

From: Appleby, D. The Teaching-Advising Connection. Part II. Published in *The Mentor* on February 26, 2001, by Penn State's Division of Undergraduate Studies. Accessed at: <https://dus.psu.edu/mentor/old/articles/appleby2.htm>

TABLE ONE: A Comparison of the Knowledge, Skills, and Characteristics of Effective Teachers and Advisers

Effective Teachers	Effective Advisers
Master their subject matter	Possess accurate information about the policies, procedures, resources, and programs of their departments and institutions
Plan, organize, and prepare materials for classroom presentation	Are well prepared for advising sessions
Engage students actively in the learning process	Enable advisees to actively participate in the advising process by challenging them with new, more demanding learning tasks involving alternative ideas or choices and encouraging them to ask questions to clarify these ideas and explore these choices
Provide regular feedback, reinforcement, and encouragement to students	Provide timely feedback, reinforce learning that has taken place, and applaud student successes
Create an environment conducive to learning	Create a good learning climate within advising sessions
Stimulate student interest in their subject by teaching it enthusiastically	Project enthusiasm for their area of academic expertise and their advisory duties
Help students learn independently	Encourage advisees to become self-directed learners
Teach students how to evaluate information	Help advisees evaluate and re-evaluate their progress toward personal, educational, and career goals
Act as co-learners during the learning process	Set performance goals for themselves and their advisees
Serve as a resource to students	Provide materials to advisees and refer them to others when referral is an appropriate response
Relate course content to students' experiences	Assist students in the consideration of their life goals by helping them relate their experiences, interests, skills, and values to career paths and the nature and purpose of higher education
Provide problem-solving tasks to students	Provide tasks to be completed before the next advising meeting that will require the advisee to use information-gathering, decision-making, and problem-solving skills

Personalize the learning process	Help students gain self-understanding and self-acceptance
Deliver information clearly and understandably	Communicate in a clear and unambiguous manner with advisees
Exhibit good questioning skills	Serve as catalysts by asking questions and initiating discussions
Exhibit good listening skills	Listen carefully and constructively to advisees' messages
Exhibit positive regard, concern, and respect for students	Provide a caring and personal relationship by exhibiting a positive attitude toward students, their goals, and their ability to learn
Are approachable outside the classroom	Provide accessible and responsive advising services
Present themselves to students in an open and genuine manner	Provide a climate of trust in which advisees feel free to ask questions, express concerns, revise ideas, make decisions, and share personal experiences and knowledge
Serve as role models who can help students understand the mission, values, and expectations of the institution	Model the tenets of the university, and demonstrate enthusiasm and knowledge about the goals and purposes of higher education
“Promote effective learning climates that are supportive of diversity” (Punkte, 1993, p. 82)	Respect diverse points of view by demonstrating sensitivity to differences in culture and gender
Use outcomes assessment to “make data-based suggestions for improving teaching and learning” (Halpern, 1993, p. 44)	Make changes or add to advising knowledge and skills by assessing the advising process
“Stimulate learning at higher cognitive levels” (Mathie, 1993, p. 185)	Help students move beyond rote memorization or recall (Grites, 1994), help advisees test the validity of their ideas (Hagen, 1994), and “challenge students to confront their attitudes, beliefs, and assumptions” (Laff, 1994, p. 47)
Help students “choose careers that best suit their aptitudes and interests” (Brewer, 1993, p. 171)	Help students explore career goals and choose programs, courses, and co-curricular activities that support these goals
Utilize interactive computer software that promotes active learning (Mathie, 1993)	Utilize institutional technology (e.g., degree audit reports) to augment advising, recommend interactive software (e.g., SIGI PLUS) that can help advisees clarify goals and identify career options (Rooney, 1994), and communicate with advisees via e-mail