

FIRST YEAR

ADVISING
 SYLLABUS

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WEB SITE	www.washington.edu/uaa/advising

As your UAA adviser I will be one of your initial academic partners and collaborators at the UW. Over the next several years, we will work together to develop your ability to visualize and design an effective course of study. The first step is to establish a good working relationship, with clear goals, expectations and methods.

ACADEMIC ADVISING AT THE UW

What role will academic advising play in your college experience? Advisers and faculty members do some of the same kinds of work with students, but with a different scope and context.

HOW FACULTY WORK	HOW ACADEMIC ADVISERS WORK
Teaching and instruction begins in the classroom, happens on a one-to-many basis, and is limited to about ten weeks.	Teaching and instruction begins at orientation, happens primarily in my office on a one-on-one basis, and will continue from one quarter to the next.
Faculty are focused on guiding you through the ideas, problems and methods of an <i>individual class and topic</i> .	Academic advisers are focused on guiding you through the ideas, problems and methods of college overall. Your academic adviser is facilitating a <i>meta-class</i> .
Faculty utilize a variety of assessment tools in their work with students, including essays, multiple choice and/or short answer exams, group projects, and portfolios, and in most instances assign grades based on student performance.	Academic advisers will not be assessing you with grades but will ask intellectually-demanding questions, encourage solutions-based thinking and creativity around course and major selection. Our role is to spark your own interests, and to offer knowledgeable feedback, while creating a space for you to draw conclusions and experiment with different choices.

LEARNING GOALS

Although college is the continuation of your prior learning experiences, you will be presented with many new challenges and opportunities at the UW. Your first year will be spent developing the skills and knowledge that will serve as the foundation for your undergraduate education. By the end of your first year, I want you to be finished with a few of these and have others well underway. My primary role is to guide you to these outcomes by the end of your second year at the UW or by the time you transition to your departmental adviser.

- **Begin the process of making an informed choice of major.** During fall quarter, in addition to the experiences you are gaining in your first college courses, take a good look at the [list of available UW majors](#) on our website. Research majors that interest you. Investigate if their frame of reference matches your interests and abilities. You may have already chosen a major to study, but at this point, we encourage you to treat all of your choices as ideas to be tested and evaluated by your ongoing college experiences, which may open up new and unexpected [areas of interest](#).
- **Understand the role of academic advising** at the UW as explained above and on our website.
- **Practice effective course registration.** This includes not only the mechanics of researching and registering for classes using the tools available in MyPlan and on the UW website, but also knowing what constitutes a balanced mixture of courses that advances your educational goals.
- **Create a strategic course of study.** MyPlan allows you to map out a tentative course plan for your stay at the UW, and to evaluate it using audits to ensure that all the requirements for graduation are satisfied. Consider developing a plan for participating in out-of-the-classroom experiences like undergraduate research, study abroad, internships and volunteering etc. that help you deepen your learning. The plan you visualize now, will probably change over time, but it is useful to be thinking holistically about your intentions as you approach the end of your second quarter at the UW.
- **Understand the significance of the Areas of Knowledge**, not just as the framework for your education at the UW, but as the foundation for your role as an engaged member of society. I encourage you to read the following short article that explains how the Areas of Knowledge are a central part of your liberal education:

www.washington.edu/uaa/advising/downloads/onlyconnect.pdf

OUR EXPECTATIONS OF STUDENTS

- **Examine and attempt to clarify your interests, values and abilities** as you define your educational goals and develop your educational plan.
- **Be willing to share** what you discover. This does not mean that all of your questions or ideas must be perfectly formulated. This is a process. Be kind to yourself.
- **Develop an educational plan**, including short-term and long-term goals, that take into account your interests, values and abilities, while ensuring timely academic progress toward your UW degree.
- **Take primary and increasing responsibility** for your academic decisions. A big part of your education is in the choosing among many different possibilities, and not always the concrete results of any one particular choice. Your competence with judgment and decision making is being developed.
- **Be proactive with your educational and personal development.** Initiate and seek out campus resources and come prepared to discuss your curiosities, interests and goals.
- **Interact with me at least once every quarter.** There are many ways to accomplish this. See the section on Advising Methods, below.

WHAT YOU CAN EXPECT FROM YOUR ACADEMIC ADVISER

- **I will be reasonably and predictably accessible to you** via multiple channels of communication and interaction.
- **I will create a reflective, supportive, and safe environment** for you to communicate, think aloud, and explore academic ideas.
- **I will focus my questioning and inquiry on refining and improving your learning** both about yourself and your engagement at the UW, while respecting who you are and where you come from.
- **I will support the final decisions you make about your higher education** even if those decisions are at odds with my professional opinion or judgment.
- **I will advocate for your best interests** within the policy structure of the UW.
- **I will stay current** with UW degree requirements, academic programs and policies, and campus resources, and make appropriate referrals to other departments and offices to support your success.

ADVISING METHODS

APPOINTMENTS

What it is: half-hour one-on-one conversations with me.

Best for: complex questions and reflections on your academic experiences, goals, options, and decisions.

How to make an appointment: In general, I am available to meet in person with you Monday through Friday from 9 a.m.–4:30 p.m. at my office in 141 Mary Gates Hall. You can make an appointment through my online appointment scheduler, by calling 206-543-2550 or by visiting our front desk staff. If my calendar is full, check back the next morning, as new appointment slots are opened up overnight, within a two-week limit. Appointments are time-intensive, so if you cannot keep a scheduled appointment with me, please make sure to cancel and make that time available for another student. During Period 1 registration our calendars quickly become booked. It is important that you plan ahead to ensure appointment availability.

What to prepare: think through what you want to talk about and refine a few questions that can guide our conversation.

QUICK QUESTIONS

What it is: 5–10 minute drop-in interactions with me or another academic adviser, or a peer adviser.

Best for: well-defined, procedural, less complex questions pertaining to an immediate or time-sensitive matter.

What to prepare: Check our website and/or the UW website first. The answer might be there. If not, write your question down and come to MGH 141. You may need to wait between 15–45 minutes before an adviser is available to see you.

EMAIL

What it is: formal, written communication with me.

Best for: moderately-complex questions or longer-form reflections on your educational life at UW. Email allows you to plan and carefully communicate your ideas and thoughts. Some students may find that this can be a lower-pressure way to interact with their adviser. However, not everything lends itself to email and if the question turns out to be more complex than it first seems, I will likely ask you to schedule an appointment.

What to prepare: a well-structured message, including your UW student number, appropriate greeting and proper grammar, sent from your UW email account. Allow at least 48 business hours for a response. Response times may be longer during busier times of the year, such as during the first few weeks of courses, and Period I registration.

CHAT*

What it is: internet-based, short-message interaction with a peer adviser or occasionally with me.

Best for: well-defined, procedural, less-complex questions pertaining to an immediate or time-sensitive matter.

What to prepare: Check our website and/or the UW website first. The answer might be there. If you can't find an answer, see if a peer adviser is online, by clicking on the "Live Chat" button at the bottom of any of the pages on our website.

*When I host a chat session, I will send you an email notification, letting you know when I will be available online.

ACADEMIC ADVISING CALENDAR

FALL

Focus on developing effective course registration practices

BY WHEN	TASK	DATE COMPLETED
Week 1	Review academic advising syllabus	
Week 2	Finalize classes for the quarter and review the academic calendar for important drop and withdrawal dates	
Week 3	Go to faculty office hours for each class to discuss your subject as well as to make an individual connection	
Week 4	Attend a study or writing center such as CLUE, to start building your study groups	
Week 5	Review/revise your sleep schedule	
Week 6	Bookmark possible winter classes in MyPlan	
Week 6-8	Discuss winter course ideas with your academic adviser	
Weeks 6-8	Register for winter quarter	
Week 8-10	Participate in study groups to prepare for finals	

WINTER

Practice designing a strategic course of study

BY WHEN	TASK	DATE COMPLETED
Week 1	Finalize classes for the quarter and review the academic calendar for important drop and withdrawal dates	
Week 2	Go to faculty office hours for each class to discuss your subject as well as to make an individual connection	
Week 3	Solidify your study routine	
Week 4	Identify two to three majors you are considering	
Week 5	Create a draft academic plan in MyPlan, that includes the prerequisites for the two or three majors you are considering	
Week 6	Bookmark possible spring courses in MyPlan	
Week 6-8	Discuss your draft academic plan with your academic adviser	
Weeks 6-8	Register for spring quarter	
Weeks 8-10	Participate in study groups to prepare for finals	

SPRING

Deepen your understanding of the Areas of Knowledge

BY WHEN	TASK	DATE COMPLETED
Week 1	Go to faculty office hours for each class to discuss your subject as well as to make an individual connection	
Week 2	Solidify your study routine	
Week 3	Review your plans for summer quarter or summer break	
Week 4	Reflect on the Areas of Knowledge, with help from the article if you haven't already read it	
Week 5	Review and revise your draft academic plan in MyPlan	
Week 6	Bookmark possible fall courses for next year in MyPlan	
Week 6-8	Discuss your plans for next year with your academic adviser	
Weeks 6-8	Register for fall quarter	
Weeks 8-10	Prepare for finals using your most reliable study techniques	

ESSENTIAL RESOURCES

UAA Advising website

<http://www.washington.edu/uaa/advising>

UW Student Guide

<http://www.washington.edu/students/>

UW Registrar Student System Help Center

<http://helpcenter.uw.edu/registration-resources>

UW Center for Learning & Undergraduate Enrichment (CLUE)

<http://depts.washington.edu/aspuw/clue/home>

Article: "Only Connect..." The Goals of a Liberal Education

<http://www.washington.edu/uaa/advising/downloads/onlyconnect.pdf>

Career and Internship Center Classes

<http://careers.uw.edu/wp-content/uploads/sites/25/2016/08/Career-Classes-handout-for-resource-tile-2016.pdf>