the same lines, the faculty will also see a void in the same manner, except that their void can be more disastrous. Why? The advisor has left with a vast span of knowledge that is absolutely irreplaceable, and now the faculty will have to scramble to hire a new advisor and get the new advisor trained. This process after all is said and done, will leave the student without the proper support that they had and can have a negative impact on the overall student experience.

Given the above situation, it is important to effectively plan a way to avoid such a loss of knowledge and disruption from an operations standpoint. Such a planning process, also known as succession planning, will help to implement a method of retaining knowledge. This way, each time that an advisor leaves, the amount of time that it takes to get an incoming advisor brought up to speed can be reduced.

This chapter will present what succession planning is by definition, will show what succession planning looks like in the workplace, and will help to explain why succession planning works. Additional topics to examine include academic advising, student success, academic advising at Purdue, and an overview of how to develop certain training programs. The last area that will be reviewed focuses on orientation programs and why they are important.

During the initial literary research phase, the researcher utilized the Purdue Library System and Google Scholar to assist in gathering documents for review. Since there were areas where the subject matter wasn’t common, the researcher searched
mainly through the articles and Purdue collections general databases. More specifically, the researcher utilized databases like JSTOR, IEEE, Emerald, Gale Cengage Health Reference, EBSCO, and ERIC. The researcher used the following key words and phrases to limit the results of the articles in these databases: Orientation Programs, New Advisor Orientation, Academic Advisor Training, Academic Advising Succession Planning, Academic Advising, Academic Counseling, Academic Counselor Training, Educational Training, New faculty orientation programs, New training methods, Training breakthroughs and Training Methods.

The researcher also limited the time frame to return any literary materials between 1980 and present day when needed to filter through the great number of articles that were available. The researcher utilized the topical filter to limit literary documents to academic student affairs, higher education, and succession planning documents. The researcher reviewed upwards of 30 articles to finalize which articles would fit best in this literature review.

2.1 Succession Planning Defined

To begin, it is important to start from the basic foundations and explain exactly what succession planning is and the overall foundations of succession planning. Dr. Rebecca Wolfe, in her book *Systematic Succession Planning: Building Leadership from Within*, defined succession planning in both a simplistic way and a more complex manner. Her simplistic definition states that succession planning is “the systematic steps or design that allows for one to follow another in time or place” (Wolfe, 1996, p. 9). This definition simply does not do the term justice because the term itself means so
much more. Wolfe (1996) goes on to craft a much more descriptive and artistic definition that states, “A defined program that an organization systemizes to ensure leadership continuity for all key positions by developing activities that will build personnel talent from within” (Wolfe, 1996, p. 10). This definition, compared to the simplistic definition, paints a better picture for what exactly an organization should look for when looking to engage in succession planning.

Wolfe continues to describe how important it is for the succession plan to be well thought out, and has come up with a series of points that further clarify why succession planning is imperative. Wolfe (1996) draws on four main points that succession plans accomplish:

- Provides direction for corporate long-range planning, ensuring the best use of resources to achieve growth and profitability.
- Defines goals and missions and prepares individuals for achievement.
- Provides development programs to ensure growth and continuity.
- Helps assess corporate functions and results. (p. 13)

These points that Wolfe recognizes as what is accomplished under succession plans helps answer the question ‘why’ when it comes to determining the usefulness of succession planning. This helps to support the research question about how operational continuity can be maintained from a business perspective as far as the benefits of creating a succession plan for staffing.
Moving away from the basics into a little more of the physical creation of a succession plan, the author outlines six steps to creating a succession plan. Wolfe (1996) outlines that “the six steps to creating a succession plan include develop a mission statement, write the policy design, incorporate plan procedures, define target positions, define additional succession positions, and prioritize program activities” (p.45). These six points help to create a small-scale action plan on what specifically to do, and assists the research question in what important items to look for when brainstorming the route to go with succession planning.

Wolfe continues to discuss how to choose a succession plan design. Wolfe lists several design plans that fall under both traditional and nontraditional designs. Wolfe (1996) stated that the traditional approaches to designing succession planning include “new hire entry, transfers, employee termination, promotion, demotion, and positioned career development” (p. 111). Wolfe (1996) continues on to say that the nontraditional design includes “reallocation, position redesign, contracting out the work, talent pools, recruiting, job sharing, part-time employees, short-term outsiders, and diversified assistant” (p. 111). Wolfe helps to explain all the different methods that come into play when replacing employees. These methods, some positive and some negative, can have a significant impact on the approach one will take when designing a succession plan and putting the plan into motion. Specifically, when replacing academic advisors for the College of Technology, this list of traditional and non-traditional approaches helps to name ways that academic advisors potentially could be moving around.
Wolfe, in her successful attempt to help others choose a succession plan design, asks six questions that reflect on what to consider when there’s an opening in an essential position. According to Wolfe (1996), ask “Is the position still needed? Is there another way? Is reallocating an option? Can other departments do the job? Can the work be done by a contractor? Is the work flexible but necessary?” (p. 115-116). These questions are rather thought provoking, especially when cost-saving is as important as it is in this day and age. These questions that Wolfe proposed will be utilized as a base foundation in the researcher’s design of interviews for academic advisors as another means aid in designing a succession plan process for the College of Technology.

2.2 Succession Planning in the Workplace

Kevin Groves, in his research paper about best practices to integrating leadership development with succession planning, offers an important perspective on the importance and effectiveness of succession planning. Groves (2007) identified that “US workforce statistics suggest that succession planning poses an incredible challenge as the baby boomer generation retires and far fewer college-educated workers are prepared to replace them” (p. 240). This opening statement shows the importance, and explains the ‘why’ to how succession planning is crucial for the College of Technology in order to face the challenges faced with the retiring baby boomers. Groves (2007), said “many highly successful companies overcome these and other challenges by marrying the leadership development and succession planning processes for optimal identification, development, and placement of leadership talent” (p.240).
Doody (2002) addresses the issue that healthcare industry leaders are assuming that there will constantly be a pool of individuals that display the desired characteristics of current leaders in the industry. Doody (2002) states “health care is perhaps unique because it typically cannot use executives from other industries; its executives must have experience in health care” (p. 98).

Concerning the US healthcare system, Doody (2002) said:

The industry faces particularly challenging hurdles to effective leadership development and succession management...a recent nationwide study of 1,600 hospitals and health systems demonstrated that nearly two thirds of responding CEOs believe there is a shortage of healthcare leaders who are prepared to assume executive roles in the future (p. 98).

This example of US healthcare and how there are not enough prepared leaders brings into the spotlight how important it is for succession plans to be in place.

Referring to the research question at the beginning of this paper, this specific example is very similar to the problem that the College of Technology advising staff can and will go through in terms of internal staff members not being ready to step up into such a leadership role.

Conger and Fulmer (2004), in discussing who should take ownership of succession planning, suggest that “to have sole responsibility is a mistake” (p. 23). The example that is given shows that in a large organization, even a CEO needs to take on some ownership of succession planning to display the level of internal support that the succession planning will receive. Through these actions, other employees will also see the value and take partial ownership to ensure that certain levels of engagement occur (Conger & Fulmer, 2004, p. 24).
2.3 Why Succession Planning Works

This next section aids in supporting the research question and offers an alternate view of the ‘why’ behind succession occurrences and includes a list to successfully navigating succession and transition phases. Phyllis Haserot offers seven succession crises to be aware of: “Retirement, Defection, Client dissatisfaction with associates’ or partners’ work, progress, relocation of personnel, change in function or skill required, and death or disability” (Haserot 2008, p. 14). This adds an additional perspective to what potentially can happen within the College of Technology. A negative aspect that is presented is the lack of concrete evidence that backs up the seven crises other than experience. However the author cites a survey and report by the Aberdeen Group titled *The Looming Leadership Void: Identifying, Developing and Retaining Your Top Talent* in which criteria was formed to deem certain businesses as best-in-class.

Haserot, citing The Aberdeen Group (2007), said that the best-in-class businesses do the following:

Identifies high-potential talent early, gains support and buy-in from senior management, establishes a development culture/mindset within the organization, identifies positions where succession planning is necessary, aligns succession planning with the company’s overall strategy, and clearly defines skills and knowledge required for specific positions. (p. 15)

Based off of these findings from the report, these criteria can be used as a supplemental standard in that the College of Technology incorporates into its current practices and/or standards to help facilitate succession planning.

Haserot (2008) offers a helpful piece of advice:
Don’t write off the Baby Boomers in any event. These optimistic, highly educated achievers, the most competitive generation so far given their numbers, are not going to take a traditional en masse retirement when they reach 65 or any other arbitrary age. (p.15)

Given this piece of advice by Haserot, this will aid in determining what the College of Technology’s current academic advisors know and understand about their duties that help them be as successful as they are.

2.4 **Effective Succession Planning**

The next piece of literature to review is a book written by William Rothwell concerning effective succession planning. The portion that will be highlighted for the purpose of this literature review and to avoid unnecessarily repeating previously mentioned topics will focus entirely on a case study of the McDonald’s corporation where they were successful in naming a successor through their succession planning program. Within this case, the McDonalds Corporation had a tough situation to deal with when their CEO, Jim Cantalupo, suddenly died at a conference in Florida.

It was further explained by Rothwell (2010) that after Jim Cantalupo died, that the McDonald’s board:

...acted decisively in reversing course and turning to Mr. Cantalupo when things went wrong. Second, it acted swiftly to execute a succession plan that Mr. Cantalupo himself had put into place, even though he was expected to remain in the job for several more years (p. 10).

Given the above situation, it is apparent that by the implementation of the succession plan by Jim Cantalupo that the McDonald’s Corporation was saved from a long process that could potentially have crippled the company while McDonald’s was searching for a new CEO. This specific occurrence is an absolute selling point of the
reasoning why it is important to implement succession plans, and returning back to the research question, this specifically focuses on ensuring continuity of operations.

2.5 Academic Advising Background

Now that the importance of succession planning has been discussed, it is important to explain what academic advising is, and give a little background on the topic to create a strong base. Academic advising began in 1870 when the president of Harvard University, Charles W. Eliot, appointed the very first school personnel that were in charge of discipline and student development in terms of what direction the student wanted to go with his career (Tuttle, 2002). This creation of a new position in terms of faculty/student involvement created a ripple, and soon after, colleges such as John Hopkins and many more began to follow suit with the creation of certain advisor positions.

Tuttle (2002), provides the absolute foundation of what being an academic advisor is and means to these individuals. Moving on to a more focused point of the roles and responsibilities of academic advisors, Tuttle (2002) begins to highlight the different models that are utilized for academic advising. These models, faculty-only, split model, supplementary model, total intake, and satellite model, offer insight as to how different institutions, with different levels of student needs, might approach academic advising (p.16).

The model that best represents how advising operates within the CoT is represented by the satellite model. The model expresses that the individual academic departments are accountable for their own advising methods (Habley & Morales, 1998).
Migden (1989), states that advisors are “in the best position to meet student needs” due to their ability to see what needs an incoming student might have (Migden, 1989, p. 63). Migden (1989) continues that advisors “understand the needs of undecided students, are committed to the retention of students, are more accessible than faculty, and link students with other campus resources” (p.63). This insight is important, especially at a time with the Purdue Polytechnic Initiative encompasses increased student admission and retention.

Tuttle (2002) explains the effectiveness on how effective the advisor role is, even despite it being an entry level position. Tuttle (2002) recognizes that academic advising has switched its main focus to informing students of facts, while not so much focusing on building relationships with the students.

Tuttle (2002), stated:

Recognition and appreciation of academic advising and academic advisors has been a professional concern for decades and is influenced by the lack of rewards for faculty advisors. (p.20)

This statement alone is why creating succession plans for academic advisors is important. By creating these plans, it will make the advisors feel more appreciated because then they are given the opportunity to leave their legacy behind within the confines of either the succession plan or the training program.

Overall, Tuttle adds a lot from a historical perspective, focusing on the growth that the academic advising field has taken since its conception since 1870. Tuttle, a Director of Freshman and Sophomore Advising at the University of Kansas, offers tips for readers that are interested in the field of academic advising.
Tuttle (2002) states:

Academic advisors are well versed in helping students clarify their paths to career and professional positions through appropriate educational planning. But they are less adept at clarifying the varied and often convoluted paths in their own professional careers. Academic advising is that unique intersection between academic affairs and student affairs (p. 21).

This statement helps to support the research question as to how advisors are knowledgeable and understand how to operate in their field. The point about advisors not being able to as easily clarify what their careers entail suggests that succession planning might assist with clarifying the direction for their professional careers.

2.6 Academic Advising and Student Success

Student success is paramount to being an academic advisor. As Kuh (2012) stated, “Helping more students prepare for and graduate from college is a priority for institutional leaders and policy makers at every educational level” (p. 68). This statement should be written on every academic advisors name plate as a constant reminder as to why the advisor is currently employed. Kuh (2008) stated “Unfortunately, too many students who begin college leave before completing degrees. Only half of students who enrolled at four-year institutions completed a bachelor’s degree within six years at the institutions at which they started” (p. 540). This is very troubling data to see, an even greater testament to the importance of successful and knowledgeable advisors. Kuh suggests that engaging in certain behaviors impact student success rates. Remarkling about his research, Kuh (2008) concluded “Student engagement in educationally purposeful activities is positively related to academic outcomes as represented by first-year student grades and by persistence between the first and
second year of college” (p. 555). This too, is an important point to focus on when exploring success rates of advisors.

2.7 Academic Advising at Purdue

In the fall of 2011, the Vice Provost for Undergraduate Academic Affairs requested that a committee be brought together to observe, collect information, and report on the potential of new roles for academic advisors at Purdue across all levels, ranging from faculty advisors to Head advisors. This committee additionally was charged with creating new job descriptions for academic advisors. This included incorporating ways to retain and help grow the academic advising staff. Adeniyi, Aufderheide, Hurt, Bowling, Dexter, Yadav...Kubat (2012) stated as an outcome of their plan that “advisors who have the ability to grow professionally are less likely to move from one advising position to another around campus” (p. 10). This supports the research question in that creating a succession plan will help to aid in supporting the vision that the Steering Committee set out to achieve.

2.8 The Importance of Orientation

The theme throughout the entirety of this review of literature has been why succession planning is important. An important piece of the puzzle to add for the additional step in the process is new staff orientations. Whether it is through 1:1 mentoring with a senior staff member, or an actual orientation program that is coordinated, new staff orientations are crucial in order to assist in the new staff member feeling welcomed. The material that is presented in this section speaks about
new faculty orientations, and not advisors. The CoT does not utilize faculty advisors, however the intent of this section is to showcase why new staff orientation is important.

Savage, Karp, and Logue (2004) state that new faculty members endure feelings of isolation, which can be perpetuated by a lack of clubs that faculty can become involved in (p.2). This, coupled with expanding expectations for job performance, such as in advising, as well as an increase in technology use can further overwhelm a new faculty member. It is for this reason that a new emphasis was placed on the importance of implementing new faculty orientation programs. Savage, Karp, and Logue (2004) point out that there is not enough data available to suggest how many mentoring programs exist, and furthermore state that “research describing models that have been implemented is scarce” (p. 22).

Heller and Sindelar (1991) introduce what mentoring should incorporate, in that the main focus for new faculty members is to become well-acquainted with senior faculty members that have been cross-trained. While Heller and Sindelar had designed the contents to be geared towards teachers, the overarching goal is mentoring new staff members. Additionally, Heller and Sindelar (1991) suggest that new faculty members should be acclimated to the on-campus resources that are available for students and staff, as well as encourage new faculty to cooperate between departments. It is important to offer the suggestion that utilizing a flexible set of expectations compared to a rigid set of expectations will help to foster individuality between new faculty members. Heller and Sindelar (1991) caution that mentoring, if not monitored properly, can lead to dependency, ego problems, trust issues, and evaluation concerns (p. 18-19),
but offer the caveat that if an ample support network is in place, these pitfalls can be avoided.

2.9 Utilizing Proper Training Skills for Succession Planning

An important point of note that will be of assistance in the future is the training component. Noe starts off by explaining that “the crucial starting point is the needs assessment” (Noe, 2013, p. 114). This needs assessment is necessary because it determines what exactly is needed to accomplish if a training program is designed. Noe (2013) states “If a manager requests training for a performance problem, what he or she is looking for is a solution to a problem that may or may not involve training” (p. 114). By completing this needs assessment, this will save a lot of time in determining a training process.

Additionally, it is important to understand what learning outcomes should be expected from the training. Learning outcomes are standards that show that trainees are all on the same page in terms of knowing what specific knowledge, skills, and abilities academic advisors are supposed to possess. Noe (2013) identifies five general types of learning outcomes: “verbal information, intellectual skills, motor skills, attitudes, and cognitive strategies” (p.154). Of these five types of learning outcomes, four are applicable to the training that an academic advisor would need to go through. Motor skills would be a more difficult learning outcome to include, unless there was a specific key stroke incorporated into a computer program that advisors had to memorize. Noe’s knowledge in developing training programs will prove to be beneficial in future efforts to design an onboarding training component in the future.
2.10 Assessing Employee Orientation Programs

In order for succession planning to be useful, there must be an assessment piece to determine effectiveness. Prior to creating an orientation program, whether it be an onboarding document, or a day-long seminar, there are key factors to be aware of. Areas that will be focused on in this section will include quality of the orientation programs, as well as methods to improve the orientation programs.

Acevedo and Yancey (2011) offer insightful information pertaining to what exactly orientation programs should focus on. Referencing Barge and Schlueter (2004) and Wanous and Reichers (2000), the orientation program should focus on socialization and helping the new employee realize how they will fit into the organizational culture. The Acevedo and Yancey add that orientation programs introduce the employee to the organization’s mission, workplace values, and any goals that the organization might have for the imminent future.

Acevedo and Yancey (2011) differentiate between training programs and orientation programs in referencing Wanous and Reichers (2000):

1.) Training is more concerned with task performance while NEOs (new employee orientations) are primarily concerned with context performance
2.) NEOs typically occur early in the employment process, while training can be a continuous course of action that occurs throughout an employee’s career, and, therefore.
3.) NEOs occur during a period of high anxiety and stress while training takes place when these potentially harmful feelings have most likely been resolved. (p.349-350)

This explanation in the difference between training and orientation helps to guide and show what points in an orientation document should or should not
be included. Through this, a well-thought-out document will be created with the mindset, as suggested by Acevedo and Yancey that the new staff member is experiencing high anxiety and stress, and efforts will be made to assist in minimizing those emotions.

Some points to consider during the creation of the orientation document are methods of approach in other cultures. Acevedo and Yancey (2011) call to attention how the Japanese organizations excel at their new employee orientation programs and how western organizations are more strained. The authors point out that the Japanese recruitment process focuses solely on hiring entry-level employees only. Through this, Acevedo and Yancey state “the new arrival can be properly trained and socialized into the organization to ensure a good PO (Person-Organization) fit” (p. 352). Japanese orientation periods are more drawn out, where western employees simply fill out their hiring paperwork and then are expected to start performing their job tasks without error almost immediately (Acevedo & Yancey, 2011). This information will assist in the design portion of the onboarding document as an additional guideline for how to perceive the amount of time a new advisor will have to immerse themselves in the onboarding document before their training begins.

2.11 Summary

In conclusion, succession planning is a very important concept that helps to support academic advisors when they are faced with one of their own retiring or leaving for another job. Throughout this whole literature review, the overarching theme has been succession planning, academic advising, and training. Succession planning is
commonly known throughout many different fields, and has been shown to be a successful aspect of job performance. In the next section, the framework and methodology for how the project will be researched and conducted will be presented.
CHAPTER 3. FRAMEWORK AND METHODOLOGY

This chapter offers details on how this research project was conducted. In it the methodology and the reasoning associated with selection of this methodology is provided. This chapter concludes with a summary of the research process.

3.1 Framework

Prior to the start of this project, there were not any existing materials for an academic advisor onboarding manual. Based on the information that was discovered in the review of literature, creating an onboarding document for academic advisors in the CoT will help improve initial advisor preparation. Given this focus, the researcher’s main objective was to research specific practices and skills possessed by current College of Technology advisors. The research question that was to be answered: Can succession materials ensure continuity of operations?

3.2 Methodology

This research was conducted using a predominantly qualitative approach. The personal accounts and experiences of senior academic advisors were sought in order to understand what the dominant role and responsibilities of an advisor are and to understand what it takes to be a successful academic advisor. The overall methodology took a two stage approach. In the first stage, senior advisors were contacted and interviewed in order to identify essential elements required for the
onboarding document. Next, the information gathered from these senior advisors was used to develop a draft onboarding document. In the second stage, this draft document was sent to all fourteen of the advisors in the CoT with the intent to gather information on the onboarding document’s content, structure, and applicability for use by newly hired advisors. This information will be used to edit and refine the draft version of the document in order to create a more streamlined version. This research, as described in the following sections, has been reviewed and approved by the Purdue University Internal Review Board (IRB) (See Appendix A, IRB exemption approval).

3.2.1 Initial Data Collection and Developing a Draft Document

Interviews were utilized as the primary means to collect data for the initial construction of the onboarding document. This method of data collection was selected due to the level of individual and focused involvement with each of the participating advisors. Other methods, such as observations or focus groups would have required additional time. For example an observational study to gather information about advisors activities month-to-month would have required a year-long study. Advisors to be included were identified through consulting with the advisors supervisor, Dr. James Mohler, Associate Dean of Academic Affairs and Diversity, and subsequently requested to participate based off of their years of service in the advisor capacity. To include a more diverse sample, advisors were chosen that had either been employed as an advisor for an extended period of time, to advisors that had come in from other departments, to advisors that were just
hired and did not have any previous advising experience. The interviews consisted of new and senior academic advisors at Purdue University within the College of Technology were utilized. Since the objective of this project was to develop a document specifically for the CoT, the decision was made not to include advisors from other colleges at Purdue as each college may have slightly differing requirements and expectations of their advisors.

For the initial data collection, the sample size consisted of four academic advisors. Each interview consisted of ten open-ended questions that ranged from listing off the skills needed to be a successful academic advisor to requesting a month-by-month description of advisor duties (See Appendix B for a detailed list of interview questions). Each interview lasted approximately 20-30 minutes. The interviews were recorded using a vocal recorder, and some hand-written notes were taken to draw the researcher’s attention to certain points during the interviews. The recordings were then transcribed using a word processing program.

At the completion of the data collection, the audio recording transcription process began. Each recorded interview session was reviewed at length to gather the contents of the interview verbatim to accurately replicate the interviews. Each individual interview transcription lasted approximately two to three hours. The recordings were reviewed in three to four second intervals, and then rewound and repeated until each segment was accurately captured before the next three to four second segment could be analyzed. Throughout the course of reviewing this raw interview data, fillers such as ‘um’ and ‘uh’ were ignored. Additionally, incomplete
thoughts or statements that an advisor would state before correcting their response were also ignored to improve accuracy and lessen confusion.

When the interview data review and analysis was completed, the interview transcripts and handwritten notes were reviewed. This qualitative data analysis helped to identify common responses and themes from all advisors that participated in the research to piece together what advisors that operate within the College of Technology do to excel at their job. This narrative analysis identified the main points of the advisor onboarding document. The main points that were determined, included defining the acronyms, providing an academic calendar, providing a list and description of month-to-month tasks to accomplish, and a walk-through of the forms that advisors commonly need.

After these main points were identified, the overall creation and design process of the onboarding document started to piece together. The first step of the process involved creating a draft outline that represented the main points and included the details that would be included. This outline was sent out to the advisors that were interviewed, to their supervisor, and to the Committee Chair to triangulate the data.

The next step of the process included copying the outline into a table of contents, and then systematically going through each bullet point and inputting the correct information. This portion included fact checking and performing additional research utilizing the Academic Advisor Steering Committee report, Purdue Academic Advisor webpage, Registrar, Bursar, and other affiliated websites and
pages in order to provide official and most up-to-date material. These websites, coupled with the interview transcripts, assisted in the creation of the onboarding document. The process took an estimated 18 hours and yielded 26 pages of informational content from the draft on-boarding document.

3.2.2 Evaluating and Updating the Draft Onboarding Document

Once the onboarding document was created, the evaluation and updating phase began immediately. The onboarding document was sent to the Graduate Committee Chair for initial review as a means to find any technical issues with the document and minimize the possibility of any major modifications to the document after the advisors were asked for their input as a way of triangulating the data. Upon initial review, the document went through a minor update in terms of organization of items and required content addition for clarity. The following changes were made:

- The advisor job description was re-organized to note if the task was related to administrative tasks, student advising, new student orientation, or career development.
- Screenshots and instructions were given for the certification page.
- Hyperlinks were added to the appropriate sections for ease of use.
- Introductory paragraphs were added to sections explain the overall purpose.
- A watermark was added to all pages that identified the current version as a draft.
- The College of Technology logo was added to the front page.

Once the initial draft revisions were made, the fourteen advisors that serve the College of Technology were contacted to start gathering their input for the next part of the evaluation phase. The tools that were utilized in this phase of the research project were qualitative surveys. The survey method was chosen to facilitate a more rapid method of data collection, as well as this was the method that
was recommended by the researcher’s committee. The advisors were sent the onboarding materials in PDF form as well as a Qualtrics survey in order to determine the overall impact of the material. Overall effectiveness, design, and comprehensiveness of the materials were assessed to determine if changes were needed to improve what has been created either through adding or removing topics. The first three questions were asked utilizing a Likert-type scale with a scale range of 0-6, with 6 being a positive response and 0 being a negative response. This type of scale was chosen to gauge the attitudes and opinions of the participants without forcing the participants to pick a specific stance. Additionally, this type of scale is a universal scale, so the responses are straightforward and clear to understand. The following questions were asked:

- How useful is this document?
- How satisfied are you with the contents of this document?
- How likely are you to encourage your new colleagues to read this document?

The next five questions asked in the survey were open-ended responses. This method of collection was selected to allow the participants to create their own responses and provide more freedom to go into as much or as little detail as they would like. The following questions were utilized:

- What topics would you add to this document?
- What topics would you remove from this document?
- What did you like most about this document?
- What did you like the least about this document?
- Is there anything else you would like to add?

The advisors were also asked to provide any additional pieces of information that might assist a new advisor in their own specific department. The timeline that
the advisors were given for the response period was six business days. Once the responses were collected, the responses were analyzed. The data for the Likert-type questions were reviewed to determine the mean, standard deviation, and the upper and lower bounds. The data for the open-ended responses were all carefully read through to identify themes, patterns, or trends to see if the onboarding document either missed its mark or closely resembled what the advisors would like to see in a finished document.

3.3 Summary

The chapter has provided information on the methodology used to conduct this project. The areas that were identified include: framework, overall methodology, initial data analysis, construction of the draft onboarding document, and evaluating and updating the onboarding document. The next section will present the results of the data that was collected from the interviews and the draft of the onboarding document.
CHAPTER 4. RESEARCH FINDINGS

This chapter will cover in depth the findings of both the interviews and the onboarding document evaluations. The results of the interview and evaluation phase yielded informative results. The advisors that the researcher worked with were knowledgeable and offered a great deal of insight in terms of what their job entails. The advisors were also constructive in their evaluation of the onboarding document.

4.1 Review of Interview Data

The interview portion of the data collection phase successfully aided in capturing the information needed to create the onboarding document. The responses that were collected provided depth to each question and allowed for clarifying follow-up questions. Of the four advisors that were interviewed, two of them were senior advisors. This section will provide a synthesized response for the interview questions. The advisors will be referred to as Advisor A, Advisor B, Advisor C, and Advisor D.

4.1.1 Necessary Skills Required or Recommended for the Position

The advisors identified the following skills that a new advisor should exhibit: the ability to communicate, multitask, be organized, and be detail oriented. The advisors additionally recommended that exhibiting empathy, adaptability and a
genuine interest in their department’s specific academic field are also important.

Advisor A recommended that a potential advisor attain three years of experience within the university to gain basic knowledge about the university. Advisor C offered that it is important to engage in active listening and not to anticipate what the student is trying to say or is asking for. Advisor C also recommends that an advisor is able to say “No” firmly, but nicely, and Advisor D suggests that a new advisor be prepared for and accepting of how often they will have to start something, only to put it down later unfinished.

4.1.2 Career Development

During the interviews an inquiry was made about the current career development and training options available to advisors, and also sought out if there were any outside development options. The responses revealed a common area for this specific question: PACADA, or the Purdue Academic Advisors Association, was the main training support network that new advisors should be aware of and participate in. Through PACADA, advisors can learn about new information from the Registrar and Bursar. Advisors can also learn about Banner, DegreeWorks, and Cognos through these PACADA-run sessions, as well as through the Head of Academic Advising at Purdue. Additionally, identifying and working with a senior advisor was also recommended as a training support mechanism. Other career development opportunities were identified to be offered through NACADA, or the National Academic Advisors Association.
Additionally, the interviewees talked about frequency of seeking out these career and professional development opportunities. Each advisor had their own specific recommendation but all encouraged frequently attending the development opportunities. Advisor A recommended that opportunities should be sought out as PACADA offers them. Advisor B stated that, keeping home circumstances in mind, an advisor should seek the opportunities out as often as possible. Advisor C also stated to attend as often as they can. Advisor D recommended that attending a development session once a semester would be beneficial; however Advisor D noted that if the sessions were to occur once a month that the sessions might interfere with the job.

4.1.3 Month-to-Month Tasks

The next area that was researched was the tasks that the advisors are to perform on a month-to-month basis. The overall response that was gathered was that the majority of the tasks repeated each semester, with only a few tasks that were specific to a semester. The researcher created two separate monthly listings: one that provided the descriptions of each task, and another that will function as a quick reference list that an advisor can print off and post on their desk.

The task list for August and January includes performing new student orientations and meeting with the students, coordinating all add and drop courses, class cancellations and overrides, and also assisting those students that have been dropped with being re-added. Other tasks include completing veteran, athlete, and
graduation audits; meet with students that are on probation, and confirming that Satisfactory Academic Progress reports have been completed.

The task list for September and February includes participating in curriculum and faculty meetings and organizing student files for registration. Additional tasks include engage in professional development opportunities, and assist with STAR and other recruiting programs. The October and November task list, coupled with March and April, seeks to accomplish registration meetings.

December and May see the advisors sending out congratulatory emails for making the Dean’s List and Semester Honors list. Also the advisors contact personalized emails for probation and request those students schedule follow-up meetings. Advisors also take part in professional development opportunities during these months. During the summer term, advisors are tasked with assisting with STAR (Student Transition and Registration) Days as well as assisting with summer enrollment and working with students that are on campus.

4.1.4 Gauging Advisor-Student Interaction

The researcher included in the list of questions how often an academic advisor should meet, on average, with the students that the advisor is assigned to. A follow-up question that was included was how many students the advisor was responsible for. The responses varied, but the overall representation was that the advisor should be meeting with the student as often as the student needs it. Advisor A, who is responsible for 180 students, tries to meet with students at minimum of twice a semester. Advisor A highlights that the most successful students are the
ones that are visiting multiple times a semester, averaging around five times.

Advisor B, responsible for 175 students, will meet with each student at least once, and offers that the better the relationship with the student, the more likely they will be to stop by. Advisor C, who is responsible for 250 students, stated that the university requires advisors to meet with students at least once a semester, however Advisor C will meet with students as often as the student will allow. Advisor D also recommended at least once a semester, but offered that fostering a welcome environment for students to drop in at their convenience can be beneficial.

4.1.5 New Advisor Involvement

A crucial piece to how a new advisor will fit in with their department is how the advisor is involved, what departmental or interdepartmental activities the advisor is engaging with, and the frequency. The responses that were gathered indicated that by becoming involved in the beginning, an advisor would feel included and wouldn’t feel as if they are just sitting in an office. Advisor A stated that a new advisor should be very active, and can accomplish this by attending faculty and curriculum meetings, as well as attending the different social events that might be offered through the individual department. Advisor B pointed out that each department or program has their own specific culture, and that a new advisors involvement will depend on the culture, though Advisor B’s involvement included engaging the professors that are in the department in order to assist with working with students. Advisor C presented a similar response to what Advisor A had said by becoming involved as much as the advisor can. Advisor C offered the insight that the
faculty have to be able to trust that the advisor is giving good information that is reflective of departmental policies, so becoming involved and allowing opportunities for others to engage, such as through propping the office door open, can help to foster that environment. Advisor D became involved almost from day one by joining a scholarship committee and by sitting in on curriculum meetings. Advisor D suggests that by becoming involved, new advisors can know who they need to go to for certain issues, such as academic issues, the advisor would go to the department head, and for advising concerns, the advisor would go to Dr. Mohler.

4.1.6 Legal Requirements

The duties of an academic advisor place the academic advisor in frequent contact with a variety of different pieces of private and confidential information. As such, the position requires certain certifications to legally ensure that the advisors are aware of the legal implications that can occur should the advisor mistakenly mishandle personal information. The responses that the advisors gave for this specific question were identical, and a list of legal requirements was created for new advisors to be aware of. Advisors must be certified in FERPA, GLBA, and Data Handling. While these are mandatory, advisors will receive reminder emails when their certifications are about to expire.

4.1.7 Additional Advice

The last area that was included in the research was the important points of note for each individual department, and what advice the advisor might offer to an individual new to the position. While the four advisors that were interviewed
represented less than half of the departments within the CoT, the departmental advice was still insightful. The responses were not included to protect the identity of the four advisors while the data is still missing from the other departments.

The advice from the advisors is to gather a list of contacts, such as the Bursar, Registrar and other resources. The new advisor would be encouraged to gather a fact sheet about how to use the different programs and utilize the academic calendar to keep track of upcoming dates that students and staff should be aware of. Additionally, the advisors recommended a new advisor utilize the Purdue Academic Advisor webpage to become familiar with the position and with Purdue.

The advisors also offer that a new advisor should be able to exercise patience, while the students that the advisor is working with is legally considered adulthood, some of the students are experiencing life on their own for the first time. Some of the students are adjusting from having a high school graduating class of 42 to functioning on a college campus of 38,000, which includes a large international population.

4.2 Review of Onboarding Evaluation Data

The completion of the evaluation collection phase provided the researcher with a variety of insight and responses that supplied the researcher with feedback on what corrections need to be made. Conversely, there were also topics contained within the onboarding document that the evaluators wished to either have removed or added to in order for the onboarding document to be clearer. Fourteen advisors
were emailed the link for the Qualtrics survey, and by the survey deadline, four advisors had participated.

4.2.1 Report on Survey Findings

The first three questions that were asked utilized a slider bar based on a Likert scale, which ranged from 0-6. Table 4-1 below shows the Likert responses. The first question asked “How useful is this document?” The scale assigned the values from 0-6 with 0 being Poor, and 6 being Excellent. The minimum value that was scored for this portion was a 1, with the maximum score awarded a 6. The mean from all four responses was 3.25, and the standard deviation was 2.22. The second question asked “How satisfied are you with the contents of this document?” The scale ranged from 0-6, with 0 being Very Dissatisfied and 6 being Very Satisfied. The minimum value that was scored for this portion was a 1, with a maximum score awarded a 6. The mean from all four responses was a 3.5, with the standard deviation being 2.08. The third question asked “How likely are you to encourage your new colleagues to read this document?” The scale assigned the values from 0-6 with 0 being Very Unlikely and 6 being Very Likely. The minimum value that was scored for this portion was a 0, with the maximum score awarded a 6. The mean from all four responses was a 4.0, with the standard deviation being 2.83.
Table 4-1

Table 4-1

<table>
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<th>Question</th>
<th>Min Value</th>
<th>Max Value</th>
<th>Mean</th>
<th>S.D.</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful is this document?</td>
<td>1.00</td>
<td>6.00</td>
<td>3.25</td>
<td>2.22</td>
<td>4</td>
</tr>
<tr>
<td>How satisfied are you with the contents of this document?</td>
<td>1.00</td>
<td>6.00</td>
<td>3.50</td>
<td>2.08</td>
<td>4</td>
</tr>
<tr>
<td>How likely are you to encourage your new colleagues to read this document?</td>
<td>0.00</td>
<td>6.00</td>
<td>4.00</td>
<td>2.83</td>
<td>4</td>
</tr>
</tbody>
</table>

S.D=Standard Deviation. n=number of participants

The remaining five questions were open-ended questions that allowed for the evaluators to offer more in-depth reasoning and insight to the corrections that the evaluators were requesting. Question 1 of the open-ended questions asked, “What topics would you add to this document?” The following are the responses:

Responder 1: “Information about the Registrar, Bursar, and the CCO, as well as what services they provide (generally), maybe information about Distance learning, general Co-op information and ISS as a resource for working with foreign students.”

Responder 2: “PPI, Core Curriculum, Degree Mapping, Accreditation, Posting Grades, Form 350’s, Re-entry and Re-admit students, Graduation Rates, Admits/Maticulation, Diversity Issues, Ivy Tech Guest Registrations, Form 104R’s, EPICS.”

Responder 3: “There needs to be an area where you layout how the university is structured and who does what and who to ask questions. There also needs to be an area where you layout the College of Technology and
how the procedures work in this college compared to other colleges at Purdue."

Responder 4: “Because of the isolated nature of the positions in technology, I think it is important to help a new advisor to connect. Software listed that an advisor needs to know could also include how to get the training. Who is the person you report to, answer specific department, advising and university questions?”

Question 2 asked “What topics would you remove from this document?” The following are the responses:

Responder 1: “The required certifications was a bit long, I thought that could have been shortened. Knowing that an email will come when certification has expired was enough for me, I did not need to see an example of it.”

Responder 2: “Day On Campus references. It’s now called STAR.”

Responder 3: “Don’t know if you need to include the forms in the document as forms change often, but where to find the forms and how to order more-who controls the form would be important information as well.”

Question 3 asked “What did you like most about this document?” The following are the responses:

Responder 1: “It is not an overwhelming packet that takes time to go through and I love that you have a table of contents.”

Responder 2: “Good overview overall.”

Responder 3: “That it is started.”
Responder 4: “It is a good start and overview.”

Question 4 asked “What did you like the least about this document?” The following are the responses:

Responder 1: “It is impossible to hit everything that an advisor needs to know. This document is a great way to begin!”

Responder 2: “Doesn’t really talk about duties such as schedule deputy.”

Responder 3: “There are many generalizations that are not indicative of what advisors really do on a daily basis. There are many more areas that would be better to cover than some of the topics in here. This document as it stands would not be a beneficial training tools for new advisors. There is also terminology and names that are incorrect.”

Responder 4: “Not enough detail to be helpful.”

Question 5 of the open-ended questions asked “Is there anything else you would like to add?” The following are the responses:

Responder 1: “If this is also being formatted to specific areas, degree plans, and course equivalents are always great. For example, Physics 218 is the equivalent of Physics 220 or now that the Math course numbers are changing, to have a basic list of the old and new equivalents might be helpful.”

Responder 2: “Here are some acronyms to add: EPICS, PPI, FOE, HHS, Krannert, ALEKS, STAR, CAND, OWL, USP, ROTC, MLS, GLBA, DURI, ENTR.”
Responder 3: “This document needs more advisor input and feedback to make sure what is in there is correct for the university, our college and the department.”

Responder 4: “Lots of details and references.”

4.2.2 Analysis of Survey and Findings

The open-ended questions provided areas of improvement that the researcher will incorporate into the next section for recommendations of the onboarding document. The survey, while not providing the quantity preferred for the evaluation phase, still provided quality responses that offered the required insight. The researcher will include areas that cannot be updated as recommendations in the following chapter.

The Likert-scale questions helped to show, as the document current stands, how effective and useful the onboarding document is. While the mean shows a lower-than desired average, the standard deviation illustrates that there is a larger gap in the responses that suggests that a single evaluator’s overall score lowered the mean. Furthermore, if there were to be more responses, the results should show a more positive end result.

4.3 Summary

This chapter has reviewed the findings of the interview data, the evaluation of the draft onboarding materials, and the analysis of the evaluation phase. The next chapter will cover the recommendations for what the researcher would have done
differently, as well as what tasks should be accomplished to make the onboarding document move closer towards being a final product.
CHAPTER 5. SUMMARY, RECOMMENDATIONS, AND CONCLUSION

This chapter presents a summary of this research, recommendations, and conclusions for this project. The recommendations will elaborate on what data the researcher has not captured, what current data could be updated, and what additional elements would be useful for the next revision of the onboarding document. Specific detail is given to assist future efforts to develop an onboarding document for academic advisors in the College of Technology.

5.1 Summary of Previous Chapters

In Chapter 1, the problem statement was discussed and the researcher explained why academic advisors are essential for student success. The scope of the project was discussed, which was to work closely with the advising staff to gather the knowledge, skills, and abilities that are required to perform the job tasks to create an onboarding document. The significance for this project was that the current lack of a succession plan can result in a loss of valuable experience. Additionally, creating and using a succession plan will aid to reduce the amount of time and money that it would traditionally take to bring a new advisor up to speed. Chapter 1 also gave definitions for onboarding and succession planning, and listed the assumptions, limitations, and delimitations for the project.
In Chapter 2, a variety of topics were introduced and discussed to provide evidence to support why this research project was being conducted. The main points focused around succession planning, academic advising, training, and orientation programs. The first section of this chapter centered on what succession planning is. Wolfe (1996) defines succession planning as “a defined program that an organization systemizes to ensure leadership continuity for all key positions by developing activities that will build personnel talent from within” (Wolfe, 1996, p. 10).

Additional sections of this chapter focused on succession planning in the workplace and why succession planning works. Examples were provided of how some corporations have succeeded or failed due to having or not having a succession plan in place. The chapter then shifted to academic advising. The sections that discussed academic advising included a brief history of advising and what academic advising looks like at Purdue. The final sections in this chapter discussed different orientation programs and how a training component could be approached.

Chapter 3 discussed the framework and the methodology that was incorporated into the research project. Next, the data collection procedures and techniques were discussed, and touched base on what type of questions were asked, and how the data was exactly collected. Then, the procedures for evaluating the data and creating the onboarding material were discussed.

Chapter 4 discussed the results and analysis of both the interviews and the draft onboarding document. Individual interview question responses were highlighted, and the onboarding document survey responses were broken down.
This method helped to analyze and determine what future steps would need to be taken to help facilitate a future onboarding document revision.

5.2 Recommended Updates

It is important to note that the four responses during the evaluation phase did not provide solid enough data that would result in recommending complete changes of the current document. However, the researcher is providing the recommendations from the evaluations to supplement any further efforts in evaluation that might be conducted, which are reflected in Table 5-1. There were a few sections in the current version of the onboarding document that were requested to be updated to reflect more in-depth information. The first section that was requested to be updated from the evaluation phase was the Acronym section. The acronyms EPICS, PPI, FOE, HHS, Krannert, ALEKS, STAR, CAND, OWL, USP, ROTC, MLS, GLBA, DURI, and ENTR were requested to be added. This update will inform advisors about more CoT specific information.

It was also requested by an advisor that the recertification pages that included the screenshots be reformatted. This recommendation is contingent upon further evaluation data. Overall this recommendation could assist the particular section in not being as drawn out.

There was also information that was included in the initial draft of the document that if updated, could provide more accurate information. Some of the information that is currently available on the Purdue websites is now outdated, such as names of different orientation programs (Day on Campus=STAR). A combined
effort to update the website information and update the information on the next revision of the onboarding document would aid in providing accurate information.

5.3  Topics Recommended for Upcoming Revisions

At the completion of the evaluation phase, there was a list compiled that was based off of recommendations from advisors and also from the researcher to help in the next revision. The first topic recommended through the surveys was information on the Purdue Polytechnic Initiative (PPI). This topic will help to provide new advisors with reasoning why the CoT is taking its current actions.

The next topic was to include the core curriculum. This was recommended from the advisors through the evaluation phase. Incorporating this into a future revision will help advisors to understand the courses that the advisors students will be enrolling in.

Another topic is coding an Outlook calendar. This is recommended from the researcher and Graduate Committee. This would add an additional layer of accountability for advisors and could offer additional time management options.

During the interview phase, one of the advisors requested that a Top 100 Frequently Asked Questions be included. This would be a quick reference resource that an advisor could utilize during registration meetings, or throughout the working day.

The last topic of note is to include information pertaining to degree mapping, accreditation, posting grades, re-entry and re-admits, and Ivy Tech Guest
registrations. This information would act as a quick reference for advisors. This recommendation was made from the evaluation phase from an advisor.

Table 5-1

Table 5-1

Recommendations for Future Revisions

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Source</th>
<th>Justification</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Acronyms</td>
<td>Evaluation</td>
<td>Includes pertinent CoT Information</td>
<td>1</td>
</tr>
<tr>
<td>Add Org Structure</td>
<td>Evaluation</td>
<td>Explains job functions and chain of command</td>
<td>2</td>
</tr>
<tr>
<td>Include Updated Software List</td>
<td>Evaluation</td>
<td>Overview of what software to use</td>
<td>1</td>
</tr>
<tr>
<td>Research Form Locations</td>
<td>Evaluation</td>
<td>Shows advisors where forms are found</td>
<td>3</td>
</tr>
<tr>
<td>Research Course Equivalencies</td>
<td>Evaluation</td>
<td>Provides advisors with necessary information</td>
<td>2</td>
</tr>
<tr>
<td>Reformat Certification Pages</td>
<td>Evaluation</td>
<td>Ease of comprehension</td>
<td>3</td>
</tr>
<tr>
<td>Add CoT Procedures and Comparisons</td>
<td>Evaluation</td>
<td>Assists new advisors that are transfers</td>
<td>3</td>
</tr>
<tr>
<td>Explanation of PPI</td>
<td>Evaluation</td>
<td>Allows for buy-in for initiative</td>
<td>1</td>
</tr>
<tr>
<td>Add Core Curriculum</td>
<td>Evaluation</td>
<td>Useful information for advisors to use</td>
<td>1</td>
</tr>
<tr>
<td>Code Outlook Calendar</td>
<td>Researcher</td>
<td>Adds an accountability layer</td>
<td>3</td>
</tr>
<tr>
<td>Add Top 100 FAQS</td>
<td>Interview</td>
<td>Easy information for advisors to use</td>
<td>1</td>
</tr>
<tr>
<td>Add Quick References</td>
<td>Evaluation</td>
<td>Easy information for advisors to use</td>
<td>2</td>
</tr>
<tr>
<td>Interview Department Representatives</td>
<td>Researcher</td>
<td>Adds more depth to dept./program information</td>
<td>1</td>
</tr>
<tr>
<td>Include Annual Focus Group</td>
<td>Researcher</td>
<td>Allows new revisions to be added</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Priority Level 1-Include in next revision; Priority Level 3-Can be updated in the near future

5.4 Additional Data to Research

There are several areas that, through the evaluation phase, were brought up as items that could be included for the next revision of the onboarding document.

The first area to be researched is how Purdue and the College of Technology are structured. This would best be accomplished by researching and creating an
organizational chart that will illustrate task descriptions. Additional components to this organizational chart would include an explanation of who to go to for specific department, advising, and university questions.

The next area that could be researched will be how the CoT procedures work. A piece could be added to showcase how the CoT compares to the rest of the university. This piece will be beneficial for the advisors that transfer from other colleges. This area came at the recommendation of one of the advisors during the evaluation phase.

Another area that was requested to incorporate included a listing and description of the software packages that advisors are required to utilize, as well as where the advisor can receive training on these software packages. Completing this task would provide advisors with a clearer picture of the software they would be using. Additionally, it would prepare the advisor for the training sessions the advisor would participate in by providing them the base knowledge of what to expect.

There also could be research done to determine who controls the forms that advisors need to fill out, like a Form 23, and how to order more forms when the current supply has run out. This recommendation was requested through the evaluation phase. Since advisors will need to be well-versed in the use of these forms, it would be beneficial to also know where to get them and who to contact for clarifications on updates.

An additional area to be researched as requested through the evaluations was course equivalencies. This evaluation recommendation would include a list of
both new and old equivalencies to help advisors be more informed with advising their students.

Future long-term research components should include interviewing one academic advisor per department or program in order to gather information specific to that department that cater to the departmental specific section in the onboarding document. The researcher also recommends that an interview be conducted with the Head of Academic Advising, as well as with Associate Dean Mohler, the supervisor for the advisors, to add triangulation. Another area of research that could add insightful information would be to conduct focus groups once the next draft onboarding document is complete to foster an environment that allows advisors to come together and evaluate and assist in any reconstruction that might be necessary. This focus group could then become an annual study in order to continuously update the document to provide the most up-to-date changes in information and procedures.

5.5 Recommendations for Implementation

There are some additional components that would be beneficial to incorporate for future revisions. After a finalized document is created and implemented, it would be useful to conduct follow-up interviews with the senior advising staff and the new advisors that are utilizing the onboarding document. As mentioned in the first section of this chapter, a focus group might also be a useful tool for follow-up, and might gather a greater unified response.
5.6 **Summary**

This chapter has presented the recommendations that could assist in revising the next version of the onboarding document. Additional data to research, recommended necessary updates, topics for upcoming revisions, and recommendations for future progress have been discussed.

5.7 **Conclusion**

Throughout the span of this research project, the researcher has spent a great deal of time becoming familiar with the overall message of why succession planning is important and understanding what efforts have been made in other areas the showcase successful or not successful plans. Additionally, there was significant time taken to understand the crucial components that are needed to design and implement the succession plan. The onboarding material that was created as a result of these efforts is reflective of the literary pieces that were reviewed and the individual interviews that were conducted.

During the course of this project, the information that was called into question, researched, and then built upon has helped to create a valuable piece of information that will benefit the College of Technology for years to come. The finalized revision that will be released for use will aid in the College of Technology to retain and continue to build on the years of experience of the advisors and educate future advisors.
LIST OF REFERENCES


To: ANDREW HURT
    YONG
From: JEANNIE DICLEMENTI, Chair
    Social Science IRB
Date: 01/29/2014
Committee Action: Exemption Granted
IRB Action Date: 01/29/2014
IRB Protocol #: 1401014406
Study Title: Academic Advisor Best Practices

The Institutional Review Board (IRB) has reviewed the above-referenced study application and has determined that it meets the criteria for exemption under 45 CFR 46.101(b)(2).

If you wish to make changes to this study, please refer to our guidance “Minor Changes Not Requiring Review” located on our website at http://www.irb.purdue.edu/policies.php. For changes requiring IRB review, please submit an Amendment to Approved Study form or Personnel Amendment to Study form, whichever is applicable, located on the forms page of our website www.irb.purdue.edu/forms.php. Please contact our office if you have any questions.

Below is a list of best practices that we request you use when conducting your research. The list contains both general items as well as those specific to the different exemption categories.

General
• To recruit from Purdue University classrooms, the instructor and all others associated with conduct of the course (e.g., teaching assistants) must not be present during announcement of the research opportunity or any recruitment activity. This may be accomplished by announcing, in advance, that class will either start later than usual or end earlier than usual so this activity may occur. It should be emphasized that attendance at the announcement and recruitment are voluntary and the student’s attendance and enrollment decision will not be shared with those administering the course.
• If students earn extra credit towards their course grade through participation in a research project conducted by someone other than the course instructor(s), such as in the example above, the students participation should only be shared with the course instructor(s) at the end of the semester. Additionally, instructors who allow extra credit to be earned through participation in research must also provide an opportunity for students to earn comparable extra credit through a non-research activity requiring an amount of time and effort comparable to the research option.
• When conducting human subjects research at a non-Purdue college/university, investigators are urged to contact that institution’s IRB to determine requirements for conducting research at that institution.
• When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without
proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Category 1
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Categories 2 and 3
- Surveys and questionnaires should indicate
  - only participants 18 years of age and over are eligible to participate in the research; and
  - that participation is voluntary; and
  - that any questions may be skipped; and
  - include the investigator’s name and contact information.
- Investigators should explain to participants the amount of time required to participate. Additionally, they should explain to participants how confidentiality will be maintained or if it will not be maintained.
- When conducting focus group research, investigators cannot guarantee that all participants in the focus group will maintain the confidentiality of other group participants. The investigator should make participants aware of this potential for breach of confidentiality.
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Category 6
- Surveys and data collection instruments should note that participation is voluntary.
- Surveys and data collection instruments should note that participants may skip any questions.
- When taste testing foods which are highly allergenic (e.g., peanuts, milk, etc.) investigators should disclose the possibility of a reaction to potential subjects.
Appendix B Academic Advisor Best Practices Interview Questions

1. Please list and describe what skills are required to be an academic advisor?
2. What additional training, seminars, conferences, etc., have helped to support this role?
3. What additional training, seminars, conferences, etc., would add additional support and knowledge for this role?
4. How often should an individual in an academic advising role seek out educational opportunities for career development?
5. Please list and describe the different tasks and workload that must be done month-to-month?
6. How often should an academic advisor, on average, meet with individual students in order to help them succeed in graduating within four years?
7. What level of involvement should a new advisor have within his or her department?
8. What are the legal, if any, requirements of the position and what are the best ways to stay informed and up-to-date on these requirements?
9. What important points are there to note about your individual department?
10. What additional information would help to benefit a new advisor in their advising role?
Appendix C  New Advisor Orientation Manual
Greetings and welcome to Purdue University and the College of Technology!

Congratulations on your first step in helping students through their academic endeavors while at Purdue by accepting the position of Academic Advisor! Here in the College of Technology, we offer many diverse academic programs that allow our students the ability to learn and to effectively take on the world’s challenges and spread the Purdue legacy.

Over its fifty year lifespan, the College of Technology has continuously evolved to meet the challenge of ever expanding technology. This has been done throughout our seven academic departments, and the result is a finely tuned grouping of alumni that continue to impress employers and help to lead and develop today’s world to a better place.

As an academic advisor, you will play a key role in helping our students to excel in their selected academic focus. Whether it is coaching them through class options, changing their degree, or talking them through an unfortunate withdrawal process, your position puts you right alongside the students to which you are assigned. The results will offer you a rewarding experience through nurturing of our diverse student body, and ultimately cultivating an inclusive climate.

Throughout this orientation document, you will be able to see what it takes to be an academic advisor within our college, and ultimately be able to have a better grasp of how Purdue and the CoT function. If you have any questions, please do not hesitate to contact myself or your fellow advisor colleagues. Finally, remember that we are Purdue. What we make moves the world forward.

James L. Mohler
Associate Dean of Academic Affairs & Diversity
The mission of undergraduate advising at Purdue University is to partner with students, faculty, staff, departments, and administration to empower students to develop and implement an individualized plan for academic success, personal and career development, while integrating learning and enrichment within the University and community.
Purpose

The purpose of this document is to assist you, the newest addition to your department, in becoming acclimated faster to Purdue and your role as an academic advisor. Your ability to impact the students that you come into contact with on a daily basis is important and will affect how the student reflects upon his or her tenure at Purdue while at Purdue. This orientation document will help you to find answers to questions faster, and also help to point you in the correct direction about where to refer your students to.

The Vice Provost for Undergraduate Academic Affairs requested in November of 2011 that a committee be formed to discuss the emerging roles of academic advisors and make recommendations by April of 2012. The Academic Advising Steering Committee was then created and charged with outlining standardized job descriptions and qualifications, researching and documenting advisor resources, and proposing an effective model for academic advising standards. This document serves as an additional building block from the Steering Committee’s report.

The Academic Advising Steering Committee referenced the Council for Advancement of Standards in Higher Education statement about academic advising:

Academic advising is a crucial component of all students’ experiences in higher education. Within this context, students can find meaning in their lives, make significant decisions about the future, be supported to achieve to their maximum potential, and access all that higher education has to offer. When practiced with competence and dedication, academic advising can enhance retention rates. In an age often characterized by impersonality and detachment, academic advising provides a vital personal connection that students need. -Council for the Advancement of Standards in Higher Education, pp. 1-2

That being said, you are a big deal here. You are an additional piece of the puzzle to help the students grow, develop, and ultimately become who they’ve always wanted to be ‘when they grow up.’ It’s not a small task, good luck!
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List of Commonly Used Acronyms

A key point to be aware of is that Purdue uses acronyms. The following two pages contains what the common acronyms that you will come into contact are, and spells out what they stand for. For an extended list of acronyms, please visit the Purdue Acronyms site that is linked through the Purdue Academic Advisor page, which is located underneath Administrative Resources

- **AAHE** - American Association for Higher Education
- **ABE** - Agricultural and Biological Engineering
- **ACID** - Accessor ID
- **ACSC** - Application Continuity Steering Committee Admissions
- **ADMS** - Admissions
- **AEET** - Aeronautical Engineering Technology
- **AID** - Agency for International Development
- **ALEKS** - Assessment and Learning in Knowledge Spaces
- **API** - Academic Program Inventory
- **BCM** - Building Construction Management
- **BME** - Biomedical Engineering
- **BOSO** - Business Office Student Organization
- **CAND** - Candidate for graduation
- **CAPS** - Counseling and Psychological Services
- **CCO** - Center for Career Opportunities
- **CFD** - Child Development and Family Studies
- **CFS** - Consumer and Family Sciences
- **CGT** - Computer Graphics Technology
- **CIC** - Committee on Institutional Cooperation
- **CIE** - Center for Instructional Excellence
- **CIS** - Center for Instructional Services
- **CNIT** - Computer and Information Technology
- **CODO** - Change of Degree Objectives
- **COI** - Conflict of Interest
- **COT** - College of Technology
- **CPCC** - Capital Projects Council
- **CQI** - Continuous Quality Improvement
- **CREF** - College Retirement Equities Fund
- **CSAC** - Student Services Continuing Support Advisor Committee
- **DFA** - Division of Financial Aid
- **DHHS** - Department of Health and Human Services
- **DOC** - Day on Campus
- **DURI** - Discovery Park Undergraduate Research Internship
- **EAP** - Employee Assistance Program
- **ECN** - Engineering Computer Network
- **EEO** - Equal Employment Opportunity
- **EET** - Electrical Engineering Technology
- **EHPS** - Environmental Health and Public Safety
- **ENTR** - Certificate program in Entrepreneurship and Innovation
- **EPA** - Environmental Protection Agency
- **EPICS** - Engineering Projects in Community Service
- **EPS** - Enrollment Planning Service
- **ERAC** - Enterprise Reporting Advisor Committee
- **ESA** - Enrollment and Student Affairs
- **ESS** - Employee Self Service
- **EVPAA** - Executive Vice President for Student Affairs
- **EVPT** - Executive Vice President and Treasurer
- **FERPA** - Family Educational Rights and Privacy Act
- **FLSA** - Fair Labor Standards Act
- **FOS** - Field of Study
- **GLBA** - Gramm-Leach-Bliley Act
- **HHS** - Health and Human Services
- **HIPAA** - Health Insurance Portability and Accountability Act
- **HR** - Human Resources
- **HSSSE** - Humanities, Social Sciences, and Education Library
- **ICA** - Intercollegiate Athletics
- **ICHE** - Indiana Commission on Higher Education
- **IFC** - Purdue Interfraternity Council
- **IP** - Office of International Programs
- **IPEDS** - Integrated Postsecondary Education Data System
- **IPFW** - Indiana-Purdue at Fort Wayne
- **IT** - Information Technology
- **ITAP** - Information Technology at Purdue
- **IUPUI** - Indiana University/Purdue University at Indianapolis
List of Commonly Used Acronyms

- **KEEP** - Krannert Executive Education Programs
- **LA** - Liberal Arts
- **LOC** - Letter of Credit
- **LTD** - Long Term Disability
- **M/M** - Major/Minor
- **ME** - Mechanical Engineering
- **MET** - Manufacturing or Mechanical Engineering Technology
- **MSE** - School of Materials Engineering
- **NACADA** - National Association of Academic Advisors
- **NIMBOC** - Northwest Indiana Minority Business Opportunity Center
- **NIMH** - National Institute of Mental Health
- **NIOSH** - National Institute for Occupational Safety and Health
- **NSF** - National Science Foundation
- **ODOS** - Office of the Dean of Students
- **OIR** - Office of Institutional Research
- **OWL** - Online Writing Lab
- **PACADA** - Purdue Academic Advisors Association
- **PMU** - Purdue Memorial Union
- **PNC** - Purdue University-North Central
- **POS** - Plan of Study
- **PPI** - Purdue Polytechnic Initiative
- **PSG** - Purdue Student Government
- **PUC** - Purdue University-Calumet
- **PUDF** - Purdue University Fire Department
- **PUID** - Purdue University Identifier
- **PUPD** - Purdue University Police Department
- **PUSH** - Purdue University Student Health Center
- **R.A.D.** - Rape Aggression Defense
- **RA** - Resident Assistant
- **RA** - Research Assistant
- **REGR** - Office of the Registrar
- **REU** - Research Experience for Undergraduates
- **RIP** - Research Incentive Program
- **ROTC** - Reserve Officers Training Corps
- **SAO** - Student Activities and Organizations
- **SID** - Student Identification (Number)
- **SMAS** - Space Management and Academic Scheduling
- **SOE** - School of Education
- **SSA** - Social Security Administration
- **STAR** - Summer Transition, Advising, and Registration
- **STD** - Short term disability
- **SURI** - Summer Undergraduate Research Initiative
- **SWT** - State Wide Technology
- **TA** - Teaching Assistant
- **TAEVIS** - Tactile Access to Education for Visually Impaired Students
- **TIAA/CREF** - Teachers Insurance Annuity Association/College Retirement Equities Fund
- **UCO** - University Collections Office
- **UDO** - University Development Office
- **UGRL** - Hicks Undergraduate Library
- **USCG** - United States Coast Guard
- **USP** - Exploratory Studies
- **USS** - Utility Software Program
- **VA** - Veterans Administration
- **VEPR** - Voluntary Early Partial Retirement
- **VIP** - Visitor Information Center
- **WIEP** - Women in Engineering Programs
Definitions

The following terms are common Purdue-specific terms that you might here around the Purdue campus. They have been defined in an effort to help you understand different points of pride for Purdue as well as to give you an advantage of knowing exactly what Purdue students and faculty are talking about from day one. Additional terms and definitions can be found under the Glossary section on the Purdue Academic Advisor website.

**Admitted Students** - Students who have been accepted by Purdue. Admitted students are divided into four main categories: Beginners, Transfers, Regional Campus transfers, and reentry

**Ambassadors** - Student groups involved in recruitment for the University or a certain college or school

**Boilermaker** - The nickname for all students, faculty, and staff at Purdue

**Boilermaker Special** - The official University mascot, maintained by the Reamer club

**Call out** - An introductory meeting sponsored by a student club or activity to attract new members

**Candidate for graduation** - A student who is eligible to graduate, but must complete the current semester’s coursework to receive the degree

**CODO** - Change of Degree Objective, which involves the student changing from one college or school to another at Purdue

**Co-oping** - A student who is participating in the Professional Practice program. Students that are involved alternate semesters attending classes and working in the field for their area of study

**Co-Rec** - The nickname for the Recreational Sports Center, which is the main athletic center for students and staff

**Drop/Add** - A process that involves revising a student’s schedule after they initially register

**ITaP** - Information Technology at Purdue. ITaP operates as the central computing and telecommunications system

**PSG** - Purdue Student Government, which addresses student concerns and coordinates student activities throughout the academic school year

**PUID** - An identification card used by Purdue students and staff for building access, meals, library checkouts and ticket purchasing to name a few

**The Exponent** - Independent student newspaper and published and distributed for free across campus
Primary Responsibilities of Academic Advisors (Continued)

The following list contains primary responsibilities that you as an academic advisor are expected to complete throughout the academic school year. The list has been broken down from its original listing into a grouped setting to be more organized and easier to read. Please keep in mind that this is not all-inclusive, and that this list is the primary responsibilities only.

**Student Advising**
- Assist students in evaluating and determining their interests and abilities, and help students link their interests/abilities with majors/programs.
- Assist students in developing a plan of study that meets all degree requirements and fits with their timetable for graduation.
- Assist students in the creation of short and long term academic and co-curricular goals
- Provide assistance during major and career exploration, and discuss opportunities with students wishing to change their major to another school/college.
- Assist students in developing an academic identity that allows them to succeed in higher education.
- Provide guidance to advisees concerning graduate/professional school
- Make explicit students’ responsibility for their own academic and professional success
- Advise students about course substitutions
- Consult with each advisee at least one time a semester to review plan of study, discuss progress, discuss co-curricular and extracurricular activities, answer questions and issue PIN
- Coach students in the development of professional behaviors
- Facilitate adding/dropping classes including independent studies beginning week three
- Review student grades and communicate with them about necessary schedule changes
- Correspond and/or meet with students regarding difficulties they are having with a class or classes, and provide support to students who are on academic probation
- Assist students in understanding the complete withdrawal option
- Assist students with plan of study projection for financial aid appeals
- Consult with and advocate for students regarding petitions for appeals, special policy waivers, etc.
- Refer students to appropriate campus offices and resources (CCO, ODOS, CAPS, tutoring, etc.)
- Provide information regarding curricular and co-curricular programs and opportunities including honors, Study Abroad, 21st Century Scholars, and Leadership Development etc.
- Share knowledge with students about departmental courses, undergraduate programs and faculty, appropriate course selections, departmental policy changes, and specific program information to various constituents.
- Develop and share strategies for academic success; build/support student ability to face challenges through enhanced resiliency and coping strategies; identify university resources that support academic achievement (student services offices, faculty, advisors, other students)

**Career Development**
- Build knowledge of and contacts with other college/school advising units
- Be knowledgeable about programs at Purdue's regional campuses, College of Technology Statewide locations, Purdue distance education program
- Maintain certifications related to handling student data (e.g. FERPA, GLBA)
- Participate in COGNOS and Banner training/updates
- Participate in advising assessment activities
- Participate and/or present at conferences, workshops and other professional development activities
Primary Responsibilities of Academic Advisors

CODO/New Student Orientation
- Confer with international students and exchange students via email and/or phone prior to their arrival
- Confer with transfer students who are considering Purdue (sometimes accompanied by parents)
- Confer with prospective and current transfer students regarding application of transfer credit and course equivalencies.
- Provide information about credit exams
- Participate in student orientation activities
- Orient students to progression through degree programs
- Assist students in settling into the first week of classes each semester - contacts include email, phone calls, walk-ins, and scheduled appointments; provide schedule assistance

Administrative Tasks
- Provide input to university administration regarding regulations, policies, and procedures; convey students' feedback re: these items
- Provide input to faculty regarding courses, curriculum & convey students' feedback re these items
- Interpret and apply university policies and procedures, keeping abreast of changes
- Write student recommendation letters at advisor’s discretion
- Put forth and/or evaluate nominations and recognition of students
- Maintain a consistent pattern of contact with each advisee to encourage a trusting mentor/coaching connection through multiple channel of communications (advising appointments, targeted emails, newsletters, class instruction and seminars
- Record student contact notes
- Enter overrides in INB
- Complete necessary paperwork and forms for proper maintenance of student records
- Identify problems in transcripts and submit paperwork for correction (duplicate credit, missing credit, etc.)
- Review academic history in preparation of advising appointments
- Conduct audits on student’s progress towards their degree, unofficial audit conducted before each advising appointment during the registration period, including precertification audit the semester the student is a candidate.
- Participate in staff meetings
- Communicate scheduling issues to appropriate designee
- Respond to emails and phone calls from students, family members, and university staff; including international and exchange students prior to their arrival.
- Discuss career/internship opportunities and the job search process
- Conduct checkup/relationship-building contacts (including appointments, learning communities, courses) with all new advisees (separate from registration)
Certifications Required

There are a few certifications that are legally required for you as an academic advisor to be certified in and then complete the annual re-certifications as necessary. You will be made aware of your certification status by the myPurdue website. When you are certified, it is denoted by a green icon. As your certification comes closer to the expiration date, the icon turns yellow. myPurdue will notify you when your certifications have expired. You cannot legally function in your position as an academic advisor without these certifications being completed. This link will take you to the certification page:

The main certifications of note include the following:

- **Family Educational Rights and Privacy Act (FERPA)**-must be recertified once a year. This law covers a parent’s ability to have access to their child’s educational records as well as to seek out to have certain records amended. School’s must have consent by the student to disclose records when the student is over the age of 18 years old. Essentially the only information you are allowed to give to guardians without student authorization is directory information, and you must not disclose anything about student behavior or grades.

- **Gramm-Leach-Bliley Act (GLBA)**-As stated by the Federal Trade Commission, any university that complies with FERPA is a financial institution and must also comply to GLBA. This law required Purdue to develop, implement, and maintain administrative, technical, and physical safeguards to protect the security, integrity, and privacy of customer information.

- **Health Insurance Portability and Accountability Act (HIPAA)**-creates a framework to protect both the privacy and security of patients and health plan member’s health information.

- **Data Handling**-as someone who will have access to student records, you must complete the safe data handling certification. This includes information about how to properly view, update, and destroy data.

If you have any questions about any of the certifications, please do not hesitate to ask one of your colleagues, or visit the Purdue Data Steward website for more in-depth descriptions and the links for the certifications.
Certifications Example

Below is an example of the notification email that you will receive when your certifications are about to expire:

**DO NOT SEND A REPLY TO THIS MESSAGE**

This is a reminder that annual certification requirements for Student Applications will soon expire, and you are at risk of having your access to student data locked. In order to maintain your current level of access to student data, the reading and acknowledgement of the guidelines below must be completed.

The following certifications will expire in one month:

- FERPA: 04/23/2014
- GLBA: 04/23/2014

Please visit Purdue WebCert or use the links above to certify. Each certification quiz will take a short period of time to complete and contains pop-up limits to provide you with additional information should you answer any questions incorrectly. Please complete all certifications listed above on the same date in order to keep them in sync. You may complete these certifications any time prior to the date listed above.

Training materials are provided for you to review on the login screen. After you have reviewed the materials, close the screen and then login using your career account username and password to enter the test.

Once you have completed a certification, please print out the notification page that confirms you have completed the requirement and keep it for your own record. Your completion will be automatically recorded in the certification database. For annual requirements you will receive a re-certification notice approximately 11 months from the date of completion.

If you are unable to complete a certification quiz, please refer to the FAQ list provided on the sign-in page. If you are still unable to access the quiz, report the problem to certif@purdue.edu.

If your certifications remain incomplete for an month past the date that your account is locked, your Banner INB role assignment will be removed. When this happens a new request for access would need to be submitted by the approved role representative for the area, and all certifications would need to be completed.

**Instructions if your account is locked:** If you do not complete the certification(s) on time, when you log in to Banner you will see a pop-up error with the message 'ORA-30000: the account is locked.' You will need to refer back to this email message to determine which certification(s) need to be completed, go to the link supplied in the notice and complete the requirement. After completing the certification(s), an automatic notification is sent to the data steward to unlock your account. No other action is required by you. You should, however, allow 24 hours for the reactivation to be completed.

Below is what the recertification page will look like. Click on the module you need to complete for recertification.

### Enterprise Certifications

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
<th>Status</th>
<th>Last</th>
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<td>GLBA</td>
<td>Gramm-Leach-Bliley Act / Financial Services</td>
<td>Approved</td>
<td>04/23/2013</td>
<td>04/23/2014</td>
<td>29</td>
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<tr>
<td>Protecting SSNs</td>
<td>Protecting Social Security Numbers at Purdue</td>
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<td>06/11/2012</td>
<td>06/20/2014</td>
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<tr>
<td>Data Handling</td>
<td>Data Classification and Handling Educational Resources</td>
<td>Approved</td>
<td>04/21/2013</td>
<td>04/21/2014</td>
<td>29</td>
</tr>
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### Area or Position Specific Certifications

- **Vice President for Ethics and Compliance**
- **Dean of Students**
- **The Office of Treasury Operations**
- **HIPAA Compliance**
- **Violent Behavior Policy**
- **Risk Management**
- **University Development Office - Data Access and Compliance**
- **School of Hospitality & Tourism Management**
- **Public Records**
- **Division of Financial Aid**
- **Identity Theft Red Flags**
- **EM Non-Conflict of Interest Statement**
- **Recreational Sports**
- **School of Management**
- **IPFW – Office of Institutional Equity**
## Advisor Qualifications

### Academic Advisors

<table>
<thead>
<tr>
<th>Education</th>
<th>Experience</th>
<th>Knowledge, Skills, and Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must have an earned graduate or professional degree in a field relevant to the position or must possess an appropriate combination of educational credentials and related work experience.</td>
<td>One year of relevant work experience required. Experience with student advising preferred.</td>
<td>Excellent communication and interpersonal skills required. Knowledge of academic advising preferred. Must be able to collaborate with faculty, staff, students and parents. Basic skills in Outlook, Word, Excel, and PowerPoint required. Knowledge of programs and majors at Purdue University preferred.</td>
</tr>
</tbody>
</table>

### Senior Academic Advisor

<table>
<thead>
<tr>
<th>Education</th>
<th>Experience</th>
<th>Knowledge, Skills, and Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must have an earned graduate or professional degree in a field relevant to the position or must possess an appropriate combination of educational credentials and related work experience.</td>
<td>Three years of academic advising or student services experience required.</td>
<td>Excellent communication and interpersonal skills required. Knowledge of academic advising required. Must be able to collaborate with faculty, staff, students and parents. Demonstrated ability to interpret and administer academic policy necessary. Must have excellent organizational skills, ability to multi-task and establish priorities, and resolve conflict. Basic skills in Outlook, Word, Excel, and PowerPoint required. Knowledge of programs and majors at Purdue University preferred.</td>
</tr>
</tbody>
</table>
Online Software and Websites

As an academic advisor at Purdue, you will need to be well-versed in certain software website functionality in order to be effective at what you do. The different software and websites that you will use will assist you in researching courses for students, completing trainings, creating different reports, changing passwords, etc. and following software and websites you will need to become acquainted with due to how often you will need to be using the software or websites.

- **Microsoft Outlook** - email, work schedule, tasks to accomplish
- **myPurdue** - look up course listings, instructors, prerequisites, reset personal passwords
- **Banner** - bulk software package that supports the OnePurdue system
- **Cognos** - new student reporting software
- **DegreeWorks** - degree audit tool used to track student degree progress
Words of Wisdom

Your fellow colleagues have come together with the intention of providing tips and suggestions so that you can have the best chances of success as an advisor right from the get go. If you have any clarifying questions, please do not hesitate to ask them! They were once in your position, so they know what you are experiencing, and have learned how to overcome the obstacles that you might be facing.

**Recommended skills to be an academic advisor:**

- Ability to communicate with students, faculty members, parents, or anyone related to the university
- Ability to multitask
- Ability to be organized
- Attention to detail
- Computer skills
- Knowledge of on-campus resources and where to send students
- Consider working three years in the university before becoming an academic advisor
- Ability to be empathetic and sympathetic, see beyond your own situation
- Have an interest in the subject you are advising for
- Ability to look up information when you don’t know the answer to a question
- Know what you don’t know
- Be able to continuously learn on the job
- Ability to listen, try to anticipate what the student is asking. You might have heard it 60 times, but for the student it’s their first time
- Ability to say ‘no’ firmly, but nicely
- Patience. They’re 18 year olds, they’re supposed to be adults, but for many of them this is their first time making big decisions on their own
- Adaptability
- Ability to pick things up and put them down unfinished
- Ability to like people, to want to work with people, to want the students to succeed

Additionally, your fellow colleagues recommend that you meet with each of your students **AT LEAST** once per semester, however you will find that some of your students will stop by a little more frequently just to chat and catch up. Seize and enjoy those moments.
Purdue’s campus serves a large and diverse number of students and faculty whose needs are constantly in a state of flux. As such, Purdue has created a wide variety of resources that are available for the student body and faculty. The following resources are available on the Purdue campus:

**WELLNESS RESOURCES**

- **CAPS**—Counseling and Psychological Services. Offers students and faculty group counseling, alcohol and drug counseling, outreach services, and individual counseling sessions. Students can have up to six free counseling sessions per semester.
- **ODOS**—Office of the Dean of Students-built on the four pillars that are student support, student advocacy, student engagement, and student success. ODOS offers disability testing, the Student Assistance Center (SAC), which operates as a centralized resource that helps to connect students to proper community and university individuals and programs. ODOS also provides emergency loans to students and support for family emergencies.
- **PUSH**—Purdue University Student Health Center-Offers allergy and immunization care, extended care, laboratory work, prescription assistance, radiology, and sports medicine. Some services are offered for free depending on the severity and occurrence, and is noted on the PUSH billing site.
- **Student Wellness Office**—Offers educational components to help students learn about consequences of risky behavior, and how to take better care of themselves and each other.

**ACADEMIC RESOURCES**

- **Academic Success Center**—offers opportunities to enhance learning, increase retention, and improve student success. The Academic Success Center offers tutoring, consultation, and referrals to other academic assistance centers.
- **Registrar’s Office**—serves students, faculty, alumni, and staff to support discovery, learning, and engagement. The Registrar’s office services for enrollment, registration, grade reporting, and graduation information. Students needing overrides or other academic issues resolved will need to visit the Registrar’s office.
Campus Resources

- **Supplemental Instruction**—weekly study sessions led by a peer who has been successful in that course. This is an informal study group where study tips are shared, tough material is broken down in steps, and mistakes are ok to be made. Students who take part in SI are guaranteed a better grade.

- **Disability Resource Center**—acts as a facilitator for qualified students that qualify in an effort to assist the students as they pursue graduation. This service does not give the students a competitive advantage over others, but instead neutralizes any competitive disadvantages that their disability may cause.

- **Horizons Student Support Program**—works to retain and assist enrolled students in graduating with the highest possible GPA, and provide the enrolled students in developing academic, social, and personal skills in an effort to help round the students out. This program is designed for first-generation students, students with disabilities, and students who’s family meets the federal guideline for income eligibility.

- **Professional Practice Office**—facilitates academic instruction with potential future employers to assist students in learning more about their career choice and what it looks like from a real world perspective.

FINANCIAL RESOURCES

- **Division of Financial Aid**—assists students and families find ways to pay for school through scholarships, grants, and employment opportunities. Offers a tuition calculator and other webinars and guides for making payments on time.

- **ODOS Emergency Loans**—interest-free loans for students that qualify. Students are eligible to receive up to $800 per semester in $400 increments for educational expenses. All loans must be repaid within 30 days.

- **Bursar’s Office**—central collection point for University receipts. Students and families will pay for school and additional fees through the Bursar’s office through the TouchNet portal.
Purdue Campus Map
Month to Month Task Descriptions

August/January

- **New student orientation** - Talk with incoming students prior to the start of the semester and answer any questions they might have before their Purdue student experience starts. Assist with the occasional orientation picnic.
- **Add/Drop, Cancelled students/Overrides** - Students will come in within the first two weeks of classes to add courses now that there are openings in the class, or drop classes because they need a different section or the class isn’t what they expected, or that they failed a prerequisite and were dropped. During the cancellation run, which students that have not paid are cancelled, will need to be re-registered after their payment is received. Students that are looking for overrides into classes are requesting to get into classes that might be filled to their occupancy limit, or there is a course restriction that requires advisor permission.
- **Veteran, Athlete, and Graduation Audits** - Make sure students that are registered as graduate candidates are still on track and have not dropped any courses or changed courses required for graduation. For veteran audits, plan of study forms must be signed on a semester basis.
- **Academic Probation Meetings** - Meet with students that were placed on academic probation from the past month and discuss with them their progress and work them through plans to have a more successful semester. Walk them through on campus resources such as tutoring services and walk them through proper study techniques.
- **Ensure SAPs are filled out** - Satisfactory Academic Progress is a part of financial aid. If the student is not meeting certain goals, they will need to work with the advisor to do SAP appeals.

September/February

- **Curriculum and faculty meetings** - attend curriculum committee meetings and offer insight and answer to questions about courses available to take.
- **Orientation Programs/Introducing Purdue** - Academic advisors play a big role in the Introducing Purdue program, which is a recruitment program geared for high school juniors. This includes preparing for and presenting a slide show about Purdue and the academic programs, as well as staffing the recruitment fair that accompanies the program.
- **Professional Development Opportunities** - attend the different programs that are offered through PACADA during the ‘off months.’
- **Organize student files for registration** - prepare individual student files so registration meetings can be efficient and productive.

October & November/March & April

- **Registration meetings** - ensure all students that are assigned to you have been met with and have had all of their questions answered and are on track to a timely graduation.

December/May

- **Send out emails to students regarding status** - Email students that made Dean’s List, Dean’s List and Semester Honors, those that did not pass classes and need to retake them, and those that unfortunately were put on academic probation for their performance. Tailor each email to the individual student, and address their concerns if they have any.
- **Professional Development Opportunities** - attend the different programs that are offered through PACADA

Summer Term

- **STAR Days** - bring in and talk with every single incoming student, talk with parents and answer any questions they might have. STAR will take up about fourteen business days.
- **Summer Enrollment** - Work with students that are enrolled over the summer.
2014-2015 Academic Calendar
Core Curriculum

New legislation that was passed in 2012 has brought new requirements for institutions to provide for their students. The Higher Learning Commission of the North Central Association of Colleges and Schools released new accreditation mandates that requires schools to maintain general education minimum requirements. The Indiana Senate Act 182, passed in 2012, requires state institutions to create a general education core. These requirements coincide with studies that suggest that employers are looking for employees with a broader set of skills.

Purdue students are to complete a minimum of 30 credit hours in courses that satisfy the foundational learning outcomes, which are expected of all students regardless of major or discipline. The following are the foundational learning outcomes:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>One course</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>One course</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>One Course</td>
</tr>
<tr>
<td>Science, Technology, and Math</td>
<td>Two courses in Science, one course in Quantitative Reasoning, one course in Science, Technology, and Society</td>
</tr>
<tr>
<td>Human Cultures</td>
<td>One course in Humanities, one in Behavior/Social Sciences</td>
</tr>
</tbody>
</table>

The course listings to satisfy the foundational learning outcomes may be found [here](#). Other information pertaining to the Core Curriculum and learning outcomes may be found on the website for the [Office of the Provost](#).
Advisor Resources

The following resources are available to you for your own educational and professional development. You are encouraged to attend professional development seminars and conferences as often as possible in order to stay up to date with the most successful practices and legal requirements that will assist you in being the best resource for the students that you serve.

**PACADA**- Purdue Academic Advising Association, promotes the quality of academic advising at Purdue, and is dedicated to the support and growth of academic advising. Incorporates a website forum that allows for discussion and exchange of ideas. Membership for PACADA is $15 per year, or $40 per year, which includes payment for the PACADA retreat. PACADA generally focuses more on Purdue-related policies.

**NACADA**- National Academic Advising Association, NACADA aspires to be the primary source for development and communication of innovative theories, research, and practice of academic advising. NACADA provides opportunities through conferences for networking and professional development. NACADA offers varying levels of membership ranging from $65 per year for general membership to $30 per year for the retiree membership.

**Purdue Academic Advisors’ Resource Guide**- Purdue-run website that operates as a guide for Purdue advisors. Contains helpful information pertaining to registration, the diverse courses and majors the Purdue offers, how the grading system works, and additional resources and links that will be useful. This website can be utilized to familiarize yourself with more specific information about Purdue as a whole, as well as to find information that your students might be asking of you.
This page will include specific department information from every department within the College of Technology
Month to Month Task List

Fall Semester/Spring Semester

August/January
- New student orientation
- Add/Drops, Cancelled Classes, Overrides
- Assist in re-adding dropped students
- Complete Veteran Audits, Athlete Audits, and Graduation Audits
- Academic Probation Meetings
- Confirm that Satisfactory Academic Progress reports have been completed/assist with SAP appeals

September/February
- Curriculum and Faculty Meetings
- Day on Campus/Introducing Purdue
- Professional Development opportunities
- Organize student files for registration

October & November/March&April
- Registration meetings with every assigned student

December/May
- Send out congratulatory emails for Dean’s List, Dean's List and Semester Honors
- Send out personalized emails for probation, request and schedule follow-up meetings
- Professional Development opportunities

Summer Term
- STAR Days
- Summer Enrollment

DRAFT