Academic Advising Approaches: Strategies that teach students to make the most of college

Chapter 14 - Envisioning the Future

Reader Learning Outcomes

Readers will:

- Consider what aspects of the work setting described in this chapter are preferable (or not as desirable) as compared to their current advising position.
- Construct ways they would advise differently if they had fewer advisees and/or more time with advisees.
- Delineate whether administration, faculty, and colleagues think the work of advisors is central to the institution’s mission.
- Suggest components of an advising system that would meet the expectations and needs of students and administration.
- Delineate a fundamental purpose for academic advising.

Aiming for Excellence discussion questions and activities:

- This chapter did not provide you with any new information, nor did it present another “approach” to advising comparable to those in the other chapters. Is there another way in which it could be helpful to you? Have you read any other articles about advising that don’t report on research studies or recommend advising techniques? What’s the purpose of articles like that?
- Would you prefer working in the advising profession as imagined in this chapter over working in the setting where you work now?
- If you could divide your roster of advisees in half, and have twice as much time to work with each student, how would you use that additional time? What argument would you make to the provost (supposing you had the opportunity) to support doing this?
- Lowenstein says (p. 257) “Advisors cannot permit themselves to be characterized as handmaids to the ‘real’ work of universities, but must insist that they are central to it.” At your own institution, with regard to this distinction, how do you think advising is perceived by the leadership? By the faculty? By you and your colleagues?
- If you had the opportunity to design an advising system for your institution with a guarantee that it would be created just as you designed it, how would your system differ from the present one? Would advisors’ roles be different? Would they have prepared differently for their careers? Would students’ expectations of their advisors be different? What about administrators’ expectations?
- When you were answering the above questions, is there a philosophy of advising, a belief about the fundamental purpose and nature of advising, that you had in mind?