

# **Eugene Applebaum College of Pharmacy and Health Sciences**

## **Faculty Advising Policies and Procedures**

**2007**

### **Definition of Academic Advising:**

Academic advising is a series of intentional interactions with a curriculum (what advising deals with), a pedagogy (how advising does what it does), and a set of student learning outcomes (the result of academic advising). 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. NACADA (2006) National Academic Advising Association concept of academic advising.

### **Guiding philosophy:**

#### **Mission of the Eugene Applebaum College of Pharmacy and Health Sciences:**

Our mission is to advance the health and well being of society through the preparation of highly skilled health care practitioners, and through research to discover, evaluate, and implement new knowledge to improve models of practice and methods of treatment in pharmacy and allied health sciences from the urban to global levels.

Our belief that as an academic institution, we must provide a supportive learning environment characterized by:

- the development of the social and professional skills necessary for student success in their fields;
- support services committed to ensuring the academic success of our students

A supportive learning environment with a clear understanding of the academic program and contacts with faculty in and outside of the classroom are essential for the success of our students. This success is fostered by quality faculty academic advising. This advising takes place in both formal and informal ways: written materials, orientations, individual appointments, informal conversations, and non-classroom academic forums such as professional conferences, workshops, and seminars.

Student advising needs vary depending on the type of discipline or degree they are pursuing, and their stage in the program or department. Given the diversity of these needs, each program/department must determine the best way to provide advising. The relationship between advisors and students is fundamental and should be characterized by mutual respect, trust, and ethical behavior.

Each program/department should prepare a document available to students and faculty that describes the program's/department's view on appropriate advising practice. Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Each program/department should have a clear policy on how appropriate academic advising is to be carried out, the roles of the student and advisor, and how it will be assessed.

Programs/departments may choose to utilize an Academic Advising Syllabus as an advising tool which allows faculty advisors to outline the advising relationship and experience for their advisees, clearly setting student roles and responsibilities for learning, and faculty advisor role as a teacher in the academic advising relationship. An advising syllabus can create a culture of "advising as teaching and learning", based on our understanding that faculty academic advising is essential to the educational mission of EACPHS in support of our students. In this way, faculty academic advising can be defined as "teaching and learning", and as an instructional process, not "service".

## **EXPECTATIONS OF THE FACULTY ADVISOR:**

### **Knowledge we should have:**

The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment.

Each faculty acting as an academic advisor should have knowledge of:

- WSU, EACPHS, and program/department mission
- culture and expectations of the profession
- the meaning, value of the program/department curriculum
- the selection of academic programs and courses
- the development of life and career goals
- campus/community resources
- program/department policies and procedures
- the role and policies of the Committee on Academic and Professional Progress (CAPP), or like program/department committee

### **EACPHS faculty will:**

- Be available to the students they advise
- Initiate initial contact with the student
- Understand and adhere to the academic policies and procedures set by the program/department/college/university
- Be responsible for involving others, when appropriate, in the advising process, insuring good communication between the student, faculty and the CAPP

- Assist the student in identifying academic and professional strengths and weaknesses
- Assess student academic and professional progress
- Assist student in academic and professional goal setting.
- Assist the student in addressing academic difficulties
- **Assisting a student and enabling them to become an advocate on their own behalf.**

### **EXPECTATIONS OF THE STUDENT:**

- Read and become familiar with the regulations and policies as described in the EACPHS bulletin and department and program policy manuals.
- Preparation and initiative in finding answers to questions and in planning their professional careers
- Communicate regularly with faculty advisors
- Be available for regular meetings, at least once or more per semester.

### **Role of CAPP (or like committee)**

The CAPP is the body that monitors and reviews student progress within the program/department. Functions of this committee vary, depending on the discipline. In some disciplines this committee serves mainly to decide disciplinary action for students that are academically or professionally unsuccessful. In others, it serves to make recommendations regarding students who have shown outstanding academic and professional progress as well as those that have encountered difficulty.

### **Problem resolution**

It may happen that either the faculty advisor or the student believes that the advising process is failing. Such difficulties should be reported to the program director and/or department chair. This person should assist in mediating and in developing meaningful alternatives to existing problems. It may happen that a change of advisor occurs as a result. Such a change should be handled so that the academic experience of the student is enhanced.

### **Resources:**

#### **Advising:**

- **WSU EACPHS Advising website**  
<http://www.cphs.wayne.edu/stuaff/>
- **WSU Advising Center**  
<http://www.advising.wayne.edu/index.php>
- **WSU Counseling and Psychological Services**  
<http://www.caps.wayne.edu/>
- **WSU Academic Success Center**  
<http://www.success.wayne.edu/LFP.php>

- **WSU Dean of Students Office**  
<http://vwww.doso.wayne.edu/>
- **WSU Student Code of Conduct**  
<http://www.doso.wayne.edu/judicial/Student%20Code%20of%20Conduct%20Brochure.pdf>
- **Concept of Academic Advising**  
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-advising-introduction.htm>
- **Statement of Core Values**  
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm>
- **Council for the Advancement of Standards in Higher Education Standards and Guidelines for Academic Advising**  
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/CAS.htm>

**Academic:**

- **WSU Student Tracking Advising Retention System (STARS)**  
<https://www.stars.wayne.edu/wi/login.asp>
- **WSU Dean of Students Office-Academic Integrity**  
<http://www.doso.wayne.edu/judicial/academic-integrity.htm>
- **WSU EACPHS Student Handbook Includes the grades appeal policy**  
(Current Handbook is in Student Resources on the Current Students page)