Advising Across the Curriculum
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I. **What is advising about?**

We found a wide array of topics that people put under the heading of advising.

Work within the Program: The single most common thing that faculty saw themselves advising on was work within the context of the program. Help with selecting project topics, with group dynamics, with such basics as reading, writing, and quantitative reasoning skills were often categorized as advising, especially when it took the form of referrals to the Writing Center.

Skills and Remediation: This sort of advice was as noted above, mostly within programs, but was quite common as a general category of advice. (Go learn how to punctuate a sentence.)

Program Choice: The second most common advising method seemed to be about questions of program choice . While it isn't always clear how broadly- or narrowly-conceived this question is (i.e. How does it intersect with career goals, or "my work as a student"), the way it was expressed suggests that the context was usually narrower. This sort of advice happened systematically, most commonly in CORE, SI, introductory programs, and very occasionally in ES introductions.

Career and Grad School: This sort of advising was mentioned by quite a few faculty. It was nearly always personal (one-on-one) advising. The exceptions were the EWS Liberal Arts Forum Meetings in Winter quarter, and a few SI offerings oriented toward careers in chemistry or medicine.

Education, the Big Picture: With few exceptions, advising about the big picture of a student's life is not in this data. Where does education fit in? How do we bring hopes, dreams, talents, desires, abilities, experiences, fears, constraints into the picture? How do develop some set of goals or plan? This doesn't mean that this never happens. It could, for some students, happen in individual asides and conferences, _but clearly there is no systematic, robust, on-going conversation with students in general about their plans and goals, and no physical written plan._

II. **When and Where does Advising occur**?

Advising in Evaluation Conferences: Nearly all faculty say that they do some advising in this context. It is absolutely unclear what this statement means. Clearly within on-going programs, advising is primarily of the intra-program sort. Clearly when a student is leaving the program, advising is more concern about what happens next. Yet how much advising occurs, what significance it has at this relatively late date, and how broad or deep the advising is with respect to the context of a student's overall academic goals is unclear.

Office Hours and Informal Individual Advising: Again this is a nearly universal assertion by faculty. Again it is not at all clear what it means. For some faculty it means a required conference and talk. But for most it seems to mean that faculty will make themselves available for and even say to the class/seminar that they are available for help with advising, but leave the actual responsibility for initiating an advising conference up to the student.

5th Week Conferences: Many programs, including nearly all Core, scheduled fifth week conferences with students. Nearly all faculty saw this as important advising. Yet it nearly always seemed to be oriented toward advice regarding student's work within the program, suggestions for immediate improvement. Occasionally some program/career advice was mentioned, but the primary focus was performance within the program.

Initial Conferences/Early Meetings: This is again something that has begun to happen more NB. Fall 2005, nearly all Core programs reported such meetings. Some conversation about the content of these meetings and follwing up on these meetings should probably take place.

All Program Activity: This is common in Core and usually done by Core connectors. A major issue is the occasional abandonment of advising to the connectors and lack of faculty engagement with advising. Little beyond this except in SI and EWS as noted above.

III. Methods

Wide range of methods, most commonly formal and informal one-on-one meetings. Some people built in "informal settings" for such advising eg. program tea, retreats, shared lunches. This change of role toward the informal and egalitarian was seen as useful by faculty in getting informal advising to occur. Use of Core Connectors was common and, as noted above, quite variable.

Lots of faculty identified the Academic Fair as a location of advising. There were some all-program activities both at the Core level and at the career level (eg. Bringing in graduates to talk about their experiences, advising about common goals). These were more common in SI and to some degree EA than anywhere else.

There were a few instances where faculty tied advising to particular readings/issues raised in the program and a few instances where writing about goals, issues, etc. was a precursor to conferences. _There were only two mentions of an Academic Plan or document._