

Academic Advising

The University's Advising Philosophy

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 students' 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 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. Advisers recognize the goal of advising is the academic success and personal growth of the student.
2. Advisers work to develop good rapport with the student and in doing so, also serves as a mentor.
3. Advisers have knowledge of major course content, course sequencing, the Marquette Core Curriculum (MCC) and graduation requirements as provided in the bulletin.
4. Advisers are available during their regular office hours, or by appointment and prepares for each scheduled session by reviewing their advisees' record before the meeting.
5. In addition to showing common courtesy toward advisees, advisers listen carefully, provide encouragement and support and respect the advisees' ability to make decisions.
6. Advisers help students develop strategies for academic success and understand the possible associated consequences.
7. Advisers identify and address potential conflicts that might arise in students' schedules and develop a long-term schedule to avoid conflicts (e.g., prerequisites, infrequent offerings, etc.).
8. Advisers inform advisees of opportunities and information, particularly related to majors and minors but also including internships, research, graduate and professional school opportunities.
9. Advisers understand 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. Advisers know where to direct students to additional resources when necessary.

Advisers may anticipate the following from students:

1. Students accept full responsibility for their academic success and acknowledge that advisers are a major resource for achieving that success.
2. Students understand bulletin information including graduation requirements.
3. Students acknowledge that successful advising requires openness and honesty with advisers.
4. Students work to develop a good rapport with their advisers.
5. Students have a desired expectation for their Marquette experience and come to meetings prepared to discuss career goals, co-curricular interests, etc.
6. Students prepare for advising sessions by developing semester schedules that meet certain long-term goals such as fulfilling the requirements of the MCC and college curriculum.
7. Students should have knowledge of the classes they are interested in taking, as well as alternative options, and recognize that their plans may change.
8. Students show common courtesy toward their advisers, including honoring all advising appointments once scheduled.
9. Students seek appropriate help to solve problems that may adversely affect their academic performance and recognize that the academic advisers are the appropriate person with whom to start this process.

10. Students ensure that all questions and concerns are adequately addressed.

Note: the above statement evolved from a collaborative effort that included members of the Marquette University Student Government and the Committee on Academic Procedures. The Klingler College of Arts and Sciences Pre-major Advising Manual is the source for much of the information contained herein. The policy was reviewed by Marquette University General Counsel, February 1, 2006; revised and approved by the University Board of Undergraduate Studies, March 1, and approved by the Academic Senate, March 20, 2006.