BAYLOR UNIVERSITY’S
PHILOSOPHY, OUTCOMES, AND RESPONSIBILITIES FOR ACADEMIC ADVISING
Approved by the Task Force on Advisement on April 12, 2013

Academic advising is an educational process that, by intention and design, facilitates students’ understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning (NACADA, 2004).

Introduction

This document is intended to set guidelines and standards of excellence which are consistent with Baylor’s mission for the academic advisement of all undergraduate students campus-wide, regardless of student classification and academic program. While upholding these standards, each advising office may find it beneficial to develop more specific goals and responsibilities within the context of the academic programs and students under their guidance.

Philosophy

In combination with guidance and mentoring from faculty members as well as personnel in the Division of Student Life and the Office of Career and Professional Development, advising at Baylor is an integral part of student learning and development. Baylor upholds a developmental approach to advising students. Developmental advising involves a system of “shared responsibility in which the primary goal is to help the student take responsibility for his or her decisions and actions.” Advisors are uniquely placed to assist each student in understanding his or her individual abilities, interests, aspirations, and values. As the student gains this self-knowledge and is guided in his or her sense of vocation, the advisor works with the student to construct an individualized, coordinated, and suitable educational program which includes curricular and co-curricular activities. Advisors are also strategically placed to challenge students to reflect on, synthesize, and articulate the purpose, value, logic, and practical implications of their education.

Outcomes

Through the developmental advisement process, students will:

- Develop an educational program suited to their abilities, interests, and values;
- Include in their educational program a set of coordinated co-curricular experiences (e.g., internships, study abroad, leadership, service learning);
- Select courses each semester to progress toward fulfilling that educational program;
- Define and articulate short-term and long-term personal, educational, and career goals;
- Demonstrate an understanding of the relationship between classroom experiences and personal, academic, and career goals;
- Demonstrate an understanding of the value of the general education requirements;
- Describe how general education requirements relate to overall educational and career goals;
- Comprehend program requirements, policies, and procedures; and
- Know when to get help and how to take advantage of the resources that are already available, as appropriate.

Student Responsibilities

Students, as advisees, must engage proactively in advisement as an integral part of the college experience. A student advisee is expected to:

- Take ownership of developing an educational program consistent with abilities, interests, and values on an on-going basis;
- Include educational experiences such as study abroad, internships, and leadership opportunities to enhance classroom learning;
- Follow through on recommendations made by the advisor and take proactive steps to clarify abilities, interests, and values;
- Take advantage of resources that will enhance the educational experience and keep the student on track for timely graduation;
- Seek an advisor’s guidance when considering a change of major, minor, and/or pre-professional goal;
- Be familiar with program requirements, policies, and procedures;
- Be prepared to recalibrate educational goals if past educational achievements are not consistent with present educational goals;
- Know advisement requirements and set up appointments in a timely manner;
- Read and respond to university correspondence promptly;
- Come prepared for the advisement appointment by having:
  - verified major,
  - reviewed the degree audit,
  - reflected on the purpose, value, logic, and practical implications of education,
  - completed assigned tasks by the advisor, and
  - written out goals and questions related to the educational program, including course numbers that can be plugged into a flexible, but thoughtful academic plan.