

*Faculty of Economics and Political Science*  
*Training on Academic Advising*

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**Definition**

Academic advising is the process between the student and an academic advisor of exploring the value of a general education, reviewing the services and policies of the institution, discussing educational and career plans, and making appropriate course selections. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor. It is ongoing, multifaceted, and is the common responsibility of both the student and the advisor.

Academic advising is an educational partnership between a faculty member and a student whose goal is the student's academic, personal, and professional success. Advisors and advisees collaborate to help students achieve their aims. Advisors explain policies, identify resources, and give advice; however, students are ultimately responsible for making the decisions that will keep them on track.

Although advising is a shared responsibility between an advisor and the student, it is ultimately the student's responsibility to make decisions about their life goals by creating a plan to reach those goals. The advisor serves as a facilitator of communication and a coordinator of learning experiences through course and career planning and academic progress reviews. It's a student-centered process that enables one to make the most of their university experience.

Since this academic advisement process is one in which the academic advisor will meet with regularity throughout the student's enrollment at the University. Academic advisors are committed to providing every undergraduate student with high-quality assistance, to support them in the development and pursuit of academic objectives consistent with their life goals and the available opportunities at FEPS FUE.

### **Goals of Academic Advising**

The most effective advisors assist students in effective decision making, thereby contributing to the development of mature and self-directed students. This can be accomplished by:

- Providing accurate information about institutional policies, procedures, resources, and programs.
- Assisting students in understanding the nature and purpose of higher education and the value of a general education.
- Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers and the world of work.
- Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternative career considerations, and selection of course).
- Assisting students in evaluation or reevaluation of progress toward established goals and educational plans.
- Assisting students in self-understanding and self-acceptance.
- Making referrals to other institutional or community support services.

### **The Role of Academic Advisors**

Advisors can explain the academic requirements for the faculty programs; discuss and explain the requirements of the programs offered; interpret academic policies and procedures; develop program plans; discuss various program options; help students improve their study skills and refer students to appropriate departments and services for follow up. Students are encouraged to meet with an academic advisor on a regular basis to ensure that they are on track.

### **Registration Process**

- Academic advisement and program planning is carried on through the Faculty. Students are assigned to an advisor teaching in their respective departments
- During this process the advisor and the student discuss the student's and faculty's objectives, review of personal goals, and advanced academic planning. It is important for the student and advisor to develop a close working relationship in which problems may be discussed as

they emerge, changes in the student's academic program may be considered, academic policies and expectations may be interpreted, etc.

- To complete the registration process, the student must first have the signature of his/her advisor on the registration form, then the signature of the Dean.
- In case a student desires to register for an overload (more than 18/19 credit hours), the overload request must be presented to the Faculty Dean by the student in person for his approval. In case of approval, this request is forwarded to the university president for approval.
- Requests for a change of academic program, and hence a different department, should be approved by the Dean or the Vice Dean for Students' Affairs.
- Each full-time student at FEPS-FUE has an advisement folder in which are kept various academic records, warnings, and other material pertinent to academic advisement. This includes a registration form for each semester which the student is enrolled.

*N.B* In general, the advisor is responsible for formal requests or petitions on behalf of the advisee and should communicate them through proper channels.

### **Academic Advising Guiding Principles**

It is particularly important that the advisor establish a quick and close relationship with new students.

Although the final responsibility falls to the advisee, the advisor should regard it an equal responsibility to assure that the student is meeting graduation requirements in proper sequence.

There should be mandatory meetings between all new advisees and advisees on probation and their academic advisors during the third or fourth week of each semester. In these meetings it should be possible for the advisor to identify potential or existing problems and to help the student deal with them.

*At FEPS FUE, advisors and advisees should:*

- Treat each other with respect
- Understand their advising duties and responsibilities.
- Work to clarify students' professional and life goals.
- Contribute to realistic academic and career plans.

- Educate themselves about institutional policies, procedures, and opportunities.

### Guidelines for Students and Advisors

Students	Academic Advisors
Listen carefully to faculty advice	Listen carefully to student concerns
Make yourself reasonably available to meet with faculty	Make yourself reasonably available to meet with advisees
Make efforts to find information independently and be informed	Help advisees understand academic rules and policies
Communicate politely; maintain civility in all interactions	Communicate politely; maintain civility in all interactions
Help faculty understand your point of view	Help students feel welcome and comfortable with the advising process
Plan ahead by scheduling an appointment with your adviser in advance of the registration period	Communicate availability to students and inform them of how they should schedule meetings with you
Strive to be available, especially at peak registration times	Strive to be available, especially at peak registration times
Try to see your advisor during his/her office hours	Attend regular office hours
Arrive for your advising appointment with topics/questions for your adviser	Keep records on your advisees that allow you to be prepared for meetings
Ask for guidance and advice from multiple reliable sources, double-check all information/advice with multiple sources	Find answers to student questions or direct students to the people who can help answer those questions
Take an active, collaborative approach to advising with your advisor	Understand the importance of high quality advising and foster a collaborative approach to advising with your advisees
Learn the requirements for your major and general education requirements.	Continue to educate yourself about requirements and policies
Remember that advisors provide "advice": you must know your own requirements. Ultimately, all decisions are yours.	Guide students in understanding the consequences of their decisions and actions (or inactions)
Discuss your professional and life goals with your advisor, to discover how academic planning can help you achieve them	Assist students in their efforts to formulate professional and life goals, to help them plan academic routes to achieve those goals

<b>Students</b>	<b>Academic Advisors</b>
Accept responsibility for your decisions and your actions (or inactions)	Refer students to campus resources for professional development
Do independent research into jobs and career paths	Discuss students' job and career options
Work on and follow a realistic academic plan; identify options when the plan encounters obstacles	Help students make connections between classes and professional life
Familiarize yourself with the policies in the Undergraduate Catalog – repeats, probation, academic integrity, etc.	Assist student in making a realistic academic plan; identify options when the plan encounters obstacles. Alert department chairs when you see patterns of obstacles
Learn how to interpret university and program policies, procedures, and regulations	Provide accurate information about institutional policies and procedures – repeats, probation, academic integrity, harassment, etc. – and refer students to appropriate offices
Seek out extracurricular activities and events that will support your academic, professional, and life plans.	Encourage participation in extracurricular activities and events that will support students' academic, professional, and life plans.
Know your degree requirements so that you can choose classes wisely	Provide accurate information about students' major program special requirements
Explore other options, if a class is not available	Assist students in accurately choosing courses that satisfy academic requirements and help them actualize their career goals
Learn about the resources available to you on campus, such as counseling, tutoring, housing, etc.	Help students devise options, if classes are not available. Alert department chair to patterns of unavailability
Be prompt in responding to problems, such as academic probation	Make appropriate referrals to students experiencing academic, emotional, or interpersonal challenges: counseling, tutoring, housing, etc.