ADVISING OVERVIEW AT CLEMSON UNIVERSITY

Clemson University employs several academic advising models. All five colleges within the university have a slightly different model of advising.

The College of Agriculture, Forestry and Life Sciences (CAFLS) has a mixed model of advising. CAFLS has a student services center that provides academic advising to undeclared students within the college, as well as college-specific career and alumni services for all students within the college. All other majors within the college are advised primarily by faculty advisors, except for the department of Animal and Veterinary Science which has a professional advisor to advise freshmen in the major.

The College of Architecture, Arts and Humanities (AAH) also has a mixed model of advising. This college has an advisement center that provides academic advising for undeclared students in the college. All other students in the college are advised by the faculty in their majors.

The College of Business and Behavioral Sciences (BBS), with the exception of students majoring in Graphic Communications, has a “shared/split” model of academic advising. First-year and transfer students in Pre-business and Behavioral Sciences are advised in the college’s academic advising center. After successfully completing 45 hours, upper class students in BBS are advised by faculty members within their major department. All Graphic Communication students are advised by faculty in their major.

The College of Engineering and Science (ES) has a hybrid model of academic advising; it employs the “total intake” model for engineering students and “faculty-only” model for science students. First-year and transfer students majoring in engineering are advised in the General Engineering Advising Center. Upper class students in engineering and all students in the science majors are advised by faculty members in their academic major.

Finally, the College of Health, Education and Human Development (HEHD) has a “total intake” advising model. First-year and second-year students are advised in the HEHD advising center and all upper class students are advised by faculty in their academic major.

There are other units at Clemson University that provide supplemental advising for special population students; however, they are not considered a substitute for the academic advising provided by the college advising centers’ staff or departmental faculty advisors. All freshmen have a Freshman Academic Success Program (FASP) advisor related to their major (coordinated by Undergraduate Studies) to assist them in making the transition to college during their first year. The Early Success Program (ESP) students receive special advising assistance and academic support through Undergraduate Studies. Honors students receive supplemental advising and mentoring from the staff in the Calhoun College Honors Program. Finally, student-athletes receive additional advising and academic assistance from the athletic academic support staff in Vickery Hall.
PURPOSE AND MISSION OF ACADEMIC ADVISING AT CLEMSON UNIVERSITY

The purpose and mission of academic advising are noted on page 8 in *Clemson University’s 2008-2009 Undergraduate Announcements* under the Advising Policy:

To ensure that students receive both personal and professional assistance in navigating through curricula and University requirements toward degree and graduation, the Academic Council adopted the following policy. Each student is assigned to an academic advisor (either professional advisor or faculty advisor) upon admission to the University. Responsibilities of the student and the advisor are clearly delineated in the advising process. The University maintains the continual and systematic assessment of the process. The University Academic Advising Committee is responsible for implementing specific guidelines and evaluating effectiveness.

Goal I-The following University mission statement on academic advising shall be widely disseminated and implemented:

“Academic advising is an ongoing educational process that connects the student to the University. Academic advising supports the University’s mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help students navigate the academic and organizational paths of the institution.”

Goal II-The University shall demonstrate a continuing commitment to effective academic undergraduate and graduate advising through appropriate recognition, communication, policies, and funding.

Goal III-Each college and department shall develop a plan of action for continued commitment to effective academic advising consistent with the University’s philosophy.

Goal IV-Academic advisors (faculty and professional staff) shall demonstrate effective advising consistent with the University, college and departmental philosophies.

Goal V-Students shall be informed of their personal responsibilities in the advising process.
NATIONAL ACADEMIC ADVISING ASSOCIATION

The National Academic Advising Association (NACADA) is the leading organization for academic advisors, both faculty and professional advisors. NACADA goes beyond the traditional course registration and scheduling advising approaches and offers a broader vision for academic advising. NACADA has recently developed and adopted an official Concept of Academic Advising (NACADA, 2004) and Statement of Core Values of Academic Advising (NACADA, 2006). The Concept of Academic Advising provides an overview of academic advising and its relationship to curriculum, pedagogy and learning outcomes. The Statement of Core Values of Academic Advising provides a structure to guide professional practice.

To promote best practices in academic advising, NACADA encourages institutions to use the Council for the Advancement of Standards (CAS) in Higher Education: Standards and Guidelines for an Academic Advising Program as a benchmark (NACADA, 2008). All three of these documents are included in this section for your reference.

References


National Academic Advising Association

Concept of Academic Advising

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

In 2005, NACADA President Jo Anne Huber charged a Task Force chaired by past NACADA Presidents Ruth Darling and Eric White to develop an association's statement on academic advising. The work of the Task Force was presented at all 10 NACADA Region Conferences in Spring 2006 and the comments, recommendations, and input from all members were incorporated into the Concept of Academic Advising Statement approved by the Board of Directors in October 2006.

Therefore, the association statement is a result of extensive grassroots member input and involvement. It is the intention of the association to provide a useful document to its constituents, reflecting as many of the current views and philosophies of our members as possible.

Listed resources are member suggested; as such, listings are not comprehensive in nature. Members are encouraged to suggest resources they find helpful to their advising practice. Listing of commercial sites does not imply NACADA endorsement.

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NACADA Executive Office
INTRODUCTION

The National Academic Advising Association Board of Directors endorses three documents that champion the educational role of academic advising in a diverse world.

The three documents are:

- Concept of Academic Advising
- Statement of Core Values
- Council for the Advancement of Standards in Higher Education Standards and Guidelines for Academic Advising

These sets of guiding principles affirm the role of academic advising in higher education, thereby supporting institutional mission, while at the same time, anticipating the needs of 21st century students, academic advisors, and institutions.

They can be used for a variety of purposes including professional development of academic advisors and program assessment. They also can be used when implementing a new advising program or revising a current one.

Academic advising is carried out by a vast array of individuals, including faculty and staff members. These guiding principles are intended for use by all who advise.

These documents support all categories of institutions with every type of advising delivery system. Intentionally, they do not address every detail and nuance of academic advising. Rather they should be used as starting points and references for a discussion of academic advising, providing the framework for a coherent approach to implementing a well-functioning academic advising program that would meet any specified institutional goals.

PREAMBLE

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our
institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

THE CURRICULUM OF ACADEMIC ADVISING

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution’s mission, culture and expectations; the meaning, value, and interrelationship of the institution’s curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

THE PEDAGOGY OF ACADEMIC ADVISING

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING

The student learning outcomes of academic advising are guided by an institution’s mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students 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
- articulate the meaning of higher education and the intent of the institution’s curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them

SUMMARY

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students’ educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

Cite the Concept of Academic Advising using APA style as:


Listed resources are member suggested, as such, listings are not comprehensive in nature. Members are encouraged to suggest resources they find helpful to their advising practice. Listing of commercial sites does not imply NACADA endorsement.
THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of three parts:
- Introduction
- Declaration
- Exposition

While each part stands alone, the document's richness and fullness of meaning lies in its totality. The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves.

Cite the Core Values using APA style as:
NACADA. (2004). NACADA statement of core values of academic advising. Retrieved [insert today's date] from the NACADA Clearinghouse of Academic Advising Resources Web site:
http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm

Listed resources are member suggested, as such, listings are not comprehensive in nature. Members are encouraged to suggest resources they find helpful to their advising practice. Listing of commercial sites does not imply NACADA endorsement.

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National Academic Advising Association
THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

INTRODUCTION

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledges the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors’ diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions, and society.

The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition, a descriptive section expanding on each of the Core Values. While each part stands alone, the document's richness and fullness of meaning lies in its totality.

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more applicable or valuable to their situations than others. Advisors should consider each Core Value with regard to their own values and those of their institutions.

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates the expectations that others should hold for advisors in their advising roles. Advisors’ responsibilities to their many constituents form the foundation upon which the Core Values rest.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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National Academic Advising Association
THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

DECLARATION

1) Advisors are responsible to the individuals they advise.

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors’ work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.

Advisors seek to gain the trust of their students and strive to honor students’ expectations of academic advising and its importance in their lives.

2) Advisors are responsible for involving others, when appropriate, in the advising process.

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students’ lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

3) Advisors are responsible to their institutions.

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

4) Advisors are responsible to higher education.

Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.
5) Advisors are responsible to their educational community.

Academic advisors interpret their institution's mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) Advisors are responsible for their professional practices and for themselves personally.

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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National Academic Advising Association
THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

EXPOSITION

Core Value 1: Advisors are responsible to the individuals they advise.

- Academic advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.
- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students' diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately become successful learners.
- Advisors recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.
  - Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.
  - Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.
  - Advisors respect students' rights to their individual beliefs and opinions.
  - Advisors guide and teach students to understand and apply classroom concepts to everyday life.
  - Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
  - Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to adopt change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.
  - Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.
  - Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.
  - Advisors are encouraged to investigate all available avenues to help students explore academic opportunities.
  - Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Federal Educational Rights and Privacy Act (FERPA).
  - Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.
  - Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.
Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.

- Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the registrar’s office. They also must establish relationships with those who can attend to specific physical and educational needs of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.
- Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:
  - advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and
  - advisors can help the institution’s administrators gain a greater understanding of students’ needs.
- Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution.

Core Value 3: Advisors are responsible to their institutions.

- Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students’ learning and development, advisors advocate for change on the advisees’ behalf with the institution’s administration, faculty, and staff.
- Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students’ lives. They articulate the need for administrative support of advising and related activities.
- Advisors increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.
- Advisors respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.
- Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions.
- Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

Core Value 4: Advisors are responsible to higher education in general.

- Advisors accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.
- Advisors base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.
- One goal of advising is to establish, between students and advisors, a partnership that will guide students through their academic programs. Advisors help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making.
- Advisors advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.
- Advisors advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.
Core Value 5: Advisors are responsible to their educational community.

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.
- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.
- Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

- Advisors use the Statement of Core Values to guide their professional actions.
- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution, that can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.
- Advisors seek cross-cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.
- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane treatment of subjects.
- Advisors are alert to the demands surrounding their work with students and the necessity of taking care of themselves physically, emotionally, and spiritually to best respond to high level demands. They learn how to maintain listen and provide sensitive, timely responses that teach students to accept their responsibilities. Advisors establish and maintain appropriate boundaries, nurture others when necessary, and seek support for themselves both within and outside the institution.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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ACADEMIC ADVISING PROGRAM
CAS STANDARDS and GUIDELINES

Part 1. MISSION

The primary purpose of the Academic Advising Program (AAP) is to assist
students in the development of meaningful educational plans.

AAP must incorporate student learning and student development in its mission.
AAP must enhance overall educational experiences. AAP must develop, record,
disseminate, implement, and regularly review its mission and goals. Its mission
statement must be consistent with the mission and goals of the institution and
with the standards in this document. AAP must operate as an integral part of the
institution’s overall mission.

The institution must have a clearly written mission statement pertaining to
academic advising that must include program goals and expectations of advisors
and advisees.

Part 2. PROGRAM

The formal education of students is purposeful, holistic, and consists of the
curriculum and the co-curriculum. The Academic Advising Program (AAP) must
identify relevant and desirable student learning and development outcomes and
provide programs and services that encourage the achievement of those
outcomes.

Relevant and desirable outcomes include: intellectual growth, effective
communication, realistic self-appraisal, enhanced self-esteem, clarified values,
career choices, leadership development, healthy behaviors, meaningful
interpersonal relations, independence, collaboration, social responsibility,
satisfying and productive lifestyles, appreciation of diversity, spiritual awareness,
and achievement of personal and educational goals.

AAP must provide evidence of its impact on the achievement of student learning
and development outcomes.

The table below offers examples of achievement of student learning and development
outcomes.

<table>
<thead>
<tr>
<th>Desirable Student Learning and Development Outcomes</th>
<th>Examples of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual growth</td>
<td>Examines information about academic majors and minors; Understands the requirements of an academic degree plan, as well as institutional policies and procedures; Employs critical thinking in problem solving on selection of major and course</td>
</tr>
<tr>
<td>Personal and educational goals</td>
<td>Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Produces a schedule of classes in consultation with advisors. Understands the effect of one’s personal and education goals on others</td>
</tr>
<tr>
<td>Enhanced self-esteem</td>
<td>Shows self-respect and respect for others; Initiates actions toward achievement of goals; Evaluates reasonable risks with regard to academic course selection and course load when conferring with advisors</td>
</tr>
<tr>
<td>Realistic self-appraisal</td>
<td>Evaluates personal and academic skills, abilities, and interests and uses this appraisal to establish appropriate educational plans; Makes decisions and acts in congruence with personal values and other personal and life demands; Focuses on areas of academic ability and interest and mitigates academic weaknesses; Uses information on degree program requirements, course load, and course availability to construct a course schedule; Seeks opportunities for involvement in co-curricular activities; Seeks feedback from advisors; Learns from past experiences; Seeks services for personal needs (e.g., writing labs and counseling)</td>
</tr>
<tr>
<td>Clarified values</td>
<td>Demonstrates ability to evaluate personal values and beliefs regarding academic integrity and other ethical issues; Identifies personal, work, and lifestyle values and explains how they influence decision-making in regard to course selection, course load, and major and minor selections</td>
</tr>
<tr>
<td>Career choices</td>
<td>Describes career choice and choices of academic major and minor based on interests, values, skills, and abilities; Documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Identifies the purpose and role of career services in the development and attainment of academic and career goals</td>
</tr>
</tbody>
</table>
| Independence | Operates autonomously by attending advising sessions or programs or by seeking the advice of advisors in a timely
<table>
<thead>
<tr>
<th>Effective communication</th>
<th>Communicates personal and academic strengths and weaknesses that affect academic plans; Demonstrates ability to use campus technology resources; Composes appropriate questions when inquiring about particular requirements, departments, and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership development</td>
<td>Articulates leadership philosophy or style; Serves in a leadership position in student, community, or professional organizations; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes</td>
</tr>
<tr>
<td>Healthy behavior</td>
<td>Exhibits personal behaviors that promote a healthy lifestyle; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy campus and community</td>
</tr>
<tr>
<td>Meaningful Interpersonal</td>
<td>Develops relationships with academic advisors, faculty members, students, and other institution staff that are engaged with the institution in meaningful ways; Listens to and considers others’ points of view; Treats others with respect</td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of group goals; Exhibits effective listening skills</td>
</tr>
<tr>
<td>Social responsibility</td>
<td>Understands the requirements of the codes of conduct; Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service and volunteer activities</td>
</tr>
<tr>
<td>Satisfying and productive</td>
<td>Achieves balance among academic course load requirements, work, and leisure time; Develops plans to satisfy academic requirements, work expectations, and leisure pursuits; Identifies and works to overcome obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives</td>
</tr>
<tr>
<td>lifestyles</td>
<td></td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td>Selects course offerings that will increase understanding of one’s own and others’ identity and cultures; Seeks involvement with people different from oneself; Demonstrates an appreciation for diversity and the impact it has on society</td>
</tr>
</tbody>
</table>
Both students and advisors must assume shared responsibility in the advising process. AAP must assist students to make the best academic decisions possible by encouraging identification and assessment of alternatives and consideration of the consequences of their decisions.

The ultimate responsibility for making decisions about educational plans and life goals should rest with the individual student.

AAP must be guided by a set of written goals and objectives that are directly related to its stated mission. AAP must:

- Promote student growth and development
- Assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives
- Discuss and clarify educational, career, and life goals
- Provide accurate and timely information and interpret institutional, general education, and major requirements
- Assist students to understand the educational context within which they are enrolled
- Advise on the selection of appropriate courses and other educational experiences
- Clarify institutional policies and procedures
- Evaluate and monitor student academic progress and the impact on achievement of goals
- Reinforce student self-direction and self-sufficiency
- Direct students with educational, career or personal concerns, or skill/learning deficiencies to other resources and programs on the campus when necessary
- Make students aware of and refer to educational, institutional, and community resources and services (e.g., internship, study abroad, honors, service-learning, research opportunities)
- Collect and distribute relevant data about student needs, preferences, and performance for use in institutional decisions and policy

AAP should provide information about student experiences and concerns regarding their academic program to appropriate decision makers.

AAP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of teaching, learning and human development, (d) reflective of developmental and
demographic profiles of the student population, and (e) responsive to the needs of individuals, special populations, and communities.

AAP should make available to academic advisors all pertinent research (e.g., about students, the academic advising program, and perceptions of the institution).

The academic advisor must review and use available data about students’ academic and educational needs, performance, and aspirations.

AAP must identify environmental conditions that may positively or negatively influence student academic achievement and propose interventions that may neutralize negative conditions.

AAP must provide current and accurate advising information to students and academic advisors.

AAP should employ the latest technologies for delivery of advising information.

Academic advising conferences must be available to students each academic term.

Academic advisors should offer conferences in a format that is convenient to the student, i.e., in person, by telephone, or on-line. Advising conferences may be carried out individually or in groups.

Academic advising caseloads must be consistent with the time required for the effective performance of this activity.

The academic status of the student being advised should be taken into consideration when determining caseloads. For example, first year, undecided, under-prepared, and honors students may require more advising time than upper division students who have declared their majors.

Academic advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

When determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising may extend beyond direct contact with the student.

Part 3. LEADERSHIP
Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Academic Advising Program (AAP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience as an advisor, personal skills and competencies, knowledge of the literature of academic advising, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for AAP leaders and fairly assess their performance.

AAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

AAP leaders must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interactions between individuals and agencies that possess legitimate concerns and interests in academic advising

AAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

AAP leaders must promote campus environments that result in multiple opportunities for student learning and development.

AAP leaders must continuously improve programs and services in response to changing needs of students and other constituents and evolving institutional priorities.

Part 4. ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Academic Advising Programs (AAP) must be structured purposefully and
managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management practices must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. AAP must provide channels within the organization for regular review of administrative policies and procedures.

The design of AAP must be compatible with the institution’s organizational structure and its students’ needs. Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and advisees.

Students, faculty advisors, and professional staff must be informed of their respective advising responsibilities.

AAP may be a centralized or decentralized function within an institution, with a variety of people throughout the institution assuming responsibilities.

AAP must provide the same services to distance learners as it does to students on campus. The distance education advising must provide for appropriate real time or delayed interaction between advisors and students.

Part 5. HUMAN RESOURCES

The Academic Advising Program (AAP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, AAP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities. AAP must strive to improve the professional competence and skills of all personnel it employs.

Academic advising personnel may be full-time or part-time professionals who have advising as their primary function or may be faculty whose responsibilities include academic advising. Paraprofessionals (e.g., graduate students, interns, or assistants) or peer advisors may also assist advisors.

An academic advisor must hold an earned graduate degree in a field relevant to the position held or must possess an appropriate combination of educational
credentials and related work experience.

Academic advisors should have an understanding of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities.

Academic advisors should have a comprehensive knowledge of the institution’s programs, academic requirements, policies and procedures, majors, minors, and support services.

Academic advisors should demonstrate an interest and effectiveness in working with and assisting students and a willingness to participate in professional activities.

Sufficient personnel must be available to address students’ advising needs without unreasonable delay.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

AAP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Support personnel should maintain student records, organize resource materials, receive students, make appointments, and handle correspondence and other operational needs. Technical staff may be used in research, data collection, systems development, and special projects.

Technical and support personnel must be carefully selected and adequately trained, supervised, and evaluated.

AAP staff must recognize the limitations of their positions and be familiar with
institutional resources to make appropriate referrals.

Salary levels and fringe benefits for all AAP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

AAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. AAP must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

AAP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

AAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

AAP must strive to improve the professional competence and skills of all personnel it employs.

Continued professional development should include areas such as the following and how they relate to academic advising:

- theories of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities
- academic policies and procedures, including institutional transfer policies and curricular changes
- legal issues including US Family Education and Records Privacy Act (FERPA), Canadian Freedom of Information and Protection of Privacy (FOIPP) and other privacy laws and policies
- technology and software training (e.g., degree audit, web registration)
- institutional resources (e.g., research opportunities, career services, internship opportunities, counseling and health services, tutorial services)
- ADA compliance issues

Part 6. FINANCIAL RESOURCES

The Academic Advising Program (AAP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal and external resources.
AAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Special consideration should be given to providing funding for the professional development of advisors.

Financial resources should be sufficient to provide high-quality print and web-based information for students and training materials for advisors. Sufficient financial resources should be provided to promote the academic advising program.

Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT

The Academic Advising Program (AAP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

AAP must assure that online and technology-assisted advising includes appropriate mechanisms for obtaining approvals, consultations, and referrals.

Data about students maintained on individual workstations and departmental or institutional servers must be secure and must comply with institutional policies on data stewardship.

Academic advisors must have access to computing equipment, local networks, student data bases, and the Internet.

Privacy and freedom from visual and auditory distractions must be considered in designing appropriate facilities.

Part 8. LEGAL RESPONSIBILITIES

The Academic Advising Program (AAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial, and local governments; and the institution’s policies.

Academic advisors must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents.
Academic advisors must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for academic advisors as needed to carry out assigned responsibilities.

The institution must inform academic advisors and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

Part 9. EQUITY AND ACCESS

The Academic Advising Program (AAP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. AAP must adhere to the spirit and intent of equal opportunity laws.

AAP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy.

Consistent with the mission and goals, AAP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

PART 10. CAMPUS and EXTERNAL RELATIONS

The Academic Advising Program (AAP) must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

Academic advising is integral to the educational process and depends upon close working relationships with other institutional agencies and the administration. AAP
should be fully integrated into other processes of the institution. Academic advisors should be consulted when there are modifications to or closures of academic programs.

For referral purposes, AAP should provide academic advisors a comprehensive list of relevant external agencies, campus offices, and opportunities.

Part 11. DIVERSITY

Within the context of the institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore the Academic Advising Program (AAP) must nurture environments where similarities and differences among people are recognized and honored.

AAP must promote educational experiences that are characterized by open and continuous communication that deepen understanding of one’s own identity, culture and heritage, and that of others. AAP must educate and promote respect about commonalities and differences in historical and cultural contexts.

AAP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 12. ETHICS

All persons involved in the delivery of the Academic Advising Program (AAP) must adhere to the highest of principles of ethical behavior. AAP must develop or adopt and implement appropriate statements of ethical practice. AAP must publish these statements and ensure their periodic review by relevant constituencies.

Advisors must uphold policies, procedures, and values of their departments and institutions.

Advisors should consider ethical standards or other statements from relevant professional associations.

AAP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. AAP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or
When emergency disclosure is required, AAP should inform the student that it has taken place, to whom, and why.

All AAP staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

All AAP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

All AAP staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. AAP staff members must not participate in or condone any form of harassment that demeans persons or creates intimidating, hostile, or offensive campus environment.

When handling institutional funds, all AAP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

AAP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

AAP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

AAP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Part 13. ASSESSMENT and EVALUATION

The Academic Advising Program (AAP) must conduct regular assessment and evaluations. AAP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.
AAP must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness. Results of those evaluations must be used in revising and improving programs and services and in recognizing staff performance and the performance of academic advisors.
ADVISOR ROLE AND RESPONSIBILITIES

Keeping in mind that good academic advising is a two-part responsibility between the academic advisor and the student, NACADA provides general responsibilities for both academic advisors and students to achieve the best advising results. The responsibilities for advisors include:

- Help students define and develop realistic educational career plans.
- Assist students in planning a program consistent with their abilities and interests.
- Monitor progress toward educational/career goals.
- Discuss and reinforce linkages and relationships between instructional program and occupation/career.
- Interpret and provide rationale for instructional policies, procedures, and requirements.
- Approve all designated educational transactions (e.g., schedule, drops and adds, withdrawals, change of major, waivers, course substitutions, and graduation requirements).
- Maintain an advising file on each advisee.
- Refer students when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.
- Inform students of the nature of the advisor/advisee relationship.
- Request re-assignment of advisee to another advisor, if necessary.
- Assist advisees in identifying career opportunities.
- Develop a caring relationship with advisees.
- Inform students of special services available to them for remediation, academic assistance, and other needs.

(Gordon & Habley, 2000)
NACADA ADVISEE RESPONSIBILITIES

The responsibilities for students to achieve the best advising results include:

- Clarify their personal values, abilities, interests, and goals.
- Contact and make appointment with the advisor when required or when in need of assistance. If the student finds it impossible to keep the appointment, the student will notify the advisor.
- Become knowledgeable and adhere to institutional policies, procedures, and requirements.
- Prepare for advising sessions and bring appropriate resources or materials.
- Follow through on actions identified during each advising session.
- Evaluate the advising system, when requested, in order to strengthen the advising process.
- Request re-assignment of a different advisor if necessary.
- Accept final responsibility for all decisions.

(Gordon & Habley, 2000)
POSITIVE APPROACHES TO ADVISING

There are several ways for an academic advisor to positively approach their responsibilities. While some of these approaches may seem like common sense, doing these things can enhance the advising relationship and the advising process.

1. Get to know your advisees’ names and use them.
2. Post your office hours and keep advising appointments.
3. Prior to an advising appointment, review your notes from previous advising appointment or look up the student’s information electronically.
4. During advising meetings, show students you are listening carefully by taking notes, asking clarifying questions and maintaining eye contact.
5. Anticipate student needs and be prepared to address them. Remember that students often don’t know what they don’t know.
6. Refer students to the appropriate campus resources and follow up on the recommendations and referrals.
7. Prior to the student leaving your office, ask them “Is there anything else that I could do to assist you? Have I answered all of your questions?”

(Noel/Levitz, 1997)
THE ACADEMIC ADVISING MEETING

There is no one right way to conduct an academic advising meeting; it often depends upon the reason for the meeting (i.e., registration advising, class concerns, deciding upon a major). The scenario below offers general guidelines and suggestions for conducting a productive advising meeting.

1. **Opening.** Greet students by name, be relaxed and warm. Open with a question e.g., “How are things going?” or “How can I help?”

2. **Phrasing Questions.** Conversational flow will be cut off if questions are asked so that a “yes” or “no” reply is required. A good question might be, “What have you thought about taking next semester?” or “What are some things that have made you think about a business as a career?”

3. **Out-Talking the Student.** Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.

4. **Accepting the Student’s Attitudes and Feelings.** A student may fear that the advisor won’t approve of what he/she says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: If the student thinks it is a problem, the advisor does too.

5. **Cross-Examining.** Do not fire questions at the student or put the student on the defensive.

6. **Silence in the Interview.** Most people are embarrassed if no conversation is taking place. The student may be groping for words or ideas so let them have some time to think about what they want to say.

7. **Reflecting the Student’s Feelings.** Try to understand what the student is saying. For example, it is better to say “You feel that professor is unfair to you.” Rather than “Sometimes everyone has trouble getting along with professors.”

8. **Admitting Your Ignorance.** If a student asks a question regarding facts and you do not have the facts, admit it. Go to your resources for the information immediately or call/e-mail the student back with the information.

9. **Setting Limits on the Interview.** It is better if the advisor and the student realize from the beginning that the interview lasts for a fixed length of time.

10. **Ending the Interview.** Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, “Do you think we have done all we can for today?” or “Lets make another appointment so that we can go into this further.”

(Crockett, 2001)
SAMPLE ACADEMIC ADVISING VISIT QUESTIONS

Depending on the purpose of your advising meeting, listed below are some questions that might be helpful in building rapport and getting to know your advisee. An advisor likely would not ask all of these questions; rather, he or she would pick and choose the most appropriate or helpful questions.

Identifying Areas of Interest and Preparation

1. What are the three courses (high school or college) you have most enjoyed?
2. In which academic areas do you feel you are most thoroughly prepared?
3. In which courses are you likely to earn your highest grades because of what you already know or have experienced?
4. Which of your academic skills are your strongest?
5. What do you look forward to in college?
6. What do you consider the two most interesting books you have ever read?
7. What academic/school project has given you the greatest pride?
8. What aspect of the world around you would you most like to better understand?

Identifying Student Strengths and Talents

1. What do you feel your academic and personal strengths are?
2. What do you do well enough that you could teach someone else?
3. What kind of things make you feel most fulfilled?
4. When you are not in school or working, how do you like to spend your time?
5. What part of your educational plan do you feel best about?
6. What part of your educational plan do you feel most concerned about?
7. Upon graduation from college, what will make you feel most satisfied?
8. Ten years after college, what will make you feel fulfilled and successful?

Identifying Time Commitments

1. If you plan to work this term, how many hours per week do you plan to work?
2. In what school activities do you wish to be involved? How many hours per week?
3. In what non-school activities do you wish to be involved? How many hours per week?
4. What family and/or child care commitments will you have this term?
5. Will you have any other scheduled commitments of your time this term?

Identifying Career Interests and Goals for Life After College

1. What academic areas are you currently considering? What do you like about these areas?
2. What occupations are you considering? What about these attract you?
3. How do your strengths/skills fit the tasks necessary to succeed in these areas?
4. Will these occupations provide the rewards and satisfactions you want for your life? Why?
5. What are the differences among the majors/occupations you are considering? The similarities?
6. Who has influenced your ideas about these alternatives?
7. In what kind of work environment do you picture yourself five years after you have finished school?

Follow-up Visit Questions for New Students

1. How are your parents doing without you?
2. What has been your most surprising experience here so far?
3. What do you like best and least about being here?
4. Are you doing as well academically as you thought you would in your first semester?
5. How is the school different from what you thought it would be?
6. What are you spending more time on than you thought you would?
7. What are some of the feelings you’ve experienced about being in college?
8. If you were starting a journal about new things you are learning about yourself, what are some things you would list?
9. What advice would you give a brand-new student, based on what you’ve learned so far?

(Noel/Levitz, 1997)
WHEN AN ACADEMIC ADVISOR SHOULD BE CONCERNED

The following behaviors and attitudes may indicate that a student could benefit from additional assistance. If you are not professionally qualified to address these issues, please refer the student to the appropriate campus resource (i.e. Counseling and Psychological Services, Career Center).

Unusual Behavior
- Withdrawal from usual social interaction.
- Marked seclusion and unwillingness to communicate.
- Persistent antisocial behavioral such as lying, stealing, or other deviant acts.
- Lack of social skills or deteriorating personal hygiene.
- Inability to sleep or excessive sleeping.
- Loss of appetite or excessive appetite (starving or binging behavior).
- Unexplained crying or outburst of anger.
- Acutely increased activity (i.e., ceaseless talking or extreme restlessness).
- Repeated absence from classes.
- Unusual irritability.
- Thought disorder (i.e., the student’s conversation does not make sense).
- Suspiciousness, irrational feeling of persecution.

Traumatic Changes in Personal Relationships
- Death of a family member or a close friend.
- Difficulties in marriage or family relationships.
- Dating and courtship difficulties.
- Sexual abuse (i.e., rape, incest, harassment).
- Terminal/chronic illness of a family member.

Drug and Alcohol Abuse
- Indications of excessive drinking or drug abuse (i.e., binges, neglects eating or physical appearance, impaired thinking).
- Severe drug reaction (i.e., bizarre behavior, unexplained “blackouts” of memory).
- Being a child of an alcoholic or drug dependent parent.

Academic Problems
- Dramatic drop in grade point average.
- Poor study habits.
- Incapacitating test anxiety.
- Sudden changes in academic performance.
- Lack of class attendance.

Career Choice Problems
- Dissatisfaction with academic major.
- Unrealistic career aspirations.
- Confusion with regard to interests, abilities, or values.
- Chronic indecisiveness or choice conflict.
- Uncertainty of career alternatives.

(Crockett, 2001)
REFERRAL SKILLS

Once you determine that a student might benefit from additional assistance, here are the things you should consider in making a referral.

**Referral decisions**—ability to determine whether a referral should be made.
- Determine issue(s).
- Determine whether or not you can help and/or are qualified to offer the assistance needed.
- Determine possible agencies or persons to whom the student may be referred.

**Referral process**—ability to refer the student to the proper person or agency for help.
- Explain in a clear and open manner why you feel it desirable or necessary to refer.
- Take into account that student’s emotional and psychological reaction to the referral.
- Get the student to discuss his/her issue(s), consider reasons for referral, evaluate possible sources for help, and assist in the selection of the specific person or office.
- Explain fully the services which can be obtained from the resource person or agency you are recommending.
- Reassure student about capability and qualifications of resource to help meet the particular need expressed.
- Attempt to personalize the experience by giving the student the name of a contact person to ask for or help by calling for an appointment for the student. Give directions to the office if necessary.
- Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.
- Assist the student in formulating questions to ask or approaches to take.
- Transmit to the person or office that will assist the student all the information essential for helping the student.

**Follow-up**—ability to evaluate the appropriateness and effectiveness of the referral.
- Determine if the student kept his appointment.
- Discuss with the student his evaluation of the help received from the agency or person.
- Determine whether you selected the appropriate resource for the student.

(Crockett, 2001)
ADVISING ISSUES BY ACADEMIC STATUS

Academic advising issues vary for students at different points of their academic careers. Organized by academic status, the chart below highlights the academic themes, student needs, educational tasks, and academic and career services to meet those needs.

<table>
<thead>
<tr>
<th>Pre-Entry Student</th>
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</thead>
<tbody>
<tr>
<td><strong>Themes by Academic Level</strong></td>
</tr>
<tr>
<td>Acquire accurate expectations</td>
</tr>
<tr>
<td>Prepare</td>
</tr>
<tr>
<td>3. Complete initial registration.</td>
</tr>
<tr>
<td>4. Learn to adjust class schedule before semester begins.</td>
</tr>
<tr>
<td>5. Learn about financial aid and scholarship options and practices.</td>
</tr>
<tr>
<td>Freshman Year</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Become familiar with academic life</td>
</tr>
<tr>
<td>Set goals</td>
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<tr>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
| Make commitments | 4. Understand university and major requirements:  
  - General education  
  - Credit hours  
  - Residence  
  - Major courses  
  - Prerequisites for admission to college or major | Automate academic requirements in Degree Progress Report and provide student access via Web. Provide walk-in academic advising services or seminars during new-student orientation. |
<p>| | | Maintain academic records for students, and provide individual access through campus Internet. | |</p>
<table>
<thead>
<tr>
<th>Themes by Academic Level</th>
<th>Student Needs or Educational Tasks</th>
<th>Academic Advising and Career Services</th>
</tr>
</thead>
</table>
| Use resources            | 5. Understand university policies and academic options, for example:  
|                          | • Academic probation  
|                          | • Changing majors  
|                          | • Challenging classes  
|                          | • Advanced placement credit  
|                          | • Transfer credit  
|                          | • Independent study credit  
|                          | • Study abroad  
|                          | • Honors courses  
| Setting expectations & responsibilities | 6. Develop accurate expectations of time and effort required to make successful academic progress, and timely graduation:  
|                          | • Time management  
|                          | • Study skills & habits  
|                          | • Graduation plan  
|                          | Develop related seminars during the year or refer student to Academic Support Center for assistance with academic issues. Regularly monitor student academic progress and make appropriate referrals. Advisors help students develop and submit a graduation plan.  
| 7. Evaluate whether major and career choices match interests and abilities:  
|                          | • Identify interests  
|                          | • Assess abilities  
|                          | • Explore major/career options  
|                          | Help students crystallize choice of major; work closely with career counselors to assess students’ interests and abilities. Develop related seminars and refer students appropriately. Connect career plans with academic plan.  
| 8. Assume responsibility for own educational progress. | Use college resources to provide accurate academic, financial, and career planning; focus on enhancing student success in college.  
| 9. Learn how to associate with professors in and out of class. | Encourage and establish regular advising with faculty and dept. contacts. |
**Sophomore Year**

<table>
<thead>
<tr>
<th>Themes by Academic Level</th>
<th>Student Needs or Educational Tasks</th>
<th>Academic Advising and Career Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystallize academic plans</td>
<td>1. Determine academic path and expectations.</td>
<td>Establish contact with each sophomore student. Explore with students their academic direction. Electronically track and monitor student academic progress.</td>
</tr>
<tr>
<td>Development through student experience</td>
<td>2. Develop accurate expectations for selected major.</td>
<td>Develop, produce, and disseminate descriptive and interactive Web-based academic planning assistance. Provide students with technology and individualized service by promoting faculty assistance, and college- and department-sponsored seminars.</td>
</tr>
<tr>
<td>Integrate with campus life</td>
<td>3. Explore career opportunities within major.</td>
<td>Refer students to career counselors and relevant Web sites. Encourage contact with advisors. Conduct college-sponsored seminars and create pre-professional clubs. Promote student-initiated discussions with university and community professionals. Refer students to related academic internships and service learning experiential opportunities.</td>
</tr>
<tr>
<td>Reflection</td>
<td>4. Make well-defined educational plans for up-to-date information on major and university requirements.</td>
<td>Provide academic information that sequentially details requirements and that allows students to interact with the data via a Web-based system (individualized academic planning).</td>
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<td>5. Determine possible eligibility for financial assistance and/or scholarships.</td>
<td>Refer students to financial aid/scholarship office and promote financial-aid awareness and planning through a Web-based system, brochures, posters, and bulletin boards. Connect financial aid to an academic path to graduation.</td>
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<td>Junior Year</td>
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<tr>
<td>Themes by Academic Level</td>
<td>Student Needs or Educational Tasks</td>
<td>Academic Advising and Career Services</td>
</tr>
<tr>
<td>Integrate academic plans with career plans</td>
<td>1. Become acquainted with two or three faculty members in major field for academic or career planning and counseling and for future letters of recommendation.</td>
<td>Encourage faculty to post office hours and provide career/discipline advisement. Monitor program progress. Faculty-student interaction must be fostered, particularly at this academic level.</td>
</tr>
<tr>
<td>Clarification</td>
<td>2. Clarify career goals and test career choice.</td>
<td>Connect students with career counselors to review career literature related to major, such as related Web links. Develop opportunity for internships, college-sponsored seminars with guest lecturers, research projects, pre-professional clubs, co-op or academic internship experiences.</td>
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<td></td>
<td>3. Achieve intellectual competence in chosen field and confidence in professional ability.</td>
<td>Suggest study, group tutoring, supplemental instruction, lab experiences, major classes, internships, fieldwork, and research projects with faculty.</td>
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<td></td>
<td>4. If contemplating graduate school, consider institution-specific graduate program requirements and scholarships.</td>
<td>Explore with students or make available related institutional Web sites. Refer to graduate school catalogs. Provide information on graduate aid available and sources for scholarship applications.</td>
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<td></td>
<td>5. Determine academic standing.</td>
<td>Maintain and encourage students to monitor their academic progress. Suggest applying for graduation at the end of the student’s junior year. Coordinate with graduation evaluation office to evaluate general education, major, and university requirements. Identify deficiencies.</td>
</tr>
</tbody>
</table>
## Senior Year

<table>
<thead>
<tr>
<th>Themes by Academic Level</th>
<th>Student Needs or Educational Tasks</th>
<th>Academic Advising and Career Services</th>
</tr>
</thead>
</table>
| Preparing for transition to work or graduate school | Prepare for employment opportunities:  
• Prepare resume  
• Develop interviewing skills | Provide self-help guides on resume preparation and interviewing skills. Advisors should encourage students to obtain letters of recommendation from faculty, and provide other contacts. Promote career-planning seminars for advisees to attend. |
| Clarification | • Work with career placement center for interviews, contacts.  
• Identify and pursue potential career opportunities. |  |
| Transitional | Prepare for graduate/professional opportunities:  
• Prepare for and take entrance exams (GMAT, GRE, LSAT, MCAT).  
• Assess different schools and programs to match abilities, financial commitment, and geographical preference.  
• Understand and complete application procedures.  
• Select graduate school to attend from offers received. | Review programs and guidebooks on graduate programs. Refer to faculty advisors to suggest schools, write letters of recommendation, and provide counsel and contacts. Submit application(s) for entrance exams. |
<p>| 3. Fulfill major, general, and university requirements for graduation. | Conduct a degree-audit interview with each student. Review status of academic plan. |
| 5. Prepare for Commencement. | Ensure that students are appropriately recognized during commencement with diploma or other honors. |</p>
<table>
<thead>
<tr>
<th>Stage Development</th>
<th>Student Needs or Educational Tasks</th>
<th>Academic Advising and Career Services</th>
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</thead>
<tbody>
<tr>
<td>1. Understand the structure of the field.</td>
<td>Maintain a graduate advising program that coordinates central graduate school advisors with faculty advisors.</td>
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<tr>
<td>2. Become acquainted with the language approach. Learn expectations and demands.</td>
<td>Focus on the process of academic and social integration of new graduate students through college/discipline-sponsored seminars, research projects, graduate student clubs and organizations, assistantships, etc.</td>
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<td>3. Become acquainted with people, a group of peers, faculty sponsor, etc.</td>
<td>Designate graduate faculty and graduate student peers to assist new students as socialization agents.</td>
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<td>4. Find a faculty sponsor.</td>
<td>Assign faculty advisor; match students with compatible faculty members to help focus their interests.</td>
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<tr>
<td>5. Obtain sufficient financial assistance.</td>
<td>Identify faculty who can play a key role in helping students find institutional support and effective use of campus resources.</td>
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<tr>
<td>6. Choose a committee.</td>
<td>Help students compose a committee of compatible individuals who have students’ interests and success as a priority.</td>
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<tr>
<td>7. Fulfill the dissertation or thesis requirement; that is, formulate the idea and method approach.</td>
<td>Provide guidance through committees, peers, and faculty advisors. Mentor students by providing career advice as they embark on their professional careers, especially in the exploration of alternatives in the field. Review students’ goals, interests, and priorities.</td>
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(Modification of Kramer, 2000)
TOP TEN TIPS FOR FRESHMAN ADVISORS

“Good advising may be the single most underestimated characteristic of a successful college experience.” Richard Light, 2001

Benefits of Good Advising
- Appropriate course selection and referrals
- Increased academic performance (GPA)
- Increased satisfaction with faculty and in general
- Reduced courses failed and drop-add transactions
- Increased persistence rates
- Increased graduation rates
- Reduced time to graduate
- Increased graduate/pre-professional school admission rates

NACADA, 2000

Freshman Advising
“Academic advising should be woven into the fabric of the freshman year in ways that promote student development and that provide clear, consistent, and accurate information that is easily accessible to students. It should reflect the best professional knowledge of the day. Quite simply, good advising should not be left to chance.”

Vincent Tinto, 1999

Number 10  Get to know your students.
Ask them a few quick “get to know you” questions (and keep notes on their responses):
- Where are you from?
- What brought you to Clemson?
- What were your favorite classes in high school? Why?
- What is something you can do for hours or have a passion for?

Number 9  Treat students like they matter.
- Be on time for advising appointments.
- Call students by name.
- Take notes during appointment and keep them for later reference.
- Provide students with accurate information.

Number 8  Avoid distractions.
- Be fully present and maintain eye contact while talking with student.
- Do not answer the telephone or e-mail during advising visit.
- Do not check your watch every few minutes.

Number 7  Listen more than you talk.
- Ask open-ended questions.
- Allow students to share their stories with you, so that you can personalize the advising process for them.
Number 6 Offer both challenge and support to the student.
- Help students reach beyond their comfort zone while providing them with support or scaffolding.
  Baxter Magolda & King, 2004

Number 5 Encourage the student to take responsibility for their educational experience.
- Explain the notion of shared responsibility.
- Empower students to make informed decisions that move them closer to their academic and personal goals.
  Susan Frost, 1991

Number 4 Involvement matters.
Encourage your advisees to get involved in one academic and one social club/organization.
  Astin, 1993

Number 3 Check on your students a couple of times during the semester.
- Connect with your advisees throughout the semester, not just at registration or crunch time.
- Depending on the need of the student and availability of time, choose between e-mail or face-to-face contact.

Number 2 Be authentic and genuine with students.
- Students value and appreciate when an advisor is genuine and authentic with them. When advisors self-disclose, students feel like they are being treated as an individual, not as a number.
  Schreiner, Noel & Anderson, 2005

Number 1 Ask yourself “what would I do if I really cared about this student?” and let your answer be your guide.
  Chip Anderson, 2005

Resources
- http://www.clemson.edu/advising/ - Clemson University Academic Advising Web Page
- http://www.registrar.clemson.edu/portal/ - Registration Portal (includes information on Degree Progress Reports)
- http://www.nacada.ksu.edu/ - National Academic Advising Association
- http://www.sc.edu/fye/ - The National Resource Center on First-Year Experience and Students in Transition


Compiled by Patrice Noel, 2006
Some years ago I attended a gathering of faculty and senior administrators from more than 50 colleges and universities. Each was invited to present a view from his or her campus about the responsibilities of faculty, deans, and advisers for shaping students' overall experience at college.

The first person to speak was a senior dean from a distinguished university. He announced proudly that he and his colleagues admit good students and then make a special effort to “get out of their way.” Students learn mostly from one another, he argued. “We shouldn't muck up that process.”

I was dismayed. I was hearing a senior official from a major university describe an astonishing strategy: Find good students and then neglect them. It got me to think hard about what decisions administrators and faculty members, as well as new students, can make to facilitate the best possible undergraduate experience.

Since that meeting I have participated in 10 years of systematic research to explore that question. My colleagues and I have interviewed 1,600 Harvard undergraduate students; I myself have interviewed 400 students. I have also visited almost 100 institutions of higher education. Some are highly selective; others are open admissions; most are in between. They include private and public institutions, large and small, in all areas of the country.

And, of all the challenges that both faculty and students choose to mention, providing or obtaining good academic advising ranks number one. In fact, good advising may be the single most underestimated characteristic of a successful college experience.

Although agreement is widespread that academic advising is important, different campuses have widely different resources for advising. A small, private liberal-arts college with 2,000 students almost always will design a different advising system than a large, public state university with 20,000, simply because of different financial constraints.

Yet despite those differences, several recommendations about good advising have emerged from my own experience and student interviews – findings that may be helpful to advisers on many campuses. Those recommendations don’t cost a lot, and are relatively easy for advisers to share with students and for students to carry out.

For example, one remarkably simple suggestion builds on the obvious idea that part of a great college education depends upon human relationships. Each year I meet, one-on-one, with several new students to discuss each student's goals at college, his or her background, and a “study plan” – what courses the student will take in this first year, and how those may lead to future courses. Then we come to the part of our conversation that I look forward to most.

I ask, “So, now that we have had this conversation, what do you see as your job for this term?” Just about all students answer that their job is to work hard and to do well in college. I ask what else they might set as a goal. Their responses often emphasize participating in campus activities. Again, I press them to say more about their goal for the semester.

By now, most students look puzzled; they wonder what I am getting at. And then I share with them the single most important bit of advice I can possibly give to new advisees: “Your job is to get to know one faculty member reasonably well this semester, and also to have that faculty member get to know you reasonably well.”

I point out that achieving that goal may require some effort and planning. Yet think of the benefits, I remind each new student. Even if you only succeed half the time that means in your eight semesters in college you will get to know four professors. And they will get to know you. I tell each student that I am convinced that they will be far better off, and will have a far richer experience, if they follow that advice.
As my first-year advisees approach graduation, many tell me that this advice was the single most helpful suggestion they got in their freshman year. According to them, as well as many other undergraduates, certain professors exert a profound impact, influencing their development as young scholars, as good citizens, as human beings.

I have identified several other equally simple and effective recommendations about good advising:

*Require students to keep time logs.* I ask each student to record exactly how his or her time is spent, half hour by half hour, for several weeks. Then I sit and debrief each student, one-to-one, about what their time log shows. A crucial focus in the debriefing should be on how time in between scheduled obligations is used. For example, a student with a class from 9 to 10 a.m., and then another class from noon to 1 p.m., has two hours of in-between time.

How should the student use this time? He or she may choose to chat with friends or go back to the room to study. He or she may want to do a few errands or do some physical exercise. There is no single correct thing to do. Rather, whatever he or she chooses, the key point is that it should be done with some thought.

Finally, I follow up a few weeks after the debriefing, to see if each student is actually putting into place whatever insights and suggestions emerged from going over the time logs. A single follow-up call, with encouragement to persist in efforts to make changes, has made a measurable difference in the lives of some of our students.

It is critical to stress that encouraging students to track their time systematically is just the first step. The debriefing, and encouraging students to implement whatever changes they want to make, is what leads to the payoff.

Consider what the debriefing session accomplishes. For a student, the entire process is a rare chance to reflect together with an adult about how he or she is now allocating time and energy. Meanwhile, the adviser gets a running start in helping a student. It is hard to imagine a better way for an adviser to get to know a student than by sitting with that student and discussing how he or she spends precious time, hour by hour, day by day.

The debriefing offers each adviser an opportunity to get to know his or her advisees at as personal a level as each advisee chooses and feels comfortable with. It is a great chance for an adviser to genuinely advise.

*Encourage collegial work.* When I arrived at Harvard as a Ph.D. student in statistics, I felt young and nervous. I learned an important lesson my first week, entirely outside of class, that taught me about the meaning of collegiality.

I checked in at the statistics department a few days before classes began to make an appointment with the man who the admissions letter said would advise me. His name was Frederick Mosteller. To my surprise he was immediately available in his office and invited me in. After some pleasantries, we set a time for later that week to discuss my course selection. Just as I was getting up to leave, Mosteller asked me to wait a moment. He picked up a small bundle of paper, put a paper clip on it, and handed it to me. When I glanced down, I saw that its title was “Non-sampling Errors in Statistical Surveys: A Chapter for the International Encyclopedia of the Social Sciences.”

“Richard,” asked Mosteller, “could you please mark up this draft for us to go over when we get together later this week? I’d love to get your comments on this.”

I was panicked. I hadn’t even started my first course, and already my adviser was asking for comments on his work.

The next two days were difficult. I read the chapter 10 times. Finally I felt I understood it pretty well. When I returned for our advising session, I handed him back his draft, told him I had learned an enormous amount, and thanked him for giving it to me. I told him I thought it was superb, and that other readers would learn a lot too.
Mosteller smiled and told me kindly, but directly, that he had hoped for something different: “I treated you like a colleague, and you didn't do that for me.” He explained that by sharing his first, rough draft, complete with occasional typos and grammatical errors and imperfect organization, he was assuming I would help him, as his professional colleague, to improve it. So now, as a colleague, it was my job to dig in and to make specific suggestions.

Mark it up with red ink, he told me – the more, the better. He wouldn't promise to take all my suggestions, but that wasn't the important part. The important part, he said, was that going through the process together was a key aspect of becoming a professional.

I took Mosteller's admonition very seriously. I returned a few days later carrying a document covered with red ink. I even included suggestions about writing style, choice of tense, choice of subheadings, and many other details. The payoff came when we had our next session a week later. He put my marked-up version on the desk between us, and, starting on the first page, we went over every suggestion I had made. As promised, he rejected many of my changes. But he took a few. And we had good discussions about many others. Mostly, it was he who did the explaining.

Finally I understood. I realized that what had at first seemed like his request for my help was actually Mosteller's giving me his help. He was doing his job. He was advising me. Brillantely. He modeled, with his own behavior, how working and debating with another person about a work in process is a way to pay them a great compliment.

For years I have asked my own new advisees to do exactly the same thing. I stay in touch with many of my own former students from the past 30 years. And that one act – sharing a rough draft of a document and asking my new, young advisee to mark it up so we can sit together and discuss it – is what they remember and mention more than any other. They describe it as the single best moment of advising they got. They say it shaped their attitude toward writing and their view of themselves as young professionals.

**Urge students to get involved in group activities.** For other students, the single biggest contribution an adviser can make is not about academics. It is to encourage them to join a campus organization or group that will give them social and personal support.

In interviews, some students from minority groups stress this point. So do students who are the first in their families to go to college. And so do students who are leaving behind crucial support networks they had in high school – with parents, supportive high-school teachers or advisers, religious counselors, athletic coaches.

Such students may not integrate quickly or easily into their new community. For many, their academic work as well as their social life and sense of being grounded will suffer. When this happens, it illustrates how strong the connections are between academic performance and extracurricular activities.

What is the policy implication of this finding? That advisers should encourage students from their very first days on campus to find a group to join.

For example, one student arrived at Harvard from an island in the South Pacific. She came from a low-income family, and neither of her parents nor her older brother had attended college. She had been at the very top of her high-school class but, after her first few days at Harvard, she was on the verge of packing up and going home. She felt simply overwhelmed by everything: the activities, the pace, the course selection, the big city nearby, even the other students.

Her adviser, whom she first met a few days before classes began, quickly recognized that. And so he urged the student to find an extracurricular activity that she would enjoy, ideally one that would also help her get to know other students. He suggested writing for one of the campus newspapers. The student declined. How about joining the Glee Club? The student didn't think her voice was good enough. Did she play a musical instrument? No, she didn't.

The adviser took his job very seriously, however, and refused to give up. He listened to her responses, and then made another suggestion: He told her that when the Harvard Band held tryouts the next week, she should show up and try out. The student repeated to her adviser that she did not play any instrument. “No problem,” he replied, “just tell them you want to hold the drum.”
The adviser happened to know that one of the college band drums is so big that a second person often helps the drummer hold it. In fact the student did become a member of the Harvard Band, and that single event was critical for keeping her at Harvard. While her grades were good, the dramatic success was her extraordinarily happy overall experience.

In an interview, when we pressed her to analyze that success, she repeatedly mentioned the band. Because of the band, she said, she got to know many other students well. Also, becoming part of the band, with its performances at football games and other campus activities, gave her a wonderful feeling of belonging.

She told us that all of those good things had happened because of that conversation with her first-year adviser. The adviser's one insight fundamentally changed the quality and texture of her college experience, including her academic engagement as well as her personal happiness. Without that advice, she never would have thought of joining the band, and certainly not just to hold a drum.

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On the Web at www.psu.edu/dus/mentor/
Center for Excellence in Academic Advising
Division of Undergraduate Studies
The Pennsylvania State University
What is Ethical Behavior for an Academic Adviser?

Joyce Buck, John Moore, Marion Schwartz, and Stan Supon, Penn State University

Editor's note: This is an excerpt from the second edition of The Penn State Adviser, published this month.

There is a moral contract that each of us subscribes to when we become academic advisers. We are in a position of responsibility to students and to the institution; therefore, we are obliged to behave morally. Moreover, there is no way we can ignore this responsibility, for there is no ethically neutral place from which to advise. So how do we fulfill the contract to which we have subscribed? There is no list of moral principles that can cover all situations in a foolproof way. Instead, we offer the following discussion of areas or of ideas where the issue of right conduct is especially crucial or pertinent.

Legal responsibilities/moral responsibilities

When you started as an academic adviser, you took on certain legal obligations. You became part of a larger legal entity: you are the University, and your actions are the University's actions. On a day-to-day basis, the legal obligations that pertain to the advising process are actually few. It is hard to get yourself or the University sued if you act in good faith and with students' interests at heart. But it can happen.

The relationship between students and the University is contractual. This circumstance means that you as a spokesperson of the University must be careful about making any claims that you can't back up, such as regards fulfillment of degree requirements, guaranteeing employment in a certain field, and so on. Even spoken statements, like “I'm sure that the College of Science will allow you to graduate without this course,” or “Major in food science and you'll get a good job in the field,” whether true or not, are potentially dangerous because their utterance changes the terms of the contract between the student and the University. Only write or speak claims of which you have certain knowledge or that you have the power to bring about. If a student can prove that the adviser made a claim and that claim is not being fulfilled, the adviser/University might be asked to deliver on a promise or be sued.

Be careful, too, about defamation. “Defamation is a false statement made by one person to another about a third person that damages the reputation of the third person. For example, an adviser who mentions to another faculty member that one of his advisees cheated his way into medical school could be liable for slander (spoken defamation). If the communication were put into writing, it is called libel (written defamation).” (Donald D. Gehring, “The Legal Limitations on Statements Made by Advisers,” NACADA journal, Vol. 7, No. 2 [Fall 1987], p. 64). We advisers like to talk about our students with each other. This is good. But magnifying problems to make the narrative more interesting is not. Be careful lest exaggeration lead to defamation.

No one would question that we need to take pains to provide the best advice we can to each student we meet. No one would question that we should take students' best interests to heart. But there are a thousand ways to do these things. Some obvious ways to fulfill moral obligations are to present students with all options, not just those you want them to follow; to get your students to take responsibility in advising and curricular matters; and not to cast aspersions on a colleague, class, or student. Don't recommend or not recommend a course or colleague based on hearsay alone.

Our moral obligations as advisers should correspond in every way with our legal responsibilities. To what extent are we responsible to students? To what extent are they really responsible for their own progress toward graduation? Penn State's faculty senate policy says that students are responsible for such decisions. Indeed students can take action contrary to what we urge them to do. But legally and morally we owe them those recommendations and admonitions. We owe them our counsel and the moral responsibility of standing by our counsel. Although we are legally not required to do so, when we are wrong, we need to make things right.
Bias and harassment behavior

Bias and harassment include but are not limited to harassment along any of the following lines: gender, race, culture, age, sexual orientation, disability, and intellectual abilities. We humans are forced to see the world from a particular, limited point of view. We cannot see things or people as they really are; we are forced to make judgments about them according to our own lights. This viewpoint means that we are biased by our very nature. It is natural to group things and people together according to the ways in which they are similar. It is, furthermore, quite natural to respond to things and people based on this perceived similarity. But in the advising relationship, we must strive to fight against our natures and respond to people as individuals, suspending judgments that force themselves into our minds, judgments that are based on a perceived similarity between the person before us and a category of persons with which we are already familiar. In fact, we are arguing here against categorization, even though we realize that it is literally impossible to do away with categories.

Though it is impossible to resist categorization, you can still behave as though you were not categorizing people and judging them on their similarity to others. You certainly have the freedom of your thoughts. But you cannot let categorization govern the ways in which you listen to the student you are with. Similarly, you cannot let yourself exhibit any behavior regardless of your inner thoughts that could be considered harassment, because you need to relate to the student as a student and not as an object, a category, or a thing to be dominated. Your student needs to see you as a human being, not as a power broker.

In fact, all forms of harassment get back to an issue of power. We have earlier advocated that you regard your advisee as an equal who is entitled to your respect. This attitude demands that any power not being used for the greater benefit of the student should be relinquished or eschewed. Even pity at a physical or a learning disability is a form of exercising power (to feel pity is to engage in a power relationship: one is up and superior, one is down and inferior). Charity is not a virtue when it allows one to feel superior.

A good way to become aware of (and hence to cut down on) your own biases is to monitor closely how you refer to students in the third person when discussing cases with other advisers. If you find yourself saying things like “This student, a girl in engineering …” instead of “This engineering student …” when engineering is the only relevant factor, then you have two strikes against you already. You may be basing other judgments on extraneous factors as well.

Conflict of interest

Sometimes your role as a private individual comes into conflict with your role as an adviser. Sometimes the multiple roles that are part of the moral contract of being an adviser come into conflict with each other: for example, your legal versus your moral obligations; or your role as student advocate versus your role as institutional representative. Sometimes what the student wants very much conflicts with what you want for the student. But there is no rule for dealing with conflict of interest; you, yourself, must decide which role should gain ascendancy.

If things reach a point where you are exerting undue and untoward pressure on the student or yourself, the only thing to do is to withdraw from the situation. Refer the student to a higher authority, or ask another adviser to take over the situation for you. At the very least, consult with a colleague to find out what that person might have done in a similar situation.

Three dialectical tensions

There are at least three continua along which moral behavior must be located for each new adviser. That is, new advisers must decide where they are comfortable on each of three sliding scales. Each veteran adviser needs to keep revisiting these dialectical tensions so as not to get stale.

The first is neutral vs. prescriptive. To occupy a position on the neutral side of this scale is to be reluctant to tell students what to do, preferring to let students discover the appropriate action with a little guidance. A neutral adviser will patiently provide information to help students decide on a course or a major, but will draw the line at making a recommendation. A prescriptive adviser doesn't hesitate to render an opinion, sometimes using the authority of the position of adviser to make the recommendation stick. Both positions, if taken to the extreme, can be dangerous to students.
The second is *encouraging vs. discouraging*, or always being optimistic vs. being cruel to be kind. On the one extreme are advisers who only look for ways to give positive messages to students. Such advisers, if they exist at all, would never criticize students for, say, bad grades, lest they become discouraged and go from bad to worse. On the other extreme are advisers who might relish every opportunity to chastise or look for negative consequences. These advisers are the sort who seem to lay every mishap that befalls a student on that student's doorstep. Neither extreme is likely to be right. Where you decide to place yourself on this continuum probably depends on what you believe would be right for the individual student before you.

Last, there is *judgmental vs. nonjudgmental*. This tension only exists within the adviser, not in the interaction with students. It is a basic attitude that you hold, a stance that you take, a way of looking at the world. You can either form judgments or not, or be somewhere in between. To be nonjudgmental is to accept without criticism what students say; to be judgmental is to not accept anything without subjecting it to scrutiny. Neither position is right or wrong. Both positions, if taken to the extreme, can affect students adversely. You need to locate yourself along this continuum in order to assess the moral position you hold vis-à-vis your interlocutors.

**Summary**

1. In talking with students, make no claims based on uncertain knowledge. Avoid hearsay.
2. An adviser must be a custodian of the student's good reputation.
3. Present students with all the options open to them, not just the ones you favor.
4. An adviser who misadvises a student has the moral obligation to make things right.
5. Acknowledge one's biases and respond to students as unique individuals and not as members of a group or category.
6. Advisers advise; students decide.

Seek the elusive middle ground.

*For more information about this publication, contact Joyce Buck, jbb1@psu.edu or www.personal.psu.edu/jbb1/works/psa.html.*

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Center for Excellence in Academic Advising
Division of Undergraduate Studies
The Pennsylvania State University
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords eligible students certain rights with respect to their education records. They are as follows:

1. The right to inspect and review the student’s education records (provided the student has not waived this right) within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request identifying the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. To challenge the accuracy of an education record, the student should write to the registrar or other University official responsible for the record and clearly identify the part of the record he/she wants changed and specify why it is inaccurate or misleading. If the University official decides not to amend the record as requested by the student, the University official will notify his/her vice president. The vice president will then notify the student of his/her right to a hearing regarding the request for an amendment. Additional information regarding the hearing procedures will be provided to the student when notified of his/her right to a hearing.

Note: The challenge of a student under this paragraph is limited to information which relates directly to the student and which the student asserts is inaccurate or misleading. With regard to a student’s grade, this right does not permit the student to contest a grade on the grounds that a higher grade is deserved, but only to show that the grade has been inaccurately recorded.

3. The right to consent to the disclosure of personally-identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the University; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another University official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to refuse to permit the designation of any or all of the following categories of
personally-identifiable information as directory information, which is not subject to the above restrictions on disclosure: student’s full name, home address and telephone number, campus address and telephone number, campus e-mail address, state of residence, date and place of birth, marital status, academic class, class schedule and class roster, name of advisor, major field of study, including the college, division, department or program in which the student is enrolled, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance and graduation, degrees and honors and awards received including selection to a dean’s list or honorary organization and the grade-point average of students selected, and the most previous educational institution attended. Photographic, video, or electronic images of students taken and maintained by the University are also considered directory information.

Directory information may be disclosed by the University for any purpose, at its discretion. Any student wishing to exercise his/her right to refuse to permit the designation of any or all of the above categories as directory information must give written notification to the Registration Services Office (E-206 Martin Hall) by the last day to register for the enrollment period concerned as published in the Clemson University calendar.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Clemson University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

For more information on FERPA, please refer to the on-line tutorial at: http://www.registrar.clemson.edu/FERPA/ferpa.htm).
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) TUTORIAL

For up-to-date and helpful information on the Family Educational Rights and Privacy Act (FERPA), please see the Registrar’s on-line tutorial.