

CHAPTER 12: FROM CONFUSION TO CLARITY: THE ROLE OF ACADEMIC ADVISING IN SUPPORTING STUDENT ENGAGEMENT AND SUCCESS

Liudmyla ANDRUSCHENKO 

Svitlana TEZIKOVA 

Abstract

Enrolling in a university or higher education institution can be a daunting experience for students, who often need more certainty and clarity about their academic journey. They may require assistance selecting appropriate subjects, courses, plans, and programs based on their professional interests and goals and understanding requirements, tests, and course changes. In this context, academic advising emerges as a crucial service provided by American colleges and universities, allowing students to navigate their educational paths and achieve their academic and career objectives. However, it remains to be seen whether this model can be implemented successfully in non-American universities, particularly those operating under the Bologna Process. This chapter explores the potential for academic advising to become an integral part of higher education institutions in Ukraine, as a possible example, with a particular focus on foreign language teaching study programmes. By examining the benefits of academic advising in promoting student engagement, monitoring academic progress, and fostering personal and professional growth, we argue that academic advisers could play a vital role in providing educational support to students in non-American universities. In doing so, we seek to answer pertinent questions about the feasibility and desirability of academic advising in non-American universities and provide a compelling case for its adoption.

1. Introduction

The beginning of the 21st century marked the growth of society's attention to higher education, the modernisation of which has become an objective necessity. Higher education in the civilised world is not just a means of satisfying an individual's professional needs; it is, to a large extent, a spiritual necessity of society.

At the current stage, education reform is taking place in Ukraine, one of the strategic tasks of which, as stated in the State National Program "Education" (Ukraine of the 21st century), is to raise higher education in Ukraine to the level of achievements of developed countries of the world and its integration into the international scientific and educational community. The latter

recognised the quality of education as the primary goal and priority of the development of society in the 21st century. It should be noted that the quality of education consists of several components, an essential among which is the quality of training of pedagogical personnel with a high level of education and professional competence.

At the stage of formation of the national educational system of Ukraine, a transition was made from the Soviet single-level to a multi-level system of higher education. This process resulted from a compromise between the borrowing of contemporary European schemes for the organisation of higher education and the need to introduce the variability of forms of education in changed conditions.

2. Student Centred Learning

The concept of student-centrism in the last 10-15 years is gaining more and more popularity. It is gradually transforming into one of the main foundations of the Bologna Process due to the growing role of education, the general intellectualisation of social life, and its inclusion in the set of fundamental human rights. It is these circumstances that outline the orientation of education towards openness, cooperation, activity, non-directiveness, and informality in relations, student participation in the formation of educational programs and their improvement, the dominance of local conditions over universal schemes, the priority of healthy pragmatism over administrative scales, the flexibility of educational strategies.

Unfortunately, traditional educational models dominate Ukraine without public pressure regarding transitioning to student-centered education. In most academic institutions, the student continues to be considered a passive acquirer of knowledge, which does not involve his active role in forming the curriculum. Opportunities for students to influence the curriculum are minimal. The curriculum is developed through two models, which preserve the monopoly of higher education institutions on defining the selective part of the education content. The first model excludes the influence of the student on the formation of the content of the curriculum. Institutions of higher education independently determine the list of normative disciplines comprising 75% of compulsory subjects and penalties included in the program's variable component and impose them on students through deans. And this, as we can see, is the choice of the University rather than the choice of the student. This situation is most often related to interests in having a stable schedule and the additional educational load of a specific teacher or group, which causes the appearance of irrelevant or untimely disciplines in the variable component. The second model is more common, which replaces consideration of individual

student requests with a more or less controlled collective choice. For the most part, this involves a specific participation of students in the selection, but only a group one, that is, a joint determination by a group or stream of students of specific elective disciplines from the list proposed by higher education institutions. In rare cases, students can individually form a variable component of their curriculum. To create a system for evaluating progress in implementing a student-centred education model in Ukraine, we will formulate its goals, tasks, and tools.

The goals of the student-centred model of education include the achievement by each graduate of a higher education institution of:

- broad knowledge that provides the possibility of quick adaptation to changes in society and the economy;
- good basic skills and competencies that stimulate the desire for continuous learning;
- proper learning skills developed organisational thinking, which allows one to act successfully in conditions of uncertainty, multivariate decisions, and lack of complete information;
- sufficient experience in using knowledge and competencies to solve unfamiliar problems and tasks;
- the ability and experience to make a choice and exercise the right to use one's voice;
- respect for different identities and general rules of civil behaviour that form the basis of trust and cooperation in society.

Achieving the goals of student-centred education formulated above is possible if the following main problems are solved:

- preparing students for life as active citizens of a democratic society;
- preparing students for professional activities;
- ensuring the personal development of students;
- formation of the need for lifelong learning.

Quantitative and qualitative tools that characterise the success of the implementation of student-centred learning include:

- 1) the presence of a wide field of possibilities in the formation of students' educational trajectories (various ways of accessing higher education, the possibility of obtaining a second speciality, the right to cross-enrollment to master's and doctoral studies, recognition of

competencies acquired in practical activities, a wide range of options for obtaining postgraduate education programs, etc.);

2) the availability of student education using modern interactive methods (educational partnership instead of teaching, use of intensive and interactive learning technologies, the possibility of choosing a teacher and building communication with him in an electronic environment, etc.);

3) ensuring the active participation of students in the formation of the content of education (guaranteed right to choose disciplines of the variable part of the curriculum and the presence of natural alternatives, the opportunity to independently determine the direction of scientific research work and receive unhindered support in the form of qualified scientific guidance and counselling, a dialogic process of correcting the content of education with the participation of all stakeholders, etc.);

4) resource support for creating a student-centred learning environment (adequacy of financial and personnel support for small-group and individualised learning, availability of modern material and technical base and technical teaching aids, offer of current educational content and access to relevant scientific information, including foreign language, etc.);

5) stimulation of academic mobility and its organisational and financial support (offer of national and international mobility programs on acceptable terms, preparation of applicants for participation in academic mobility and cross-cultural adaptation training, recognition of earned credits, study periods and qualifications, etc.);

6) formation of the need and encouragement of student social activity (participation in the management of the educational institution and the national (regional) education system, involvement in public and political movements, inclusion in volunteer and academic work, etc.);

7) awakening the desire for scientific work and the internal need for research (guaranteed access to laboratories, equipment, and resources, the possibility of participation in international and national scientific projects and forums, support for student startups and innovative initiatives, etc.).

3. Curator or Academic Adviser?

One of the critical tasks of the new edition of the Law of Ukraine, “On Higher Education”, is introducing the model of student-centred learning into the national educational practice. It finds its reflection in different forms and other parts of the text of the Law. The wording of

students' rights recorded in Article 62 deserves special attention. It is important to emphasise that, for the first time, a document of this level recognises the right of students to “choose academic disciplines within the limits provided by the relevant educational program and work curriculum, in the amount of at least 25% of the total number of ECTS credits (60 credits) provided for this level of higher education. At the same time, students of a certain higher education level have the right to choose academic disciplines offered for other higher education levels, in agreement with the head of the relevant faculty or unit” [Law of Ukraine “On Higher Education”] № 2145-VIII (2017) <https://zakon.rada.gov.ua>

The elective component begins in the second year, and this choice is up to the student. On the one hand, this allows you to make individual educational plans truly personal and opens the way to building integrated educational programs with the possibility of anticipatory study of specific disciplines of the next cycle. In this way, the student can develop his academic path independently.

On the other hand, the student needs help to independently understand, implement, and correctly take advantage of the new changes and opportunities that appear in the higher education system of Ukraine under the conditions of European integration processes and adapt to them.

The first step to this should be taken from the first days of the student's stay at the higher educational institution. It is then that the adaptation of each individual to the new educational system - the system of higher education - will facilitate and make the learning process more effective. Traditionally, in Ukrainian universities, students are assisted by deputy deans, methodologists, teachers of specialised subjects, and curators of academic groups. With the transition of our educational system to European standards, the issue of student adaptation has acquired a special status. Considering the processes and changes that are taking place in the higher education system of Ukraine today, do we have the right, after providing a variety of opportunities for the student to choose a personal educational trajectory (variety of curricula, programs, courses, disciplines), to leave him alone? Will he have enough experience, motivation, and knowledge regarding the need to study certain subjects that will be useful in his future work? The natural answer is no. Unique options for teachers' actions to support students' choices are needed. Here, an academic adviser will come to the student's aid, whose tasks include all of the above. The academic adviser will help each individual adapt more quickly to the new educational system - the system of higher education- which will facilitate and make the learning process more efficient. An academic adviser's tasks include managing

student affairs (the so-called support of students' studies), providing necessary advice, supporting students' motivation in professional training, and being in constant contact with their students.

In the documents of the Bologna Process, we find the concept of "curator-consultant" and "curator-mentor", which to a certain extent coincides with the idea of "academic adviser" used in US universities. Ukraine's higher education system has a deep tradition of the work of the institute of curators, who are the primary organisers of educational work in academic groups of students, especially in the first years of study. Without dismissing the importance of the idea of collective curatorship and in light of the reforms taking place in the higher education system of Ukraine as a result of our country's accession to the Bologna Process, it is worth paying attention to the shift of emphasis in educational work from the collective and organisational form to individual work with the student.

According to the requirements of ECTS, the curator's functions acquire not so much educational content as consultative, coordinating ones. The curator-consultant helps the student draw up an individual study plan, choose study programs and courses, monitor their implementation, and monitor the student's educational achievements. In the future, we see a problematic but reasonable and practical combination of advisory control and educational functions in the work of the same curator-mentor of a student.

Currently, an academic curator or curator in higher education institutions in Ukraine is a teacher who controls the educational process in the group and helps students adapt to the conditions of study at the University, contributing to the formation of a positive atmosphere in the group.

In Anglo-Saxon countries, for example, a curator is called a tutor. They are a defender, guardian, or educator in an educational institution, the student's supervisor. In the American higher education system, an academic adviser or adviser helps a student from the first days of study. The latter allows the student to make their schedule for each semester of study. With the academic adviser, the student finally decides which speciality to choose, how to rationally make efforts for successful study, which subjects (courses, disciplines), and in what sequence to learn. Academic advisers are usually approached by junior students who find it challenging to adapt to new study conditions, curricula, and student life. As we can see, at the beginning of studies in institutions of higher education, the worldview of the personality of a recent student is formed in a new quality for him - the quality of a student and the role of an academic adviser in this is very important.

Today, our students in general, and first-year students in particular, need such assistants, namely academic advisers, whose role and help in forming a student in Ukraine's higher education system can be invaluable. The academic adviser is a new specialisation of the teacher's professional activity, which is realised in the conditions of Ukraine's accession to Bologna. Therefore, there is a need to create and introduce an institute of academic advisers in higher education institutions in Ukraine.

4. Academic Advising in American Universities: Lessons from History

This is where the experience of working as an academic adviser at US universities will come in handy. And this experience is relevant. After all, the academic adviser is an integral part of an American University, and traditionally, his role in forming a student is significant. This idea is confirmed by Ward, who notes that "one of the primary responsibilities of any institution of higher education involves academic advisement of students" (Ward, 1979, p. 1).

It should be noted that the idea of academic advising gained effective development in the universities of the USA, where in the 60s and 70s of the 20th century, the role of an academic adviser in the life of a student was defined, the rules of its activity, duties, functions, behaviour and even the characteristics of a teacher were prescribed.

In most institutions of higher education of that period, faculty members were required to assume the role of academic advisers (Dressel, 1974); attention was drawn to the fact that the system of academic advising involved hundreds of thousands of students, faculty, and paraprofessionals and was becoming mass in nature (Raskin, 1979); universities allocated special funds to support and conduct the activity known as academic advising (Bonar, 1976). Greater interest in advising has developed because of the growing complexity of higher education institutions, the ever-increasing threat of declining enrollment, and the diversity of the students enrolling in the universities. Once viewed as a set of scheduling procedures, academic advising programs have been established to assist students in developing their human potential (Abel, 1980).

The universal practice in higher education had students assigned to faculty members in the disciplines in which the students were majoring. Too frequently, however, faculty advisers had to work with students who were still deciding about a major. The general assumption was that faculty advisers had to guide their advisees toward each advisee's collegiate goal - to graduate within the average span of four or five academic years (Dressel, 1974).

Academic advising systems utilising the university faculty were based on several assumptions:

1. Faculty members are interested in one-to-one situations with students.
2. Faculty members are the most appropriate to guide students in course selections.
3. Faculty members are knowledgeable enough to help students through a maze of degree requirements.
4. Utilising faculty members is the most financially feasible way of providing academic advising.
5. Students want advice from faculty members concerning each student's specific academic program (Dressel, 1974).

The American Association of Collegiate Registrars and Admissions Officers has stated that an adviser is "A member of the college staff (usually a member of the instructional faculty) assigned to assist a student with academic planning" (Ford, 2003, p. 6).

Labelling the "University Adviser" (faculty adviser), the Committee on Advising and Counseling at Stanford University asserts the University Adviser is the student's principal faculty adviser. His prime concern with the student, and the student's with him, is the identification of the student's aims and plans, his interests and abilities, and the planning of a coherent education that builds upon the student's interest and allows him perspective on and awareness of both his limitations and his strengths. The adviser does not plan for the student but helps the student to plan for himself (Kuh et al., 2006).

The faculty adviser needed to be aware of the general study programs of the institution and, more specifically, the courses within his academic division (Shaffer & Martinson, 1966). However, The Adviser's Handbook of San Jose State University emphasises that "an academic adviser does more than offer advice on academic program planning." It continues that "an academic adviser is that representative of an academic department or program to whom a student can turn for the personal assistance that often accompanies the central activity of the university instruction" (Fasanella, 2014, p. 42)

The definition of faculty adviser at Stephens College indicated that: "...every faculty member and professional administrator...assume counselling responsibilities for a group of eight to twelve students. Each adviser is expected to deal with academic, career, and emotional problems and has training to qualify him to do so" (Mayhew & Ford, 1973, p. 51).

Crockett contended that the faculty adviser serves as a coordinator of the advisee's educational experience. The adviser needs the ability to help students define and develop

realistic goals, perceive their needs accurately, and match these needs with appropriate institutional resources. A caring and trusting relationship is essential (Crockett, 1978).

Hardee and Mayhew (1970) have described the role of the faculty adviser in the following ways:

1. The adviser assists the student in effecting a program of study consonant with the latter's interests and competencies.
2. The adviser assists the student in periodically evaluating his academic progress.
3. The adviser assists the student in the initial exploration of long-range occupational and professional plans, referring him to sources for specialised assistance.
4. The adviser serves as coordinator of the learning experiences of the student, assisting in the integration of the various kinds of assistance rendered - health and psychological aids, remedial work, financial aids, religious counselling - the panoply of all services available to the students (Hardee & Mayhew, 1970).

To facilitate the preceding role descriptions, the adviser had to have considerable knowledge of the institution's combined educational offerings, including the total available classes, extra classes, special topics classes, independent study classes, laboratories, clinics, and field experiences. It was essential for the faculty adviser to have a comprehensive knowledge of the curriculum. In addition, the adviser had to be familiar with the college campus in its many structural parts; to recognise the prevailing learning climate on campus; and should have acquired, or be in the process of acquiring, adequate skills for communicating with various students in authentic, appropriate, and meaningful ways (Hardee & Mayhew, 1970).

Agreeing with Hardee and Mayhew, Higbee (1979) asserted that the role of academic adviser had many facets. Advisers had to be knowledgeable and up-to-date on matters concerning (1) curriculum requirements in the student's majors, as well as general education and graduation requirements of the University; (2) registration procedures; (3) student personnel services - medical, counselling, housing, placement, social, recreational, etc.; (4) financial obligations; and (5) job market and employment information. Higbee (1979) also contended that faculty advisers had to know the mechanics of adding and dropping classes, changing majors; transferring from one University, college, or department to another; evaluating transfer credit or courses, petitioning for grade changes; interpreting grade point average computations; and keeping accurate records of each student's progress (Higbee, 1979).

As described in *The Adviser's Handbook* of San Jose State University, the adviser's role included being the student's academic navigator. Since the adviser is the advisee's primary link

to the study programs of the University, the adviser should be "...the person to whom the student should want to turn for serious, considered advice on academic questions" (Ford, 2003, p. 9). The adviser and advisee are actually "co-navigators" because the student must make many basic decisions about an academic program, utilising input from the adviser. The role of the academic navigator involves offering suggestions, questions, criticisms, praise, direction, and any other comments that will help each advisee define and achieve educational goals (Ford, 2003).

Another role of the faculty adviser is being the student's advocate. Higbee (1979) referred to this role as "A large order!" because the adviser is "...expected to show a sincere interest in the student, become aware of the student's interests and abilities, and be the student's advocate within the department and the university" (Higbee, 1979, pp. 47-48).

Hardee (1961) has written that the role of faculty advising is a tri-dimensional activity, consisting of (1) discerning the purposes of the institution, (2) perceiving the purposes of the student learner, and (3) postulating the possibilities for the student as a learner and promoting these as means are available. It should be noted that these areas of activity remain relevant today.

The first direction - the vision of the goals of the University - requires the adviser to know the mission and vision of the educational institution, to understand the goals of general and special (professional) education, the content of standard and elective courses, teaching methods, as well as the university infrastructure. It is believed that students' satisfaction with studying at the University is a guarantee of the institution's image and attractiveness to applicants.

The second dimension, understanding the purposes of the student, is closely related to the first dimension when one considers that students of a given nature generally gravitate toward the institution that will fit their needs, abilities, and family and cultural influences.

The third dimension, postulating the possibilities for the student as a learner and promoting these, requires cooperation with and from the student. Hardee (1961, p. 116) stated, "It is the ultimate in the advising role". The wise adviser facilitates the student's growth in wisdom, the appreciation for and exercise of knowledge, and the overall integration of learning (Hardee, 1961). Advisers need to weigh their reactions and approaches to each advisee with one major purpose: to enrich and enhance the advisee's academic pursuits and development. This can be accomplished "...by knowing the student's propensities and responding to them with opinions and help - always when asked, often when not asked" (Ford, 2003, p.11).

Kramer and Gardner (1983) indicate that academic advising is a continuing process with sporadic contact between two individual parties. An analogy may describe the role of the faculty

adviser and the advising process: the student advisee is climbing a ladder called higher education, maturation, or achievement. There are various points on the ladder called landings - places to rest, to review progress, and to plan for subsequent efforts. The landings are probably located at different locations on the ladder according to each student climber's needs, wants, and desires. The adviser's role and responsibility is to be available at each landing to help the climber review, learn from past efforts, and plan for what lies ahead (Kramer & Gardner, 1983).

At the same time, Hardee (1959) and Brown (1972) pointed out that although academic advisers had to take care of each student's educational path for whom they are responsible, their options as counsellors were limited. They associated these limitations with the following views:

1. A faculty adviser cannot make decisions for an advisee but can be a sympathetic listener and even offer possible solutions to the student's problem.

2. A faculty adviser cannot increase the native ability of an advisee, but he can encourage the maximum use of the student's ability.

3. A faculty adviser cannot reduce a floundering advisee's academic or employment load but can recommend such adjustments.

4. A faculty adviser should not criticise a fellow faculty member to a student. Still, he can make a friendly approach to any teacher if that teacher is involved in the student's problem.

5. A faculty adviser should not tell an advisee his raw scores on psychological tests, but he can indicate areas in which the student seems weak or strong by discussing centiles derived from local norms.

6. A faculty adviser should not betray a student's confidence on matters of a personal nature, but he can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems (Brown, 1972).

7. A faculty adviser should only attempt to handle cases of emotional disturbances within the behavioural pattern of students adjudged reasonably regularly. When complex problems arise concerning financial aid, mental or physical health, or personal-social counselling, faculty should refer students to professional personnel through the Dean of Students Office (American College Testing Program, 1979).

Even though counselling was recognised as an urgent and necessary matter, under the influence of internal and external circumstances, the performance of these functions shifted from the duties of teachers to university employees specially trained for this work. According to Hoffman (1965), the reasons for such a transformation are related to the fact that (1) more relevant areas of university activity appeared that could receive budgetary support: teaching

excellence, teacher professional development, and improvement of the material and technical base; (2) most faculty were willing to focus only on teaching and research that brought financial stability and affected their status (Hoffmann, 1965).

Thus, already at this stage, we ascertain the emergence of a contradiction between the need for constant work to find an applicant and the lack of employees who could, and most importantly, wanted to implement this activity in all directions. The solution to this contradiction was the introduction of special training for academic advisers in master's level programs. Therefore, the position of an academic adviser in American universities today requires a master's degree, preferably in fields such as psychology and education, hands-on experience in counselling, or a certificate from the National Board for Certified Counselors.

5. Academic Advising: Sample from Ukrainian Experience

There are no positions of academic advisers in Ukrainian universities. It should be noted that in different educational institutions, there are different views on the scope of the functional responsibilities of the staff in terms of providing students with appropriate assistance in planning an individual educational path.

At Nizhyn Mykola Gogol State University, ECTS curators are appointed among teachers of specialised disciplines (majors). Yes, in study programs *Secondary Education English Language and Foreign Literature* and *Germanic Languages and Literatures (including translation)* a curator, as a rule, is an English teacher who has 6-8 academic hours in a group every week, which allows her to meet with students regularly, monitor their progress, and provide timely advisory assistance. The ECTS curator monitors the group's educational process, helps students choose disciplines, and acts as a mediator between the faculty administration and students.

However, in connection with the rapid pace of innovation in higher education, such as the expansion of opportunities for choosing disciplines and forming an individual academic path, combining studies in two specialities and obtaining double diplomas, academic mobility programs, re-enrollment of the results of non-formal education, implementation of academic support students without special training is becoming increasingly difficult. The training of ECTS curators is carried out at methodical meetings of departments by conducting briefings on issues that need to be resolved. The volume of this information is constantly increasing. As a rule, teachers prefer teaching and scientific areas of professional activity. Performance of functions of academic support of students under such conditions, unfortunately, is increasingly

becoming formal in fact. In addition, the teacher is often not ready to conduct consultative work with students regarding the prospects of further professional and personal development due to a lack of psychological and managerial knowledge.

Students need such help. Especially now, when rapid and radical changes occur in the higher education system. Let's give just one example - the organisation of registration for selective disciplines (optional subjects), which is the basis of a student's academic path.

In 2020, for the first time, students were invited to familiarise themselves with the University's register of elective subjects, choose what most appeals to them and enrol. Instructions on how to do this work were posted on the University's website, action algorithms were explained, and deadlines were set. The role of the ECTS curator at this stage was to observe and provide assistance if necessary. Unfortunately, enrolling students in selective disciplines became chaotic: students did not choose courses individually but as a group, and preference was given to fields that do not require systematic training work but are of a review nature, taught in Ukrainian. There were problems with completing questionnaires and orientation in study schedules and timetables.

In 2023, the approaches to the organisation of this case were changed after analysing the current situation. Emphasis was placed on explanatory work among students regarding the reflection of one's academic style, the importance of expanding the possibilities of professional training, the formation of one's managerial skills through independent planning of one's studies, decision-making, and readiness to take responsibility for the case results. Carrying out such work was entrusted to the curators of ECTS, who were supposed to hold meetings with students, analyse the individual academic needs of students, and predict possible options for their choice of educational disciplines. In addition, ECTS curators, who are usually English teachers, based on the collected information about students' interests and wishes, had the opportunity to review the department's proposals for elective subjects, bring them closer to the needs of students and propose new courses to the register of elective subjects of the University (<http://surl.li/kwihq>) - *English made easy: from beginner to expert*.

It should be noted that students of these specialities also chose such disciplines as *German for All Occasions*, *Communicating in French*, *Polish Communication*, *Leadership in Life and Business*, *Emotional Balance of Personality*, and *Practical Psychology*.

Currently, the work of finding applicants is also relevant for the University. We share that today's student, who is satisfied with the conditions of studying at the University, can be a good helper in the search for future students. Therefore, it is essential to create such conditions, on

the one hand, and on the other hand, to help students conduct career guidance work among schoolchildren. Both directions require a focus on information, proper organisation, and additional training on the part of ECTS curators. Unfortunately, this is not always possible due to busyness with teaching and research, lack of knowledge about counselling, information about the development of educational services at the University, and its infrastructure. Therefore, probably, in the American experience we described above, there was a transformation of these functions from a teacher to a specially trained employee - an academic adviser.

One of the tasks of academic support for students is to help them create a positive emotional background for learning. In our opinion, assigning this function to the ECTS curator is not entirely balanced. The specified line of work requires considerable psychological knowledge, the skills of consulting work, and an understanding of the mechanisms of correctional activity. A teacher who constantly works with the group can notice the student's confusion, decreased capacity in his/her work, and interest in learning and refer him/her to the psychological service or other university employees who can help with time management, introduce rational study techniques, and provide informational assistance. Because of this, the Socio-Humanitarian Department of the University is relevant, which is engaged in creating living conditions for students, supporting student organisations, and holding extracurricular events at the University; Psychological Service, whose employees carry out psychotherapeutic and advisory work; Professional Development Center, where you can get information about models of professional development.

6. Conclusions

Our analysis of the requirements of the student-centred learning model of traditional and innovative approaches to the organisation of academic support for students in Ukrainian universities and the American experience in the development of academic advising allows us to make the following conclusions:

- students of modern universities will continue to need particular work on their adaptation to studies, assistance in forming an individual educational path, and creating conditions for full-fledged personal and professional growth;
- universities have accumulated a variety of experience in organising academic support for students: ECTS curators (Bologna Process countries), academic advisers (US universities), curators, activities of specially created departments, centres, organisations, etc. (Ukrainian universities);

- in the US universities in the '60s and '70s, there was a broad discussion about the content, forms, and methods of academic advisers' work, whose functions were performed by teachers at that time;
- during the existence of this activity in American universities, it has been transformed from a subject matter teacher to a specially trained specialist - an academic adviser;
- academic support for students is universal, and regardless of the country, it is closely related to the fact that universities should take care of preserving their image by improving the quality of educational services, developing infrastructure, and creating conditions for the realisation of student needs;
- at the current stage of higher education development, the role of academic advisers will be constantly growing. As students combine their studies at several universities in the context of internationalisation, there is a need for re-crediting of academic achievements and confirmation of learning outcomes, which requires qualified support;
- solving these tasks can be successful under constant analysis of accumulated experience (national and international), study of rational activity models, and experimental testing of innovative ideas.

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ABOUT THE AUTHORS



**Asst. Prof. Liudmyla
ANDRUSCHENKO**

ORCID ID: 0009-0002-2683-3249

milaandruschenko@gmail.com

*Nizhyn Mykola Gogol State
University, Department of Germanic Philology and
Foreign Language Teaching Methodology*

Assistant Professor at the Department of Germanic Philology and Methods in Teaching Foreign Languages at Nizhyn Mykola Gogol State University. Research interests – methods of teaching foreign languages, comparative education.

Participant and/or (co)manager of international and national projects: “English Language Retreat / GoGlobal Initiative” (US Embassy in Ukraine, 2016), Erasmus+ Project “Teachers Certification Centres: Innovative Approach to Promotion Teaching Excellence” (2020-2023), “Virtual Educator Program” (US Embassy in Ukraine, RELO, 2022-2023). Supervisor of Bachelor students’ researches.



Prof. Svitlana TEZIKOVA

ORCID ID: 0000-0001-7094-7505

tezikova@ndu.edu.ua

*Nizhyn Mykola Gogol State
University, Department of
Germanic Philology and Foreign Language Teaching
Methodology*

PhD in Education, Full Professor at the Department of Germanic Philology and Methods in Teaching Foreign Languages at Nizhyn Mykola Gogol State University, Head of University Professional Competence Development Centre. Research interests – continuing professional development, comparative education. Participant and/or (co)manager of international and national projects "Professional development of rural teachers of English in Chernihiv region" ("Vidrodzhennya" Fund, 1998), “Reform and Renewal in Teacher Education” (US Department of Education, 2000-2003), “University and Leadership” (Warsaw University, 2014-2015), “English Language Retreat / GoGlobal Initiative” (US Embassy in Ukraine, 2016), "Decentralization in Education" project Delegation of European Union in Ukraine as sub granting through the “Ukrainian Regional Platform of Public Initiatives” project, 2017), “English for Universities” (British Council Ukraine, 2015-2018), Erasmus+ Project “Teachers Certification Centres: Innovative Approach to Promotion Teaching Excellence” (2020-2023). Supervisor of Ph.D. students' researches, author of the research, and methodological papers.

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