

Foundations of Academic Advising

Building the Framework: Advising as a Teaching and Learning Process

Webinar Handout

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This webcast is intended to lay the foundation for deeper discussions on advising on campuses around the world. The following activities are suggested to stimulate such discussion.

Pre-Webcast Discussion Suggestions

Does our campus have a mission and/or vision statement for academic advising? Does our advising unit have such a statement?

- If a mission/vision statement(s) for advising is available, event facilitators may distribute and lead discussion about it prior to the broadcast
- If no mission/vision statement for advising exists, then facilitators may distribute the institutional mission statement and lead discussion of how academic advising ties into the mission of the institution

Are advisors on our campus familiar with:

- NACADA Core Values – available at www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm
- NACADA Concept of Academic Advising – available at www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm
- CAS Standards and Guidelines for Academic Advising – available at www.nacada.ksu.edu/Resources/Standards.htm#CAS

Post-Webcast Discussion Suggestions

If mission/vision statements and/or campus definitions of academic advising are available at your campus, facilitators may lead discussion of how/whether what participants learned from the presentation is congruent with these.

If such statements don't exist, facilitators may lead discussion of what the mission of advising should be in the participants' unit(s). Suggested resources to assist this discussion include:

- Wes Habley's mission statement article at www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Mission-Statements.htm
- Sample mission and vision statements linked as resources at www.nacada.ksu.edu/Clearinghouse/Links/Mission_statements.htm

Is advising as a teaching and learning process a new concept on our campus? Facilitators may lead a discussion of how advising is viewed on your campus – as service or as teaching.

- Carol Ryan's seminal article, *Advising as Teaching* (1992), is included with this Handout as a resource to assist with this discussion.

What opportunities exist on our campus to inform professional and faculty advisors and administrators about the value of the Advising as Teaching model? What opportunities might be developed to reach these audiences?

Is anyone on our campus using an Advising Syllabus? If not, facilitators may lead discussion of whether participants would consider developing/adopting an advising syllabus.

References and Resources

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Advising as Teaching

Carol C. Ryan, Metropolitan State University

"Advising as Teaching" was delivered as the President's Address at the 1991 NACADA National Conference in Louisville, Kentucky. In her address Ryan identified characteristics of effective teaching and those of effective advising from the literature and explored their parallels. She argued that faculty should be encouraged to view advising as an extension of their teaching role and made specific suggestions about applying teaching skills in the advising encounter.

The belief that advising is teaching is hardly new. Crookston (1972), for example, has argued that in both teaching and advising the instructor or advisor should function as a facilitator of learning, working with students to develop problem-solving and decision-making skills. Kramer (1983) suggests that advising should be viewed by faculty as a special teaching function, during which the advisee's educational choices are questioned and challenged. And Eble (1988) has written that faculty should consider advising as an extension of their teaching role.

Nevertheless, few writers have fully explored the notion of advising as teaching, and none has outlined the possible parallels between characteristics of effective teaching and exemplary advising practices. Because the majority of academic advising in colleges and universities is provided by faculty (*ACT National Survey on Academic Advising*, 1979, 1983, 1988), an examination of the ways in which faculty and professional advisors can use the teaching skills and techniques they have acquired to enhance their work with advisees is warranted. It may be that these skills outweigh the counseling skills professional advisors have tried to persuade faculty to adopt and that, through a new emphasis on transference of effective teaching skills, faculty may achieve more satisfaction and congruence in their dual roles as advisors and teachers.

Characteristics of Effective Teachers

To determine the characteristics of effective teachers and the possible relationship of good teaching practice to advising, a computer search of the literature (1975-1990) was carried out, using the descriptors *teacher effectiveness, master teachers, teaching models, teacher characteristics,*

teaching styles, teaching skills, teaching strategies, and *teacher-student relationship*. These were combined with the descriptors *academic advising* and *postsecondary education*. Three types of reports on effective teaching and 20 of the most commonly listed effective teaching characteristics were identified. Effective teaching has been defined by Walsh (1975) as "that which caused a student to raise his thought process above the fact and data level. He mentally conceptualized, theorized, made generalizations, and drew conclusions" (p. 135).

In four of the reports (Hart, 1989; Knowles, 1980; Roueche, 1982; Weimer, 1990), the authors summed up their views of outstanding teaching characteristics based on their own research and experience. Other writers (Eble, 1988; Menges, McGill, & Shaefer, 1986; Sherman, Armistead, Fowler, Barksdale, & Reif, 1987; Walsh, 1975) summarized research on effective characteristics carried out by themselves or others. In some cases, **only** teachers were queried and in others both students and teachers responded to questionnaires. Finally, there were three studies in community colleges as to teaching effectiveness. In two of the studies, faculty only were contacted (Guskey & Easton, 1983; Hirst & Bailey, 1983). However, in the final study (Elliot, 1989) faculty, administrators, and students were contacted.

For purposes of this review, the 20 characteristics of effective teaching most often identified in the literature were divided into three categories: teaching, communication, and attitudes toward students. The greatest number (12) are listed under teaching: (a) planning and organizing, or preparation of subject matter; (b) mastery of the subject area; (c) active student participation in the learning process; (d) regular feedback, reinforcement, and encouragement to students; (e) creation of an environment conducive to learning; (f) stimulation of student interest in a subject area; (g) enthusiasm toward the subject; (h) ability to help students learn on their own; (i) working to teach students how to analyze, synthesize, and evaluate information and to express ideas clearly; (j) being a **co**-learner while facilitating the learning process and serving as a resource to the student; (k) relating course content to the student's **experi**-

ence; (l) giving problem-solving tasks to the student and facilitating personalization of the learning.

Communication skills focused on (a) clarity of the teacher's message to the student; (b) appropriate body language, including eye contact; (c) good questioning skills (for example, using open-ended or probing questions); and (d) development of strong listening skills with which the instructor concentrates on what the student is actually saying. Attitudinal skills included (a) exhibiting positive regard for students as well as concern and respect; (b) being approachable and available to students outside the classroom, which Eble (1988) suggests is still the best way to signal our real concern for students' welfare; (c) open, genuine presentation of oneself to students; and (d) role modeling so that students can better understand the mission or purpose of the institution, the values of the place, and what is expected of them.

Characteristics of Effective Advising

Less research on characteristics of effective advising has been done than on exemplary teaching practices. However, Crockett (1978) reviewed the literature to determine student expectations of academic advising and listed four major factors students identified as most important to them. They are (a) accessibility, (b) specific and accurate information, (c) advice and counsel, and (d) a personal and caring relationship with the advisor.

More recently, in a report from the University of Pennsylvania (*SCUE White Paper on Undergraduate Education, 1985*), the Student Committee on Undergraduate Education suggested that "advising should be an accessible, individual process . . . the advisor should act as a catalyst, initiating discussion, asking questions, and explaining options which cause the student to think carefully about educational goals" (p. 21).

Looking at advising from the other side, **NACADA's** own goals suggest that the exemplary advisor should:

1. Assist students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, limitations).
2. Assist students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.
3. Assist students in developing an educa-

tional plan consistent with life goals and objectives.

4. Assist students in developing decision-making skills.
5. Provide accurate information about institutional policies, procedures, resources, and programs.
6. Make referrals to other institutional or community services.
7. Assist students in evaluation or reevaluation of progress toward established goals and educational plans.
8. Provide information about students to the institution, colleges, **and/or** academic departments. (Crockett, 1988, p. 59)

Some colleges and universities have incorporated statements about effective advising practices into advising or policy statements. For example, Bradley University (Crockett, 1988) states that a good advisor:

1. Is personally and professionally interested in being an advisor.
2. Listens constructively, attempting to hear all aspects of students' expressed problems.
3. Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him.
4. Knows university policy and practice in sufficient detail to provide students accurate usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best student-centered response to be made.
6. Attempts to understand student concerns from a student point of view.
7. Views long range planning as well as immediate problem-solving as an essential part of effective advising. (p. 94)

At Metropolitan State University (1988) advisors are expected to:

1. Model the tenets of the university.
2. Share knowledge about the institution and the curriculum.
3. Link students to community and university resources.
4. Provide accessible advising services to students.
5. Demonstrate sensitivity to differences of gender and culture.
6. Respect students and their personal and educational goals. (p. 1)

Miami Dade Community College (1988) adopted a set of goals for all teaching and non-teaching faculty, including academic advisors.

Some of these goals were to project enthusiasm for their work, demonstrate positive attitudes about each student's ability to learn, set challenging performance goals for themselves and their students, respect all individuals and appreciate diverse talents, be available and responsive to students, provide prompt feedback and fairness in evaluation of student progress, communicate clearly, and create a good learning climate. In addition, instructors and advisors were to be well prepared, respect diverse points of view, and provide students with cooperative and alternative ways of learning.

Clearly, much of the thinking on the part of administrators and advisors about what characteristics an advisor should exhibit is based on a philosophy of student development. This suggests that faculty and professional advisors alike should assist advisees toward intellectual and social growth as they explore life and career goals and choose programs, courses, and cocurricular activities that support their goals (O'Banion, 1972). Part of this task involves joint work or discussion as to the student's decision-making and problem-solving skills; Laff, Schein, and Allen (1987) also suggest that, as part of the developmental advising process, students should be encouraged to become self-directed learners. They, however, are concerned that faculty are not prepared to take on all of these advising tasks. Grites (1981), too, has written that not all faculty are willing to advise in this manner because they view teaching and research as their major responsibilities and have received little training or reward for academic advising.

Nevertheless, it is apparent that many of the skills teachers use in the classroom parallel what goes on in the advisor-advisee meeting and can be adapted to the advising relationship in ways that reinforce student development. By concentrating on the competencies they bring from the classroom to their one-to-one meetings with students and by emphasizing the use of these skills in facilitating student progress, many faculty advisors may begin to discern that advising is teaching and to recognize the value of their counsel in terms of individual student achievement and satisfaction.

Parallels Between Advising and Teaching

Turning to the factors identified in exemplary teaching and effective advising—and reviewing the process of advising itself—it seems

clear that all of the teaching characteristics most commonly identified by students and faculty can be put into practice in advising. Advisors should be as well prepared for the student advisees who have made appointments to see them as they would be for a class. An advising folder with pertinent student information, including notations of previous visits and discussions, should be reviewed before the student appears. Welty (1989) suggests that advisors should set their own goals or objectives for the meeting just as they would for each classroom session. Advisors might prepare further by asking students to come to meetings with a list of questions or concerns. Mastery of the subject area would be broadened in the advising setting to include knowledge of one's discipline, which could be shared with students considering courses or programs of study in the faculty member's own area; specific and accurate information concerning the department or major should be conveyed as well. This teaching competence would also include the ability to make appropriate referrals for more information about other programs or aspects of the university. However the effective advisor should be familiar with university policies and procedures and should be prepared to share that information with students. Finally, advisors should demonstrate the enthusiasm and knowledge about the goals and purposes of the university that they would in their own subject areas, so advisees, especially those new to the university community, gain a better sense of the institution, its purpose, and the ways in which the choices students make can fit together into a coherent, satisfying, and useful educational plan.

Students should be enabled to actively participate in the advising meeting as they would in the classroom, working with their advisors to develop educational and personal objectives and to explore ideas and options. A climate of trust, aided by the physical setting provided by the advisor, must be created so that the student feels free to ask questions, express concerns, revise old ideas, and make new decisions. Tasks to be completed before the next advising meeting can be assigned so that the advisee can use information-gathering, decision-making, and problem-solving skills. And, as the student progresses, the advisor should provide timely feedback, reinforce some of the learning that has taken place, and applaud student successes. In this open and encouraging atmosphere, it is easier

to challenge students to undertake new and perhaps more difficult learning and to consider alternative ideas or different choices.

Similarly, all of the communications skills listed in **reports** on teacher effectiveness must be used by the skilled advisor. Advisors must be clear in their exchanges with students and, in their out-of-class encounters, should indicate their attentiveness to the message a student is sending. The questioning techniques honed in the classroom are particularly applicable to the advisor's work with students, especially those who are shy or have difficulty expressing themselves. Advisors should ask questions initially that will allow them to learn more about student interests and strengths. Advisors can discuss life and career goals and what students would like to learn to work toward those goals. After a dialogue has been established, it is easier to discuss areas in which students need work.

Students have indicated that they want advisors to be accessible and to demonstrate a personal, caring attitude toward them (Crockett, 1978). Both of these factors are listed in the research as essential attributes of effective teaching as well (Eble, 1988; Elliott, 1989; Guskey & Easton, 1983; Hirst & Bailey, 1983; Knowles, 1980; Menges, McGill, & Shaeffer, 1986; Walsh, 1975). Most teachers and professional advisors come into higher education believing that they would like to work with students. However, they have received little preparation in graduate school for their role as advisors. Advising students one-on-one or in small groups can be a satisfying way to facilitate student development. The students that advisors see are increasingly diverse in age, ethnicity, and academic preparedness. It is important that advisors and teachers respect these students. In addition they should reflect the positive aspects or goals of the college so that advisees, with whom advisors may be the only continuous university contact, will gain a clearer sense of the academic community and its expectations.

Outcomes for Advisors and Students

I have suggested that if more emphasis is placed on the transference of teaching knowledge and skills to the advising setting, faculty may perceive their role as advisors differently. Seminars can help faculty understand the similarities between advising and teaching. Questioning techniques, other communication skills,

and mastery of university-wide, departmental and career information that will be useful to the teacher and advisor could be addressed. Additional work on student development would be important. Experienced faculty advisors could mentor new advisors, and each might practice one or two advising skills she or he wished to try out for the coming year.

However, on too many campuses today advisors are trying to cope with unrealistically large numbers of advisees. How are these advisors to transfer effective teaching skills and provide developmental assistance to 200 or, in some cases, 2,000 students? The answer is that they cannot, and they either do the best they can for a few students or give up altogether. Some advisors, to deal with this issue—but also because it is an effective method—have developed group advising formats that are successful. Another technique, used in schools regardless of the size of the advisee pool, is to teach an introductory class in which all of the students are assigned to the instructor as advisees (Weaver, 1987).

If the institution is committed to effective academic advising as well as to effective teaching, then it has an obligation to see that advising loads are reasonable and to provide adequate resources and training for faculty and professional advisors. Advisors have a right to know what is expected of them and to have the materials and support to do the job. Concurrently, an agreed-upon evaluation system should be put into place so that both advisors and students can assess both the overall advising program and individual advising. Only in that way can advisors evaluate their effectiveness as they can through classroom evaluations and make changes or add to their advising knowledge and skills.

As for students, ultimately the institution's goal should be to provide such an **education** that students leave the institution armed with the knowledge and skills needed to be active, articulate, and committed citizens who can provide new ideas, create and deal with change, and propose solutions to some of the political, social, and economic challenges we face. Advisors alone cannot empower students to achieve these ends. University-wide, **classroom**, peer, and personal learning experiences combine to form students' visions of what they are and what they can be. But advisors play an important part. Through their work they have a special teaching opportunity to model and discuss these

possibilities and to challenge students to plan educational programs with an eye to future responsibilities. If advisors can accomplish these aims and assist students in moving toward those critical tasks, their work will have been worthwhile.

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NACADA Webinars 2010-2011

NACADA – The Global Community for Academic Advising
presents

Foundations of Academic Advising

Building the Framework: Advising as a Teaching and Learning Process

September 16, 2010

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Macintosh System Requirements

Advising as Teaching and Learning

“Advising is a process with a long and dignified history in colleges and universities . . . involving, as it often does, tedious clerical work combined with hit and run conferences with students on curricula. It is a most cordially hated activity by the majority of college teachers.”

- M.S. Maclean (1953)
Personnel and Guidance Journal

“The task of advising is concentrated in the opening days of registration and enrollment and consists of aiding students in the selection of courses.”

Asa Knowles (1960) *Handbook of College and University Administrators*



“A Developmental View of Advising as Teaching”

Burns Crookston (1972)

Advising should facilitate

- problem solving,
- decision-making, and
- evaluation skills

Burns Crookston (1972)

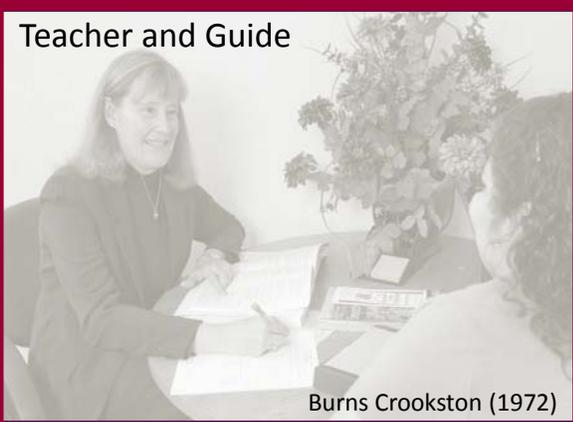


"An Academic Advising Model"

1. the exploration of life goals
2. the exploration of vocational goals
3. choosing a program
4. choosing courses
5. scheduling courses

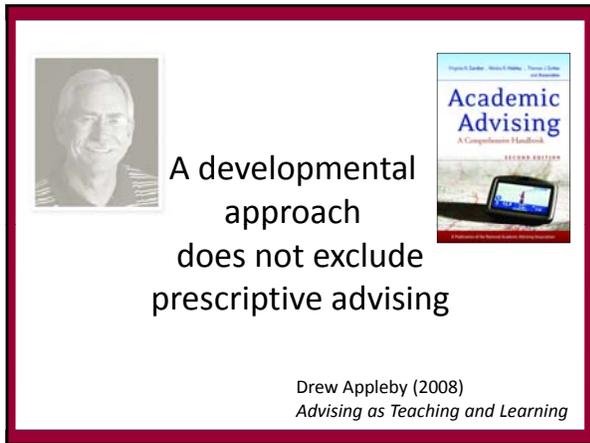
Terry O'Banion (1972)

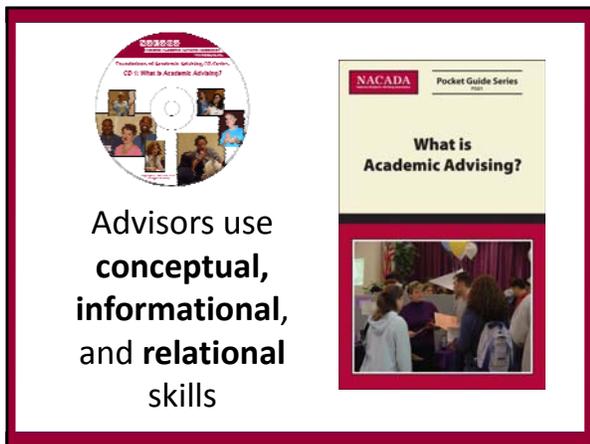
Teacher and Guide



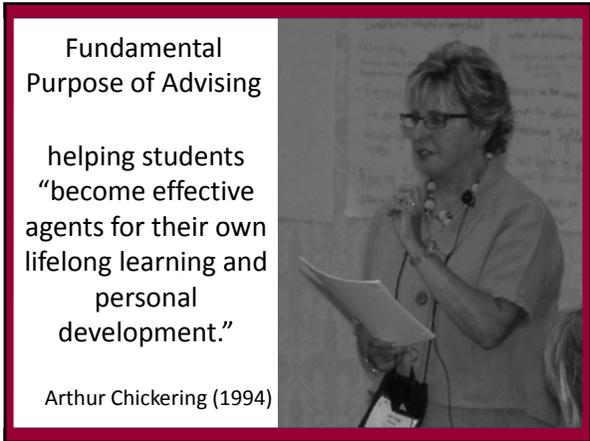
Burns Crookston (1972)

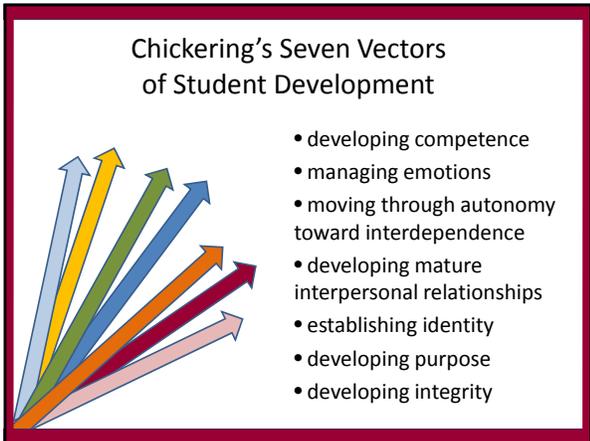














“Academic advising is...

- *a developmental process...*
- *a decision-making process...*
- *ongoing, multifaceted, and the responsibility of both student and advisor...”*

David Crockett (1987) *Advising Skills, Techniques, and Resources*

Student Learning and Growth



Ability to:

- identify realistic academic, career, and personal goals as well as a program to achieve them
- make connections among courses in the curriculum and to integrate their learning

Student Learning and Growth



- self-awareness of the relationship between their education and their life

“At key points in their college years, an academic advisor asked questions, or posed a challenge, that forced students to think about the relationship of their academic work to their personal lives.”

Richard Light (2001) *Making the Most of College*

Roles of the Advisor-Teacher

- Facilitators of communication
- Coordinators of learning experiences

“An excellent advisor does the same thing for the student’s entire curriculum that the excellent teacher does for one course.”

Marc Lowenstein (2006) *NACADA Journal*

Roles of the Advisor-Teacher

- Facilitators of communication
- Coordinators of learning experiences
- Referral agent





The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment

The curriculum of academic advising:



- institution's mission, culture, and expectations;
- meaning, values, and interrelationship of the institution's curriculum and co-curriculum;
- modes of thinking, learning, and decision-making;
- selection of academic programs and courses;
- development of life and career goals;
- campus/community resources;
- policies and procedures;
- transferability of skills and knowledge

The Delivery of academic advising:

- one-to-one relationship
- based on dialog
- emphasizing student learning outcomes

Skills

Teaching

-Knowledge of the subject matter

-Planning and organizing course material

Advising

-Knowledge of institutional policies, procedures, culture, referral sources

-Preparing for advising meetings

Communication

Teaching

- Clarity of presentation of subject matter
- Establish dialog with students in classroom
- Demonstrate effective listening skills

Advising

- Sharing information in a clear way
- Leading student to interact with the advisor
- Listen to what advisee says, both verbally and nonverbally

Attitudes

Both Teacher and Advisor:

- Treat students with respect and concern
- Are accessible and available to students outside the classroom
- Offer regular encouragement
- Act as role models for students in the higher education process



Skills Attitude
Communication

How do we apply to everyday use?

**-Carol Ryan (1992)
Advising as Teaching**

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NACADA The Journal of the National Academic Advising Association

In This Issue:

- Advising: Foundations for the Advising Role: An Examination of Advising and Education Services that Support Best Learning
- Advising: A Study into Work in the Field
- An Inquiry Model for Adult Academic Advising
- Reflections: Training for High-Risk Undergraduates
- Using Advising to Encourage Ethical Behavior
- Advising at the Intersection: Adult Learning, Communities, and Support
- A Student's Reflection
- Book Reviews

NACADA Journal

Subject Matter Familiarity

Organization / Preparation

Course Details

Course Number	Section Number	Section Title	Section Type	Section Status	Section Location	Section Time	Section Days	Section Instructor	Section Prerequisites
101	001	Introduction to Psychology	Lecture	Open	101	9:00-10:00	M	Dr. Smith	None
101	002	Introduction to Psychology	Lecture	Open	102	10:00-11:00	T	Dr. Smith	None

Course Description: This course provides an overview of the field of psychology, including the scientific method, the history of psychology, and the major areas of research in psychology.

Prerequisites: None

Course Objectives: Upon completion of this course, students should be able to: 1. describe the scientific method, 2. explain the major areas of research in psychology, 3. apply psychological principles to everyday life.



Student Learning Outcomes



The student will:

- Craft a coherent educational plan based on assessment of abilities, aspirations, interests and values
- Use complex information from various sources to set goals, reach decisions, and achieve those goals
- Assume responsibility for meeting academic program requirements
- Cultivate the intellectual habits that lead to a lifetime of learning
- Behave as citizens who engage in the wider world around them

Identifying the Questions



- Clarifying self-awareness
- Establishing goals
- Exploring ways to reach goals

Who am I?

- Encourage self-reflection and behavioral awareness
- Use personality inventories and values clarification exercises
- Assist in identification of individual strengths and challenges



What do I want to do with my life?

- Short-term and long-term goal-setting
- Career exploration
- Program of study exploration
- Clarification of the "fit" between interest and strengths with academic, career, and personal goals



What do I need to do in order to achieve my goals?

- Decision-making skills
- Major selection
- Strategies for becoming a successful student
- Use of campus resources
- Interaction with faculty
- Campus involvement



Student Learning Outcomes
(Examples)

What a student should know/understand

- Campus/policies/procedures
- General education curriculum
- Major curriculum
- Resources available
- Steps in the decision-making process

Student Learning Outcomes
(Examples)

What a student should be able to do

- Demonstrate preparation
- Conduct major/career search
- Navigate registration system
- Select appropriate courses
- Identify campus involvement opportunities

Student Learning Outcomes
(Examples)

What a student should value / appreciate

- Nature and purpose of higher education
- Skills developed through "GenEd" curriculum
- Connection among courses
- Importance of getting to know faculty
- Role of the academic advising process
- Need for reflection



Academic advising is unlike any other role students have experienced in their lives. We have to tell them who we are, what we do, why we do it, and what we don't do. If we don't tell them, who is going to define academic advising?



-Wes Habley

Syllabus

University of Oregon
(provided by Jennifer Smith, Director of the Office of Academic Advising)

Academic Advising Syllabus
Office of Academic Advising

(Includes Location, Hours, Phone, and Website)

Welcome to Academic Advising at the University of Oregon
The ultimate goal of academic advising is to help you realize the full potential of your university education. Advisors encourage your success in the life of the university and assist you in making a career and academic plan. All students at the University of Oregon are eligible to receive academic advising. Your advisor's name is on your Degree Audit. If you have declared a major, your advisor will be a member of your major department. If you are undeclared, your faculty advisor is trained in helping you find a major in addition to your major department. You may be working with advisors in other campus programs including Academic Law Services, the Clark Honors College, Disability Services, the Center for Multicultural Academic Support, Pathway Oregon, and the Center for Student Success.

The Office of Academic Advising is available to assist in navigating the university. We specialize in working with students who are undecided, transfer students, and students who are having difficulty with their academic progress.

Heartland Community College
(provided by Celia Olvera, Academic Advisor)

Syllabus for Academic Advising
(Includes Location, Hours, Phone, and Email)

Materials Needed:
Academic Advising Packet
Student Catalog and Handbook
www.heartland.edu/catalogandhandbook
Credit Class Schedule
www.heartland.edu/schedule/index.asp

University of Texas Austin
(provided by Nathan Vilsain, Dr. Anne Habley, and Jeffrey Habley, Academic Advisor)

Academic Advising Syllabus
College of Liberal Arts

(Includes Advisor Location, Hours, Phone, and Email)

Definition of Advising:
Academic advising is collaboration between student and advisor. In this collaboration, advisors present students with appropriate resources for academic, professional, and social development. Students will have the opportunity to make academic and personal goals as they share their ambitions and aspirations with their academic advisors.

Student Responsibilities:
Students are responsible for knowing their degree requirements, admission policies, and deadlines, and for consulting with their advisors and the degree audit system.
• Be open to developing and achieving personal values and goals.
• Research department and college programs as well as courses.
• Consult campus resources to enhance academic experience and personal growth.
• Respond to official correspondence from advisors and advisors as soon as possible, by prepared, and to the way you wish to be treated.
• Be open to the possibility to expand the integrity of your academic and personal goals.
• Be open to the possibility to expand the integrity of your academic and personal goals.

Texas A&M University
(provided by Deborah Hall, Director of Academic Advising)

Academic Advising Syllabus
General Academic Programs

(See Location, Hours, Phone, and Email)

Advising Staff: (All names listed)

Additional Materials and Resources:
A&M University Catalog
<http://www.aam.edu/catalog/>
A&M University Handbook
<http://www.aam.edu/handbook/>
A&M University Website
www.tamu.edu
A&M University Registrar
<http://registrar.tamu.edu/>
A&M University Student Services
<http://student-services.tamu.edu/>
A&M University Career Center
<http://career.tamu.edu/>
A&M University Writing Center
<http://writingcenter.tamu.edu/>
A&M University Tutoring Center
<http://tutoring.tamu.edu/>
A&M University Learning Resources Center
<http://learningresources.tamu.edu/>
A&M University Student Success Center
<http://student-success.tamu.edu/>
A&M University Center for Student Success
<http://centerforstudent-success.tamu.edu/>
A&M University Center for Career and Professional Development
<http://careerandprofessionaldevelopment.tamu.edu/>
A&M University Center for International Education
<http://international.tamu.edu/>
A&M University Center for Global Education
<http://globaleducation.tamu.edu/>
A&M University Center for Leadership and Civic Engagement
<http://leadershipandcivicengagement.tamu.edu/>
A&M University Center for Student Leadership and Civic Engagement
<http://studentleadershipandcivicengagement.tamu.edu/>
A&M University Center for Student Leadership and Civic Engagement
<http://studentleadershipandcivicengagement.tamu.edu/>

Academic Advising Program Mission Statement: The primary purpose of the advising at Texas A&M University is to assist students in the development of meaningful educational plans that are aligned with their personal abilities and goals. The advisability for making decisions about personal goals and educational plans rests with the individual student.

Academic Advising Program Vision Statement: Our vision is that all students will find that our advisory relationship is a rich environment at Texas A&M University that students find the satisfaction of the transaction into a complex reality. Our students will identify new goals and objectives for personal experience, study programs toward personal growth.

Eight Keys to Developing an Academic Advising Syllabus

3. The academic advising syllabus must clearly define academic advising, just as any academic syllabus on campus clearly defines the course

Trabant (2006) *Advising Syllabus 101*
Thurmond & Nutt (2009) *Academic Advising Syllabus: Advising as Teaching in Action*

"Academic advising is the process wherein you and I together set goals for your academic, professional, and personal life. I believe that higher education will change your life for the better if you set goals and strive to achieve them. In fact, I consider change a necessary part of the process of higher education. As you pursue this degree, you have the power to make changes that will set the course for a lifetime of learning. My hope is that I can help you set those goals and encourage you to pursue and reach them. I will help in whatever way I can, but I will expect you to be in charge of reaching the goals."



-Karen Thurmond

Eight Keys to Developing an Academic Advising Syllabus

4. All contact information for the advisor and/or advising unit must be provided

Trabant (2006) *Advising Syllabus 101*
Thurmond & Nutt (2009) *Academic Advising Syllabus: Advising as Teaching in Action*

Eight Keys to Developing an Academic Advising Syllabus

- 5. The responsibilities and expectations for the academic advisor must be included, as well as the variety of learning experiences that will be provided for the advisees to meet curriculum goals

Trabant (2006) *Advising Syllabus 101*
 Thurmond & Nutt (2009) *Academic Advising Syllabus: Advising as Teaching in Action*

Eight Keys to Developing an Academic Advising Syllabus

- 6. The academic advising syllabus must include the responsibilities and expectations for the advisees

Trabant (2006) *Advising Syllabus 101*
 Thurmond & Nutt (2009) *Academic Advising Syllabus: Advising as Teaching in Action*

Eight Keys to Developing an Academic Advising Syllabus

- 7. The academic advising syllabus must include the expected student learning outcomes for the advising experience

Trabant (2006) *Advising Syllabus 101*
 Thurmond & Nutt (2009) *Academic Advising Syllabus: Advising as Teaching in Action*

Student Learning Outcomes

Students will be able to

- understand the aims and purposes of higher education
- identify educational and career goals
- integrate services to accomplish the goals of academic advising (collaboration)

They will be able to value and appreciate

- how their interests connect to academic majors
- general education courses
- the art of setting priorities
- the art and science of dealing with faculty members
- balancing family, work, and school



Eight Keys to Developing an Academic Advising Syllabus

8. The academic advising syllabus must include the material, resources, tools, and other services students will use in order to get the most out of the advising experiences

Trabant (2006) *Advising Syllabus 101*
 Thurmond & Nutt (2009) *Academic Advising Syllabus: Advising as Teaching in Action*



“The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.”



“Please understand that I will not make decisions for you during our advising sessions. I will provide you with the most accurate information available to me, and we will work together to create a realistic plan to accomplish your educational and career goals. However, the educational choices you make are yours and the responsibility for knowing and fulfilling degree requirement rests with you.”

Drew Appleby (2008)

Top 10 Tips
From Jayne and Nancy



Top 10 Tips
From Jayne and Nancy

1. Use students' names when addressing them

"A man's name is to him the sweetest and most important sound in any language."



-Dale Carnegie

Top 10 Tips
From Jayne and Nancy

2. Affirm students by respecting their opinions

"The deepest principle in human nature is the craving to be appreciated."

-William James



Top 10 Tips
From Jayne and Nancy



- 3. Regard students as individuals who are experts in areas in which you may know little

"Every man I meet is in some way my superior; and in that I can learn of him."

-Ralph Waldo Emerson



Top 10 Tips
From Jayne and Nancy



- 4. Listen carefully to students to learn their unique frames of reference

"That is not what I meant; that is not it at all."

-T.S. Eliot



Top 10 Tips
From Jayne and Nancy



- 5. Be enthusiastic in your dealings with students

"Nothing great was ever achieved without enthusiasm."

-Ralph Waldo Emerson



Top 10 Tips

From Jayne and Nancy



6. Clarify the goals or objectives for each advising meeting

"He flung himself from the room, flung himself upon his horse and rode madly off in all directions"

-Stephen Leacock



Top 10 Tips

From Jayne and Nancy



7. Allow for periods of silence in your conversations

"Deliberating is not delaying."

- Ecclesiastes



Top 10 Tips

From Jayne and Nancy



8. Be willing to practice some measure of disclosure

"He who persists in genuineness will increase in adequacy."

- T.Lynch

 **Top 10 Tips** 
From Jayne and Nancy

9. Document all of your advising contacts

"A verbal contract is worth about as much as the paper it's written on."
- Samuel Goldwyn

 **Top 10 Tips** 
From Jayne and Nancy

10. Always remember that academic advising is teaching and learning at its best

"Good advising may be the single most underestimated characteristic of a successful college experience."
-Richard Light

NACADA Webinars 2010-2011

Building the Framework: Advising as a Teaching and Learning Process

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