Fall Academic Advising Workshop

Office of Academic Advising
102 Gilchrist Hall / advising.uni.edu
Why is Academic Advising Important?

• Student Success

• Persistence
  - Self-Efficacy
  - Sense of Belonging
  - Value of the Curriculum
Student satisfaction and priorities at four-year public universities

Based on a national sample of students at four-year public institutions who recently completed the RNL Student Satisfaction Inventory™

**Top 3 most important areas of the student experience**

1. Academic advising
2. Instructional effectiveness
3. Safety and security
4. Registration effectiveness
5. Recruitment and financial aid

Three areas of the campus experience that matter most to students, from a big-picture point of view

6. Student centeredness
   - Concern for the individual
   - Campus climate

9. Campus support services
10. Service excellence
11. Campus life

These are the 11 scales measured by the RNL Student Satisfaction Inventory™.

**TOP 5 STRENGTHS** (in order of importance)

<table>
<thead>
<tr>
<th>Top strengths rated for four-year public institutions</th>
<th>Importance</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of the courses within my major is valuable.</td>
<td>89%</td>
<td>60%</td>
</tr>
<tr>
<td>The instruction in my major field is excellent.</td>
<td>88%</td>
<td>59%</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about requirements in my major.</td>
<td>88%</td>
<td>65%</td>
</tr>
<tr>
<td>Nearly all of the faculty are knowledgeable in their field.</td>
<td>88%</td>
<td>67%</td>
</tr>
<tr>
<td>The campus is safe and secure for all students.</td>
<td>87%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Concept of Academic Advising

**Curriculum** – Draws primarily from theories in the social science, humanities, and education.

**Learning Outcomes** – Guided by an institution’s mission, goals, curriculum and co-curriculum / articulate what students will demonstrate, know, value, and do as a result of participating in academic advising.

**Pedagogy** – As a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions.
Advising as Teaching
“What do we want students to learn”

• What information should the students learn through academic advising?

• What skills should the student learn through academic advising?

• What cognitive or developmental changes should the student be able to demonstrate due to academic advising?
Role for academic mentoring and advising is a major factor in the students:

- Understanding of Higher Education
- The Curriculum
- Meeting their Academic and Career Goals
Core Values

RESPECT
Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

INCLUSIVITY
Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.

PROFESSIONALISM
Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

EMPOWERMENT
Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect and express individuality.

COMMITMENT
Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.

INTEGRITY
Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

CARING
Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.
Core Competencies

**CONCEPTUAL**
Context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.

**INFORMATIONAL**
Substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.

**RELATIONAL**
Skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.
Academic Advising Portal
advising-portal.uni.edu

• Fall New & Returning Academic Advising In-service - Power point and Resources
Academic Advising Interactions

• How can you help the student be purposeful and intentional?

• How do you guide…but give responsibility to the student?

• Have expectations / give students your expectations
Undergraduate Student Classifications

- Freshman: 0 – 29 units
- Sophomore: 30 – 59 units
- Junior: 60 – 89 units
- Senior: 90 + units
Undergraduate Requirements for Graduation

- Total Hours
  - 120 hours B.A. or B.A.S. / 126 hours B.S.
- GPA (Cumulative / UNI)
  - 2.0 Non-Teaching / 2.5 Teaching
- Credit Hours Earned / Limits
  - 32 hours / 20 hours in junior/senior years
- Foreign Language Competency
Foreign Language Competency

Students entering UNI who graduated from high school in 1989 or thereafter are required to demonstrate a level of competence in a foreign language equivalent to elementary II of a language at UNI. One year of foreign language in high school is considered to be equivalent to one semester of foreign language at the university. The foreign language competency requirement can be satisfied in the following ways:

• Satisfactory* completion of two years of high school study in one foreign language;
• Satisfactory* completion of college study in one language equivalent to the competence achieved after the second semester (one full year) at the college level;
• Satisfactory performance in an examination (CLEP or Advanced Placement) measuring proficiency equivalent to that attained after the second semester of college study in one foreign language;
• Satisfactory* completion of either two years of high school study or one year of college study or the combined equivalent in American Sign Language (ASL). Study in any other language and culture for the hearing impaired will not automatically satisfy this graduation requirement.

*Satisfactory completion means a minimum grade of "C-" in the last course taken to meet this requirement.

**The Foreign Language Competency Requirement can be found in the UNI Catalog - General Information - Undergraduate Information and Degree Requirements - Requirements for Graduation.
Record Analysts

Record Analysts in the Registrar’s Office:

• Evaluate curriculum requirements for graduation
  • Each specializes in the requirements of certain majors
• Respond to student questions about advisement reports
• Answer questions from advisors over the telephone

• Differ from academic advisors in that they do not provide long-term development advising, plan schedules, monitor the availability of courses, or assist students in preparing long-term plans of study.

• Differ from Record Analysts in the Admissions Office in that they do not provide information about transfer course equivalencies.
Record Analysts

Students should see their Record Analyst:

• At least two semesters before graduation. Teaching majors should see a Record Analyst at least two semesters before student teaching.

• With substitution or changes of courses for their degree program. These MUST be resolved by the proper completion of a “Student Request” form initiated with the advisor.
The course guides participants in five areas of **core knowledge**:

- Advising at UNI
- Advisor Toolbox: Relational Skills, Making Referrals, and Forms
- Navigating the SIS
- Reading an Advisement Report
- Undergraduate Degree Requirements and the Liberal Arts Core

In addition, there are **electives**:

- Transfer Students
- Requirements of Teach Education
- Career Development in Advising
- Working with Special Populations
- Advising for Academic Success
- Diversity, Inclusivity, & Microagressions
- Working with Parents & Guardians
- Financial Aid
Advisor Development

Complete all five Core Knowledge areas in the Advisor Development Course and three electives, including the self-assessments.

Additional requirements include:
• One year of advising experience at UNI
• Participation in the Fall Academic Advising In-Service
• Participation in the Spring Campus Advisor Workshop
• Advisor observation (optional)
UNI Advising Network Listening Session with Gen Ed Review Committee  
Thursday, October 17, 2019  8:15 - 9:45 a.m. / Oak Room, Maucker Union  
• The UNI Advising Network invites all campus-wide faculty and staff academic advisors to offer feedback and discussion on the draft model for a revised LAC with the Gen Ed Review Committee.

All Things Advising" - Preparing for Spring 2020 Semester Registration Workshop  
Thursday, October 24, 2019  8:15 - 9:15 a.m.  or  3:30 - 4:30 p.m. / LIB 287  
• All faculty and staff academic advisors are encouraged to attend this informational workshop to build on their advising knowledge and skills, and to discuss any academic and registration questions as preparations begin for student scheduling for the Spring 2020 semester.  
• Attend one of the times listed / no RSVP required
Office of Academic Advising

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advising.uni.edu

THANK YOU!