Advisor Responsibilities in Meeting Program Outcomes
DRAFT – S08

Conceptual Responsibilities (Understanding of student development and of the role and importance of advising in higher education)

Advisors will…

- View advising as an extension of teaching, with an emphasis on helping students to learn both skills (e.g., decision-making, critical thinking) and content (e.g., curricula, requirements)
- Meet with students at least once per term, engage in outreach to those likely to benefit (e.g., first-year students, students on probation) and be available for additional conferences as necessary
- Encourage students to think beyond their completion of degree requirements and to begin viewing themselves as independent, life-long learners
- Recognize that students are capable of self-direction and responsible for their own decisions and the outcomes of those decisions
- Adapt advising strategies to the developmental level and unique needs of each student
- Recognize the potential for success in each student, including those that require ADA accommodations, and provide support to students as they work to maximize their potential
- Provide guidance as students work to develop realistic life goals and career/educational goals and engage in self-evaluation of progress toward these goals
- Assist students in gaining insight into their needs, interests, abilities, and values, and in developing an educational plan that is consistent with their goals and personal characteristics

Informational Responsibilities (Knowledge of institutional policies, procedures, resources)

Advisors will…

- Assist students in selecting courses and other educational opportunities (e.g., internships, study abroad) that will allow them to achieve their goals
- Help students to appreciate the value of the core curriculum, the importance of breadth in course selection, and the rationale behind course sequences
- Remain aware of changes in policies, procedures, and requirements so that students are provided with accurate and useful information
- Assist students in interpreting academic requirements, while recognizing that ultimate responsibility for completion of requirements rests with the student
- Be familiar with resources available, and identify students who might benefit from referral to these resources
- Preserve confidentiality in interactions with students and follow FERPA regulations appropriately
Relational Responsibilities (Interpersonal/communication skills necessary for development of an effective advising relationship)

Advisors will…

• View students as partners in the advising process and work to build relationships that support their development
• Listen actively and demonstrate warmth and respect in response to student concerns
• Discuss students’ classroom experiences and foster their ability to see impact of these courses on their lives
• Maintain a genuine interest in students’ pursuits outside of the classroom
• Facilitate the development of students’ decision-making skills by guiding them as they pursue and evaluate information
• Acknowledge that students have diverse backgrounds that affect their skills, values, beliefs, and goals