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## Demystifying Academic Advising Approaches: A Literature Review

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DEMYSTIFYING ACADEMIC ADVISING APPROACHES: A LITERATURE REVIEW

by

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B.S., Southern Illinois University, 1993

A Research Paper

Submitted in Partial Fulfillment of the Requirements for the  
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## CHAPTER 1

### INTRODUCTION AND PURPOSE FOR LITERATURE REVIEW

In relation to junior colleges and universities, the terms “Academic Advisor” and “Academic Advising” invoke a variety of connotations in peoples’ minds (McGill, 2021). An older generation college alumnus may remember an Academic Advisor as someone who gave them a slip of paper with their class schedule, who signed their paper registration form after waiting in a long line, or who recommended a certain area of study to pursue. A student attending college today may think of an Academic Advisor as someone who enters course overrides so they can register for a class, someone to go to for help if they are struggling in a course, someone to schedule a virtual advisement appointment while they are attending an overseas study abroad course, or someone who maps out a four-year course plan, and helps track their degree progress in an online degree audit platform.

A faculty member may think of an Academic Advisor as someone who may have information on why a student has not been regularly attending their class, someone to bounce suggestions off of about a new class they are considering adding to the schedule, or to use as a promoter of a special study abroad trip or other obscure course. Registrar office employees may think of advisors as the gatekeepers of tracking a student’s degree progress or the ones responsible for disseminating important registration and withdrawal dates to students. College administrators may think of Academic Advisors as a key to increasing student retention and enrollment numbers, since advisors are front-line workers who deal face-to-face with both new and continuing students on a regular basis (Vianden & Barlow, 2015).

With all the roles an Academic Advisor may be expected to play in a college setting, it is of little surprise how many different strategies, theories, and approaches have been developed

over the years. The National Academic Advising Association, known collectively as NACADA, evolved from a National Conference on Academic Advising in 1977 (Cook, 2009). NACADA currently has over 12,000 members made up of professional advisors, counselors, faculty, administrators, and students, with the goal of enhancing the educational development of students (Beatty, 1991).

From academic professionals to college students, depending on their occupation and experience, people have varying opinions of what an advisor's role should be and what constitutes a "good" advisor. Does one want an advisor to focus more on the academically struggling student, taking extra time to proactively contact and meet with the student, set goals, discuss career and major options that might be a good fit for a student's strengths, put them in contact with helpful campus resources, and serve as a motivator to graduation? Or does one prefer an advisor who gets students in and out with back-to-back advisement appointments, and their main job responsibility being registering students for classes, since more students and more credit hours equals more tuition revenue (Wallace, 2007)? How a college views the amount of contact time a student may need with his/her advisor, based on the college's expectation of what an advisor is expected to do, along with budgetary concerns, greatly influences the ideal case load or number of students assigned to each academic advisor.

Adding on the case load question opens another series of questions; such as, do certain majors lend themselves to being "easier" to advise, possibly ones with block schedules, courses guaranteed to be offered every semester, and/or less demanding coursework? While other majors might be considered more "difficult" to advise, ones that offer a wide choice of elective options with courses offered only one semester every other year, degree requirements that build off passing several pre-requisite courses, and coursework considered to be more difficult with lower

pass rates? So many opinions about what an academic advisor's main job focus should be, along with considering how many students one advisor can or should handle, means there are just as many theories and approaches on how advisors should best interact with students (Schulenberg, 2021). Roger Winston (1984) identified the components of the exemplary academic-advising model: Academic advisers should want to advise, be trained to advise, and be evaluated and rewarded for their work.

Numerous advising theories have been formed, studied, and promoted over the years, with many of them having overlapping similarities regarding recommended best practices. Most scholarly research related to advising has been published in the *NACADA Journal*. In 1981, a few years after the National Academic Advising Association (NACADA) was formed, the *NACADA Journal* was founded to formally study all things Advising. Published in June and December of each year, *NACADA Journal* "exists to advance scholarly discourse about the research, theory and practice of academic advising in higher education. For more than 35 years the *NACADA Journal* has served as the preeminent authority on academic advising in higher education" (NACADA, n.d.). Also, the NACADA Center for Research opened in 2017, located on the campus of Kansas State University, with the goal of promoting, supporting, conducting, and advancing the scholarly inquiry of academic advising to further the profession and its impact on student success.

### **Problem Statement**

With that investment, there is some depth within the academic study of the advising profession for a thorough literature review. However, delving into published journal articles on academic advising and searching for the "best" advising approach(es) can quickly turn into searching a rabbit hole for a golden rabbit that will not be found. And even when one does find a

seemingly perfect approach, enough studies have not been done to see if said approach, tested in a small junior college in California, would even translate well to a rural, public, mid-sized university in southern Illinois. And who would provide the funding, support, or training to revamp an entire university campus advising department with new technology platforms and additional staff resources? Many more questions than answers are formed after completion of a literature review on various academic advising approaches.

### **Study Objectives**

In this literature review, several prominent advising approaches are covered: Prescriptive Advising (the old way) and the transition to Developmental Advising (the new way). Then under the Developmental Advising umbrella: Appreciative Advising, Proactive (Intrusive) Advising, and Strengths-Based Advising. This is not to say these are the “best” academic advising approaches, that these reviewed approaches are static in nature, or that journal articles on the same advising approach even agree on every concept. The literature regarding advising approaches is murky and there is no black or white line separating one approach from another. In a way, this makes sense, since advising can take on many shapes and forms depending on the advisor, the student, the setting, funding levels, enrollment numbers, the administration, and more. Hopefully this literature review will organize and demystify several advising approaches, while explaining how these approaches can benefit both advisors and their advisees, and share limitations within each method.

An Academic Advisor’s role and/or method of advising can seem to change overnight with new technology upgrades, a change in an administration’s budget/targeted recruitment numbers, or even a global pandemic that flips everything in how students and advisors historically communicated. The Academic Advising profession is ever evolving, and research

into advising best practices needs to be continuous, current, and useful, so it can be applied for real-life interactions with students (Grites, Miller, & Voller, 2016). NACADA's definition of academic advising states that advising is multi-dimensional and intentional, grounded in teaching and learning, has its own purpose and content, and has specified outcomes for student learning (NACADA, 2017). This can all seem a bit complicated. What are the specified student learning outcomes advisors are trying to achieve (Lynch & Stucky, 2001)? What is the purpose of an academic advisor (Larson, Johnson, Aiken-Wisniewski, & Barkemeyer, 2018)? What are solid approaches advisors can learn that will help students reach their goals? This literature review will strive to organize and synthesize prominent advising approaches to help us begin to answer these questions.

## CHAPTER 2

### LITERATURE REVIEW OF PROMINENT ACADEMIC ADVISING APPROACHES

#### **Brief Overview of the History of the Academic Advising Profession**

Postsecondary education delivery has greatly evolved over the years from when colleges first began offering training. 200 years ago, in the United States, options of study were limited, the curriculum was prescriptive, and course programs were intended to lead directly to a given career field (Cook, 2009). In 1972 O'Banion and Cook both published research studies that would go on to permanently shape the future of advising. They stressed the importance of advising as a stand-alone profession, not just as an administrative function of a faculty member, and a vital part of a student's success (Gordon, Grites & Hadley, 2009). In 1979 the Global Community for Academic Advising (NACADA) was established to support the profession of advising and encourage scholarly research and publication on best practices (Beatty, 1991). NACADA promotes the developmental model of advising where advisors work with students to grow critical thinking skills, ethical decision-making skills, and goal setting skills (NACADA, 2006). NACADA advocates for clear explanation of advisor roles and expectations, along with clear student responsibilities and expectations, with advising practices being connected to student learning outcomes (NACADA, 2006; Wallace, 2007; Martin, 2007). In 1986, the Council for the Advancement of Standards (CAS), released a set of standards and guidelines to explain what a quality education experience should include and be expected to provide (Cook, 2009). CAS standards are used as benchmarks in determining if an institution is offering quality programs, and once CAS published standards for academic advising expectations, this legitimized advising as a vital part of the undergraduate experience. The CAS standards promote intentional advising programs and services, with a shared focus on student learning, development, success, and

strengthening the advisor-advisee relationship (CAS, 2016).

Advisors are advocates, referral agents, educators, and achievement agents in the lives of students (Petress, 1996). Three key factors are said to contribute to student retention and persistence – early use of academic support systems, first-year programming initiatives to get students involvement, and intentional academic advising (Drake, 2011). Jayne Drake researched and found that students who are happiest and the most academically successful have developed a strong relationship with their academic advisor (Drake, 2011). In 2012, researchers Klepfer and Hull found that having an ally who helps students grow and develop during their education experience is critical for degree completion (Klepfer & Hull, 2012). Advising should be a shared teaching experience parallel to classroom learning that supports institutional goals of persistence and student satisfaction (Campbell & Nutt, 2008). Being a good academic advisor involves forming strong relationships with the students they advise. There are many opinions, theories, suggestions on the best ways for advisors to build those strong relationships. Several prominent approaches are covered below.

### **Prescriptive Advising Approach (The Old Way)**

The Prescriptive Advising approach can be summarized by viewing advisors as “doctors” who “diagnose patients” (students) and hand out “prescriptions”. The advisor’s role is to help students maintain positive academic progress by checking off a list of academic requirements. The student is seen as mostly a passive participant in this advising approach with the advisor providing the information and solutions. This approach lends itself to shorter advisement appointments since advisors are not delving into the holistic advisement of students. Duties are focused singularly on tracking degree requirements and advising students which classes to take each term to graduate in a timely manner. Students are typically not encouraged to open-up,

discuss personal issues, career plans, campus resources, academic concerns, or campus involvement opportunities. A school that fosters the Prescriptive Advising approach usually has a higher ratio of students per advisor.

Prescriptive Advising lends itself to being utilized in group advising settings where one advisor advises multiple students together at the same time. For example, an academic advisor advising a group of ten new incoming freshman Agribusiness Economics students may pass out a Curriculum Guide listing all Agribusiness Economics degree requirements, and then have the group of students register for the same set of introductory courses. One can see how this method, when used effectively, can save time and energy by getting more students registered at the same time, in one sitting, and with one advisor – i.e., more bang for your buck. However, many limitations are not accounted for in this setting – what about the student who is transferring in a dual credit English 101 course or received a score of 4 on an Advanced Placement (AP) Exam? What about the student who performed poorly on the Math Placement Exam and needs to complete a developmental self-help module before being allowed to register for a certain level math course? What about the student who has a learning disability and does not want to tackle a math and biology lab course during the same semester? What about the student who commutes 1.5 hours to campus and prefers to take some of their general education classes online? What about the student who wants to pursue a photography minor and fit that department's introductory course in their schedule? What about the college softball athlete who needs to schedule their spring classes with Tuesday and Thursday mornings kept open until 10am? What about the Honors Program student who wants to fit in an obscure Yoga and Sound Healing Human Health course that has a time conflict with the introductory Agribusiness Economics course? The scenarios are endless.

This is one of the reasons why Prescriptive Advising is largely viewed as an outdated method of advising, and why colleges and universities have embraced a more holistic approach to advising. In 1972, Burns Crookston took prescriptive advising, which had been the standard model up to this point, and wrote about a new model, grounded in student development theory, called developmental advising. He shared his belief that if advisors and students work together and build a stronger, more engaged relationship, then advisors can serve as guides and teachers for their students in relation to goal development and achievement (Crookston, 1972).

### **Developmental Advising (The New Way)**

In the 1970s, advising in post-secondary education began transitioning from prescriptive-based delivery to a student development theory-based model, which is embedded in the rest of present-day advising approaches covered in this literature review. The focus shifted to more student engagement and relationship-building communication based on the belief that advisors should consider the whole student and their individual needs and goals (Grites, 2013). The Developmental Advising model views academic advising as a teaching and learning experience with goals and objectives (Drake, 2013). Terry O'Banion, an important figure in the history of development advising, recommended that advisors move away from only doing prescriptive course scheduling, to including exploration of life goals, career goals, major options, course options, plus advice on scheduling courses (O'Banion, 1972). Numerous studies and research have been done examining the benefits that developmental academic advising has on student experience, student persistence, and student success.

Developmental advising is concerned with the growth of the student in all areas of life. Kadar (2001) agreed that developmental advising is a more shared relational process guiding students to help set personal goals and achieve them, not just an administrative job function

directing students. Within the Developmental Advising framework model, the focus is on students' personal and academic growth covering six key areas:

- Exploration of life goals
- Exploration of vocational goals
- Program choice
- Course choice
- Scheduling of courses (Crookston, 1973)

Developmental advising is and continues to be one of the most fundamental and comprehensive approaches to academic advising" (Grites, 2013). Once higher education fully embraced a more relational-based, whole-person advising model, the floodgates opened wide for offshoots of related approaches to emerge.

### **Appreciative Advising**

Appreciative Advising is the intentional and collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials (Bloom, Hutson, & He, 2008). Based on the Appreciative Inquiry theory, David Cooperrider developed this approach in the 1980's, which was influenced by positive psychology, reality therapy, and relationship-building strategies (Howell 2010). This model uses six catchy phrases that begin with the letter 'D'. Bloom, Hunter, and He expanded on the 4-D model of Appreciative Inquiry to develop the six phases of Appreciative Advising – Disarm, Discover, Dream, Design, Deliver, and Don't Settle (Howell, 2010).

- Disarm. Build trust and rapport with the student. Create a safe, culturally engaging environment for the student where they feel welcomed and relaxed (Museus, 2021).

- Discover. Uncover the student's strengths and assets. Ask open-ended questions so the advisor is able to learn more about the student's skills, abilities, and interests.
- Dream. Ask about what the student would like to see in their future. What are their hopes and dreams?
- Design. The advisor and student work together to map out a plan for the student to be able to achieve their dreams. Construct a plan to make goals into realities.
- Deliver. Students work through their plan step by step. Advisors are there to support, encourage, and hold students accountable through the process.
- Don't Settle. Students are challenged to set high expectations for themselves and their educational experiences. Advisors support the student and help them to raise their internal bar higher. Success breeds success.

This advisement approach may sound ideal in theory, and even in actuality, if an advisor has an open-ended amount of time to spend with their advisees getting to know them personally and thoroughly. However, the appreciative advising approach can be difficult for a busy high-volume-student advisor to implement in real-world day-to-day advisement settings. Advisors do not typically have the time available during typical thirty to forty-five minute advisement appointments to learn each student's life story (Tippetts et al., 2020). The six 'D's', when properly implemented, require significant time shared with individual students, time that many advisors do not always have, especially if an advisor has a large case load of 300-400 students. This approach may work better in a private, well-funded, smaller college, where the advisor to student ratio is kept low. However, there are several helpful tools in the appreciative advising model to encourage a stronger advisor-advisee bond, that even the busiest advisor can

implement. Advisors with larger student caseloads may set aside more time to spend with new incoming students, using the extra time getting to know the student's background, interests, and career goals. Small things to make an office setting more welcoming and inviting to students can be an easy addition taken from the appreciative model - adding a full candy dish, college pride memorabilia, safe communication signs encouraging students to be themselves, or living plants, are easy adjustments that may help students feel more relaxed and safe in sharing personal issues (Vianden, 2016). Also, advisors entering notes in an online diary-type platform after each student advisement appointment can help advisors remember to follow-up on those areas of discussion in future appointments – example: an advisor asking a student about their recent summer internship experience. Continuity and familiarity build trust, so students will inevitably feel more comfortable sharing their goals and struggles, if they believe their advisor knows and cares about them as an individual.

### **Proactive (Intrusive) Advising**

Proactive, or also called Intrusive, Advising takes the relationship building approach a step further. The intrusive advisement approach promotes advisors proactively contacting students and providing academic interventions during the very first symptoms of academic struggle (Varney, 2012). For example, advisors sending out email or text message alerts with important reminders about upcoming registration dates is a form of proactive advisement. The old proverb “an ounce of prevention is worth a pound of cure” could be the Proactive (Intrusive) Advising slogan. This approach seeks to understand students well enough that advisors are able to foreshadow pitfalls and take steps to help prevent academic failures from even happening (Rios, 2019). In a way, such as when a student starts getting behind in a class, this approach can help keep a student from ending up feeling so far gone that they disengage or give-up (Reader,

2018). Kind of like a protective parent reminding their child to take their coat or umbrella with them to school – a parent’s past experience, knowledge base, and concern for their child’s well-being is proactively communicated to the child. Then when recess comes during a cold afternoon, the child is prepared and warm, or when they are walking to the bus and a forecasted downpour erupts, the child is protected.

Deliberate, structured student interventions are a key component of Proactive Advisement (Varney, 2013). For example, early grade warning reports entered by faculty at Southern Illinois University in Carbondale automatically trigger the student’s advisor to receive a notice. The advisor can then reach out to the student to encourage them to attend instructor office hours, put them in touch with tutoring services, and/or try to figure out and assist with a multitude of other factors that might be influencing the student’s academic performance. Purposeful, structured involvement with students is encouraged (Slade, 2020). Students being required to formally meet with their advisor at least once per semester before the student is provided registration access is one example of structured involvement. Efforts to reach out to students before they ask for help, and inquiries into causes of students’ concerns and difficulties, are prominent in proactive advising (Varney, 2013). Advisors reach out, track, and follow-up on student(s) who have been identified as at academic risk (Jeschke, Johnson & Williams, 2001). Advisors actively seek contact with students in various ways (email, phone calls, text messages) instead of waiting for students to make contact (Thomas, 2020).

Considerations when using the Proactive Advisement approach is to figure out how to balance the fine line between initiating appropriate, helpful, and fruitful communication attempts without being a nuisance to students (Donaldson, McKinney, Lee & Pino, 2016). If an advisor is calling, texting, and emailing students over and over, there is that possibility of a student getting

“email fatigue” where they stop engaging with your communication attempts. For example, during the summer of 2021, in the Southern Illinois University College of Agricultural, Life, and Physical Sciences, when SIU Admissions personnel, academic advisors, program recruiters, and program coordinators were all calling the same list of ready-to-register students at the same time, the Advisement office received complaints of harassment. The key is to find the balance between prompting communication that invokes usefulness, encouragement, care and concern versus communication that seems nagging, invasive, and annoying (Rodgers, Blunt & Tribble, 2014). The Proactive Advising approach tends to be preferred by students who seek or need more assistance, whereas other students can find this approach invasive (Jeschke, Johnson & Williams, 2001; Suarez & Beatty, 2022).

### **Strengths-Based Advising**

“Strengths-based advising represents a paradigm shift for higher education from failure prevention and a survival mentality to success promotion and a perspective of thriving” (Schreiner & Anderson, 2005). Academic Advisors assist students with discovering and identifying their areas of strengths and then help students utilize those strengths to build academic and personal achievements. By becoming more aware of their strengths, students will be more motivated to set goals, achieve at higher levels, make more informed choices, and complete goals they set out to achieve (Schreiner & Anderson, 2005). Advisors find that strengths-based conversations help students develop a higher confidence level and encourage taking ownership of their academic success (Soria, Laumer, Morrow & Marttinen, 2017).

The steps used in the Strengths-Based Advising model begin with advisors facilitating helping students identify their talents and strengths through formal instruments and/or an informal interview process. Next the advisor encourages students to become more aware,

develop, explore, and increase mastery of their strengths and talents. This develops into helping the student discover and envision the future in a career or profession that highlights and utilizes their strengths. The next phase is where the advisor assists students with setting up a plan with clear steps for students to reach their goals and encouraging students to reach their potential.

Apply student's strengths to challenges (Schreiner & Anderson, 2005).

Limitations with this advising method involve the time required to spend with each student completing inventories to find their strengths, students shying away from exploring their strengths because they do not think they have any, students wanting to stick to a safe plan and not explore a plethora of career options, and students being afraid of failure in a more difficult or unfamiliar career path (Schreiner & Anderson, 2005). Advisors using this method need to balance encouraging students to identify, improve upon, grow their strengths, and use those strengths to help students gain confidence and have success, without going too crazy and taking all day long with one student making dream boards. This advisement approach is well suited to exploratory and undecided students with helping them discover their chosen major and career path (Grites, 1979).

## CHAPTER 3

### CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### Conclusions and Implications

This literature review strove to organize and synthesize prominent advising approaches and discuss individual particularities within each approach. Numerous strategies, theories, and approaches have been developed over the years to assist advisors in learning solid methods to help students reach their goals. So many variables affect how an advisor does their job – the personality of the advisor and the individual student, the educational level and social maturity of the student, the setting and type of programs offered at a college, the administration and faculty support and understanding of the advising profession, the professional development and training offered by the college, the leadership style and expectations of advisors’ supervisors, the caseload number of students each advisor is assigned to manage, and the funding for advisor positions, technology, and training. The list goes on and on. With a working knowledge of a variety of informed advising strategies, and the willingness and intuition to try “best fit” strategies for individual students and their situations, advisors can become an even stronger and more vital part of a quality institution’s student success.

There is no “one size fits all” ideal advising approach and there is much room for deeper research and exploration into both old and new strategies (Fleming, Gordes, Kulo & Cawley, 2022). Diverse populations of students may best be served by different approaches. The high-achieving honors student who is a math wiz, and the student who struggles and has anxiety about taking math, may have the same major and same advisor. The advisor ideally needs to be able to mold into the best advisor for each student and their situation, utilizing whatever strategy works to best support the individual student.

With that analogy, it appears the ideal advisor is knowledgeable and comfortable utilizing multiple advising approaches to best fit the situation and student. For this to happen, the advisor needs to be willing to explore and be open to learning new advisement strategies, and the administrative leadership needs to support and encourage training and professional development for advisors. The advising profession should continuously evolve to best fit the needs of present-day students. Technology, the job market, the economy, social trends, global pandemics, and many other factors, create constant change in the focus and goals of today's college students. Therefore, researchers, educators, advisors, and administrators need to continue studying, testing, and being open to trying out new ways of interacting and connecting with students to support their future success.

One limitation to consider, when discussing the benefits in having an advisor who is well-versed in multiple advising approaches, is to remember the steep learning curve of the brand-new advisor. Typically, a new advisor is hired to replace an advisor who has left or retired, or because student enrollment has increased, meaning there are students who need to be helped "right now". At a minimum, a new advisor must learn the programs they are to advise, the multiple technology platforms utilized in advisement, upcoming semester scheduling offerings/limitations/quirks, and be able to correctly advise students based on their past academic progress and success, their remaining degree requirements, and targeted graduation timeline. New advisors are just trying to survive, get all their student's advised in a timely manner, and do it all without screwing anything up beyond repair. An advisor needs to develop past the "green" advisor season, where they begin to feel somewhat confident in their program/student/job knowledge, before a variety of situational-based advising approaches is thrown at them. Throwing too many versions on ways to perform their daily job function, before they are

comfortable with basic job content and processes, would be of no benefit to the advisor or their advisees, and cause a new advisor to feel overwhelmed with too much information.

### **Recommendations**

From years of experience in the advising field, a broad understanding of general advising approaches, and further study of the specific advising approaches covered in this literature review, an ideal advisement setting (in my opinion) would be one where the advisor is:

- Well trained as a program expert in the major(s) they advise with a good rapport and support from program faculty.
- Has strong working knowledge in the technology platforms the college utilizes, with technology platforms that are user-friendly, quickly accessible, have correct and current data, and are pertinent to the advisor's job (Troxel, Bridgen, Hutt, & Sullivan-Vance, 2021).
- Has a people-person personality, that cares about helping students, and enjoys assisting students of diverse backgrounds, interests, personalities, abilities, and goals.
- Handles multi-tasking, interruptions, and change well, but is also organized and detail orientated.
- Willing to learn and become fluent in using a variety of advisement approaches to best fit individual situations and student needs (after a new advisor is knowledgeable and comfortable in basic job functions).
- Supported by direct supervisors experienced in advising, knowledgeable about the programs their advisors advise, and who stay informed on pertinent campus-wide administrative updates and changes.

- Has supervisors who seek to encourage and help advisors best serve their students, who manages a team well without being a micro-managers/looking over their advisor's shoulders, and who maintain an open, continuous line of communication.
- Has supervisors who provide clear and realistic expectations, and who work to ensure you have the support, time, and resources to meet those expectations.
- Has supervisors who are not afraid to question and challenge administration decisions that they believe may negatively impact advisors and the students they advise. Also, on the flip side, having an administration who is open to listening, and taking into consideration, advisement concerns.
- Supported by administration with adequate pay, realistic enrollment and retention goals, appreciation for hard work well done, manageable student caseload expectations, up-to-date/useful/user-friendly resources, and meaningful professional development opportunities.

So how can we get to this utopia of a perfect academic advisement setting? One key factor, as briefly mentioned above, is meaningful professional development trainings. Administrators and supervisors should support dedicated time regularly connecting advisors with new studies, approaches, and ideas to help improve advisor well-being and student success. Monthly or quarterly meeting times where advisors can openly share and discuss new trends, what is working, what is not working, time-saving data retrieval, and trending student issues, can help advisors continuously evaluate and improve their daily advising routine. Too often, administrators and supervisors want to hold meetings where knowledge is imparted to advisors, without any actual sharing of best practices among advisors. A yearly workshop or retreat, where

advisors can openly share and discuss their own best practices with their fellow campus advisors, could be a cost-effective professional development opportunity. Peer advisors sharing their experiences and tips could be an effective way to build team camaraderie, help new advisors learn the ropes, network, assist in advisors not feeling alone in daily frustrations, and help define and elevate best practices for advisors and student success. With a strong support system for advisors, advisors can better support their students. A well-trained, experienced, caring advisor, who is armed with an arsenal of situational-based advisement approaches to connect with their students, has the best chance of helping students achieve their goals and aspirations.

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- “Leading the Pack” spotlight in SIU Today Publication 2/2019 highlighting faculty and staff members who go above and beyond to fulfill SIU's Mission
- Outstanding Administrative Professional Employee for SIU College of Agricultural Sciences 2017
- Team Enhancing Agriculture’s Mission (TEAM) Award, SIU College of Agricultural Sciences 2017

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Demystifying Academic Advising Approaches: A Literature Review

Major Professor: Dr. Seburn Pense