

The New Advisor Guidebook: Mastering the art of advising

Chapter 2 - Academic Advising within the Academy: History, Mission, and Role

Reader Learning Outcomes

Readers will:

- Demonstrate an understanding of the history of academic advising and how that history affects current institutional advising practices.

Suggested assessment techniques:

- identify major developments in the history of academic advising
- research current campus advising practices and compare those practices to the practices delineated in the chapter.
- Develop a working definition of academic advising based upon any existing institutional and/or department definitions and revisit the working definition at intervals within the first year of advising.

AFE activity printed in Guidebook: Develop a working definition of academic advising. Use information in chapter 2, your job description, and knowledge gained in training. Ask others in the department, office, or unit how they define academic advising as a process. At developmental benchmarks (3, 6, 9, and 12 months), revisit your own definition. Reflect on changes in your concept of advising made during the first year and revise your definition accordingly.

- Develop a working knowledge of NACADA's three Pillars of Academic Advising.

Suggested assessment technique: The reader will identify and articulate key concepts within each of the three Pillar documents and delineate how each can be applied with advising practice.

AFE activity printed in Guidebook: Attend advisor training and development activities that extend beyond shared procedural information. If the campus does not currently offer professional development activities, partner with others to create workshops, lectures, or other gatherings that address conceptual and relational issues in advising.

- Locate, read, and understand institutional mission and vision statements and how they affect advising practice.

AFE activity printed in Guidebook: Access institutional mission and vision statements as well as institutional definitions of advising. Determine the practices that support the goals articulated in official statements and discuss them with others on campus. If no statements exist, consider ways to promote the creation of a definition, mission, or vision statement for advising.

- Identify the roles and responsibilities expected for them during their practice of academic advising.

Suggested assessment technique: The reader will analyze their job description and any advisor roles and responsibilities provided to the students. The reader will articulate those responsibilities and be able to discuss them with colleagues

AFE activity printed in Guidebook: Join a NACADA Listserv or other electronic mail list to gather input on advising topics not addressed by campus network

- Know the reporting lines for his/her position and determine what challenges can arise due to those reporting lines.

Suggested assessment technique: The reader will discuss reporting line challenges with colleagues.

- Discover the ways advising is organized on campus.

AFE activity printed in Guidebook: To discover the ways in which advising is organized on your campus, ask: Who is advised? Who advises? Where is advising done? How are the advising responsibilities divided? (Miller, 2013, 5). Visit other people and units who advise on campus to gain a deeper understanding of their missions, roles, and responsibilities and to explore how advisors in the different models could learn from one another and collaborate to help students succeed.

- Take advantage of opportunities to discover the role of academic advising in student success.

AFE activity printed in Guidebook: Attend or host a brown bag lunch where campus advisors discuss the 2012 Center for Public Education study, *High School Rigor and Good Advice: Setting Up Students to Succeed*, by Klepfer and Hull (2012). Discuss institutional efforts to help students succeed. Discuss ways in which this study can inform these institutional efforts as well as the ways in which the study informs advisors in helping students meet their educational goals

AFE activity printed in Guidebook: Use reports from outside agencies (e.g., the Gates Foundation, Complete College America, the Lumina Foundation) to learn about the completion agenda. Then reflect on how your own advising responsibilities contribute to this agenda. Ascertain whether the strategies or support suggested by these reports would help you in practice.

- Promote the professional status of academic advising on campus.

AFE activity printed in Guidebook: Choose an Implications for Practice article from the *2011 NACADA National Survey of Academic Advising* (Carlstrom & Miller, 2013e) web site and post a link to it on a campus advising discussion board. Discuss the questions at the end of the selected article with others via the Internet or in person.

AFE activity printed in Guidebook: Discuss the Shaffer et al. (2010) article “The Professionalization of Academic Advising” with others across campus. Perhaps a veteran advisor can host a common reading to promote academic advising as a profession.