

ACADEMIC ADVISING STATEMENT

McDaniel College provides all students with sensitive and informed academic advising to support their intellectual and personal growth throughout their college experience. Faculty advisors work closely with students to help them realize the full benefits of a liberal education and to fulfill the College's aspirations as stated in the First Principles. Faculty advisors model a passion for lifelong learning; encourage and challenge students to become independent, socially aware, and responsible; and facilitate their success and satisfaction after graduation. Although the ultimate responsibility for making decisions about educational plans and life goals rests with individual students, faculty advisors have a central role in helping to clarify goals and values, identify and assess alternatives, and explore the opportunities and consequences of different choices. Both students and faculty advisors are supported in this work by a variety of individuals, offices and services.

In order to fulfill these responsibilities an effective advisor strives to have the specific knowledge, demonstrate behaviors appropriate to the role, and reflect supportive attitudes. More specifically:

Knowledge:

- Understands both the general education and specific degree requirements for a variety of programs and paths to a degree
- Appreciates the resources and support services that are available to students including academic support, counseling, career, and health services.
- Recognizes the many connections between academic and personal life.
- Understands the College's academic policies and procedures including registration, drop/add, withdrawal, and residency requirements.
- Recognizes the needs of students at different stages in their academic and personal development
- Understands the use of the tools and technology provided to assist in the advising process.
- Understands the needs of students from a variety of cultural and personal backgrounds.
- Recognizes the requirements of state and federal legislation including FERPA and the Civil Rights Act.
- Uses College documents (both electronic and in print) including the College Catalogue and Student Handbook.

Behavior:

- Makes themselves consistently available to meet with students
- Welcomes new advisees to the College community and facilitates their successful integration
- Engages students in the liberal arts and helps them to see the interconnectedness between disciplines.

- Listens in order to understand the student’s interests, needs, concerns, strengths and weaknesses.
- Helps students to understand the First Principles and identify the opportunities and experiences that will help them to fulfill them.
- Refers advisees to appropriate support services when the student’s needs exceed the advisor’s skill and expertise
- Facilitates an ongoing process of exploration and discovery and help students to identify courses of action that meet their needs and align with their interests.
- Advocates as appropriate for the student with faculty colleagues, employers, staff and administrators.
- Serves as a mentor helping the student to develop new skills, explore new opportunities, exploit strengths and strengthen areas of weakness.
- Acts as an agent of the College explaining and interpreting college policies, degree requirements and departmental expectations.
- Facilitates students’ registration, drop/add, and withdrawal when necessary.
- Develops appropriate communication and mentoring skills needed to work with a variety of students.
- Participates in ongoing professional development to enhance and update the knowledge and skills needed in advising.
- Complies with College policies as well as state and federal regulations.
- Monitors student progress and performance, addresses the circumstances that are interfering with academic progress, and helps students to “get back on their feet”.

Dispositions:

- Cares about the well-being and success of all advisees.
- Is professional and fair, recognizing appropriate boundaries and interactions
- Celebrates students’ success; reflects concern for their struggles.
- Respects students as unique individuals with particular needs, goals, strengths and weaknesses.
- Demonstrates patience, openness and acceptance.
- Recognizes his/her professional responsibility for effective advising.
- Believes that all students can learn and persists in helping students achieve academic success.
- Remains sensitive to cultural values and norms and uses culturally sensitive communication with students
- Respects students’ privacy and the confidential nature of the advising relationship
- Promotes student ownership and responsibility.

An Accountable Student:

- In order to make informed decisions and fulfill personal goals, students must take a responsible and active role in their own advising. More specifically:

1. *Knowledge:*

- Understands BLARs and general education requirements
- Understands major and minor requirements
- Is familiar with general college academic and behavioral policies
- Has a sense of academic and career interests, learning strengths and weaknesses, and educational needs

2. *Behavior:*

- Meets regularly with advisor
- Comes to appointments on time
- Registers in a timely fashion
- Follows through with registration, add/drop, and withdrawals in a timely fashion
- Checks communication regularly
- Responds to communication
- Is an effective self-advocate

3. *Dispositions:*

- Works cooperatively
- Is open to new ideas and willing to explore curricular options
- Is interested and dedicated to major
- Believes in the value of being responsible and accountable