

Advising Philosophy and Practice

Academic advising can be described as a growth process for the student. With each step, they learn more about the subject area in which they are interested, and they also learn more about themselves. Thus, as they grow nearer to graduation, they also often re-align their academic path to match their changing goals.

As an academic advisor, I believe my responsibility to be to guide students to the accomplishment of their goals, with a minimum of wasted effort and potential frustration. Thus, in each term I give each advisee enough time and attention to try to assure myself that the advisee's course selection and course schedule fits their personal needs and abilities and to avoid the type of course overload that could lead to student discouragement and "burnout". This balance is particularly important in an advisee's first one or two semesters, but continues throughout their academic career.

Many students start their academic career without a clear goal in mind and without a clear understanding of their aptitudes. Sometimes, this leads to a choice of academic career for which the student is not suited. If I believe this is the case, I monitor the advisee's performance in their first terms and by communicating with them regarding their academic efforts, I try to gently guide them into programs that fit their abilities and the goals they eventually choose.

As students progress, I encourage them to evaluate their own current academic progress and short term goals, to be sure these are in line with their ultimate goals, as well as their background and ability.

I believe this guidance, and a thorough knowledge of curricula and requirements are key to successful academic advisement.