Jordan Dade   University of California Davis   jwdade@ucdavis.edu

"Advising is teaching" (NACADA). One cannot teach without first learning. By its simplest definition, advising is teaching, but being a qualified advisor is impossible without careful collection, organization, and integration of information related to the theories of student development; the core values of the profession and the policies of the campus; the outcomes for productive advising relationships; the needs of individual student cohorts, the resources available to them, and the individuals whom they advise. Proper advising requires a highly customized approach to each student and each appointment, and should include the appropriate balance of informational and developmental discussions, challenging and supporting students as they manage life's transitions into, through, and out of college. None of this is possible without an advisor's quest for learning, growing, and adapting. "All advisors are 'professors' who profess the same thing: that they are academics worthy of being consulted as advisors" (Hagen & Jordan, 2008, p. 18). To teach effectively, I must have mastery of the subjects and the skills required for clear and trustworthy communication of ideas, summarized by The Five C's of the Skilled Academic Advisor: 1. Competence, 2) confidence-building, 3) cordial, 4) credible, 5) creative (Fox, 2008, p. 349).

Foundation. As advising involves drawing from information and skill sets form many disciplines, we must be knowledgeable about the various theories, organizations, and resources available to them and be influential advisors to those whom they advise. To thoroughly relate to and understand students requires a foundation in student development theory. While advisors may instinctively be aware of the differences between prescriptive and developmental advising needs and adjust their advising style naturally, it is helpful to have awareness of the ways in which students change and develop throughout their lives in college. Knowledge of Chickering's Vectors of Development (1993), as summarized by Hagen and Jordan (2008), for example, gives me intentionality and direction when working with students on the prescriptive to developmental continuum specific to their individual level of development. The Model of Shared Responsibility (Brown, 2008), p. 314) really resonates with me for that reason. I have the opportunity to establish the advising relationship through pre-arrival resources and communication, solidify myself as an expert during orientation, and then work through prescriptive and developmental elements of advising throughout a student's undergraduate pursuit. As Clifton and Anderson (2004) suggest, learning about a student's strengths also allows advising to shift from deficit-focused to strengths-based (Hagen & Jordan, 2008), resulting in a more positive experience for the student.

Responsibilities and Expectations. In order for any healthy relationship to function, respect for, understanding of, and agreement on, mutual expectations are required. Advising relationships are no exception. The expectations and responsibilities of the advisor and advisee should be broad enough to be applicable to any student's interaction with an advisor (be punctual, prepared to take notes, follow through on action items), but also address the more developmental elements of advising, if appropriate (bring questions to ask, be ready to share and discuss short and long term goals). For me, these levels of expectations and preparedness are relative to a student's personal development, and the maturity of the advising relationship. When advisors make the investment of learning about each student as an individual and adapting the advising experience accordingly, there is an increased likelihood that the advising relationship will develop, thus resulting in better advising outcomes. An advising syllabus that contains material that is congruent to that of an academic course will communicate several important factors related to the advising experience, including, but not limited to: basic information related to resources, a definition of advising, and contact information, expectations and responsibilities of exploring the educational landscape, including the traversing of rough terrain (personal and/or academic

challenges), deciphering the legends on the map (university, college, and major policies), and foraging a path to graduation together.

Special Populations. Some students establish trust and rapport quickly, while others take more time. A student's readiness to share may be dependent on their personality and/or influenced by their cultural background, abilities and disabilities, level of preparedness, first-generation status, sexual orientation, religion, and the intersections of these personal dimensions. Attention and care should be given to preparing for these interactions through thorough education surrounding the intricacies of the development of each of these identities. I am constantly adding to my collection of academic advising tools through the pursuit of knowledge related to communicating with and advising special populations, recognizing that individuals from a particular group may share commonalities, but they are very much individual. Being able to adapt my advising style to students, relative to their life experience and goals, is something that I work diligently to do. Simple things like note taking and recalling small details about the individual go a long way to make a student feel like they matter, in turn connecting them to the campus and community, increasing their likelihood of persisting to graduation.

Learning Outcomes. To quote Campbell (2008), "outstanding academic advising programs do not simply emerge. They are conceptually grounded- both theoretically and institutionally- and guided by statements of vision, mission, goals, and program objectives that codify the values, philosophy, approach, and central purposes of academic advising" (p. 229). Central to the NACADA concept of academic advising (2006), what we teach (curriculum) and how we teach (pedagogy) is dependent on who we teach, and will define the desired takeaways (learning outcomes). To establish the learning outcomes of an effective advising relationship, the measures must compliment the values of the organization. "Measurement at the strategy and action level is used to gather evidence to support involvement and inform program objective, goal, and mission statement" (Campbell, 2008, p. 233). In this way, outcomes and expectations of advising are interdependent on one another. But outcomes cannot be met unless they are clearly defined. At UC Davis, academic advising outcomes are assessed based upon the belief that students deserve information guidance, intellectual mentorship, and developmental relationships (Moloney & McFarlane, personal communication, July 18, 2016).

Conclusion. At the heart of all advising interactions are the NACADA Core Values: "1) advisors are responsible to the individuals they advise, 2) advisors are responsible for involving others, when appropriate in the advising process, 3) advisors are responsible to their institutions, 4) advisors are responsible to higher education, 5) advisors are responsible to their educational community, 6) advisors are responsible for their professional practices and for themselves personally" (2004). When ethical dilemmas and challenging student situations arise, the core values keep my focus clear as an academic advisor. There are many levels of accountability set forth through these core values, and it is my duty to my students, my profession, my campus, and myself to uphold the high standards required for academic advising. Whether the appointment's focus is primarily prescriptive or developmental, the core values remain constant and relevant, and I will remain flexible to meeting the holistic needs of the student.

Advising is both teaching and a continuous pursuit of knowledge: of the profession through scholarly inquiry, of the current and historic trends and outcomes on campus, and of the students themselves. The advising relationship is built on a foundation of knowledge and trust, none of which is possible without close examination of the differing variables of the academic advising experience. It is my goal to

Jordan Dade   University of California Davis   jwdade@ucdavis.edu

never stop learning about the campus I represent, the students I advise, and the profession of academic advising.

<div align="center">References</div>

Appleby, D. C. (2008). Advising as teaching and learning. In V. N. Gordon, W. R. Habley, and T. J. Grites, Academic advising: A comprehensive handbook (2nd edition) (pp. 85-102). San Francisco: Jossey-Bass.

Brown, T. (2008). Critical concepts in advisor training and development. In V. N. Gordon, W. R. Habley, and T. J. Grites, Academic advising: A comprehensive handbook (2nd edition) (pp. 229-241). San Francisco: Jossey-Bass.

Fox R. (2008). Delivering one-to-one advising: Skills and competencies. In V. N. Gordon, W. R. Habley, and T. J. Grites, Academic advising: A comprehensive handbook (2nd edition) (pp. 342-355). San Francisco: Jossey-Bass.

Hagen, P. L. & Jordan, P. (2008). Theoretical foundations of academic advising. . In V. N. Gordon, W. R. Habley, and T. J. Grites, Academic advising: A comprehensive handbook (2nd edition) (pp. 17-35). San Francisco: Jossey-Bass.

NACADA. (2006). NACADA concept of academic advising. From the NACADA Clearinghouse of Academic Advising Resources Web site: http://wwww.nacada.ksu.edu/resources/clearinghouse/view-articles/concept-of-academic-advising.aspx

NACADA. (2004). NACADA statement of core values of academic advising; Declaration. From the NACADA Clearinghouse of Academic Advising Resource Web site: http://www.nacada.ksu.edu/resources/Clearinghouse/view-articles/core-valuesdeclaration.aspx