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National Academic Advising Association (NACADA)

Concept of Advising

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.

National Academic Advising Association. (2006).



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.

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 students with 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.

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.
 - o 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.
 - o 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.
 - o Advisors respect students' rights to their individual beliefs and opinions.
 - o Advisors guide and teach students to understand and apply classroom concepts to everyday life.
 - o Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
 - o Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect 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.
 - o 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.
 - o 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.
 - o Advisors are encouraged to investigate all available avenues to help students explore academic opportunities.
 - o 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).
 - o 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.
 - o 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:

- o advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and

- o 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.

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Using CAS Standards for Self-Assessment and Improvement

Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) is a consortium of over 35 professional associations. The goal of CAS is to promote standards for various aspects of the higher education endeavor that foster student learning and development, quality assurance, and professional integrity. A list of the CAS member organizations is available at <http://www.cas.edu/Member%20Associations.htm> .

Of significance to the profession of academic advising are the Standards and Guidelines for Academic Advising that have been developed by CAS and endorsed by the National Academic Advising Association. These Standards and Guidelines are available at the NACADA web site <http://www.nacada.ksu.edu/Resources/Standards.htm#CAS>. The Standards and their accompanying Guidelines cover thirteen areas from Mission to Assessment. The current Standards and Guidelines were last updated in 2005.

Of what value are these Standards and Guidelines?

There are many uses but principally CAS Standards are used as a template for establishing or assessing an academic advising program on a campus or in a particular department. For those seeking to establish an academic advising program the CAS Standards and Guidelines provide a template for implementing and addressing the necessary components to run a quality academic advising program. These standards often serve as the primary mechanism to attain acceptable standards of practice or to self assess either for self-initiated improvement or to meet requirements for various accrediting agencies, be they discipline or regionally-based.

The Standards and Guidelines, along with the complementary document, the Self-Assessment Guide <http://www.cas.edu/catalog/iteminfo.cfm?itemid=15&compid=1> can be used to determine whether or not one's academic advising program meets the established standards. Such an approach can be used as part of professional development or as a routine process to determine movement toward meeting acceptable standards. In some cases, states, discipline-based accrediting agencies, or regional accrediting agencies may ask for assessments of academic advising programs. While these accrediting agencies typically do not endorse a particular approach toward assessment, these agencies recognize the CAS Self-Assessment Guide as a viable assessment vehicle.

The CAS Standards and Guidelines for Academic Advising contain the following thirteen standards: Mission , Program; Leadership, Organization, and Management; Human Resources; Financial Resources; Facilities, Technology and Equipment; Legal Responsibilities; Equity and Access; Campus and External Relations; Diversity; Ethics; and Assessment and Evaluation. **Each standard establishes the criteria that every institution of higher education is expected and able to reach with reasonable effort and diligence** . For example, one of the Mission standards is that an institution must have a clearly written statement of philosophy pertaining to academic advising, including program goals and advisor and advisee responsibilities.

Each Standard also includes Guidelines which either further elaborate on a particular Standard or provide additional suggestions for the continued improvement of a program. While these guidelines do not carry the weight of a Standard, those completing a Self-Assessment have the option of whether or not to include Guidelines in their analysis.

Relatively new to the Standards and Guidelines for Academic Advising are the Student Learning and Development Outcome Domains. The domains are: Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyle, Appreciating Diversity, Spiritual Awareness, Personal and Educational Goals. These learning domains also include examples of specific measurable outcomes that can be considered when assessing an academic advising program.

An example of a specific domain and its achievement indicators (learning outcomes) is:

Intellectual Growth: Produces personal and educational goals statement; Employs critical thinking in problem solving: Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains an degree: Applies previous understood information and concepts to a new situation or setting; Expressions appreciation for literature, the fine arts, mathematics, sciences and the social sciences.

CAS Standards and Guidelines are an invaluable tool in preparing for a visit from an accrediting agency. Likewise they can be used to restructure an academic advising program when there is a sense that the current operation is not functioning effectively. From the point of view of a regional accrediting agency, having the capacity to both define specific learning outcomes for academic advising and provide assessment of how well these outcomes are achieved is one of the central tenets to twenty-first century regional accreditation. In addition, discipline-based accrediting agencies also call for the assessment of learning outcomes and often want to know how academic advising in a particular department or discipline is responsive to the issue of learning outcomes just as they are asking about the learning outcomes in traditional classroom/laboratory curriculum.

Being able to address learning outcomes (even though not all outcomes may be achieved) shows that an advising program is responsive to the directive of accrediting agencies. Further, while the achievement of all outcomes is not de rigueur, agencies are particularly interested in what is learned from such an assessment exercise and how it can be used to improve learning, in this case, within the academic advising context.

This is precisely what the CAS Standards are all about. Understanding the Standards is Step 1. Step 2 is assessing where a particular advising program is in relationship to meeting the Standards. Step 3 is developing an Action Plan to attempt to move the particular status of a Standard closer to full compliance. Step 4 is retuning to assess the effectiveness of the Action Plan (once implemented) in terms of achieving the stated goals. With this continual round of

assessment and action, the goals of quality assurance are met, thus guaranteeing that the academic advising needs of students are fully addressed by an institution, a department, or an advising unit.

One should not, however, take on the task of self-assessment lightly. The process requires significant commitment, especially to determine whether a particular Standard has been met or how much more needs to be done to achieve a desired level of compliance. In addition, typically the assessment process requires a group effort with a level of consensus reached; such self-assessments are rarely done alone. Likewise determining priorities for an Action Plan may require input from many sources and may require some compromise.

The CAS Standards have existed for well over a quarter of a century. While better known in student affairs and student support services circles, the Standards for Academic Advising readily cross over into the academic realm. The Standards are designed for use by anyone providing academic advising on a campus, including advising delivery models that involve only faculty advising.

The focus, in addition, is on self-assessment rather than external assessment with the underlying assumption that those who deliver advising programs are the best ones to chart their own improvement and the ways to make such improvements. Such are the hallmarks of a profession.

Those attempting to use the CAS Standards as a self-assessment vehicle will find that Council for the Advancement of Standards provides much assistance. Each edition of the CAS Professional Standards in Higher Education contains a detailed account of the history of CAS along with an explanation of the CAS approach to self-regulation and self-assessment. Likewise the Self-Assessment Guides provide step-by-step directions on how the process works. CAS also maintains a list of programs nationwide that have engaged in the self-assessment process.

The ultimate value of using the CAS Standards and Guidelines is for self-assessment and consequent improvement. It should be quite clear that professionals must monitor their own behaviors and that they should constantly examine their assumptions, practices, and outcomes. Likewise, in an era where accountability is often the final word, it makes sense that professionals should monitor their own practices, set their own standards, seek to achieve these standards and alter them when necessary. For if we as academic advising professionals do not do this, it is quite certain that some one else will seek to do it for us. But beyond this notion of self-assessment is the final responsibility to our clientele...the students. We owe it to our students to provide the highest quality of academic advising programs that we possibly can. Few will doubt that quality academic advising leads to better educated students and citizens. By using the CAS Standards and Guidelines, we are demonstrating our commitment to this ideal.

White, E. R. (2006). Using CAS Standards for Self-Assessment and Improvement.

**COUNCIL FOR THE ADVANCEMENT OF STANDARDS
IN HIGHER EDUCATION (CAS)
STANDARDS AND GUIDELINES FOR ACADEMIC ADVISING**

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.

Desirable Student Learning and Development Outcomes	Examples of Achievement
Intellectual growth	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 selection; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Declares a major; Achieves educational goals; Applies previously understood information and concepts to a new situation or setting; Demonstrates understanding of a general education and expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
Personal and educational goals	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

Enhanced self-esteem	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
<u>Realistic self-appraisal</u>	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)
Clarified values	Demonstrates ability to evaluate personal values and beliefs regarding academic integrity and other ethical issues; Articulates personal values; Acts in congruence with personal values; 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
Career choices	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

Independence

Operates autonomously by attending advising sessions or programs or by seeking the advice of advisors in a timely fashion; Correctly interprets and applies degree audit information; Selects, schedules, and registers for courses in consultation with advisors

Effective communication

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

Leadership development

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

Healthy behavior

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

Meaningful Interpersonal Relationships	Develops relationships with academic advisors, faculty members, students, and other institution staff to be engaged with the institution in meaningful ways; Listens to and considers others' points of view; Treats others with respect
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of group goals; Exhibits effective listening skills
Social responsibility	Understands the requirements of the codes of conduct; Understands and practices principles of academic integrity; 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
Satisfying and productive lifestyles	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
Appreciating diversity	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

Spiritual awareness Identifies campus and community spiritual and religious resources, including course offerings; Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors

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. Discrimination must especially be avoided on the basis of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

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 relevant law.

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 nor 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 these evaluations must be used in revising and improving programs and services and in recognizing staff performance and the performance of academic advisors.

C. IPFW ACADEMIC ADVISING MISSION, VALUES, AND GOALS

IPFW Mission

IPFW is a public comprehensive university, created by Indiana University and Purdue University to serve the higher education needs of northeast Indiana. Our mission is to offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs; to support excellence in teaching and learning; to advance and share knowledge through research and creative endeavor; and to work with the community to develop intellectual, cultural, economic, and human resources.

IPFW Academic Advising Mission

Advising is one of many aspects of student learning and helps to inform student decision making throughout the college career. The mission of IPFW academic advising is to provide comprehensive and professional advising to all IPFW students with attention to the range of student needs that can be addressed by informing and mentoring students in their academic careers, to the diversity of the IPFW student body, and to the goals of higher education.

Values

Advisors are responsible

- to the students they serve
- for involving others when appropriate
- to the university in which they work
- to higher education generally
- to the community
- to their professional role as advisors and to themselves personally

Responsibilities to students include

- Respect for diversity—individual situations, needs, learning styles, and stages in the educational process
- Commitment to encouraging student capabilities to make choices and decisions
- Commitment to providing accurate information

Responsibilities for involving others include

- Awareness of the range of resources available to students
- Willingness to act as an advocate for students

Responsibilities to the university include

- Awareness of and respect for university policies
- Awareness of and appreciation for all disciplines taught

Responsibilities to higher education include

- Awareness of the principles of higher education
- Respect for the goals of higher education

Responsibilities to the community include

- Awareness of community programs and services
- Sensitivity to the values, mores, and needs of the community

Responsibilities to the advisors themselves include

- Promotion of what is involved in competent advising
- Rewards for excellence in advising
- Promotion of the possibilities of professional development

Goals

IPFW academic advisors share the following goals

- To address the range of student needs (e.g., course selection, career advising, personal enrichment)
- To provide the necessary tools to encourage students' personal growth and self-reliance
- To inform students of available resources on and off-campus
- To communicate student needs to the campus community
- To participate in assessment of student learning and achievements
- To support university standards of competent advising

D. ORGANIZATION OF ACADEMIC ADVISING AT IPFW

Because of the autonomous nature of each school within IPFW, each school handles advising differently. Some schools use full-time non-faculty advisors while others use only faculty advisors. Advising in the schools is administered through Academic Affairs. However, Academic Counseling and Career Services (ACCS) is a part of Student Affairs.

IPFW Academic/Career Advisors (2007-08)

Dept/Office	Advisor	Bldg/Room
Anthropology	Rick Sutter	KT G11K
Arts & Sciences	Tom Hicks	CM 153A
Aud & Speech Sciences	Jonathan Dalby	NF 279C
	Sharon Egly	NF 279C
	Lucille Hess	NF 279B
Biology	Elliott Blumenthal	SB 390
	William DeMott	SB 386
	Robert Gillespie	SB 396
	James Haddock	SB 338
	George Mourad	SB 380
	Frank Paladino	SB G56
Business	Susan Byers	NF 366B
Career Services	Ashley McArdle	KT 109
	Jill Parker	KT 109
	Jane Ehle	KT G26
CASA (International Stu)	Jane Ehle	KT G26
Chemistry	Robert Berger	SB 436
	Michael Columbia	SB 434
	Ronald Duchovic	SB 482
	Karen Ericson	SB 438
	Ronald Friedman	SB 496A
	Robert Gregory	SB 442
	Donald Linn	SB 440
	Vincent Maloney	SB 432
	Daryoush Tahmassebi	SB 484
	Civil & Arch Engr Tech	David Devine
Suining Ding		ET 229F
Bruce Franke		ET 229G
Regina Leffers		ET 229D
Matt Kubik		ET 229E
DJ Marshall		ET 229A
Sami Tannous		ET 229C
Communication	Emily Bermes	NF 228
	Steve Carr	NF 230H
	Adam Dirksen	NF 230C
	Marcia Dixson	NF 230A

	Katrina Fullman	NF 230M
	Deborah Godwin-Starks	NF 230K
	Richard Hess	NF 230N
	Irwin Mallin	NF 230E
	Jennifer Simpson	NF 230D
	Dave Switzer	NF 260G
	Jonathan Tankel	NF 230F
Computer Science	Robert Barrett	ET 125G
	David Erbach	ET 125B
	Beomjiin Kim	ET125C
	David Liu	ET 125N
	Gregory Petruska	ET 125H
	Robert Sanders	ET 125M
	Robert Sedlmeyer	ET125E
	Lubomir Stanchev	ET 125J
	Mark Temte	ET 125F
	Emmanuel Udoh	ET 125P
Consumer and Family Sci	John Knight	NF 330B
	Linda Lolkus	NF 330A
Dental Education	Jacque Brian	NF 150F
	Charles Champion	NF 150D
	Mary Cooper	NF 130G
	Elaine Foley	NF 150G
	Connie Kracher	NF 150B
	Willhemina Leeuw	NF 150H
	Nancy Mann	NF 130H
	Al Perez	NF 150E
	Candy Ringel	NF 150F
	Deborah Stuart	NF 150B
	Brenda Valliere	NF 150C
Diversity & Mult. Affairs	Chris Douse	WU 118C
	Christopher Riley	WU 118B
Economics	Larry Haber	NF 340B
	Hedayeh Samavati	NF 340E
	Carrie Stumph	NF 340A
Education	Jim Beard	NF 243G
	Ron Gage	NF 243F
ED - Educational Studies	Nancy Bengel	NF 250P
	Sheena Choi	NF 250E
	Gail Hickey	NF 240G
	Il-Hee Kim	NF 240A
	Cheu-jey Lee	NF 250L
	David Lindquist	NF 250C
	Alice Merz	NF 250G

	Glenda Moss	NF 250D
	Kathleen Murphey	NF 250A
	Joe Nichols	NF 240J
	Jeffrey Nowak	NF 240E
	LeeAnn Sinclair	NF 250N
	Terri Swim	NF 250J
ED – Professional Studies	Jeff Abbott	NF 250K
	Phyllis Agness	NF 240B
	Stella Batagiannis	NF 240D
	James Burg	NF 250H
	F. Patrick Garvey	NF 252
	Jane Leatherman	NF 240F
	Amy Nitza	NF 250F
	William Utesch	NF 240C
	Randy Vesely	NF 250M
	Bonnie Weikle	NF 270A
Elec & Cmptr Engr Tech	Carmen Boje	ET 221J
	Harold Broberg	ET 221C
	Peter Goodman	ET 221D
	Iskandar Hack	ET221G
	Thomas Laverghetta	ET 221F
	Paul I-Hai Lin	ET 221B
	Gary Steffen	ET 221E
Engineering	Hosni Abu-Mulaweh	ET 327C
	Chao Chen	ET 327A
	Bongsu Kang	ET 321E
	Yanfei Liu	ET 327G
	David Mauritzen	ET 321D
	S. Scott Moor	ET 321F
	Donald Mueller	ET 327E
	Josue Njock Libii	ET 321K
	Hossein Oloomi	ET 327B
	Carlos Pomalaza-Raez	ET 327H
	Elizabeth Thompson	ET 321J
	Guoping Wang	ET 321G
	Nashwan Younis	ET 321H
	Jiaxin Zhao	ET 327F
	Tianzia Zhao	ET 327G
Engr, Tech, & Comp Sci	Sarah Merchant	ET 105
	Penny Pereira	ET 105
English & Linguistics	Hardin Aasand	CM 147
	Steven Amidon	CM 45
	Irene Anders	CM 139

	Rachel Bassett	CM 39
	Troy Bassett	CM 113
	Stuart Blythe	CM 149
	Mary Ann Cain	CM 111
	Curtis Crisler	CM 115
	Avon Crismore	CM 141
	Karol Dehr	CM 125
	Rodney Farnsworth	CM 121
	Debrah Huffman	CM 103
	Beverly Hume	CM 123
	George Kalamaras	CM 119
	Michael Kaufmann	CM 127
	Lidan Lin	CM 107
	John Minton	CM 131
	Lewis Roberts	CM 105
	Suzanne Rumsey	CM 43
	Beth Simon	CM 37
	Michael Stapleton	CM 109
	Jan Stewart	CM 137
	Hao Sun	CM 129
	Chad Thompson	KT G11L
Fine Arts	John Hrehov	VA 117
General Studies	Julie Hook	KT 145A
	Sandy McMurtrie	KT 139G
Geosciences	Solomon Isiorho	SB 236
Health and Human Svcs	Cheryl Hine	NF 142B
HHS – IUPUI trnsf, UND	Stephanie Kromer	NF 138
HHS – Radiography	Christa Van De Weg	NF 136
History	Gary Blumenshine	CM 205
	Christine Erickson	CM 279
	Bernd Fischer	CM 207
	James Haw	CM 203
	Ann Livschiz	CM 275
	David Schuster	CM 277
	Richard Weiner	CM 275
Human Services	Patricia Eber	NF 120A
	Trent Parker	NF 120B
	Linda Wark	NF 130F
Intl Lang & Cultr Studies	Ana Benito	CM 251
	Talia Bugel	CM 273
	Jens Clegg	CM 263
	Laurie Corbin	CM 265
	David Oberstar	CM 261

	Lee Roberts	CM 257
	Suin Roberts	CM 271
	Jason Summers	CM 255
	Nancy Virtue	CM 249
Journalism	Ann Colbert	NF 343
Labor Studies	Catherine Mulder	KT G28A
Mastodon Advising Ctr	Bob Brewer	KT 109
	Alison Hoff	KT 109
	Mary Lehto	KT 109
	Rhonda Meriwether	KT 109
	Yohonna Smith	KT 109
Mastodon Acad Perfrm	Leslie Clark	KT 109
	Chris Kuznar	KT 109
Math	Chand Chauhan	KT 286
	Jim Hersberger	KT 282
	David Legg	KT 200A
Mech & Industr Engr	Jihad Albayyari	ET 205
	Barry Dupen	ET 205F
	Wilson Liang	ET 205G
	Ramesh Narang	ET 205E
	Bimal Nepal	ET 205B
	Ken Perry	ET 205D
Music	Robert Bean	RC 145
	Melanie Bookout	RC 224
	Jim Colonna	RC 231
	Rosalie Haritun	RC 150
	Nancy Jackson	RC 148
	Joyanne Outland	RC 226
	Todd Pricket	RC 223
	Melissa Reinhardt	RC 147
	Barbara Resch	RC 149
	Masson Robertson	RC 221
	Allen Saunders	RC 225
	Farrell Vernon	RC 210
	Linda Wright-Bower	RC 232
Nursing	Jo Bauman	NF B50H
	Sydney Miracle	NF B50F
Org Ldrshp & Suprvn	Dave Clevenger	NF 288A
Philosophy	Bernd Buldt	NF 130J
Physics	John Robinson	KT 126A
Political Science	Elliot Bartky	CM 213
	Andrew Downs	CM 221
	James Lutz	CM 211
	James Toole	CM 215

	Michael Wolf	CM 217
	Georgia Wralstad Ulmschneider	CM 219
Psychology	Michael Bendele	NF 322
	Elaine Blakemore	NF 388A
	Ken Bordens	NF 388J
	Jeannie DiClementi	NF 388D
	Craig Hill	NF 388E
	Jay Jackson	NF 380E
	Daren Kaiser	NF 380F
	Carol Lawton	NF 380B
	Brenda Lundy	NF 380C
	Daniel Miller	NF 380D
	Lesa Rae Vartanian	NF 380B
Public & Environ Affairs	Brian Fife	NF 260H
	Jane Grant	NF 260F
	Barry Hancock	NF 266A
	Nancy Leinbach	NF 260B
	Jospeter Mbuba	NF 266B
	Gerilyn Miller	NF 327
	Koichiro Otani	NF 260D
	Benjamin Pearson-Nelson	NF 260G
	Stephen Ziegler	NF 260E
Sociology	Christopher Bradley	CM 247
Theatre	John O'Connell	WT 128A
Visual Comm & Design	Benita Brewer	VA 213
	Dennis Krist	VA 224
	John Motz	VA 223
	Robert Murray	VA 222
Women's Studies	Jill Nussel	CM 272
Ctr for Women & Returning Adults	Robin Newman	WU 120

E. ADVISING INTERVIEW TIPS

1. Opening – Greet student by name, be relaxed, warm. Open with a question (e.g. “How are things going?”, “What can I do for you today?”, 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 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 – Students may fear that the advisor won’t approve of what they say. 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 like a machine gun.
6. Silence in the Interview – Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.
7. Reflecting the Student’s Feelings – Try to understand what the student is saying. For example, it is better to say, “You feel you have been graded unfairly” rather than “Everybody gets bad grades sometimes.”
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 the student back.
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 do for today?” or “Let’s make another appointment so that we can go into this further.” (Gordon 1985)

(Virginia Gordon, The Advising Interview. In D. Crockett (ed.), Advising Skills, Techniques, and Resources. Iowa City, Iowa: The American College Testing Program, 1985.)

F. ADVISING STRATEGIES

1. Become acquainted with the advisee in as many aspects as possible.

Getting to know the advisees outside the formality of the office when possible and not only during class scheduling or unusual circumstances can be extremely valuable. Knowing the academic abilities and background of the advisee is also important. Having good documentation such as high school courses with grades, rank in graduating class, ACT or SAT scores, transfer courses and grades from other universities and present academic status is helpful when assessing a student's ability and future direction.

2. Explore the objectives, interests, and motivations of the advisee.

The advisee's actual certainty of future objectives and goals is difficult to ascertain. When the advisor has some knowledge of the advisee's non-academic background, such as home influence, job, hobbies, and friends, more thorough advising is possible.

3. Develop rapport with advisees.

If the student knows the advisor is a professional person who has a genuine interest in students, the advising process becomes much more beneficial for both advisor and advisee. The student should be encouraged to become acquainted with other faculty members in the department, for multiple contacts can be useful to the student who is attempting to assess his personal goals.

4. Be knowledgeable of university rules, policies, regulations, and procedures which affect academic programs and activity.

Every advisor must be well informed regarding current academic policies and procedures, for these are the foundations on which all advisement efforts will be built. Review of prior policies and study of new policy changes should be a regular activity of each advisor before beginning each registration period.

Familiarity with courses generally taken by advisees, the characteristics of teachers of the courses, and how the courses have been appraised by prior students can make the advising process smoother and more successful. Suggestions for student involvement in campus activities is often the key to retention in school.

5. Evaluate student motivation.

Enhancing a student's motivation by capitalizing on good academic planning can be a very helpful strategy. While lack of motivation is generally recognized as the most common cause of poor academic performance, no clear cut methods to help a student achieve maximum motivation have been developed. Suggested strategies might include:

- a. Match courses early in the program to the student's academic strengths, interests, and background.
 - b. Help the student, when possible, have a chance to build on success rather than failure.
 - b. Challenge capable students to continue their efforts toward academic excellence.
 - d. Explain the rewards of a strong academic program and associated good grades.
6. Be aware of the limitations of advising.

Obviously, an advisor cannot make decisions for an advisee, but can be a sympathetic listener and offer various alternatives for the advisee's consideration. Advisors cannot increase the ability of a student, but can encourage the maximum use of that ability.

Generally, advisors should not attempt to personally handle complex problems concerning financial aid, mental or physical health, personal and social counseling. When these situations do arise, the advisor should refer students to professional personnel who are specially trained and knowledgeable about dealing with such problems.

(Moorhead State University. Strategies of Advisement. Moorhead, Kentucky: Handout from Office of Instructional Systems, 1981)

G. MAKING REFERRALS

Academic Advisors are not expected to be counselors in the professional sense, although they may have occasion to do some counseling. There will be instances when other persons, agencies, or offices are needed to handle a problem or situation that the advisor considers beyond his or her level of competency.

When to Refer

1. When a student presents a problem or a request for information which is beyond your level of training or competency.
2. When you feel the personality differences which cannot be resolved between you and the student will interfere with effective progress.
3. If the problem is personal and you know the student on other than a professional basis (friend, neighbor, etc.).
4. If for some reason a student is reluctant to discuss a problem with you.
5. If after a period of time you do not believe that your work (communication) with a student has been effective.

How to Refer

1. You should tell the student specifically why you are recommending a referral. Vagueness causes doubts and a hesitancy to follow through.
2. Although it may be helpful to refer a student to a specific person, this may not always be possible. Familiarity with the personnel and the function of each university office will help you explain the office to the student and assure the student that, although any one of several people may be seen, all are competent. At times a referral is important, but the student may be nervous or reluctant to follow through. In this case you might try giving the student a particular name within the service department or might call the department while the student is present.
3. When the student has returned from the referral, you should not pump for information. Generally, inquiries about whether the appointment was kept will elicit whatever information is necessary to continue a working relationship.
4. You should not expect immediate help for particular symptoms. Changing basic attitudes and feelings, gaining academic skills, or learning to handle everyday problems may be a process that moves slowly.

5. Finally, you should respect the individual. The basic approach to all counseling and referral is one of fundamental respect for the individual. You as the advisor and the referral offices provide a variety of alternatives for assistance, but they may choose to ignore or accept the help available. Your job is to see that the student becomes aware of this help and has the maximum opportunity to utilize it.

(Faculty Advisor Handbook, St. Louis, Missouri: St. Louis University, 1980)

H. LEGAL ISSUES REGARDING ACADEMIC ADVISING

The academic advisor is on the “front line” of the university in dealing with students. It is a critical position, and the success or failure of the student’s education and growth is influenced greatly by the advising function. In today’s litigious atmosphere, the advising function is more critical than ever.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized the academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in the academic community possibly could cause deterioration in the otherwise beneficial student-faculty relationship. Thus, if the academicians do not abuse their discretion in dealing with students, they need not fear judicial intervention. The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of their protected rights. The increasing number of court decisions dealing with classroom and academic matters attests to the growing judicial sensitivity to students’ rights in academic affairs. The advisor’s job falls within this academic affairs area, and thus, advisors must understand the legal issues involving the contractual relationship between student and institution.

In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, syllabi, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards they can be penalized through such actions as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief.

An institution may create certain contractual obligations through statements in its publications. Advisor’s obligations and responsibilities usually appear in an advisor’s handbook and often in publications readily available to the student. An increasing emphasis on quality advising to enhance retention brings added responsibilities to the advisor. More and more advisors not only are expected to understand such things as scheduling and registration procedures and degree and program requirements, but also they may be expected to function as a referral service or possibly as career counselors. Thus, institutions should be conscious of an advisor’s obligations which might be created by unequivocal statements regarding advisor responsibilities.

Most institutions’ catalogs state that the ultimate responsibility for knowing degree requirements rests with the student. This type of statement normally would protect advisors if they commit an advising error. Generally, the advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over