

The University's Advising Philosophy (from 2012-13 Undergraduate Bulletin)

Advising fosters intellectual, moral, and personal growth in students. It is informed by the teachings of Ignatius Loyola, who advocated that Jesuit schools should educate students who will lead and be a leaven for good. This requires that students obtain both a firm base of knowledge and a strong sense of personal responsibility. Thus, Marquette seeks to educate on both the intellectual and moral level. The mark of academic success is the ability of students to function as well-educated, responsible members of society.

Goals for Advising

The primary purpose of advising is to enhance the academic performance of students. The result of this process should be graduates who are demonstrably committed to academic excellence and who assume responsibility for their own actions. Their growth toward this goal can be observed in their ability to make sound personal and academic choices.

Advising is much more than class scheduling, although that is obviously a regular component. In the same way that formal study affects a student's intellectual growth, advising is an ongoing developmental process that helps students discern their life/career goals, and contribute to their values, their personal fulfillment and the educational plans for reaching those goals. As part of this process, advisers can give attention to matters relating to academic performance and also be watchful for non-academic issues that could have an impact on student academic performance.

Adviser and Student Expectations

Marquette University is committed to the shaping of students' intellectual and personal development. Academic advising contributes substantially to this mission. It assumes a good working relationship between advisers and students. At Marquette University we strive to provide advising within the following set of expectations:

Students may anticipate the following from advisers:

1. The adviser recognizes the goal of advising is the academic success and personal growth of the student.
2. The adviser works to develop good rapport with the student and in doing so, also serves as a mentor.
3. The adviser has knowledge of major course content, course sequencing, the University Core of Common Studies (UCCS) and graduation requirements as provided in the bulletin.
4. The adviser is available during his or her regular office hours or by appointment and prepares for each scheduled session by reviewing the advisee's record before the meeting.
5. In addition to showing common courtesy toward the advisee, the adviser listens carefully, provides encouragement and support and respects the advisee's ability to make decisions.
6. The adviser helps the student develop strategies for academic success and understand the possible associated consequences.
7. The adviser identifies and addresses potential conflicts that might arise in the students' schedule and develops a long-term schedule to avoid conflicts (e.g., prerequisites, infrequent offerings, etc.).
8. The adviser informs advisees of opportunities and information, particularly related to majors and minors but also including internships, research, graduate and professional school opportunities.

9. The adviser understands that academic performance can be influenced by factors unrelated to the classroom and is prepared to deal with these issues and make referrals as necessary.
10. The adviser knows where to direct a student to additional resources when necessary.

Advisers may anticipate the following from students:

1. The student accepts full responsibility for his or her academic success and acknowledges that the adviser is a major resource for achieving that success.
2. The student understands bulletin information including graduation requirements.
3. The student acknowledges that successful advising requires openness and honesty with the adviser.
4. The student works to develop a good rapport with his or her adviser.
5. The student has a desired expectation for his or her Marquette experience and comes to meetings prepared to discuss career goals, co-curricular interests, etc.
6. The student prepares for advising sessions by developing semester schedules that meet certain long-term goals such as fulfilling the requirements of the UCCS and college curriculum.
7. The student should have knowledge of the classes he or she is interested in taking as well as alternative options, and recognizes that his or her plans may change.
8. The student shows common courtesy toward the adviser including honoring all advising appointments once scheduled.
9. The student seeks appropriate help to solve problems that may adversely affect his or her academic performance. The student recognizes that the academic adviser is the appropriate person with whom to start this process.
10. The student ensures that all questions and concerns are adequately addressed.

This statement evolved from a collaborative effort that included members of the Marquette University Student Government and the Committee on Academic Procedures. Reviewed by Marquette University General Counsel, February 1, 2006. Revised and approved by the University Board of Undergraduate Studies, March 1, 2006. Approved by the Academic Senate, March 20, 2006