Council on Academic Advising  
Peer Advising Subcommittee Report

EXECUTIVE SUMMARY

The Council on Academic Advising appointed a subcommittee to examine peer advising on the UW-Madison campus and make recommendations for the use and training of peer advisors. Peer advisors’ access to confidential student records was of particular interest.

The committee conducted the following activities:

- Reviewed professional organizations’ standards/guidelines for peer advising,
- Surveyed UW-Madison units for information on current practices in peer advising,
- Collected job descriptions and training materials reflecting current practices on the UW-Madison campus,
- Met biweekly to discuss findings and make recommendations.

The committee unanimously agrees peer advising programs are a positive addition to advising services for undergraduate students providing several important benefits:

- They help advising units cultivate a student-centered focus.
- They provide a student perspective in advising programs.
- They address students’ desire for interaction and mentoring from other students.
- They provide administrative support to advising programs.

Reflecting the campus landscape of peer advising, the committee did not have a uniform definition describing the roles and functions of students who have the job descriptions “peer advisor” or “peer mentor.” The proposed working definition of a peer advisor on page 4 reflects these broad and varied interpretations of the peer advisor role. These variations are an outgrowth of the decentralized nature of advising on the campus, and reflect the varied missions and roles of the many campus offices that offer advising services to students.

Likewise, the committee did not reach complete consensus on recommendations regarding appropriate access to confidential student records. This outcome reflects the varied roles, functions, and levels of responsibility of peer advisors across the campus. Although there was not complete agreement on this issue, the committee unanimously recommends the following principles and practices for peer advising programs at UW-Madison:

- Peer advising programs should be consistent with CAA guiding principles and CAS standards for advising units.
- An identified professional advisor should be responsible for each peer advising program. This advisor should be responsible for training, monitoring, and supervising the peer advisors, and should be accountable for the peer advising program under her/his supervision.
- Peer advising programs should have clearly established guidelines describing the role and boundaries of peer advisors. All peer advisors should also have a written position description that describes their duties.
- Peer advisors should always serve in an auxiliary role to professional advisors. They should not act in the same capacity as a student’s assigned professional advisor.
Likewise, UW-Madison undergraduate students should have reasonable access to professional advisors and peer advisors should never substitute for professional advisors.

- Training, evaluation, and on-going supervision are hallmarks of successful peer advising programs and should be part of all peer advising programs.
- Peer advisor access to student record information should be restricted as much as possible while permitting peer advisors to perform their jobs. Student record information includes (but is not limited to) DARS, student files, ISIS, and the advisor notes system. In units where peer advisors are allowed access to student record information, training should be provided on appropriate use, most restrictive access principles, and confidentiality (see detailed recommendations on pages 6 - 12).
- A committee should be formed to develop peer advising training guidelines and/or activities that could be used across units to create consistency and improve the overall training that peer advisors receive. Topics would include:
  - Confidentiality and FERPA,
  - Recognizing the boundaries between the professional advisor and peer advisor role,
  - Making appropriate referrals,
  - Professionalism,
  - Cultural competence,
  - Communication skills.
- CAA or the Provost's office should identify a process/forum for ongoing discussion and guidance of peer advising as an important part of campus advising services.

The following full report details the committee's research, discussion, and response to each of the charges given by the Council on Academic Advising.
SUBCOMMITTEE CHARGE AND ACTIVITIES

In the summer of 2010 the Council on Academic Advising appointed a subcommittee to examine peer advising on the UW-Madison campus and make recommendations for the use, and training, of peer advisors. Peer advisors’ access to confidential student records was of particular interest. The charge to the subcommittee is in Appendix 1 and the list of subcommittee members is in Appendix 2.

The subcommittee began meeting in late August and met regularly throughout the Fall 2010 term. The subcommittee engaged in the following activities: explored professional organizations for standards on peer advising (including CAS, NASPA, and NACADA), created an inventory of peer advising programs on the UW-Madison campus, collected job descriptions and training materials for peer advising programs across campus, asked UW-Madison staff members for input on the fundamental principles that should guide a peer advising program, met individually with people who led programs, discussed best practices and peer access to records, and met with the Office of Administrative Legal Services. The thoughts and recommendations below represent the outcome of the subcommittee’s work. After a brief statement about peer advising programs, each part of the charge is listed with a description of the actions the subcommittee took to meet the charge.

Over the course of the subcommittee meetings there were many useful conversations about the nature of advising and variety of advising systems on campus. These discussions allowed the subcommittee members to reflect on the practice of advising and particularly on the role of peer advisors in relation to the role of professional advisors. As a committee we feel we have only starched the surface of this very important issue and see great value in having campus engage in careful thought about the value of professional advising. Although there are many benefits to peer advising programs, caution should be exercised when determining peer advisors’ roles and responsibilities. Where appropriate, we draw attention to the complex issues related to the use of students in the advising enterprise as a means of adding context to our recommendations.

PEER ADVISING OVERVIEW

University students exchange knowledge regarding curricular requirements, university policies, career planning, and other student issues in a variety of ways. For example, during the normal course of every day interactions, roommates talk about professors they like or dislike and friends compare schedules and discuss program requirements as they register for classes. Student leaders such as resident assistants and tutors also provide informal advising as students come to them with questions. On many university campuses peer advising also occurs through formal programs. A NACADA survey in 2004 found more than 65% of the institutions polled had formal peer advising programs or peer mentoring programs and over 36% of the institutions without formal peer advising programs were planning to develop them (Koring, 2005).

Effective peer advising programs can have practical, financial, educational, and developmental benefits. Koring (2005) argues peer advising programs can not only serve as an important part
of campus advising systems, but can also benefit students who are trained to be peer advisors, “Peer advising offers several advantages, including versatility, compatibility with pre-existing academic advising programs, sensitivity to student needs, and the ability to extend the range and scope of advising to times and venues when advising is not usually available. Additionally, those serving as peer advisors benefit from the leadership development included in such programs.”

Despite benefits, peer advising programs raise important and serious concerns. For example, how do units ensure students receive quality advising from peers? What are the appropriate limits of peer advising? Should peer advisors have access to confidential student records?

PEER ADVISING ON THE UNIVERSITY OF WISCONSIN-MADISON CAMPUS

UW-Madison has a number of peer advising programs. However, campus does not currently have a consistent definition of peer advising, guidelines for how to use peer advising programs effectively, or consistent training for peer advisors. We collected information on the use of peer advisors on campus and found peer advisors have a wide variety of roles reflecting the unique needs of advising units. For example, at UW-Madison there are peer advising programs in large advising units such as Cross College Advising and Letters and Sciences Advising Services. There are also peer advising programs in departments such as History and in student support and advising programs such as the Academic Advancement Program. Some units use peers at SOAR only while other use peers in all aspects of advising. Peer advisor expectations, training, and access to student records all vary tremendously from unit to unit. The variability in peer advising creates a need for campus to clarify appropriate roles and responsibilities for peer advisors and create consistency in how peer advisors are trained.

PEER ADVISING INVENTORY, RECOMMENDATIONS, AND BEST PRACTICES

In order to develop best practices and effective models for peer advising, we first felt it necessary to define the role of a peer advisor. Given the different ways peer advisors are used on campus, we thought a basic definition would give campus a common starting point for discussing peer advising programs. The advising literature did not have a well established definition. We started with a definition created by Sarah Kuba and edited it based on feedback from campus advising units. The following definition was the result of our discussions.

Definition of Peer Advisor: Peer advisors are students with special training in academic rules and regulations as well as interpersonal skills who work as a part of an advising team to provide guidance, support, and referrals for undergraduate students.

Charge 1: Inventory the training and use of peer advisors in units across campus
A list of advising units was created containing contact information for 58 unique advising units. A survey asking about the use of peer advisors was developed and sent to these units. Of the 58 units surveyed, 42 (72.4%) responded. A complete summary of the survey questions and responses is in Appendix 3. Here we present a brief overview.
Of the units that responded to the survey, 15 (35.7%) have peer advising programs, 5 (11.9%) have peer mentor programs, 3 (7.1%) have both, and 19 (45.2%) have neither peer advising programs, nor peer mentor programs.

Of the 23 units reporting the use of peer advisors and / or mentors, 22 units paid the students serving in these roles and one unit offered academic credit.

Peer advisors contribute to academic, career, and study abroad advising. They also address issues related to campus resources and transition to college.

Although responsibilities vary widely from one unit to another, most programs have peer advisors conduct group advising workshops, work with incoming students at SOAR, and plan events. Peer advisors also typically perform office tasks such as making copies and printing transcripts and DARS reports.

Many units thought peer advisors should be able to access student records such as DARS, ISIS, student paper files, and an electronic notes system. Even units without peer advising programs thought peer advisors should be able to access DARS.

Many units give peer advisors access to student records.

No unit with a program reported a problem resulting from peer advisors access to student records.

As part of the peer advising inventory, we asked units to describe the goals of their peer advising programs and the training their peer advisors receive. A brief summary of the responses is below. Appendix 3 reports the complete results of the peer advising survey.

- General goals of the peer advising / mentoring programs include: increasing access to advising and capacity to share information with students, gaining a student perspective on advising initiatives, providing students with positive role models, empowering students through peer-to-peer learning, providing administrative support, and helping peer advisors grow professionally.

- Training for peer advisors varies widely. Most programs have initial training and ongoing training and professional development. Initial training ranges from a single day to a full semester, with most being a couple days. Topics of training include: academic requirements, campus resources, appropriate professional behavior, team-building, awareness of diversity and equity issues, and listening skills. Ongoing training continues based on the peer advisors’ needs and supervisors’ observations. Many units have peer advisors shadow professionals for a time and then have regular trainings at staff meetings or similar venues. Some units also provide support materials such as handbooks describing office procedures and manuals with advising information and scenarios for role-playing. A few programs have no formal training manuals or materials.

- Peer advisors also have access to professional development and leadership opportunities. Survey responses indicate some units invite peer advisors to events such as SPA and WACADA conferences. Peer advisors also lead projects such as developing training materials or assessment procedures. Finally some units offer peer advisors opportunities to serve on committees or paid training.

- In general, survey respondents agreed with the definition of peer advising developed by the subcommittee. A few comments suggested the focus on academic advising was too narrow and that peer advisors complete administrative tasks, engage in career advising, provide
study abroad advising, serve as role models, and help students with the transition to campus. This broader understanding of peer advising is consistent with the broad goals of the peer advising programs reported in the survey.

- Two reasons units cited for not having a peer advising program included no perceived need and no funding / budget.

Charge 2: Review any “foundational documents” -- training manuals, guidelines and handbooks--developed for peer advisors

We collected program materials from committee members and encouraged those who completed the peer advising survey to send them to us as well. We have a good collection of materials used for training peer advisors on the CAA webspaces.

Based on training documents we found commonalities across units in the training peer advisors receive. Most units include the following training topics:

- Role / definition of peer advisors and their responsibilities
- Professionalism
- FERPA
- General office procedures
- Diversity discussion / differences in identity
- SOAR Consultants—information about Math, Chemistry, Biology, Foreign Languages, Pre-health
- SOAR resources (advising profiles, transfer credit evals, HIPs, URS, course access, etc)
- Programs used at SOAR -- student center/class search/course guide/MyUW
- Working with first-year students
- Working with transfer students
- Overview of SOAR schedule and layout of Engineering Hall / Union South

The following are training topics not included consistently across units using peer advisors:

- Advising techniques
- Career services and BuckyNet
- Advising notes
- Challenging situations at SOAR (parents, personality conflicts, triggers, etc)
- Problems with enrollment (classes filled, don’t meet pre-reqs)
- International Academic Programs
- Working with non-traditional students
- AP/IB credits

Charge 3: Identify best practices and effective models for peer advising, including peer advisors access to student records through ISIS and DARS.

Although peer advising programs are a common part of the advising landscape in higher education and a good amount has been written about peer advising, we could not find a codified set of best practices for the use, or training, of peer advisors. NACADA has compiled resources on this topic including 34 program descriptions and a short description of how to develop a peer
advising program (Zahorik, 2009). These resources were informative, but only supplemented the subcommittee’s work.

A number of best practices and effective models of peer advising were identified based on discussions among the subcommittee members, the peer advising survey data, CAS recommendations for academic advising programs, and feedback from members of CAA. The best practices described below should be interpreted as recommendations and do not represent mandates. There is no “one-size-fits-all” advising program and therefore individual units must carefully and intentionally consider how to balance the benefits of peer advising programs with the risks.

The subcommittee identified a set of best practices for peer advising programs. We recommend peer advising programs:
• Consider the mission of the office and the student population served.
• Have an identified professional staff member who is responsible for the training and supervision of the peer advisors and who is ultimately accountable for verifying students who interact with peer advisors receive professional, accurate, and confidential advising services.
• Have a professional advisor always on call / available to help peer advisors and take referrals.
• Establish clear roles and boundaries for peer advisors including:
  o Peer advisors should act professionally,
  o Peer advisors should make appropriate referrals,
  o Peer advisors should not engage in general comprehensive advising,
  o Peer advisors should not interpret requirements or policies, but rather provide fact-based advising*,
  o Peer advisors should share their own personal experiences with students when doing so is educational and is not likely to be misinterpreted as a recommendation for a particular course of action.**
  o Peer advisors should serve a support, or paraprofessional, function consistent with CAS standards.
• Provide regular training, evaluation, and supervision.
• Cultivate a student centered focus.
• Create an atmosphere of collaboration between professional and peer advisors.
• Mitigate the risk of peer advisors communicating inaccurate information.
• Take steps to ensure FERPA is understood and confidentiality is maintained.
• Provide opportunities for professional skill building / career development.

* Fact-based advising is advising that supplies students with factual information that empowers the students to make informed decisions. Examples of fact-based advising include providing students with information about the deadline to drop courses, helping students identify courses that meet the University’s Communications A requirement, and explaining how a DARS report can be read. Fact-based advising also refers to processes such as showing students how to use the Course Search or add a class to a Wish list in the Student Center. Fact-based advising is
characterized by sharing concrete verifiable information and showing students how to find existing information that will help them make independent decisions. Fact-based advising can be contrasted with general comprehensive academic advising which goes into greater depth than fact-based advising and provides individual students with specific information about their academic preparation. General comprehensive advising goes beyond concrete verifiable information to curricular recommendations and policy interpretations. Peer advisors can give fellow students factual information, however the application of information to an individual student’s circumstances should only be done by a professional advisor.

** In some types of peer advising students can benefit from hearing peer advisors’ individual perspectives and experiences. In these settings, peers advisors should not be limited to fact-based advising. For example, in a career setting, a peer advisor might share his or her experiences interviewing as a means of helping a student understand the hiring process and to provide context for suggestions related to answering typical interview questions. Similarly, peer advisors who help students transition to the University might be encouraged to share their own stories of success and struggle as they transitioned to UW-Madison.

*Although peer advisors can be a valuable component of an advising system, peer advisors should not, and cannot, replace professional advisors. Professional advisors not only need to provide the training, supervision, and evaluation mentioned above, but also have more specific training and knowledge that would allow them to engage in holistic advising that interprets and applies information to individual student circumstances. Although peer advisors can address students’ need for peer interaction and provide a student perspective on the academic and advising experience, peer advisors should have an auxiliary role that supports professional advising.*

Although the committee was not directly asked to identify appropriate job duties for peer advisors, this issue seemed to underlie many discussions. Peer advisors are used in a variety of ways on campus due to the differences in units (dean’s offices, college advising units, department advising units, student support and advising programs, etc.) We know from the survey data peer advisors contribute to academic, career, and study abroad advising and refer students to campus resources. Specifying duties for peer advisors is difficult given the unique needs of the units in which they work. However, clarifying the role of peer advisors has an effect on peer advisors’ access to confidential student information and the relationship between peer advisors and professional advisors. The committee began important discussions on this topic and recommends CAA develop a forum for continued discussion.

At the time of this report, spring of 2011, there are many quality peer advising programs on campus. Exemplary models include several important characteristics. First, they have clear roles and responsibilities for peer advisors. The expectations of peer advisors are communicated and reinforced in multiple ways. Second, these programs provide good training for peer advisors. In addition to initial training, peer advisors have ongoing trainings. Training topics include the boundary between what peer advisors can do and when referrals need to be made, confidentiality, professionalism, and interpersonal communication skills. Training is
supplemented by reference materials such as peer advisor handbooks. Third, these programs have strong systems of supervision. Peer advisors receive feedback on a regular basis and know to whom they can turn with questions. Fourth, these programs have a career ladder for peer advisors. As peer advisors gain experience and knowledge they have the ability to take on new responsibilities. This gives peer advisors who demonstrate higher levels of professionalism, advanced knowledge, and greater advising capacities the opportunity to make larger contributions to the units. Examples include leading trainings and working on special projects.

The peer advising inventory in Appendix 3 lists the units with peer advising programs and contact information for staff leading the programs. Campus could benefit from a forum for units with peer advising programs to exchange information and share training resources.

Peer advisors’ access to student records represents an important issue for peer advising programs. Currently, peer advisors on the UW-Madison campus need access to some student records to fulfill their responsibilities effectively and efficiently. Peer advisors need access to student records for tasks such as printing DARS reports and transcripts for professional advisors, helping students learn to read DARS reports, and viewing placement scores and student group information. There are many risks to granting students access to other students’ educational records and access should only be granted when peer advisors have a legitimate need for the information and the unit can provide appropriate training and supervision to ensure records are not misused or abused.

Keeping in mind the best practices and effective models described above, we have the following recommendations for peer advisors’ access to DARS and ISIS.

• Access should be as restrictive as possible while allowing peer advisors to efficiently and effectively perform their jobs.
• FERPA training should precede access to any student records.
• Peer advisors should sign a confidentiality form prior to having access to student records.
• Prior to granting access, peer advisors should receive training on the following:
  o The conditions under which accessing student records is appropriate and inappropriate given the way in which the unit uses peer advisors (e.g. printing a DARS report for a professional advisor or accessing student records to prepare to meet with a student vs. searching athletes’ grade point averages or viewing friends’ registration information).
  o The way in which records should be handled (e.g. shredding DARS when finished).
  o When using student records goes beyond fact-based advising to an interpretation.
  o When referrals to professional advisors should be made.
• Access should be limited, whenever possible, to the IP assesses of the computers the peers will use while working.
• Access should be limited, whenever possible, to the time of day peer advisors will be working. In most cases, this will be between 8:00 am. and 4:30 pm. Monday – Friday. Exceptions should be made only when necessary such as CCAS night time advising in campus libraries.
• Access to ISIS should be limited to the type of information peer advisors need to complete their jobs.
• Access to student records should be through individual accounts (e.g. User ID, such as NetID and 3 character login, and password) rather than general office accounts to increase accountability.
• Units granting access should have a structure of training and supervision that reinforces the seriousness of confidential student information and is capable of detecting abuses.
• Units should have a procedure for regularly reviewing the peer advisors who have access to student records and eliminating access for students who no longer work in a peer advising capacity.
• Students should be made aware of the consequences of misuse and abuse of student records.
• Units granting peer advisors access to ISIS should restrict the access to read only. Peer advisors should not be given the ability to alter ISIS data.

Charge 4: Recommend what level of access (write-only, read-only, read and write), if any, peer advisors should have to the new Shared Advisor Notes System.
Peer advisors’ access to the shared Advisor Notes System is a complex issue. Even more than access to records such as DARS and ISIS, the Advisor Notes System requires a thoughtful balance between cross-unit consistency and the ability of units to make autonomous decisions regarding the ways peer advisors are used. DARS and ISIS contain sensitive academic content. The shared advisor notes system not only contains academic information about students similar to DARS and ISIS, but also details from meetings with advisors that could be deeply personal in nature. Peer advisor access to the shared advisor notes system therefore should be considered separately from access to DARS and ISIS.

The committee did not reach consensus on the issue of peer advisors access to the Advisor Notes System. Therefore we present issues the committee discussed, a summary of input from UW Administrative Legal Services, recommendations if access is permitted, and a short list of arguments to prohibit peer advisors from accessing the Advisor Notes System.

Questions the subcommittee considered when discussing access to the advisor notes system:
• Are students mature enough to handle the responsibility of access to advisor notes?
• How are advisor notes different than other student information?
• Does the peer advisor role necessitate access to advisor notes?
• How does the peer advisor role relate to the professional advisor role and how does peer advising influence the value campus places on professional advisors?
• How should training affect access to advisor notes?

UW Administrative Legal Services made the following observations:
• The institution has an obligation to protect student privacy.
• FERPA allows school officials to have access to student information, this includes students acting as school officials.
• Peer advisors’ supervisors are responsible for protecting records and ensuring students receive quality advising services from peer advisors.
• Peer advisors should have a well defined role that is consistent across campus. Some basic standards are helpful even if units use peer advisors differently. Consistency allows the institution to clarify who is accessing records.
• Peer advisors’ level of access should be based on what they need to do their jobs.
• Level of access should be consistent for peer advisors across units (not all units would need to grant access, however in cases where access was granted the access should be the same).
• Access should be as restrictive as possible and editable by supervisor.
• The biggest concern is FERPA and with respect to FERPA protected information is protected information (notes of a personal nature are no different than “non-personal” data).
• Peer advisors seeing confidential information should not determine access; students are needed in the advising process and FERPA allows them access if a legitimate need exists. Steps taken to minimize threats of breaches to confidentiality are important, including defining a role for peer advisors and providing relevant training.
• Students should be educated about the role peer advisors have on campus.
• Training should specify the information peer advisors can access and how it is to be used.

Similar to the recommendations for peer advisors’ access to DARS and ISIS, the recommendations below are not intended to be mandates. If campus allows peer advisors to have access to the Advisor Notes System, individual advising units may decide not to have peer advisors use the system. Advising units can be, and should be, conservative in granting peer advisors access to the ANS.

If campus permits peer advisors to access the shared Advisor Notes System, we recommend the following:
• FERPA training should precede access.
• Prior to granting access, peer advisors should receive training on how to compose appropriate notes.
• Peer advisors should be required to attend the same Advisor Notes System training that is necessary for professional advisors to attend.
• Access should be limited to the IP assesses of the computers the peers will use while working.
• Access should be limited to the time of day peer advisors will be working. In most cases, this will be between 8:00 am. and 4:30 pm. Monday – Friday. Exceptions should be made only when necessary such as CCAS night time advising in campus libraries.
• Access to student records should be through individual accounts (e.g. NetID and password) rather than general office accounts to increase accountability.
• The Advisor Notes System development team should add the capacity for role-based accounts as time and funding permit. With role-based accounts, peer advisor access should be limited to entering notes and viewing a contact history and within unit notes.
• The ANS should track which notes were entered by peers and record the peer advisors’ unit.
• Peer advisors’ direct supervisors should have the ability to edit student notes.
• Units granting access should have a structure of training and supervision that reinforces the seriousness of confidential student information and is capable of detecting abuses.
• Units should have a procedure for regularly reviewing the peer advisors who have access to student records and eliminating access for students who no longer work in a peer advising capacity.
• Peer advisors with access to the shared advisor notes system should have ISIS training if the advisor notes system allows a “back-door” entry into ISIS.

Reasons to prohibit peer advisors’ access to the Advisor Notes System:
• If peer advisers need read access to the notes system in order to do their job, there is a concern that their duties are reaching beyond an appropriate role for peer advisers.
• Peer advisers are students and should have limited responsibility for student records except in an administrative/support capacity. Peer advisors who read and write notes that could have sensitive information on personal and academic issues are serving beyond an administrative/support capacity.
• Access to read and write notes puts students in a position of responsibility, and potential vulnerability, that their level of training and student status should not permit.

**Charge 5: Develop draft campus guidelines for the training and use of peer advisors, to be reviewed by the Council on Academic Advising.**

Three crucial aspects related to peer advising programs continued to emerge throughout the subcommittee’s discussions: training, supervision, and evaluation. With this in mind, we recommend the following guidelines for the use, and training, of peer advisors based on discussions with campus staff members who lead peer advising programs, feedback from CAA, data from the peer advising inventory, and review of CAS standards for academic advising programs.

**Training.** The role of peer advisors varies in different offices, it is therefore important to have flexibility for training. However, there are several overarching themes and topics that should be addressed across units during initial and ongoing training.
• Cultural competency
• FERPA and privacy issues
• Boundaries between what is acceptable for a peer advisor to address and what should be referred to a professional advisor
• Communication skills
• Professionalism
• Limitations of DARS
• General office procedures
Supervision. Ongoing training is an essential component to growth in one's field, and supervision is one key way to provide this training. We recommend the following guidelines for successful supervision.

- A peer advisor should have a specified professional advisor assigned as his or her supervisor.
- Face-to-face communication between the peer advisor and supervisor should occur on a regular basis.
- Peer advisors should be given a set of clear expectations and consequences of non-compliance.
- A professional advisor should be available during any peer advisor hours as a resource for questions.

Evaluation. Peer advisors need to know how they are performing and what they can do to improve. Furthermore, advising units need to know what aspects of peer advising programs are successful and what parts need improvement. The following are our recommendations related to evaluation of peer advisors and peer advising programs.

- Peer advisors should receive a review at least once per semester and at the mid-point of SOAR if working at SOAR.
- Peer advisors should complete a self-evaluation and discuss this assessment with their supervisors.
- Advising offices utilizing peer advisors should establish a plan for the evaluation of their peer advisor programs that includes a review of program goals, input from professional advisors, and feedback from the student population served.
- CAS standards should be used to design and implement evaluation and assessment practices.

Recommendations for Campus Training:

- Establish a shared space (potential in-person interactions and web-space) for materials related to peer advising.
- Create a campus-wide peer advising workgroup (similar to the Transfer Advising Workgroup). This workgroup could:
  - Create shared training modules for peer advising programs across campus,
  - Share materials and program development methods,
  - Maintain current materials on a shared web-space,
  - Further evaluate appropriate roles of peer advisors and define fact-based advising,
  - Create a timeline of when different units and departments hire peer advisors, particularly SOAR advisors.

References

Appendix 1

To:

From: Jeff Hamm, Co-Chair of the Council on Academic Advising
      Tim Walsh, Co-Chair of the Council on Academic Advising

The Council on Academic Advising (CAA) is establishing a subcommittee to develop broad campus guidelines for the training and use of student “peer advisors” in academic advising units.

The Madison Initiative for Undergraduates (MIU) campaign identifies academic advising as a vital service linked to students’ overall educational experience. A taskforce has been convened to develop a campus strategic plan for advising, and $1.5 million in MIU funds has been set aside for the innovation and enhancement of advising. Likewise, the MIU campaign targets peer mentor opportunities as a high impact practice that enhances student learning, harnessing the influence that students have on each other and turning it into a positive experience for both the mentor and mentee.

Currently several UW-Madison academic advising units utilize peer advisors. However, the training and responsibilities of these peer advisors vary widely by unit. Consistency in training and use is particularly important with regards to peer access to student records (ISIS, DARS), and the new shared advisor notes system.

The subcommittee on peer advising is charged to:

• Inventory the training and use of peer advisors in units across campus;

• Review any “foundational documents”—training manuals, guidelines and handbooks—developed for peer advisors;

• Identify best practices and effective models for peer advising, including peer advisors access to student records through ISIS and DARS.

• Recommend what level of access (write-only, read-only, read and write), if any, peer advisors should have to the new Shared Advisor Notes System.

• Develop draft campus guidelines for the training and use of peer advisors, to be reviewed by the Council on Academic Advising.
Appendix 2

Committee Members:

AAP        Katie Friend
CALS       John Klatt
CCAS       Emily Dickmann
            Brian Bischel
ICBE       Will Lipske
CFYE       David Laur
Education  Virginia Waddick
Psychology Stephanie Osborn
L&S Honors Jennifer Kaufman-Buhler
L&S UAS    Jo Meier
Student    Marc Lonergan
Appendix 3
Peer Advising Survey
## 1. Name of Unit:

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for the First-Year Experience</td>
</tr>
<tr>
<td>Cross-College Advising Service</td>
</tr>
<tr>
<td>L&amp;S Honors</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Institute for Cross-college Biology Education (ICBE)</td>
</tr>
<tr>
<td>CALS</td>
</tr>
<tr>
<td>Landscape Architecture</td>
</tr>
<tr>
<td>Soil Science</td>
</tr>
<tr>
<td>Department of Life Sciences Communication</td>
</tr>
<tr>
<td>School of Human Ecology</td>
</tr>
<tr>
<td>School of Business-Undergraduate Academic Services</td>
</tr>
<tr>
<td>Nelson Institute for Environmental Studies</td>
</tr>
<tr>
<td>Undergraduate Research Scholars - L&amp;S</td>
</tr>
<tr>
<td>Zoology</td>
</tr>
<tr>
<td>Spanish &amp; Portuguese</td>
</tr>
<tr>
<td>McBurney Disability Resource Center</td>
</tr>
<tr>
<td>Department of English</td>
</tr>
<tr>
<td>Department of History</td>
</tr>
<tr>
<td>INTERNATIONAL STUDIES MAJOR / GLOBAL CULTURES CERTIFICATE</td>
</tr>
<tr>
<td>CALS Student Services</td>
</tr>
<tr>
<td>Business Career Center</td>
</tr>
<tr>
<td>L&amp;S Career Services</td>
</tr>
<tr>
<td>Center for Pre-Health Advising (L&amp;S Honors)</td>
</tr>
<tr>
<td>Academic Programs, School of Nursing</td>
</tr>
<tr>
<td>Academic Services-Department of Intercollegiate Athletics</td>
</tr>
<tr>
<td>Academic Advancement Program</td>
</tr>
<tr>
<td>International Academic Programs (Study Abroad)</td>
</tr>
<tr>
<td>International Academic Programs</td>
</tr>
<tr>
<td>School of Nursing</td>
</tr>
<tr>
<td>Nutritional Sciences, College of Agriculture and Life Sciences</td>
</tr>
<tr>
<td>Dept of Animal Sciences</td>
</tr>
<tr>
<td>CALS Honors Program</td>
</tr>
<tr>
<td>CALS Career Services</td>
</tr>
<tr>
<td>CALS Undergraduate Programs and Services</td>
</tr>
<tr>
<td>Education Academic Services</td>
</tr>
</tbody>
</table>
2. We would like to know how units on campus define peer advising. One definition is: Peer advisors are students with special training in academic rules and regulations as well as interpersonal skills who work as a part of an advising team to provide guidance, support, and referrals for undergraduate students. Is this consistent with your understanding of peer advising? Please comment.

Text Response
The students in CFYE do not focus on academic advising, but rather other types of advising or mentoring.

For the most part, this definition is consistent. However, we also employ peer advisors in our front office (where they focus on and assist with administrative duties, as well as providing guidance, support, and referrals) and in our Exploration Center for Majors & Careers (where they focus on career advising and have no training in academic rules & regulations, since their role does not require it).

yes

Yes, this looks like a good basic definition

This is consistent for what I believe.

Yes

yes

I have not had any experience with peer advising, but your definition sounds what I would think peer advising would be.

Agree with description

Yes this is consistent, however, we expand it to role modeling, in the sense that the people we hire as peer mentors are of a higher caliber of students who in their everyday activities, organizations, and interactions teach by example.

My understanding of peer advising is similar, but not as formal as "special training in academic rules and regulations" - this concept is new to me.

Yes.

We do not have a peer advising program in our office. But that definition would be fairly consistent with ours if we had a program.

It is. Prior to working for the Nelson Institute I worked for L&S Undergraduate Academic Services, an office that utilizes peer advisors. While it would be useful for me to have a peer advisor or two in my new role with Nelson, the training needed would be difficult since I am the only advisor.

Yes, except in working with SOAR in the past, I have noticed that not all peer advisors seem to have mastered their 'special training'.

Only partially - for the sake of clarity to students anyone named "advisor" on our campus should
be involved in talking to students regarding their academic record. Our URS Fellows provide guidance and support but they are not advisors - they do not advise students regarding their academic progress and decisions.

yes.

Yes, if you are in an advising unit. McBurney is not an academic advising unit so you may want to delete this response to the survey if your target audience is academic advising units. We only make disability-related course recommendations to students. For example, we might encourage students with disabilities that affect reading to choose courses that will balance their reading load or students whose medications impact energy levels throughout the day to schedule classes with that in mind.

Yes.

I agree with this definition.

I think that this is an excellent definition and fits very well with my department's understanding of peer advising.

Yes. We include our peer advisor in decision-making processes regarding the continued improvement of our advising model. This student perspective is very valuable.

I don't agree that students receive special training or are particularly well versed in rules and regulations. I do believe they have great interpersonal skills and can connect students with resources around campus on a student-to-student level.

Our peer advisors provide career advising and this is how we might describe it: Peer Advisors work as an extension of the Business Career Center (BCC) professional staff to provide advising-related resources and high quality service to students. Our peer advisors provide one-on-one assistance to students during drop-in advising on general career-related topics including resume writing, cover letter writing, career fair preparation, BuckyNet navigation, basic interview preparation, networking and proper business etiquette.

Sort of - our peers are not necessarily trained in academic rules and regulations - instead they assist students with resumes and cover letters and are our receptionists who meet and greet students.

yes.

The SOAR Peer Advisor will spend most of their time collaboratively working with School of Nursing professional advisors to orient and advise freshmen and transfer students during the summer SOAR program. The Peer Advisor will work with incoming students in small groups and on an individual basis to answer questions and concerns of the students and help them select and enroll for courses. Responsibilities will also include delivering group presentations, explaining how to read the timetable, assisting with web enrollment utilizing MY UW, and providing referrals to campus resources. Applicants MUST have completed two semesters at UW-Madison by the Spring 2011, and must be continuing nursing or pre-nursing students at UW-Madison (i.e. registered for Fall '11). Skills Gained • Improved presentation skills • Enhanced group facilitation skills • Increased interpersonal communication abilities • Acquire a vast knowledge of pre-nursing, School of Nursing, and general education requirements • Leadership experience through a central role in creation, development, and implementation of the SOAR program • Exposure to and experience as a key member of a team Qualifications: School of Nursing SOAR Peer Advisor • Ability to work with a broad range of undergraduates and transfer students with a variety of academic interests • Ability to relate to students from a spectrum of cultural, economic, ethnic, and regional backgrounds • Commitment to diversity and an inclusive campus community • Excellent interpersonal communication, group facilitation, and public speaking skills • Patience in working with groups of students • Willingness to learn
about undergraduate academic requirements • Pride in UW-Madison • Must be able to attend all interviews, training sessions and be available for the entire SOAR program • A peer Advisor may take summer session courses IF AND ONLY IF the courses do not conflict with interviews, training, and SOAR scheduled work times

This is similar but ours goes a bit further. Our Mentors for first year students aid in the transition to college by serving as a campus resource, a support system, and ensures students get connected to on-campus activities. Our Advisors for second year students monitor the academic progress of our students and help our students through the process of declaring a major, studying abroad, applying for internships and/or employment.

IAP Peer Advisors’ main responsibilities include: Staffing the Resource Center, which includes speaking with students about general study abroad opportunities at the UW-Madison, talking about their experience abroad, guiding students on how to research the different programs, describing procedures for application, assisting students with individual problems, and referring students to professional advisors as needed. Promoting study abroad experiences by staffing informational tables at events across campus. Providing administrative support to IAP which may include processing application materials, creating student files, preparing pre-departure materials, accurately updating information in the IAP database, and performing other duties as needed.

This is very similar to our definition, although for us it is based on past study abroad/international experience.

Yes

Yes. There are many mechanisms a department might use in this regard including personal/academic/career planning support (currently handled by our Dietetics student club); offering student referrals to permanent staff and faculty advisors within the department; on occasion gleaning information from other campus offices - Undergraduate Admissions office for example - to share with students; managing a survey of student satisfaction regarding their interactions with department staff. These are all activities in which we have student help. There are likely others.

I basically considered peer advisors to be Seniors with academic experience in the major, who are willing to speak with Freshmen about curricular and extracurricular choices within the major. After a moment's of reflection, perhaps my definition applies better to peer mentors, but then I was not clear as a dept chair whether there is a distinction. I'm still not sure there is a difference.

Yes

Generally, yes. However, I would add something about careers.

Yes

Yes, this is consistent with our working definition. The primary role of peer advisors here is to work in collaboration with professional advisors to plan and co-facilitate group advising and advising outreach activities.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>37</td>
</tr>
</tbody>
</table>
3. Which of the following describes the use of students in your advising unit? (Select all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
</table>
| 1  | Students serve as peer advisors                                       | 18       | 43%
| 2  | Students serve as peer mentors                                        | 8        | 19%
| 3  | Students do not serve in an advising or mentoring capacity             | 19       | 45%

4. Are peer advisors / mentors compensated?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
</table>
| 1  | Peer advisors / mentors are paid                                       | 20       | 95%
| 2  | Peer advisors / mentors are not paid                                   | 1        | 5%
| 3  | Peer advisors / mentors earn credit                                    | 0        | 0%
|    | Total                                                                  | 21       | 100%

5. What are the general goals of the peer advising / mentoring program?

- Help students (and parents/guests) get acclimated to campus
- Be a resource for students, as well as a referral agent to help new students get connected on campus
- Serve as an example to new students

The general goals of our program (as I personally see them) are the following:

* Increase our capacity to share good academic & career advising info with as many students as possible
* Increase our outreach efforts in the UW residence halls and at College Library
* Empower students through peer-to-peer learning
* Provide professional development opportunities and help peer advisors explore the career field of student affairs or other helping professions
* Help peer advisors build their personal Wisconsin Experience through being involved in a major advising unit that serves a large part of the campus population

We view peer advising as a vital aspect of our advising team structure. First of all, peer advisors help us to improve student access to advising (addressing common or more straightforward advising issues in order to free up our professional advisors to deal with more difficult or complicated advising issues). We also think peer advisors play a valuable role in connecting with students—many of our peers have talked about how students have sometimes been more willing to share certain questions or fears with a peer than with a professional advisor. For our students who become peer advisors, we think that the experience of working as a peer advisor is a fantastic life experience that has often helped students discover their own strengths, and develop their ability to listen and communicate with others. We have found that peer advisors learn a great deal about the meaning and value of the liberal arts education, and through the process of peer advising (especially over multiple years) undergo a pretty dramatic transformation in their personal goals and interests. We even feature peer advising as one of the ways for students to enhance their honors experience and engage more deeply with the
honors program.

To provide fact based academic information, assist student in learning about academic planning tools, and provide appropriate referrals.

The goals of the Peer Mentor program are to link upper-classmen to incoming and second year students in both an academic and social setting. This is intended to increase the feeling of community to connect students with the Department of Psychology earlier in a student's career and help inform students of the opportunities available to them within and outside of the department.

The general goals are to academically, professionally, and personally support and retain students who are of color, of low-income, and first generation backgrounds.

Peer Mentors answer general questions about the school and programs during orientations and walk-in hours. They answer phone inquiries as well.

Mentoring is only a part of their role, they facilitate weekly discussions in the URS seminar related to students' involvement in particular research projects as well as the general issues related to research and society

1. Support the advising mission of our undergraduate program, especially in one-on-one drop-in advising appointments 2. Provide feedback to the undergraduate program from the perspective of undergraduate majors

The principle goal of the program is increase the advising capacity and serve more students as well as to provide relief to the IS advisor by - advising students early in the major(and/or certificate) in person, in groups, in workshops, or via email or phone - offering a student perspective on the registration process, DARS, course selection, the study abroad process, etc. to students - orienting students to the IS Major advising model - collecting data on student traffic and common advising concerns - creating, planning, and executing advising workshops - giving student feedback on the IS advising model and its development

To communicate available opportunities to other students. Marketing is probably a better work for it. To advise us on how to (or not to) reach students with a particular message.

Three primary goals: - give current students an opportunity to learn from their peers who have a wealth of leadership and industry internship experience - help infuse a "college perspective" into our staff and programming - assist full-time advising staff with advising-related tasks

To help cover a need in our office, provide an opportunity for the peers (where they can grow and learn new skills), and to represent the needs of students.

See Skills Gained (previously reported in this survey).

Our overall goal is for our mentors/advisors is to build connections with our students, make them feel connected to AAP and also UW-Madison, and since we work on a predominately white campus their job is to provide a safe space for our students to come, talk, share, and discuss topics. Ultimately, they help us retain students of color on this campus.

Our Peer Advisors staff our main office, so much of their position is customer service based. Other than that, their main goal is to promote IAP study abroad opportunities on campus.

They are our first point of contacts for students coming into the office to learn about study abroad. They run Study Abroad 101 sessions, they answer initial questions students have, help them navigate our Web site, help with drop-in advising, planning events, creating flyers, running our chat advising, responding to emails/answering our phones, and help with orientation.

(Does not refer to Dietetics club, who are not paid) Our paid students support office staff in meeting the heavy demand for student assistance. The "drop-in and email advising" primarily
consists of general information, assisting undergraduate students (and potential students) in navigating our website and referring them to permanent staff for academic advising.

-- Help educate students about career services  -- Provide additional capacity for career eduction (resume reviews and assorted workshops)  -- Gain student input on publicity

At SOAR, students help their peers understand curricular requirements, how to get involved on campus, and how to register for courses. The goals are to provide incoming students a peer's perspective on topics covered at SOAR. The student advisors should also free the professional advisor at SOAR to help students with complicated advising needs.

- Complement existing advising services provided by professional advisors  - Offer a student perspective to peers on the University and School of Education experience  - Reinforce important advising messages with a student perspective  - Provide support and encouragement to peers  - Encourage peers to take advantage of campus and community opportunities, activities and resources  - Provide administrative/organizational support to group advising, exploration activities, and campus-wide outreach activities offered by EAS  - Assist peers in learning about how to use resources and tools for registration

6. What are the general responsibilities of the peer advisors / mentors? (Select all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Drop-in advising</td>
<td>13</td>
<td>62%</td>
</tr>
<tr>
<td>6</td>
<td>Individual advising appointments</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>4</td>
<td>Group advising</td>
<td>11</td>
<td>52%</td>
</tr>
<tr>
<td>2</td>
<td>Email advising</td>
<td>11</td>
<td>52%</td>
</tr>
<tr>
<td>1</td>
<td>Chat advising</td>
<td>5</td>
<td>24%</td>
</tr>
<tr>
<td>7</td>
<td>SOAR advising</td>
<td>9</td>
<td>43%</td>
</tr>
<tr>
<td>8</td>
<td>Answering phones</td>
<td>11</td>
<td>52%</td>
</tr>
<tr>
<td>9</td>
<td>Plan / conduct workshops</td>
<td>10</td>
<td>48%</td>
</tr>
<tr>
<td>10</td>
<td>Plan events</td>
<td>14</td>
<td>67%</td>
</tr>
<tr>
<td>11</td>
<td>Make copies</td>
<td>15</td>
<td>71%</td>
</tr>
<tr>
<td>12</td>
<td>Print transcripts/DARS</td>
<td>7</td>
<td>33%</td>
</tr>
<tr>
<td>13</td>
<td>Web updates</td>
<td>6</td>
<td>29%</td>
</tr>
<tr>
<td>14</td>
<td>Graphic design</td>
<td>7</td>
<td>33%</td>
</tr>
<tr>
<td>15</td>
<td>Filing</td>
<td>12</td>
<td>57%</td>
</tr>
<tr>
<td>17</td>
<td>Group workshops / Information sessions</td>
<td>9</td>
<td>43%</td>
</tr>
<tr>
<td>16</td>
<td>Other</td>
<td>8</td>
<td>38%</td>
</tr>
</tbody>
</table>

Other

different positions have different responsibilities, not
represented here.
ISIS access
see above
Data collection on student traffic, attend fairs
develop and implement social media plan
resume reviews
other administrative tasks
resume reviews

7. What issues do peer advisors / mentors address? (Select all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic</td>
<td>14</td>
<td>67%</td>
</tr>
<tr>
<td>2</td>
<td>Career</td>
<td>11</td>
<td>52%</td>
</tr>
<tr>
<td>3</td>
<td>Study Abroad</td>
<td>12</td>
<td>57%</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>7</td>
<td>33%</td>
</tr>
</tbody>
</table>

Other
Any questions that students may have.
Cultural/Financial
research
transition to college
personal issues
how to become a major in our program
campus/community resources

8. What training, if any, is provided to the peer advisors / mentors?

Text Response
semester long training followed by intensive pre-program training. The length of this differs by position.
All peer advisors receive an introductory training as a group (the duration and depth depending on the position. For example, CCAS SOAR peer advisors start with a 5 day intense training, Res Hall peer advisors have a 2 day training, front office peer advisors have a half-day training, etc) and daily/weekly training and supervision meetings after that initial training experience. We've developed training models for our Res Hall peer advisors & front office peer advisors. We do a lot of shadowing of appointments and group discussion in advising teams (res hall or SOAR station based) to keep the lines of communication open. We're also training our peers in content via a Learn@UW site that is updated weekly.
Most of our peer advisors start by working at SOAR and participating in the CCAS SOAR peer advisor training. We really value the skills they develop both the training and through the SOAR experience in listening, asking questions, and learning the basics of the L&S curriculum. We
also think the day-to-day structure of SOAR in which our peer advisors our advising side-by-side with professional advisors helps them develop their advising skills. In the Fall and Spring we have on-going "Advisor Development" meetings in which we talk about various issues (what it means to advise "honors students", motivational interviewing, advising diverse populations, etc) and campus resources (often inviting folks in to give presentations and answer questions). Evaluations are also an important part of the on-going training--they provide a space where we can talk about what peers are doing well, and give them ideas for improvement (we have a self-evaluation form we use, I sit in on their advising appointments, and we have one-on-one conversation about their work).

We provide 7 business days of training prior to summer SOAR, have weekly information/training meetings in the summer, provide on-going training in the operating procedures and boundaries for Walk-In Advising throughout the academic year, and if possible send Peer Advisors to campus training opportunities as appropriate.

We have three training days, one at the end of the spring semester and two at the end of the summer. We also meet once per month as a group to discuss how things are going and how things can be improved.

All peer mentors go through a week long training that covers basic academic requirements, review academic and personal support groups on campus, and LGBT and multicultural identity understanding. In this training peer mentors learn about professionalism and what it means to role model success. Peer mentors also participate in role playing to learn the appropriate responses to certain situations and better prepare them for the reality of being a peer mentor.

Orientation at the beginning of the year accustoms peer mentors to the role.

2-credit class during the fall semester (INTER L&S 315), week long training during orientation week, ongoing weekly meetings one hour every week

We train our peer advisors at the beginning of each AY, usually in the last week or two of summer. This training is done by the undergraduate program assistant and me (undergraduate advisor) using our own materials.

I have created an advising manual for the peer advisor, which outlines our office procedures and the peer advisor responsibilities and resources. The peer advisor trains with me to become more competent in reading the DARS, with our interdisciplinary course lists, answers to common questions, campus resources. We also discuss appropriate, professional behavior and ways to create an inviting, safe atmosphere for all students.

Overview of our programs, which students fit which programs

2 and 1/2 day training before the start of school year, 2 weeks of shadowing and bi-weekly training/staff meetings

Our office provides 3 full days of training and some on-going training.

A 40 hour training the weeks prior to SOAR's start, which includes team-building, individual work, presentation practice, comprehension of common referrals at SOAR (i.e. Admissions, FIGS, Chemistry and Math consultants, etc.), connections to other peer advisors, and creation of a student-to-student presentation focused on nursing.

We train our mentors for 7 days in the summer. We bring in speakers from across the campus to make sure our mentors know where to send students, what advice to give, and how to properly help students.

We conduct a 2 day training with our Peer Advisors in August, before classes start.

The PAs have a two-day training prior to the start of the semester, biweekly staff meetings, and continued emails with updates through the semester.
Permanent staff have worked closely with the two students who have been trained in these areas, gradually letting each of them take more responsibility but maintaining supervision. There are no formal position descriptions or training manuals at this point because these duties have been developed in conjunction with the particular skills and interests of the students and the needs of the department.

-- General office procedures -- Resume review process and content

Two days of training are provided and on site monitoring is also provided to the students. Topics of training include FERPA, how to read DARS, how to deliver the SOAR presentation, overview of the CALS curriculum, overview of FAQs.

Peer Advisors receive training that includes observation of professional advisors; information/discussion on academic program options and requirements, working with students to read DARS reports and credit evaluations, interpersonal skills and attending skills, campus resources, awareness of diversity and equity issues.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>21</td>
</tr>
</tbody>
</table>

9. Are professional development or leadership opportunities provided to the peer advisors / mentors? If so, please describe.

Text Response

Yes. We try to make local conferences available whenever funding is possible (SPA events, WACADA, WCPA, etc). We have also co-presented with peers at conferences (including NACADA Regional) in the past. Our more experienced peers are asked to assist with training or to take on more long-term projects related to peer advising (like assisting with developing and designing our peer advisor training manual and some of our fall programming workshops).

We think of peer advising itself as professional development--we try to give students opportunities to develop their own projects or ideas for the program. Last year for example one of our students helped put together a workshop in collaboration with the School of Education. As part of our advisor development training, we have students write advising philosophies, and we also give the students an opportunity during the year to choose the subject and lead the discussion for advisor development meetings.

Yes, we have Peer Advisors on unit committees, campus committees, and they are Peer Leaders for Summer SOAR who provide leadership and guidance to new Peers.

No. but my mentors do get 1 credit and we discuss student development theories during our monthly meetings.

Yes there are many opportunities for professional/leadership development ranging from grant writing to attending national conferences like ACPA and NCORE.

No.

No formal opportunities are structured into the job, but it entails many types of experiences that would qualify as such: informal trainings, taking part in workshops, etc.

Because we have a very small staff, the peer advisor is a core member of the staff. We include her in most staff meetings and request her input in much of our advising-related decision-making processes. We ask the peer advisor to represent the major in the IS Major Association (student org). For professional development, we sent our peer advisor to web training (and paid
her for it). Otherwise, it has been difficult to find opportunities for professional development for peer advisors at the departmental level.

In addition to our peers' drop-in advising responsibilities, they are each responsible for their own project during the semester. One student is assisting with assessment, another is reviewing/revamping our orientation presentation, etc. They each have their own project where they are given freedom to evaluate the status quo and are expected to fully complete the project by the end of the semester. (Check-ins are done throughout the semester.)

Yes - they are invited to attend the WCDA conference and we have 1-2 lead peer positions who lead weekly meetings for the peers.

Yes, training at SOAR continues based on the peer advisor's needs, interests and what the supervisors feel the peer advisor can take on. We also do a mid-SOAR assessment, at which this question is asked so additional support, training or experience in one's developing interest areas can be provided.

Yes. We take our students to ACPA, NCORE, and give them opportunities to participate in Diversity in the Law/ Communication events. Since these are our leaders, we want them to be the face of AAP.

Nothing structured, but many move on to pursue a career in the field of international education. If a PA is interested in learning more about Study Abroad as a career, we're more than happy to help them do so.

Not at this point, but this is something we're looking into more closely.

Last summer we paid one of our experienced students to attend a UW web-design workshop so that she would be able to help design our undergraduate webpages under the supervision of one of our academic staff.

-- We meet monthly -- I offer some opportunities to take DoIT classes or similar training

No

Students are sometimes asked to participate on committees or invited to attend advising professional development workshops

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>20</td>
</tr>
</tbody>
</table>

10. Should peer advisors have access to any of the following? (Select all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DARS</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>ISIS</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Student files</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Electronic Notes</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>SOAR records</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>SOAR registration system</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Other</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
11. What records can the peer advisors / mentors in your unit access? (Select all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>None</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>1</td>
<td>DARS</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>2</td>
<td>ISIS</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Student files</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>5</td>
<td>Electronic notes</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>SOAR records</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>7</td>
<td>SOAR registration system</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td>6</td>
<td>30%</td>
</tr>
</tbody>
</table>

Other

This depends on the position. Some of our positions can, most cannot. Currently we use BuckyNet for our student notes, but it would be helpful for them to have access to the campuswide electronic notes system.

Currently we use BuckyNet for our student notes, but it would be helpful for them to have access to the campuswide electronic notes system.

Limited access to our Oracle database.

Student files while they are being set up or old paper files being placed in storage.

12. Has the unit had any problems occur as a result of peer advisor access to student records?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>19</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>
13. Please describe the problem(s).

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>0</td>
</tr>
</tbody>
</table>

14. Why doesn’t your unit use peer advisors/mentors?

**Text Response**

doesn’t seem to be a need given the size, there is certainly informal "peer mentoring" that goes on, especially within the undergraduate student organizations around the topic of internships/research experiences (where to do one, where to look for one, etc)

I do not know. tenured and tenure track faculty members are the only advisors we have. Students come to our major generally as sophomores or juniors and the need for peer advising/mentoring isn’t as great it might be for younger students; and 2) our undergraduate advisors are very motivated to help students and are very accessible/knowledgeable. I’m relatively new to my unit but I’ve asked colleagues and have not heard of any interest in setting up a program. Our advising (faculty and student services) seems to be well-regarded and accessible that students have never asked for more. Most of our students belong to campus clubs and activities that provide mentors/"big brothers/sisters"/etc. that they seem quite content without one in the department.

We have a proposal to begin a peer advising program in our unit. We are awaiting funding/budget decisions.

Previous response-- Regarding, should peer advisors have access to the following, I think it would be difficult for peers to do their job without access however perhaps a limited view could be used.

On the previous page, I forgot to note that I am from the Department of French and Italian where we use faculty/staff advisors. We currently do not need peer advisors. I do not think that peer advisors should have access to the resources mentioned below; however, in working with students, if the student so chooses, s/he can share that information with the peer advisor.

though I am not in charge of hiring for my department, I suspect it has much to do with constant training as students graduate or otherwise move on, continuity, and student access to confidential information.

Academic advising is not part of our role on campus.

Unsure. Currently not a strong need. I can see a need developing in the future.

The English Department has no history of using peer mentors. I have been with the department for 2 years and prioritized other tasks and issues and simply have not studied how peer advisors might be utilized.

We are a new office, and we haven't developed a training program/support for the students who currently work with us as office assistants. However, this is something we are considering for the future.

NCAA compliance issues with using peers as advisors... Also, are concerned about sensitive data given the high profile of student-athletes. We have considered peer mentors for our first year students, but more from a "how to navigate campus" perspective rather than from an
advising perspective.

I attempted to establish a peer mentoring program within Animal Sciences in two different academic years. I had Seniors who willingly volunteered, but in both years the freshmen that were contacted by the mentors were unresponsive or resistant to offers of assistance from upperclassmen. Consequently, I listened to my freshmen and ceased such organizational efforts.

No need.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>15</td>
</tr>
</tbody>
</table>

15. Should peer advisors have access to any of the following? (Select all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>DARS</td>
<td>6</td>
<td>75%</td>
</tr>
<tr>
<td>5</td>
<td>ISIS</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>6</td>
<td>Student files</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>3</td>
<td>Electronic Notes</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>SOAR records</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>1</td>
<td>SOAR registration system</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>7</td>
<td>Other</td>
<td>1</td>
<td>13%</td>
</tr>
</tbody>
</table>

Other

none!

16. Please provide contact information if it is okay for us to contact you with follow-up questions.

Text Response

Emily Dickmann, CCAS, rm 10 Ingraham Hall, erdickma@wisc.edu, 265-5460
Jennifer Kaufmann-Buhler  kaufmannbuhler@honors.ls.wisc.edu
Jo Meier  jomeier@wisc.edu
Stephanie Osborn, saosborn@wisc.edu
rodock@wisc.edu
Debi Griffin  dagriffin@wisc.edu  263 7301
Sheri Speth, 2-2239, slspeth@wisc.edu
klfriend@lssaa.wisc.edu
Kristin Haakenson 262-1241
Jayme Mitchell---jmitchell4@wisc.edu
Jeff Gehrke, jgehrke@bus.wisc.edu
Tristin Klappauf  taklappauf@wisc.edu
Yes. Chris Logterman and Mo O'Connor co-supervise the one peer advisor in the SoN, and are responsible for everything from posting the PVL, selecting interviewees, making the offer, completing all paperwork, to training and supervising throughout SOAR. Chris: clogterman@wisc.edu, 3-5163 Mo: mcoconnor@wisc.edu, 2-2729

Doug Tiedt 263-1681....feel free to contact me if you would like to discuss further....

Katie Friend Academic Advancement Program klfriend@lssaa.wisc.edu 608 263 5068

Jessa Boche boche@bascom.wisc.edu I would be interested in reviewing your results once everything is compiled.

Susan Lochner (slochner@bascom.wisc.edu)

Danielle Devereaux-Weber devereaux@nutrisci.wisc.edu Rm. 272 Nutritional Sciences

Dan Schaefer 2-3105, dschaefer@cals.wisc.edu

John Klatt -- jklatt@cals.wisc.edu, 2-4618

Jeff Hamm hamm@education.wisc.edu 265-2745 and/or Virginia Waddick vwaddick@education.wisc.edu 262-1177

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>33</td>
</tr>
</tbody>
</table>