

Faculty Advising and
Our Classroom Responsibilities:
It's About the Way We Do
the Things We Do

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The Global Community
for Academic Advising

It's a Given. . .

“Students who get the most out of college, grow the most academically and who are happiest organize their time to include activities with faculty members.”

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



Richard Light, *Making the Most of College*

How would you define advising at UNCP?



What Advising Is Not

- Primarily an administrative function or a paper relationship
- Providing signatures or a PIN number to students
- A workshop or in-service day held once a year on August 17th just before school starts

Advising should not be considered

- A judgmental process or a dictatorship — it's my way or the highway
- Personal counseling
- Supplementary to your institution's educational mission
- Something anyone can do or should do without some specific training

Don't let anyone tell you otherwise



Advising is
Teaching

Characteristics of Effective Teaching and Advising

I. Skills

Teaching

Knowledge of subject matter

Planning and organizing course material

Advising

Knowledge of institutional policies, procedures, programs of study, referral sources

Preparing for advising meetings

II. Communication

Teaching

Clarity of presentation of subject matter

Establish dialogue with students in the classroom

Demonstrate effective listening skills, not simply a talking head

Advising

Sharing information in a clear way

Leading student to interact with the advisor

Listen to what advisees say both verbally and non verbally

Teaching

Engaging students in actual participation in their learning

Giving students feedback on their progress

Helping students learn to analyze and problem solve

Advising

Guiding students to be self-directed and autonomous

Working together, the advisor and students regularly evaluate students' goals and progress toward goals

Assisting students in decision-making skills

III. “Attitudes”

Both a teacher and an advisor

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

Or consider the principle of backward design

- Begin with the end product
 - What do you want students to be able to do as a result of learning in your course?
 - What do you need to do to get your students to that end point?
 - What materials and strategic advice or background information should you provide?

- Focus on asking the right questions
 - Try seeing the issues from a student's perspective instead of the resident expert's perspective
 - What would be the "right questions" to ask your students?
 - Ask questions to supportive colleagues, those who perhaps have more experience in the subject are than you currently do.

When all is said and done. . .

Students don't learn more when you're perfect. They learn more when you're human and you make your classroom—and your advising appointments—a place where it is safe to ask questions and discuss issues.

Adapted from Therese Huston's Teaching What You Don't Know. Cambridge, MA: Harvard Univ. Press, 2009.

Both Good Teaching and Advising:

- **Require appropriate preparation**
- **Emphasize good rapport building**
- **Require clear communication**
- **Emphasize sensitivity to audience**
- **Require respect for diverse points of view**



Both Good Teaching and Advising:

- **Provide students with various learning models**
- **Create interest through enthusiasm / passion**
- **Assess student progress**
- **Have a long-term influence on students**
- **Are intrinsically rewarding**

Advising should. . . .

- **Help students clarify their values and goals**
- **Lead students to understand the nature and purpose of higher education**
- **Integrate the many resources of your institution to meet the students' special academic interests and career aspirations**

Advising should. . .

- **Help students plan an educational program consistent with their interests and abilities**
- **Assist students in monitoring and evaluating their educational process**
- **Provide accurate information about educational policies, requirements, procedures, and educational options**

Advising as Teaching focuses on students' academic and personal growth

By providing an opportunity to identify realistic academic and career goals as well as a program to achieve them

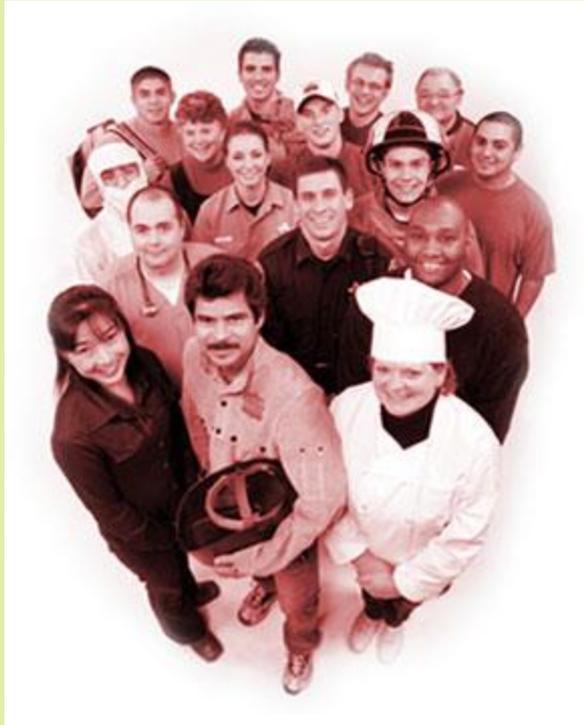


Advising as Teaching focuses on students' academic and personal growth



By cultivating in them an ability to make connections among courses and to integrate learning

Advising as Teaching focuses on students' academic and personal growth



**By building a
connection
between students'
education and
their lives**

The Advising Appointment

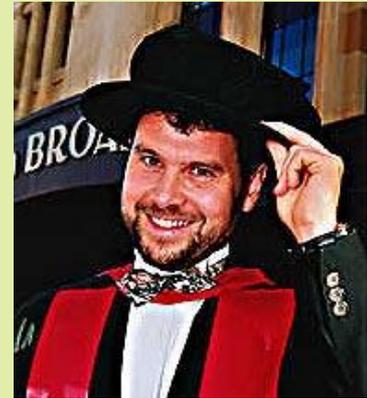
Top Twelve Tips for making the most of your time with your students



1. Use students' names when addressing them. Be relaxed and warm.

Open with "Howzitgoing?"

Or "How can I help?"



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

Dale Carnegie

2. Clarify the goals or objectives for each advising meeting. Is today's goal to solve a problem or to discuss an issue?



“You’ve got goals, you’ve got commitments, you’ve got aspirations and inspirations.... But have you got a place to sit?”

3. Students have a need to confirm their worth. You can affirm them by listening attentively and respecting their opinions.

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

William James

4. Listen carefully to students to learn their unique frames of reference. Half the time, what you hear is not exactly what the students really mean.



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

T.S. Eliot

5. Good advising is effective listening.

Listening is, of course, more than the absence of talking. Try to identify shades of feelings and meanings behind the words.

6. Allow periods of silence.

Students may be thinking.



“Deliberating is not delaying.”

Ecclesiastics

7. Ask open ended questions rather than those that ask for “Yes” or “No” answers.

E.g., “What have you thought about taking next semester?” --Or-- “What made you think about business as a career?”

**8. Do not fire questions at students
like a machine gun.**



9. If the student thinks it is a problem, the advisor should too.

Students may be afraid that advisors won't approve of what they say, so advisors should try to convey their acceptance of these feelings and attitudes in a non-judgmental way.

10. If you don't have the answer, admit it.

If a student asks a question regarding facts and you don't have those facts, admit it. Go to your resources for the information immediately (which sets a good example for the student) or call the student back.

11. It is better if the advisor and the student realize from the beginning that the appointment lasts for a fixed length of time.

Try ending the appointment with: “Do you think we have covered all we can for today?” Or “Let’s make another appointment so that we can go into this further.”

12. Be enthusiastic in your dealings with students — enthusiasm is contagious.



“There is a real magic in enthusiasm. It spells the difference between mediocrity and accomplishment.... It gives warmth and good feeling to all your personal relationships.”

Are you tired yet?



The Advising Syllabus

The 3 Rs:

Rules

Rights

Responsibilities



Rights (or expectations) of Advisees

- Access to accurate information
- Being treated with respect
- Needs addressed seriously and with confidentiality
- Accurate record of progress at the institution
- Assistance from advisors in decision making
- Referrals to appropriate support services
- Obligation to make the final decision



Responsibilities of Advisors

- Provide accurate information
- Treat students with respect
- Address student needs with confidentiality
- Keep accurate records of student progress
- Assist students in decision making
- Refer student to appropriate support services
- Allow students to make final decisions



Responsibilities of Advisees



- Actively participate in the advising process
- Be responsible for their own actions
- Be on time for appointments
- Be prepared
- Be willing to discuss problems and challenges
- Respect advisors

Rights (or Expectations) of Advisors

That advisees:

- Actively participate in the advising process
- Are responsible for their own actions
- Are on time for appointments
- Come prepared
- Are willing to discuss problems and challenges
- Respect advisors



Two Parting Thoughts

**“You cannot teach people anything.
You can only help them discover it within
themselves.”**

Galileo

**“With the right approach come the right
results.”**

The Mental Game of Baseball