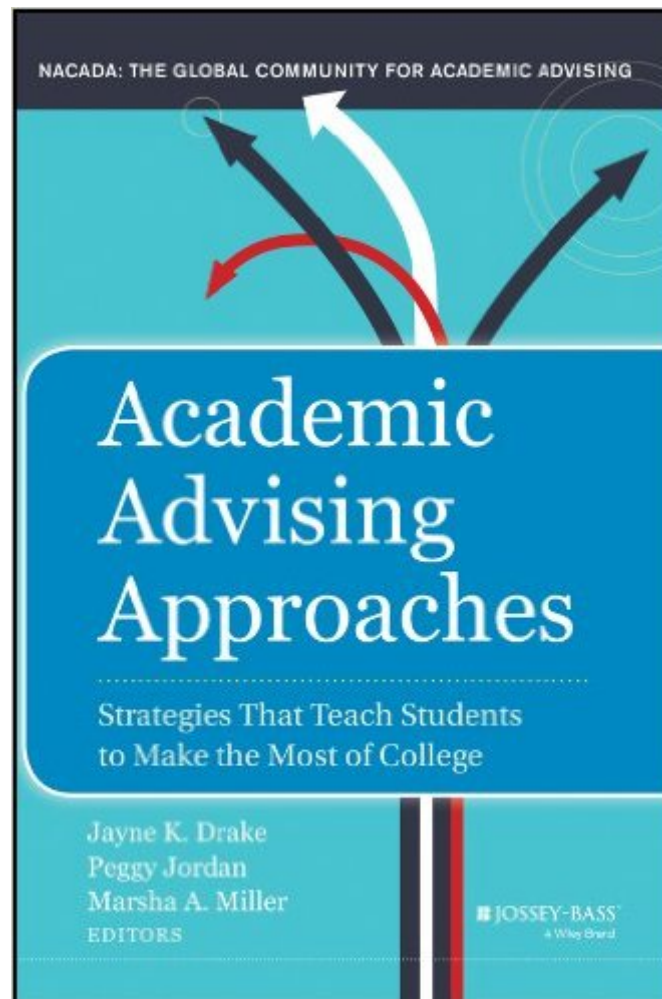


The book was found

Academic Advising Approaches: Strategies That Teach Students To Make The Most Of College



Synopsis

Strong academic advising has been found to be a key contributor to student persistence (Center for Public Education, 2012), and many are expected to play an advising role, including academic, career, and faculty advisors; counselors; tutors; and student affairs staff. Yet there is little training on how to do so. Various advising strategies exist, each of which has its own proponents. To serve increasingly complex higher education institutions around the world and their diverse student cohorts, academic advisors must understand multiple advising approaches and adroitly adapt them to their own student populations. *Academic Advising Approaches* outlines a wide variety of proven advising practices and strategies that help students master the necessary skills to achieve their academic and career goals. This book embeds theoretical bases within practical explanations and examples advisors can use in answering fundamental questions such as: What will make me a more effective advisor? What can I do to enhance student success? What conversations do I need to initiate with my colleagues to improve my unit, campus, and profession? Linking theory with practice, *Academic Advising Approaches* provides an accessible reference useful to all who serve in an advising role. Based upon accepted theories within the social sciences and humanities, the approaches covered include those incorporating developmental, learning-centered, appreciative, proactive, strengths-based, Socratic, and hermeneutic advising as well as those featuring advising as teaching, motivational interviewing, self-authorship, and advising as coaching. All advocate relationship-building as a means to encourage students to take charge of their own academic, personal, and professional progress. This book serves as the practice-based companion to *Academic Advising: A Comprehensive Handbook*, also from NACADA. Whereas the handbook addresses the concepts advisors and advising administrators need to know in order to build a successful advising program, *Academic Advising Approaches* explains the delivery strategies successful advisors can use to help students make the most of their college experience.

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Customer Reviews

I am an actual professor. So, know that this review is from someone who tackles with issues of advising in a college setting. Now, here's where the text goes wildly wrong ... it is simply not practical. Whether one is teaching at a small liberal arts college or an overcrowded state university, the suggestions in this text (while well intended) are deeply impractical and painfully antiquated. Even at a small school, a professor's day is consumed with teaching, grading, standard office hours, service to the college (search committees, class observations, etc.), checking in on clubs, and scholarship. (Professors at state universities have even less time, often dealing with excruciating bureaucracy ... trust me, I've done it). The scenarios presented in this text are extraordinarily time-consuming. I would have students lined-up at my door if I adopted this approach. For instance, if a student is struggling in a class, the first and last stop is with that professor. That professor can suggest strategies for improvement, resources available to the student, or (in some cases) a remedial class (if a student is profoundly deficient). Typically, professors (especially at large universities) are not aware of all resources made available by all departments. Sure, students can seek solace in me about repeatedly failing calc II (I do feel for their situation), but the fact is the matter is that I'm not the person with whom they need to be speaking. Hence, some of these "I'm Okay, You're Okay" suggestions need to be ditched in the 1960s, to say the least. With a lobby of students waiting for the secretary to buzz them back to my office, it is not fair to them or to me to offer half-hour "feel good" sessions ...

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