

Advising

Values and Directions

What Is Advising and Why Is It Important?

Academic advising is built into your academic program. A professor or staff member is assigned as your advisor. Your academic advisor is a critical guide, coach, and teacher in your journey through graduate school and into your next career. He or she is ready to help you discover and realize your best self as a scholar and professional.

Your advisor helps you build the foundations for excellence in your work and into the future. He or she helps you understand your program requirements and guides you in planning your journey through the program. Working closely with your advisor, you can take charge of your own journey and move efficiently and successfully toward completion and a successful launch into your career.

Your advisor socializes you into your academic discipline. Graduate school is not just about doing well in coursework. There is a whole discipline and professional field to understand and with which you must engage. Your advisor can be a rich source of information and guidance on how to do this.

Your advising relationship is as powerful as *you* make it. Your academic advisor is your key point-person for your academic success. So get to know your advisor. A strong and productive relationship with your advisor can make a critical difference between just going to school and succeeding as a scholar and professional in school and beyond. It's worth the time and energy! Use the tools in this section to build a powerful advising process for yourself. Also remember—asking good questions remains your critical strategy for productive relationships and success.

Beyond a single advisor and mentor. At CGU you will also find and develop a network of mentors, coaches, and counselors who empower your growth as a scholar and professional in different ways. Read the other sections to see how you can do this.

Directions for Thinking About Advising

These questions help you reflect on your own experiences (or lack thereof) with academic advising and prepare you to use the navigational tools in this section. After you have worked through the Faculty Advising Guidelines, come back and reflect on these questions again.

1. Have you worked with an academic advisor before in any capacity in your undergraduate or graduate programs before CGU? What was that relationship like?
 - a. How did advising help you?
 - b. Were there barriers that prevented you from getting the most out of the advising relationship? What were these barriers? How did you or might you now overcome them?
2. If you have never had an academic advisor, what are some hopes and fears you have about working with an academic advisor in graduate school?
3. Do you feel you understand the role and responsibilities of your academic advisor at CGU? Or, is this a vague area of understanding for you? Who could you talk to about this?
4. What is *your* role in the advising relationship? What can you do to initiate and build strategies for success?

Advising Navigator

Please note that depending on your program, you may have a staff and/or a faculty advisor. Please check with your department.

Get to Know Your Advisor

- What is your advisor's name?
- Read your advisor's bio on the department website. What aspects of his/her work resonate with your own interests?
- Have you made an appointment for a first meeting? Date of Appointment: _____

Prepare to Meet Your Advisor

- Read the **Faculty Advising Guidelines** on page 2-6 of this binder.
- Make a list of questions to ask your advisor. Divide these questions into short-term information about the program and your progress and professional development questions for your longer-term development.

Managing Advising Meetings

- How often do you plan to meet with your advisor each semester? Can you schedule two meetings per semester? *You should meet at least once a semester.*
- What items must be cleared with your advisor before you can register for classes each semester?
- What can you do if you are finding it hard to schedule at least one meeting a semester with your advisor?
- Set an agenda. Do you email your advisor a set of talking points for your meeting? This creates a focus for each meeting and helps your advisor prepare to meet with you.
- Do you bring your ASK Binder to advising meetings?
- Do you take notes during your meeting? This underscores the importance of the meeting to you and helps you and your advisor maintain coherence in planning and guiding you over time.
- Do you send a thank you email with a short bullet points summary from your meeting notes? This creates a record of the meeting while further reinforcing the importance of your meeting.
- Do you set the next meeting date at the end of each meeting with your advisor?

Building Your Advising Relationship

- Are you taking any courses with your advisor?
- Are there opportunities to work with your advisor as a teaching or research assistant?
- Have you spoken to your peers, especially those who have worked with your advisor, about the best ways to engage with your advisor? Will there be opportunities to meet informally with your advisor and other students?

Changing Advisors

It is natural for students to change advisors, especially because they are often assigned to you when you just start your program. Over time, you might find yourself gravitating toward someone else whose research better matches your own work.

- What does your program handbook say about changing advisors?
- Have you asked your program coordinator or department support person about this?

Working With Your Advisor

A Starter Kit

Here is a list of points to get you started. You do not have to explore all these questions in your first advising session; these are suggestions for areas to explore as you develop your advising/mentoring relationship. Choose questions most salient to you and remember to look out for new questions and areas in which you need guidance and information. Talking with your peers and reading your program handbook will help you discover further questions for discussion with your advisor. As you do this, add notes to this section of your ASK binder.

Areas to Explore With Your Advisor

- I use the ASK Binder to explore different areas of my academic and professional development and bookmark pages to discuss with my advisor.
- I have read the student handbook and bookmarked items to discuss with my advisor.
- I discuss academic and professional development areas with my advisor.
- I have a working program plan to bring to every advising meeting.
- I revise my academic plan as needed after advising meetings.
- I write questions and take notes in my ASK binder's advising pages.

Working Successfully in My Program

- Discuss your program plan with your advisor and periodically review and update it.
- How do I plan my program from start to finish? What are the requirements to complete my degree? If in a PhD program, what should I know about qualifying exams and writing a proposal for my dissertation? *Use the Academic Planning section of the ASK binder with your advisor to develop a good program plan.*
- What core classes should I take? What other classes ought I to consider taking?
- What research methods and academic skills should I develop? What resources are there to help me learn and/or sharpen these skills?
- Are there other students I can talk to who can give me some input about classes and other academic opportunities in the department?
- How do I find opportunities for research? Can I become a Research Assistant (RA) or a Teaching Assistant (TA)?

Getting to Know My Discipline

Are there regular academic events I should look out for at CGU or across the Claremont University Consortium?

Conferences

- What are the important conferences in my discipline?
- How do I prepare to attend?
- What conferences should I aim for to present papers?
- How do I ensure that I have opportunities to present at conferences?

Periodicals

- What are the important periodicals to read?

- What periodicals should I aim for to publish my research?

- What can I do to develop my work to be publication-ready?

My Advisor's Research

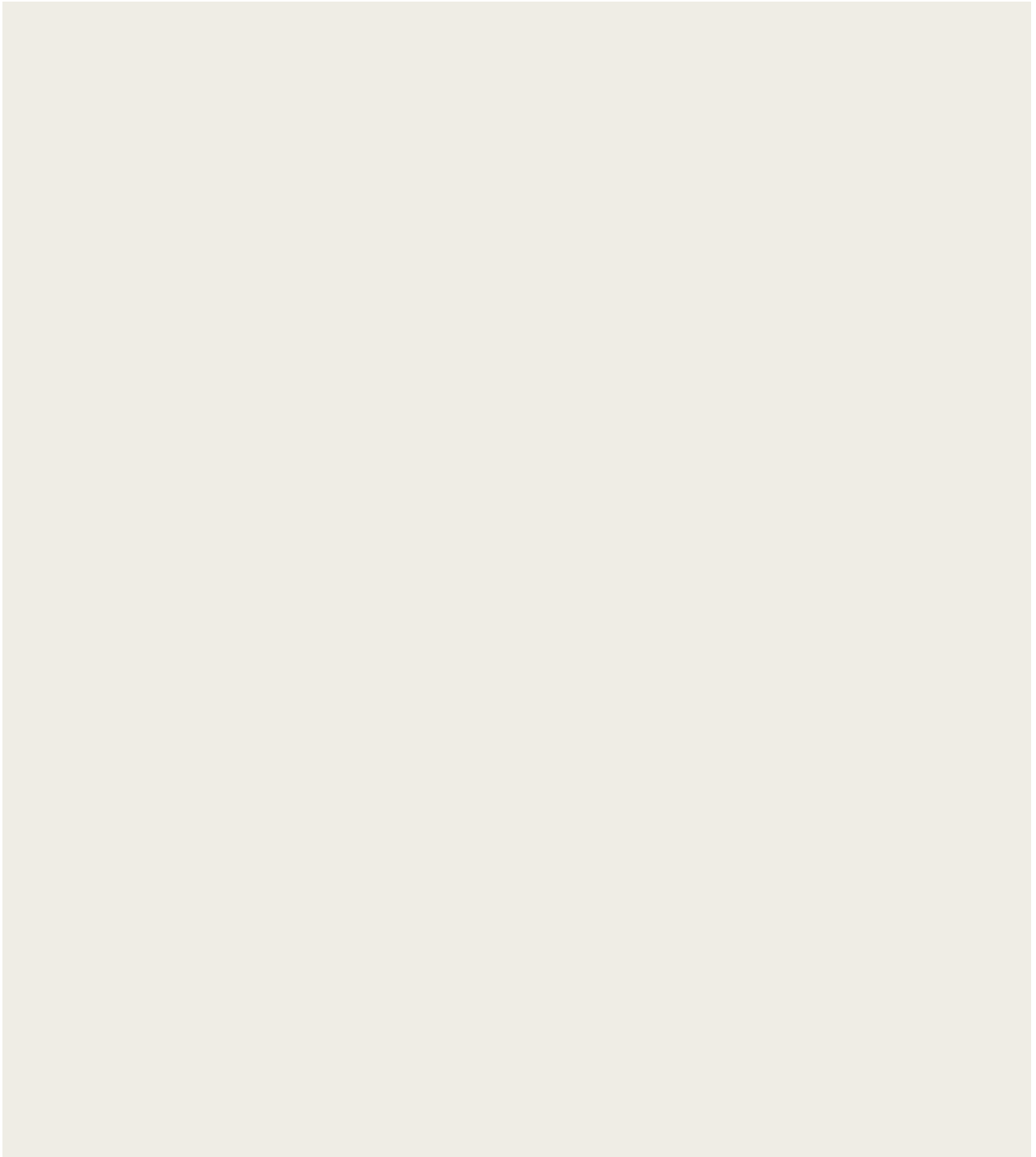
- Where has my advisor published his/her research?
- How much of my advisor's published work have I read?

- What questions do I have about my advisor's research?

Advising

Notes and Questions

Use this space to keep a running list of questions for your advisor as they occur to you and to take notes during advising sessions. Add pages as needed. Keeping all your questions and notes organized in one place will help you manage your work and time effectively.



Faculty Advising Guidelines

Purpose

The advising relationship between an advisor and students is among the most important relationships graduate students will develop. Effective advising practices are fundamental to the apprenticeship that graduate study entails, and thus is key to student success. Good advising helps advisees socialize into their programs, succeed academically, complete their degrees, build networks, and transition to careers. When advising is done well, advisees are more engaged, satisfied, and successful. These outcomes bolster program reputation and prominence. The following guidelines should be implemented by individual schools or departments in keeping with the practices of their disciplines.

Effective Practices

Program Planning

- Meet at least once a semester.
- Create a **working plan**. Establish short- and long-term goals, a program of study, meeting schedule, communication preferences and timing, expectations on both sides, and appropriate boundaries. Clarify expectations regarding a student's preparation for advising meetings.
- Review **progress toward goals**. Review the plan at each meeting, note progress, identify potential challenges, mitigate difficulties, and establish revised goals.
- Review holds or flags on account that prevent registration. Identify a means to clear the holds.

Feedback

- Give **timely feedback**. Establish how you will provide feedback and in what kind of time frame that is reasonable for both advisor and advisee.
- Encourage advisees to ask questions in and between meetings.

Mentoring

- Discuss advisee's background and interests to help you better mentor growth in the disciplinary context.
- Support: Talk to advisees about support networks: multiple mentors, student organizations, Student Success Center, family, and friends.
- Encourage use of CGU and library resources to support academic development: writing skills, research methods, and technology skills.



For master's degree students: Transition into program, internship, professionalism, resume, networking. Connect students with alumni and professionals in your network.

For doctoral degree students: Conceptualization of project ideas, committee formation and management, balancing research with work and life demands (consider including what you have learned to do to succeed).

Professional Development

- Prepare students for professional opportunities: Attending networking events, conferences, presenting, and participating appropriately and with increasing levels of engagement. Join professional associations and groups.
- Help students think about their careers. Discuss internships, research assistantships, teaching assistantships, and post-doc opportunities. Encourage Career Development Office appointments. Explain benefits of the Preparing Future Faculty Certificate in Teaching. Review components of an effective resume, CV, or LinkedIn profile. Show students how to develop a strong portfolio for the job market.

Please note that this page is a copy of the guidelines your faculty have.