

## Advising Philosophy of Elizabeth Rasnick

As an academic advisor, I have two primary tasks: providing information and assisting with decision-making. It is not enough to reiterate the same information in the catalogue. Students need tacit knowledge about the academic environment. While their classmates may be able to provide some of this, they are not able to provide as comprehensive a view as I can as an advisor.

Students need information on class selection that is beyond the course description. For example, there may be classes that fit well together during a semester or a class that is so demanding it should be taken in an otherwise light semester. These are the tidbits of information that advisors are able to share. They also need information that goes beyond the list of classes. There may be a particular internship or a professional organization that would be advantageous for a student. An advisor would be aware of these and will let students know these options exist.

Meeting with students, they often share personal information that has an impact on their academic progress. As an advisor, I must help them examine what the impact is and what choices they have for managing it. Some of these situations are easier to solve than others. In all cases, I give students as much information as possible about the support resources that they have available to them.

When I meet with a student as an advisor, I am there to help them with the map of their academic career. We plan out a path from start to finish at our first meeting, leaving room for swaps and options. Each meeting after that is a check-up: How are things going on this path? Are there changes or adjustments that need to be made? Is this still the path they want?

I believe, if I have done my job well, that map will guide them through their entire degree.