

Office of Academic Advising

www.uni.edu/advising/

Information about the Office of Academic Advising:

Academic Advising works with individuals who are deciding, changing majors, first-year students, and experiencing academic difficulties. We can help students develop meaningful educational plans compatible with life and career goals. We provide information and assistance concerning:

- Choosing/Changing a Major
- Exploring Minors/Certificates
- Academic Requirements, Policies and Procedures
- Resources and Experiences for Success

Academic Advising Goals:

The staff of Academic Advising serve the mission of academic advising at UNI through:

- Teaching and guiding students to think critically, seek out resources, and take action steps. Advising goals include helping students to:
 - ◇ Find/create logic in his/her education
 - ◇ View the curriculum as a whole
 - ◇ Make educational choices based on a developing sense of self
 - ◇ Enhance learning experiences by relating them to previously learned knowledge
- Working with a network of students and colleagues to support the institutional and academic advising mission and goals of the university.
- Facilitating and supporting quality campus-wide academic advising and advisor development.

Office of Academic Advising Mission Statement:

The Office of Academic Advising supports the University Academic Advising Mission Statement. Our focus is on serving students in transition: deciding students, students seeking alternative majors, first-year students, and students reassessing their current academic situation (e.g. non-traditional students, students re-admitted after suspension, and students on warning or probation).

Did You Know?

In 2011...

- **65%** (1,937) of new UNI undergraduate students were freshman.
- **35%** (1,047) of new UNI undergraduate students were transfer students from another college or university.
- Of UNI undergraduate students, **92.2%** (10,522) were from the state of Iowa.
- Of UNI undergraduate students, **4.7%** (541) were out-of-state students.
- Of UNI undergraduate students, **3%** (345) were international students.
- **Approximately 1,338 new freshmen from high school in Fall 2011 earned credit hours prior to attending UNI.** The average number of hours per student was 15. There were 103 (5%) students who transferred more than 30 credit hours, with 83 credit hours being the highest total earned by a student.
- UNI offers **312 [student organizations and activities](#).**

The National Association of Colleges and Employers (NACE) created a list of **attributes employers seek on a candidate's resume**. Here are the top five:

- Ability to work in a team
- Leadership
- Communication skills
- Problem-solving skills
- Strong work ethic

NACE also had employers rate the importance of various **candidate skills/qualities**. Here are the top five:

- Ability to work in a team structure
- Ability to verbally communicate with people inside and outside the organization
- Ability to make decisions and solve problems
- Ability to obtain and process information
- Ability to plan, organize and prioritize work

References:

Habley, W.R. (2005). Foundations of academic advising. Presentation. 2005 NACADA Summer Institute.
Lowenstein, M. (2000). Academic advising and the "logic" of the curriculum. *The Mentor*, 2(2).
NACE (2011). *Job Outlook 2012*. Bethlehem, PA: National Association of Colleges and Employers.



University of Northern Iowa
Office of Academic Advising

Conversations on Advisor Development



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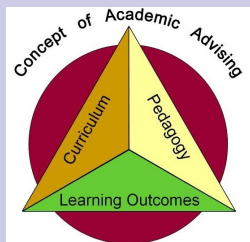
Email: advising-services@uni.edu



Advising as a Faculty Function

Concept of Advising:

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.



Advising as Teaching:

Lowenstein (2000) suggests that “an excellent advisor does the same for the student’s entire curriculum that the excellent teacher does for one course.” An advisor who shares this view...

- Helps students put each part of the curriculum into perspective.
- Compares and contrasts modes of thinking found amongst the various disciplines.
- Helps students sequence their learning experiences to optimize their effectiveness.
- Brings out interrelations among disciplines and modes of thought.
- Helps the student pay attention to transferable skills being developed.
- Helps the students focus on modes of learning that are being mastered and understand that intellectual growth involves mastering a variety of learning methods.

Council for the Advancements of Standards (CAS) in Higher Education contextual statement:

Advising evolves from the institution’s culture, values, and practices and is delivered in accordance with these factors. Advising practice draws from various theories and strategies in the social sciences, humanities, and education.

Academic advising is one of the very few institutional functions that connect all students to the institution.

Advising at UNI

University of Northern Iowa Academic Advising Mission Statement:

Academic advising is a critical component of the teaching and learning environment at UNI. Advising is a personalized educational experience, empowering students to explore, articulate and achieve their academic, career and life goals.

Organizational Structure:

UNI’s undergraduate advising is structured to provide both centralized and decentralized advising. This provides for individualized delivery of advising to meet the unique demands of disciplines and special populations. The majority of undergraduate academic advising is provided through decentralized units housed in academic departments and colleges.

Annually there are approximately 488 faculty and staff advisors. Of these, over 93% are faculty advisors.

Decentralized—Delivery of undergraduate academic advising is determined by departments or colleges to meet the needs of their areas.

- Two colleges have advising centers staffed by professional advisors.
- Some academic departments have professional advisors.
- Most assign students to faculty advisors who also maintain teaching responsibilities.

In addition, advisors from each college annually participate in 24 campus-wide advising events coordinated by the Office of Academic Advising.

Centralized—There are three centralized units that perform and/or support advising at UNI:

- 1) The Office of Academic Advising
- 2) The Academic Learning Center
- 3) The Department of Residence

The first two report directly to the Office of the Provost; the last reports to the Vice President for Student Affairs. These units, although in different reporting lines,

- Regularly collaborate on advising
- Serve on advising and university committees together
- At times share the same advisees
- Participate in each other’s programming

Content Areas for Advisors / Advisor Tools and Resources

What to know when advising students:

- [Degree Requirements](#)
- [Liberal Arts Core](#)
- [Department Academic Requirements](#) (majors, minors, certificates)
- Career Development and Career Management
- [Referral Services and Resources](#)
- The [record analyst](#) for my department is: _____

Students should contact their record analysts in their junior year to be sure they are on track for graduation.

Advisor Resources:

- New Advisor In-Service/Spring Advisor Workshops
- [Online Academic Advisor Handbook](#)
- [Advising Council Website](#)
- [Office of the Registrar](#)
- [Career Services](#)
- [Advising Network](#)
- Technology—functional and educational. Access to:
 - ◇ MyUNiverse—Faculty Center
 - ◇ Student Advisement Reports
 - ◇ Student Records
 - ◇ Advisee Lists
 - ◇ Department Web Page Information
 - ◇ Plan of Study Page
 - ◇ Transfer Equivalencies
 - ◇ Class Search
 - ◇ Schedule of Classes
 - ◇ Library Resources

“Advising bears the distinction of being the only structured activity on campus in which all students have the opportunity for ongoing, one-to-one interaction with a concerned representative of the institution, and this fact is a source of its tremendous potential today” (Habley, 2005).