

# Advising as Teaching

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How would you complete this sentence? Academic advising is \_\_\_\_\_.

Common answers include scheduling ... counseling ... assisting. It is rather strange that advising is seldom associated with teaching. The concept of advising as a form of teaching was advanced more than thirty years ago, and current literature in the field of academic advising emphasizes that ***advising is more meaningful when treated as a teaching process rather than as a product.***

The NACADA *Concept of Academic Advising* states:

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

**A** **dvising and teaching are similar** because they are both interactive activities that are designed to result in student intellectual growth and development. Quality teaching and quality advising share a number of goals. Each is committed to assist students to:

- Increase knowledge about themselves and the world around them.
- Enhance critical thinking skills for both short-term decisions and long-term planning which help students take ownership of their own lives.
- Increase problem solving abilities so they can become agents for their own life-long learning and development.

- Integrate learning—make connections among ideas and disciplines.
- Broaden perspectives on themselves, their surroundings, their culture and world.

**In addition, both good teaching and good advising:**

- Require appropriate preparation
- Emphasize good rapport building
- Require clear communication
- Emphasize sensitivity to audience
- Require respect for diverse points of view
- Provide students with various learning models
- Have long-term influence on students
- Create interest through enthusiasm / passion
- Assess student progress
- Are intrinsically rewarding

**T**o be effective, advising and teaching must be developmental in several ways. We begin by addressing students at their level and aim to empower students toward new levels of autonomy and success. Hence, we must plan for changes in the content of our advising meetings, as we do our teaching objectives, as a student progresses from the first year to his or her senior year. In addition, advisors and instructors must continue to develop professionally to improve their skills and knowledge bases, keeping abreast of developments in their fields. Advisors and instructors must constantly update what they know for their success and that of their students. Hence, advisors and instructors must prepare using state-of-the-art *praxis*—theoretically informed practices.

**A**t SHIP, the faculty's role as an advisor is as important as any other of the teaching responsibilities because advising is a critical component of the teaching responsibilities. As an advisor, faculty have the opportunity to help students to learn about and reflect on their whole curriculum, to make links between ideas and experiences both in and out of the classroom, and to understand more fully the purpose of college.

*Effective advisors know that advising is at the heart of who they are as educators. They prepare for advising as seriously as they prepare for teaching. They know that few of their other responsibilities carry as much potential to contribute to the success of the university and its students as advising.*

Just as advisors can use good pedagogical practices to improve advising, instructors can also use good advising practices to improve their teaching. Just as we need to consider how we teach in our roles as advisors, we also need to consider how we advise in the classroom as teachers.

***Advising is Teaching.***