

OFFICE OF ACADEMIC ADVISING

Ronnie Hurtt Jr.

Director, Academic Advising

Mission Statement



The Office of Academic Advising (OAA) assists students in their personal and academic development as they prepare professionally to creatively serve their world. Academic Advisors meet students where they are and support them in their collegiate journey through advising, mentoring, and modeling the integration of faith and learning.

Critical Processes

In collaboration with other university offices, colleges and departments, the OAA works to increase retention and student satisfaction. The OAA also provides a synthesis of conceptual, informational and relational components of advising to new and experienced academic advisors and counselors by:

- ❑ Directing the coordination and assignment of students/advisees to academic advisors.
- ❑ Promoting active and effective student learning outcomes and development.
- ❑ Training appropriate faculty/staff members in the use of SIS/JICS Student Information Systems.
- ❑ Effectively disseminating current information, tools and resources.
- ❑ Promoting the application of the best practices.

Critical Processes

- ❑ Conducting the assessment and evaluation of advising practices.
- ❑ Cultivating academic, professional and developmental relationships.
- ❑ Providing continual training for advisors in the facilitation of career decision-making.
- ❑ Conducting reviews of research related to academic advising in order to stay abreast of the field.
- ❑ Developing advisors and faculty to effectively engage in mentoring and coaching of students.

Challenges



While first-year advisors are highly attuned to their responsibilities and to institutional and professional expectations, advisors new to the profession stated they:

- ▣ were overwhelmed in being able to find and explain basic institutional policies, regulations and procedures.
- ▣ have more questions and cope with information overload.
- ▣ deal with students who repeatedly fail to show or are unprepared for appointments.
- ▣ measure themselves against the knowledge and skills of the experienced advisor.

Resources

- ❑ advising@SEU: <https://sfnet.seu.edu/retention/inc/index.htm>
- ❑ Academic Advising Handbook:
https://sfnet.seu.edu/docs/research_retention/academic_advising/aa_handbook_09_10.pdf
- ❑ Guide to Academic Advising:
https://sfnet.seu.edu/docs/research_retention/academic_advising/guide.pdf
- ❑ Academic Advising Portfolio

- ❑ Office of Academic Advising
 - Phone: 863.667.5082
 - E-mail: rahurtt@seu.edu or advisingoffice@seu.edu.
 - Fax: 863.667.5200 ATTN: Office of Academic Advising
 - Campus Location: Spence Hall Building

Developmental Process



Year One:

- ❑ Know (and/or know where to find) and be able to explain basic institutional policies, regulations and procedures.
- ❑ Know basic policies, regulations and procedures are those which are most important, most used, and most likely to impact students.

Developmental Process



Year Two and Beyond:

- ❑ Know basic policies, regulations and procedures.
- ❑ Understand nuances and varied interpretations of basic institutional policies including the basis for the granting or denial of exceptions and appeals.
- ❑ Know (and/or know where to find) more specialized or less frequently encountered policies, procedures and regulations including specialized policies, procedures and regulations that pertain to specific student populations, majors, and colleges or programs.

References

Folsom, P., Joslin, J., & Yoder, F. (2005). From advisor training to advisor development: Creating a blueprint for first-year advisors. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources* Web site:

<http://www.nacada.ksu.edu/Clearinghouse/advisingIssues/First-Year-Advisors.htm>

“Advisors develop excellence over time, student by student, through an *experiential synthesis* of the conceptual, informational and relational components of advising.”

Folsom, P., Joslin, J., & Yoder, F. (2005)
University of Iowa

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