

What is advising?

- How would you define advising?
- "Academic advising is a developmental process **which assists students in the clarification of their life/career goals and in the development of educational plans** for the realization of these goals. It is a decision-making process by which students **realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor.** The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary."
Winston, et al.
- Faculty intervention is about **helping students make the most of their choices.** A faculty advisor can play a critical role in helping a student brainstorm the best opportunities for enhancing their plan of study through service learning, independent study, study abroad, internship, and other programs. The faculty advisor's role is to **help the student articulate their curricular, co-curricular, and career goals, and then assist them in creating a campus experience that will facilitate reaching those goals.**
Tom Grites, Richard Stockton College of New Jersey

Why advising matters (for you and our students)

- Classes are more than checkboxes
 - Help the student see the connections
 - Understand why a skill set is needed prior to taking a particular course
 - Logic behind the curriculum
- Exploring life, career, and academic goals
 - How do you learn about your field
 - Sharing stories
- Sharing skills needed and the opportunities within a field/career
 - YOU are the expert
 - Share your passion
- Students don't always know what to ask or what they need
 - Ask them questions
 - Get to know them
- Assists with persistence
 - Research shows that connections with faculty outside of the classroom matter
- Advising is teaching
 - How to find/create the logic of one's education;
 - How to view the seemingly disconnected pieces of curriculum as parts of a whole that makes sense to the learner;
 - How to base educational choices on a developing sense of the overall edifice being self-built; and
 - How to continually enhance learning experience by relating them to knowledge that has been previously learned
 - (Lowenstein, 2009)

How advising looks at UA

- UA uses
 - Faculty advisors
 - Departments – A&S, C&IS, HES, Education
 - General – SW, Nursing
 - Professional advisors
 - Departments – Culverhouse, HES
 - Student Services Centers
 - First year – A&S
 - Up to 60 hours – C&IS
 - Entire time – Culverhouse, Engineering, Nursing
 - Certifications – Education

Clearing registration pins and changing majors

- Clearing advising pins may be the responsibility of
 - Advisor (faculty and professional) in that unit
 - Advisor (professional) in Student Services Center
 - Office Assistant
- Major Changes may be the responsibility of
 - Advisor (faculty and professional) in that unit
 - Advisor (professional) in Student Services Center
 - College Registrar
 - Office Assistant

References:

Lowenstein, M. (Spring 2009). Advising as teaching. *NACADA Journal* 29(1), 123-131.

Winston, Jr. R. B., Enders, S. C., & Miller, T. K. (Eds.) (March 1982). Developmental approaches to academic advising. *New Directions for Student Services*, 17.