

# ACADEMIC ADVISING AT A DISTANCE: A CASE STUDY WHERE NO FACE-TO-FACE INTERACTIONS OCCUR

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## ABSTRACT

The purpose of this case study was to explore the relationship between professional academic advisors and undergraduate college students at a distance where face-to-face meetings did not occur. This case also utilized evidence from a number of advising relationships at the institution to not only illustrate the case of distance advising but also to show different perspectives on the issue. Findings included that distance advising was enacted somewhat differently online than face-to-face due to diverse student populations, technology and the organizational structures of the college. Also policies and practices borrowed from face-to-face operations sometimes disadvantaged students' needs and abilities to be successful online. Teaching presence, social presence and cognitive presence were also found to be enacted in varying ways online and social capital impacted learning, interactions and relationships of advisors-advisees online as well. Implications for action and future research are also included.