

BRIEFING DOCUMENT – FOCUS ON ACADEMIC ADVISING

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roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

In other words, advising is a core element of the teaching and learning mission of institutions of higher education; the relationship cultivated and sustained between advisor and student can be a meaningful one that contributes in positive ways to the student's educational journey. Given this, it is essential for campuses to develop and routinely review and update an **advising syllabus** to include specific student learning outcomes, to set expectations for student rights and responsibilities throughout the advising process, and to help cultivate a sense of what it means to become a member of the university community.

All campus stakeholders who participate in providing and receiving advising should be given the opportunity to provide input into the advising syllabus; the syllabus also serves as a guide for developing and implementing training and capacity-building for those faculty and staff who deliver advising. Learning outcomes ideally should be organized by cohort, e.g., lower-division versus upper-division, first-year through senior year, meta majors, to ensure specificity and relevance of those learning outcomes. The curriculum and pedagogy should be designed to best achieve the desired learning outcomes and can be either prescriptive or aspirational in nature – taking into account the unique mission, culture and context of the CSU campus. Each student should receive a copy of the advising syllabus upon matriculation, and the syllabus should be readily accessible on the campus' webpage.

Case Management

An understanding of case management arises from the health and human services fields, which indicate that "Case Management is a collaborative process of assessment, planning, facilitation, care coordination, evaluation and advocacy for options and services to meet an individual's and family's comprehensive health needs through communication and available resources to promote patient safety, quality of care, and cost effective outcomes" (Case Management Society of American, n.d.). Further, a central aspect of the philosophy undergirding case management is as follows:

"Case management facilitates the achievement of client wellness and autonomy through advocacy, assessment, planning, communication, education, resource management, and service facilitation. Based on the needs and values of the

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