

Academic Advising



Juniata College
New Advisor Handbook

Agenda

- I. Advising Philosophy
- II. Building Relationships with Students
 - Advisor Role/Responsibilities
 - Advisee Role/Responsibilities
- III. The Advising Life Span
- IV. The Advising Session
- V. Logistics
- VI. Accessibility and Accommodations: Inclusive Excellence and FERPA
- VII. Resources

Academic Advising at Juniata College

Learning-centered advising at Juniata focuses on building lasting mentor relationships that help students develop the capacity for healthy self-discovery and self-advocacy as learners. Advisors foster student success by strengthening students' ability to explore their passions and commitments to their community and to the broader world, while supporting them to make informed decisions about their academic program in order to achieve both personal and professional goals.



CORE VALUES

Mission

To fulfill the mission of the college, advising is a means by which students come to see themselves as reflective members of the higher education community, and embrace their roles and responsibilities as students prepared to act as citizens of local and global communities.



Philosophy

A Personal Philosophy of Advising Statement

Purpose

A personal philosophy of advising encompasses the approaches and methods each advisor uses in the interactions with students. The statement articulates the values that guide advisor approaches to the responsibilities of advising, interpersonal and group interactions, and help to define the goals and objectives of advising (Dyer, 2007). Awareness of the values and theories that shape your approach to advising creates an opportunity for self-reflection and alignment of practice with goals and outcomes.

Content

Your philosophy of advising statement should reflect both the values that guide your work as well as reflecting theories of human development and teaching that guide your advising practices. Ideally, your statement both reflects and supports the Juniata College mission and Institutional Learning Outcomes.

The following questions may help you write a personal philosophy of Advising:

- What are my institution's/program's published values, goals, and missions?
- What is the stated purpose of academic advising at my institution?
- What are my strengths as an academic advisor?
- What excites me about academic advising?
- Do I feel an affinity toward specific types of students?
- What are my most developed advising skills?
- What legal or ethical situations do I expect to encounter most often in my work with advisees?
- What advising approaches do I use (or intend to apply) with students?
- Which theories of student development do I use or wish to learn?

Perhaps most important, as an advisor, you should be able to answer the following:

- Why am I an academic advisor?
- How do I make a difference in the lives of students and colleagues?
- Do my students know their lives matter?

Dyer, A. N. (2007). Advisement philosophy. In Folsom, P. (Ed.), *The new advisor guidebook: Mastering the art of advising through the first year and beyond* (Monograph No. 16) (pp. 47-48). Manhattan, KS: National Academic Advising Association.

Advising Philosophy Prompts:

<http://advisingmatters.berkeley.edu/sites/default/files/general/Statement%20of%20Advising%20Philosophy%20Prompts.pdf>

Advisor Responsibilities

Excellent advisors take a sincere interest in students, their interests, life experiences, personal and academic growth, and goals. Advisors model curiosity, academic inquiry, a commitment to life-long learning, and professionalism. Advisors are committed to inclusive excellence and work to develop the self-reflective capacity to monitor implicit bias.

Advisors engage with students, getting to know them as individuals, inquiring with true curiosity about their values and motivations at the same time challenging students to examine and question their world views. Academic advising addresses all areas of the students' academic experience: curricular and co-curricular experiences along with social and psychological transitions that are essential aspects of a successful academic journey.

Curricular

- provide accurate information to students about curricular requirements
- support students to think critically about personal and professional goals and objectives, to discover connections between their courses and their interests – create with the student a realistic career plan
- engage students in thoughtful planning: develop an academic schedule for each semester including summer session as needed, ensure each student has a realistic academic schedule plan through to graduation
- assist student in post-graduate planning

Co-Curricular

- provide accurate information to students about co-curricular opportunities
- support students to identify how their interests align with co-curricular activities and courses
- support students to find the resources (social, financial, and academic) to pursue advantageous co-curricular experiences
- foster a commitment to democratic citizenship and multi-cultural, diverse communities
- foster a commitment to personal well-being (physical, spiritual, and psychological)

Student Success

- promote a growth mind set
- help students identify their core values, and find their place at Juniata
- help students assess their skills and aptitudes, identify growth areas and skill development opportunities
- promote self-reflection, decision making, and independent thinking,
- empower students to become self-advocates, able to manage stress, address conflicts and solve complex problems
- challenge students to engage in intellectual exploration, to value discomfort, and to step outside their comfort zones, encourage a commitment to intellectual curiosity, collaboration and lifelong learning
- identify when specialized support may be needed
- provide accurate information about support systems and learning resources on campus

Learning Outcomes: successful academic advising will develop a student's ability to:

- craft an integrated, coherent education plan that fits their personal aspirations, interests and values; describe their academic journey, articulating the coherence of their academic program
- ask and answer questions, use information to set goals, reach decisions and accomplish goals they set; articulate key/meaningful choice points along the way
- assume responsibility for meeting academic program requirements
- engage as culturally competent citizens with the campus community and the wider world
- reflect on the meaning of their education, describing how curricular, co-curricular, service, social action and volunteer experiences have contributed to growth and shaped personal and professional goals

In order to achieve these goals, advisors need to develop competency in three areas:

- **Conceptual** competency: understanding the context (cultural and institutional) and theories that inform the practices effective advising
- **Informational** competency: mastering knowledge shared with students to support academic success
- **Relational competency: developing skills** to convey the concepts and information from the other two components to advises in supportive and culturally appropriate ways

NEW ADVISOR GOALS

Advisors should adopt a development strategy to increase their advising skills

Component	Year One	Year Two and Beyond
Conceptual Component	<ul style="list-style-type: none"> • Know (or know where to find) information about Institutional mission and learning outcomes • Have a sense of the students who enroll at Juniata 	<ul style="list-style-type: none"> • Have a working knowledge of developmental theory • Develop skills for working with non-traditional populations of students
Informational Component	<ul style="list-style-type: none"> • Know (or know where to find) and be able to explain basic/most important/most used/most impactful institutional policies, regulations and procedures. • Know how to refer students for specific kinds of help and/or experiences 	<ul style="list-style-type: none"> • Know basic policies, regulations and procedures. • Understand nuanced interpretations of policies, as they impact review of exceptions and appeals. • Know (and/or know where to find) more specialized/ policies/procedures that impact specific student populations and/or programs
Relational Component	<ul style="list-style-type: none"> • Effectively engage student questions and cover topics/information the student needs • Stay within session time parameters except in unusual circumstances. • Establish student expectations • Provide inclusive advising to all students 	<ul style="list-style-type: none"> • Fully integrate relational and informational knowledge and skills in advising conferences • Tailor information for individual students according to their developmental stage, needs, concerns, and situations • Conducts conference as a conversation rather than a 'Q & A' session • Differentiate and manage advising and mentoring relationships

(adapted from Folsom, P., Joslin, J., & Yoder, F..(2005). From advisor training to advisor development: Creating a blueprint for first-year advisors. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web site <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Training-Blueprint-for-New-Advisors.aspx>

Conceptual <i>context and theories that inform practice</i>	Informational <i>information shared with students</i>	Relational <i>skills that enable successful advising interactions</i>
Who are our Students? <ul style="list-style-type: none"> Regular admits vs. transfers Characteristics of regular admits Traditional vs. non-traditional International Students Millennials – who are they are what do they need? 	Curricular Requirements <ul style="list-style-type: none"> General Education POEs Secondary Emphasis Certificates Co-Curricular Transcript Portfolios 	Personal Advising Philosophy Why do you advise? *
Student Development Theory Advising Approaches and Strategies Growth Mindset Core Values	Academic Policies and Procedures <ul style="list-style-type: none"> Graduation requirements Change of Advisors Withdrawal Policy/Leave of Absence Title IX Academic Calendar (registration, drop-add, intent to graduate, etc.) 	Building strong relationships <ul style="list-style-type: none"> Listening Problem solving Advising vs. counseling Coaching/Inquiry Validate, support, engage, challenge Balance support with challenge
College Advising Expectations <ul style="list-style-type: none"> Faculty handbook Departmental goals Pharos/Basecamp Academic Probation Academic Integrity Early Alerts Midterms Final Grades 	Academic Support Resources/Making referrals <ul style="list-style-type: none"> Learning Commons Dean of Students/Academic Advising Accessibility Services IEIE Tutoring and Writing centers Career Services Financial Planning/Bursar's Office Registrar's Office RAs/ Residential Life Unity House/Campus Ministry JCPS --- Coaches Bias Response Team 	Respectful Communication – Role Model <ul style="list-style-type: none"> Self-awareness Cultural awareness Clear and regular office hours Contact Students as needed Assessment <ul style="list-style-type: none"> Collect and review feedback annually What do students say about advising and mentoring in your department? What do they want or need? How do you modify practices (individual and departmental)
Learning Outcome Expectations <ul style="list-style-type: none"> clear academic plan successful self-advocacy responsible for academic program engaged self-reflective 	Information Technologies General <ul style="list-style-type: none"> IT Moodle Advising Related <ul style="list-style-type: none"> WebAdvisor Registrar's Page: Forms Academic Program Evaluation BASECAMP 	Organizing Sessions/Tracking student progress <ul style="list-style-type: none"> Planning successful advising sessions Approve educational transactions as needed Keep up-to-date, confidential records/ Basecamp Clearly communication expectations (email etiquette, website information, expectations for advising sessions, etc.) Follow-up on notices of concern/mid-term notices; CELEBRATE achievements, successes
Institutional ILO's <ul style="list-style-type: none"> Knowledge and Skills Intellectual Engagement Interdisciplinarity Engagement with Self and the World Ethical Behavior 	ELO's and other co-curricular opportunities <ul style="list-style-type: none"> Student organizations Internships Research Fellowships Leadership Community Engaged Learning Service Study abroad 	Student Empowerment <ul style="list-style-type: none"> Promote student understanding of purpose and interconnections within curriculum Model decision making, resilience and grit Encourage student responsibility for success – communicate roles and responsibilities for advisors and advisees Scaffold support appropriately Facilitate problem solving, creative thinking, decision making, planning, goal setting Help students to make meaning out of their choices
Commitment to Inclusive Advising and Equity <ul style="list-style-type: none"> Maintain up-to-date knowledge on inclusive excellence best practices for advising 	Legal Obligations and Good Practice <ul style="list-style-type: none"> FERPA (students and parents) Note Taking BASECAMP (Pharos) 	Learning from colleagues <ul style="list-style-type: none"> Seek support from seasoned advisors within the department Utilize registrar's office and advising center personnel

* Advising Philosophy Tool: <http://advisingmatters.berkeley.edu/sites/default/files/general/Statement%20of%20Advising%20Philosophy%20Prompts.pdf>

(adapted from NACADA core competencies model)

Advisee Responsibilities

Learner-centered advising at Juniata focuses on building lasting mentor relationships that help students develop the capacity for self-advocacy as learners. Advisors foster student success by strengthening students' ability to explore their passions and commitments to their community and to the broader world, while supporting them to make informed decisions about their academic program in order to achieve both personal and professional goals. The advisee is an equal partner in the advising relationship that promotes self-reflection, decision making, and independent thinking,

Advisee responsibilities include:

- Explore personal values, abilities, interests, in order to discern goals for your academic journey and more broadly your life.
- Schedule regular meetings with your advisor each semester as required or when in need of assistance - take the initiative to meet
- Be prepared for advising sessions, bringing notes, resources and documents as needed. Students should maintain an Advising Folder/Portfolio that includes your educational plan, notes from your advising sessions, a list of anticipated courses and a checklist of graduation requirements.
- When possible come to registration sessions with a tentative schedule for the upcoming semester.
- Review and follow institutional policies and procedures, particularly deadlines related to registration, drop-add, and experiential learning opportunities in which you plan to participate.
- Check the ARCH and read emails from the academic resource team, the Dean's office and the registrar for academic updates, registration, and other news.
- Advocate for your interests, and change advisors if you change your POE, add a secondary emphasis, pursue a certificate or would like to consult with a different advisor. Completing the advisor change form available on the Registrars page.
- Accept responsibility for all decisions made and for successfully completing your graduation requirements.

Advisees are also responsible for developing competencies in three core areas:

- **Conceptual competency:** understanding the context (cultural and institutional) and theories that inform the practices effective advising
- **Informational competency:** mastering knowledge shared with students to support academic success
- **Relational competency: developing skills** to convey the concepts and information from the other two components to advisees in supportive and culturally appropriate ways

Students are encouraged to develop conceptual, informational, and relational competencies in order to be engaged, informed, empowered ADVISEES.

(adapted from NACADA core competencies model)

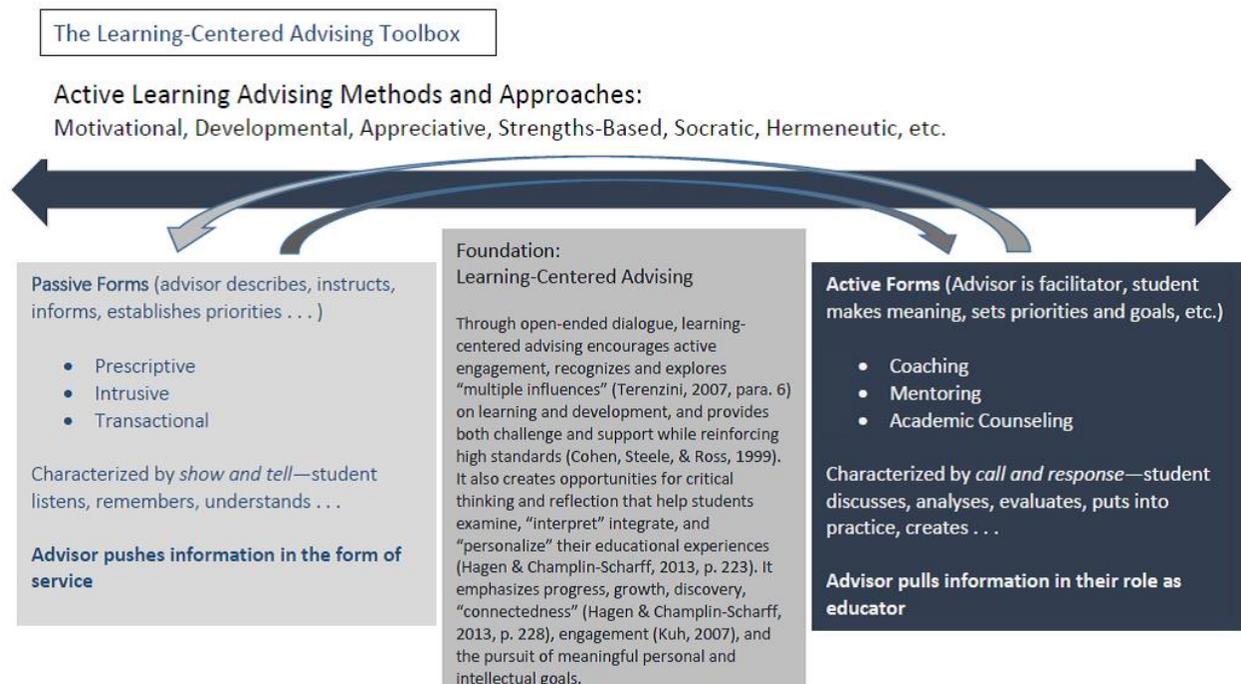
Conceptual <i>context and theories that inform practice</i>	Informational <i>information to Learn</i>	Relational <i>skills that enable successful advising interactions</i>
Think about Who you are? <ul style="list-style-type: none"> • What are your learning goals? • What are your strengths and skills? • What skills do you hope to develop? 	Curricular Requirements <ul style="list-style-type: none"> • General Education • POEs • Secondary Emphasis • Certificates • Co-Curricular Transcript • Portfolios 	Personal Advising <p>What type of relationship would you like to have with your advisors?</p>
Student Development Theory <p>Growth Mindset Core Values</p>	Academic Policies and Procedures <ul style="list-style-type: none"> • Graduation requirements • Change of Advisors • Withdrawal Policy • Leave of Absence • Title IX • Academic Calendar (registration, drop-ad, intent to graduate, etc.) 	Building strong relationships <ul style="list-style-type: none"> • Ask good questions • Listening carefully • Problem solving • Seek Challenges • Develop self-sufficiency
College Advising Expectations <ul style="list-style-type: none"> • Advisee Responsibilities • Student Code of Conduct 	Academic Support Resources <ul style="list-style-type: none"> • Learning Commons • Dean of Student's/Academic Advising • Accessibility Services • IEIE • Tutoring and Writing centers • Career Services • Financial Planning/Bursar's Office • Registrar's Office • RAs/ Residential Life • Unity House/Campus Ministry • JCPS --- Coaches • Bias Response Team 	Respectful Communication – Role Model <ul style="list-style-type: none"> • Self-awareness • Cultural awareness • Preparation for advising meetings • Contact Advisors as needed • Provide effective feedback
Learning Outcome Expectations <ul style="list-style-type: none"> • Clear academic plan • Successful self-advocacy • Responsible for academic program • Engaged • Self-reflective 	Information Technologies <p>General</p> <ul style="list-style-type: none"> • IT • Moodle <p>Advising Related</p> <ul style="list-style-type: none"> • WebAdvisor • Registrar's Page: Forms • Academic Program Evaluation • BASECAMP 	Tracking Progress <ul style="list-style-type: none"> • Prepare for advising sessions • Communicate professionally with advisors (email etiquette, website information, expectations for advising sessions, etc.) • Track progress in e-portfolio system, Program Evaluation, etc.
Institutional ILO's <ul style="list-style-type: none"> • Knowledge and Skills • Intellectual Engagement • Interdisciplinarity • Engagement with Self and the World • Ethical Behavior 	ELO's and other co-curricular opportunities <ul style="list-style-type: none"> • Student organizations • Internships • Research • Fellowships • Leadership • Community Engaged Learning • Service • Study abroad 	Student Empowerment <ul style="list-style-type: none"> • Reflect on the purpose and interconnections within the curriculum Practice decision making, resilience and grit • Take responsibility for success • Fully participate in problem solving, creative thinking, decision making, planning, goal setting • Reflect on the meaning of your academic choices
Commitment to Inclusive Advising and Equity <ul style="list-style-type: none"> • Practice inclusive excellence in all interactions 	Legal Obligations and Good Practice <ul style="list-style-type: none"> • FERPA (students and parents) • Note Taking • BASECAMP (Pharos) 	<p>Learning from peers and mentors</p> <ul style="list-style-type: none"> • Seek support from seasoned students • Utilize registrar's office and advising center personnel, coaches, etc.

Advising Life Span

Advisors and advisees cover a broad range of topics over the life span of their relationship. Broadly conceived these conversations fall into five categories.

- 1) **Academic program and pathways** (requirements for graduation, curricular planning, course selection and sequencing, dropping courses, changing paths, study away, experiential learning opportunities, fellowships, etc.).
- 2) **Career Development** (identifying passions and goals, internships, graduate education, resumes, networking, etc.)
- 3) **Student Success Skills** (study skills, time management, awareness of community resources and supports, responding to challenges, utilization of technologies that support student success, etc.)
- 4) **Transitions to College Life** (developing self-awareness and self-management, strengths assessment, coping mechanisms, problem solving skills, reinforcing/developing self-image, social issues, financial issues, housing, roommates, health care, cultural differences, clubs, living in the US/new town: drivers licenses, Int'l: banks, travel, housing, breaks, visa issues, passports, navigating life transitions with parents, etc.)
- 5) **Crisis Intervention** (Title IX, mental health resources, self-harm crisis/concern, safety, physical health needs, etc.)

Elizabeth Wilcox (2016) offers the following model as a way to conceptualize the “advising toolbox as a blended and synthesized approach” that is responsive to “individual student needs, circumstances and objectives” (p. 3). It includes both passive and active forms of advising and engages a variety of developmental approaches to engage with students as learners.



In practice advisors are **blending and synthesizing approaches and methods** (and using both passive and active forms in individual interactions) depending on advising objectives and the student’s unique needs and circumstances.

Elizabeth Wilcox, UC Berkeley 2016

Transitions

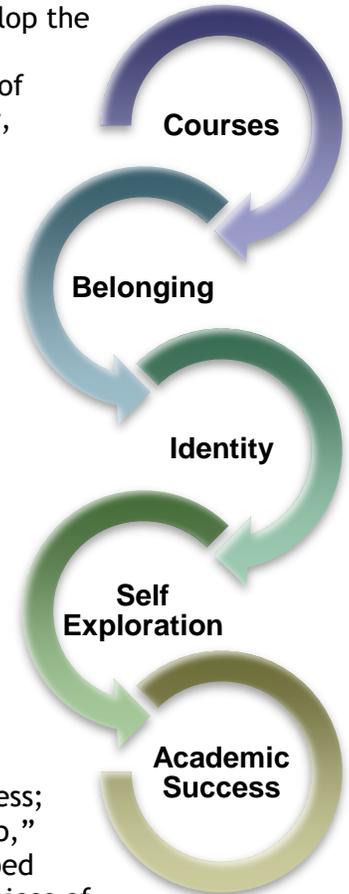
Advisors are critical to the success of students as they enter the world of higher education. They help students explore the curriculum while helping them develop the skills needed for academic success. At the same time, advisors must support students as they traverse the social and psychological transitions that are part of the college experience. This includes “becoming members of a new community, determining their positions within that community, and navigating their own psychological needs” (Archambault, 2017, pg. 8). Advisors serve as a bridge between the student and the institution, helping them to establish a sense of belonging (Archambault, 2017).

Advising conversations should follow a developmental hierarchy that begins broadly, helping students to identify the goals and aspirations that then drive the educational journey that best supports their personal and career aspirations.

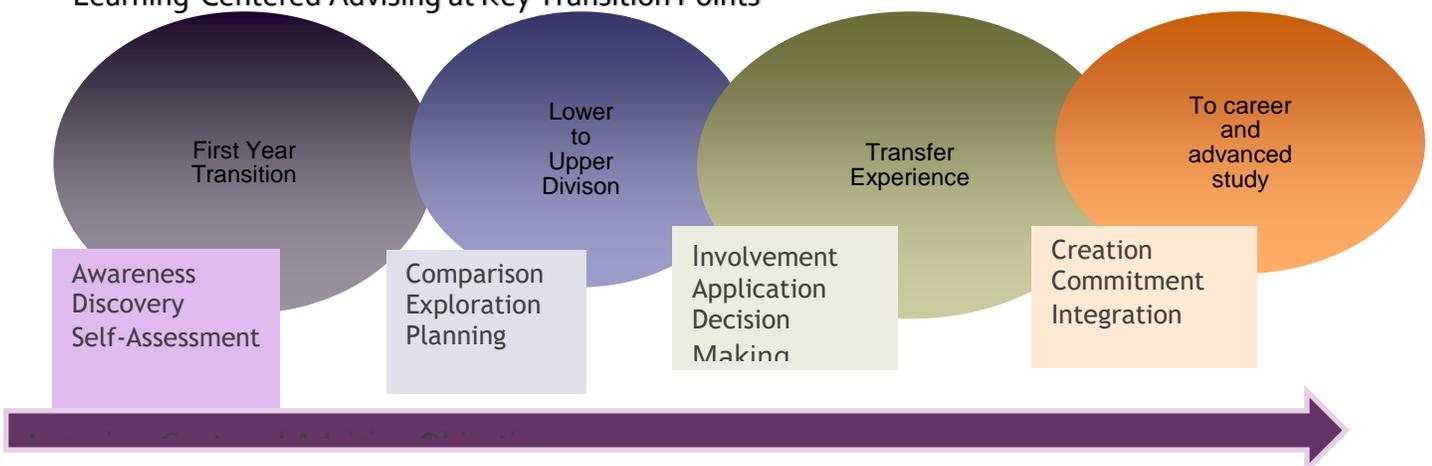
- explore life goals and personal values, capacities, interests, and limitations
- explore vocational/career goals
- select and/or design a Program of Emphasis and perhaps a secondary emphasis or certificate
- select and schedule classes

Advisees as Partners

In a learning-centered approach advisees become partners in the advising process; active learners whom we want ultimately to develop a sense of “self authorship,” an epistemological orientation whereby they bring their own internally developed goals and values to bear on decision making rather than relying solely on the voices of others, including us (Pizzolato, 2006; Quinn, 2017). To this end we need to help our students understand their responsibilities in the advising relationship and scaffold learning objectives/expectations to mirror students developmental process, increasing skill as learners, and emerging scholars in the academic community. Again, Wilcox (2016) offers a visual that reflects how we might adapt learning outcomes at key transition points in the academic journey.



Learning-Centered Advising at Key Transition Points



The Advising Session

Each advising session will vary to some degree depending on the purpose of the meeting, the needs and interests of the student and the stage of the student's academic career.

Common Elements:

- ~ Create a comfortable setting that invites conversation
- ~ Be prepared: check your notes on the student prior to your meeting so that sessions are personal, as well as effective
- ~ Advise the whole person - address curricular questions as well as checking on academic progress, successes and challenges, and overall student well-being
- ~ Follow-up on commitments and next steps

Engage students in meaningful interactions:

- ~ use active listening skills to understand student needs and interests
- ~ ask questions to engage students in problem solving and to encourage self-advocacy skills
- ~ acknowledge successes and name challenges
- ~ model ethical and culturally appropriate interactions

Sample: An Ineffective Discussion

Meeting 1:

- Advisor: Since you are struggling with FYC, I recommend going to the writing center.
- Student: Ok.

Meeting 2:

- Advisor: Did you go to the writing center?
- Student: No. I got busy.
- Advisor: How is your FYC class going?
- Student: Not well. I don't know what to do.
- Advisor: Please make an appointment with the writing center. I think it would really help.

Sample: A Developmental Approach

Meeting 1:

- Advisor: What do you believe are the major challenges with your FYC class?
- Student: I don't know. The professor is kind of hard to understand, and I feel she rushes through class.
- Advisor: Do you feel comfortable meeting with the professor during office hours?
- Student: I don't know anything about office hours.
- Advisor: You can check the syllabus to see when she's available, and then you can go meet with her one-on-one. That way, she'll be able to answer any questions you have, and provide clarification for you. Does that sound like something you'd be able to do?
- Student: Yes. I feel comfortable doing that.
- Advisor: Another resource is the writing center. There you can bring in work and they can critique it. You can also show them the professor's feedback and help you improve your writing. Do you know where the writing center is and how to contact them?

The real work of the advisor is to ask the right questions.

MILESTONES TO KEEP IN MIND

FIRST YEAR

- Social and Psychological transition matter: ask about family, friends, where they are fitting in and what changes are most challenging.
- Check in on courses - what is going well, yeah! Challenges -- find out why and help them problem solves response strategies.
- Study skills are often more challenging than mastering content - help them find the study skills sessions and tutoring options that will work for them.
- Explore academic goals - broadly.
- Explore personal interests and what they love.
- Check in on academic progress in each course.
- How are they balancing fun, courses and WELLNESS!

SOPHOMORES

- This is often the year where everything “falls apart” as they discover what they don’t know - or their perfect plan no longer makes sense. It is often a year of deep self-exploration and transitions that often feel like great leaps (or steep falls). Affirm that questioning and seeking is exactly right!
- Ask about study abroad and internships.
- Help them to explore co-curricular opportunities to pursue interests and hone skills.
- They submit an initial POE form, so it is a good time to look at the how their program will evolve over four years.
- Begin to connect their courses to their personal and professional development:
 - point out the benefits of international experience in your field
 - talk about how to build networks
 - share stories of failure and success - what you learned and how you found your path
- Help students to select courses in the sophomore year which will allow them maximum flexibility in the junior year. If they go abroad, they may not be able to get more than one or two specific courses to fulfill POE requirements.
- Remind student’s that individualized POEs are a great option!
- Help students create a balanced schedule of general education and POE courses.

JUNIORS

- Stay in touch via e-mail with your advisees who are abroad and respond in a timely manner to their questions about credits and future registration.
- This is a great year to explore internships, volunteer options, career shadowing, research opportunities, and community engaged learning opportunities.
- Encourage students to take advantage of guest lectures, career fairs, leadership development opportunities and conference that help them develop networks and professional skills.
- Check to make sure students are on track with general education requirement as well as POE courses.
- Help students think about plans to visit graduate programs and prepare for graduate or professional school admissions.
- Review the Program Evaluation form to make sure all requirements for POEs and general education requirements are fulfilled by senior courses.

SENIORS

- Many students change profoundly with a study abroad experience. It's a good idea to touch base with your returning advisees to see if the plans you made a year ago still fit their new international and language capabilities and interests.
- Is the POE complete or does it need to be updated?
- Double-check the Program Evaluation and attend to any gaps.
- Review experiential learning opportunities as well as leadership opportunities the student may want to take advantage of this year.
- Help the student think about how they are building experiences for their resume (and direct them to Career Development for resume crafting support).
- Has the student applied for graduation, and filled out all the right paperwork?
- Is the student taking advantage of networking and professional development opportunities? Career fairs, job shadowing, Liberal Arts Symposium, interviewing practice, etc.
- Have they asked for references? Do they have a job search plan?

Advising is fundamentally about self-discovery: successful advising is holistic in approach, creating opportunities and supports for students to identify the core values that guide their personal and professional goals and academic and social collegiate choices. Advising signifies relationships in motion, moving from advisor to mentor, to peer/colleague in some instances; a spirit of partnership should define advising relationships. Advisors are adaptive, changing strategies to meet the needs of culturally and developmentally diverse students. Students should develop self-advocacy/self-authorship as they mature, taking responsibility for their academic and career choices.

Advising Practices

1. Develop a Personal Advising Philosophy
2. Know the differences between General and POE advising responsibilities as well as specific program and general education graduation requirements.
3. Know where to go for help with questions!
4. Keep a file on each advisee. This file could include:
 - a. Planning worksheets
 - b. Notices related to student progress and performance (midterms, academic probation, etc.)
 - c. Copies of emails related to specific concerns or questions the student might have, particularly if they document questions and answers around a specific issues or concern
Notes form individual meetings for your own reference. Files may be destroyed following an advisee's graduation.
Students have a right to request a copy of their files, so make sure that notes are professional in nature at all times.
5. Schedule extra office hours during times when there will be a high demand for advising: registration/academic deadlines, etc.
 - a. Make sure students know how to find you as deadlines approach and they may need you for signatures
 - b. If you will be unavailable during the final days of drop/add, registration periods, senior degree audit deadlines, etc., make arrangements for a colleague to provide your signature in your absence
6. E-mail advisees prior to registration periods with specific information about:
 - a. How to schedule a meeting with you
 - b. What they need to do to be prepared for the meeting.
7. Juniata commits to face-to-face, one-on-one interactions with advisors
 - a. POE advising, particularly related to course sequencing for designated POE can be effectively done in group settings. Students will also need advice on their individual educational options to meet their specific needs/goals and to maximize their liberal arts experiences.
 - b. You will need to develop strategies for responding to students who refuse to meet with you for advising purposes. You can choose not to approve their schedule, or advise them to switch advisors. In some cases, upper level students with a strong primary advisor may not need significant support from a general advisor. We do encourage all advisees to meet with both advisors and encourage you to develop strong relationships will all advisees to the extent possible.
8. Use planning worksheets to help students shape their developing academic goals and pathways. Use Progress report in Colleague Self-Service to ensure they are meeting all program and general education requirements. Encourage students to develop their own facility with both tools.

9. Familiarize yourself with all academic policies - and develop a resource guide to track down information in order to address questions as they arise.
 - a. Basic rules can be found on the Advising Planning Sheet and the Registrar's FAQ page.
 - b. When encountering difficult questions, consult the Registrar's FAQ page on the web, your department chair, or the Registrar's Office.

10. Include discussions in your meetings about:
 - a. Transitions
 - b. Academic Progress
 - c. Extracurricular engagement on campus
 - d. Study abroad programs
 - e. Internship opportunities
 - f. Undergraduate Research
 - g. Fellowships
 - h. Community-Engaged Learning
 - i. Postgraduate study
 - j. Professional paths

11. Know policies that often affect a student's enrollment status, including:
 - a. Course withdrawal/Medical withdrawal (faculty can set deadlines for withdrawal from their courses - students will need to check each syl. for specific dates).
 - b. Academic Probation
 - c. Academic Integrity
 - d. Leave of Absence
 - e. Credit minimum/maximum for full-time students

Eligibility Basics:

 - ✓ Students need to be registered for 12 credits to be considered full-time at the start of the semester. They are still considered full time if they drop below 12 after drop-add.
 - ✓ Student-Athletes must have 12 credits to be eligible to play. If they drop below 12, they are ineligible to play. Students can check with the compliance director in the Athletic Department if they have questions about eligibility.
 - ✓ To maintain Satisfactory Academic Progress (SAP), a student must complete at least 24 credits in the academic year (fall, spring and summer) to maintain federal financial aid eligibility. State financial aid eligibility may have different rules.

12. Know the differences between forms used for special course/credit registrations:
 - a. Independent Study
 - b. Internship
 - c. Credit By Exam
 - d. Course Audit
 - e. Tutorial/Teaching Assistant (TA)

13. When signing forms always consider the implications of the action on the student's course of study and/or progress toward degree completion.

14. Review the Program Evaluation screen for seniors at the beginning of each semester of their final year. Check against the senior degree audits when they arrive from the Registrar's Office. Contact students who may need to adjust final schedules to complete degree requirements in their final semester/year.
15. Plan with your advisees for selection of/assignment to temporary advisors the semester before you begin a sabbatical.

Good advising is time-intensive and ongoing throughout the whole year

- Be available, patient, and an active listener
- Make a connection, reserve judgment
- Be open to inquiries and helpful with problem-solving
- Communicate effectively
- Use questions as much as possible to explore and understand
- Understand when to refer the student to other support areas on campus

Logistics

1. Getting an Advisee
 - a. Assigned by Registrar & Coordinator of Academic Advising
 - i. New students (first-years and transfers) based upon their intended POE or POE exploration.
 - ii. New students who did not self-select a second advisor. This may be a general or POE advisor depending on the student's first advisor assignment
 - iii. Assigned in Colleague; roster will be visible in Colleague Self-Service, WebAdvisor, and Basecamp
 - b. Student's may request you as their POE or general advisor
 - i. sign the advisor selection form, OR
 - ii. email the Registrar & Coordinator of Academic Advising
2. Main Advising Periods
 - a. Summer/January Orientations
 - b. Fall registration period for the spring semester
 - c. Spring registration period for the fall semester
 - d. Drop/add periods
 - e. When a student is on academic probation or earns midterm notices
 - f. When a student needs a recommendation, regular check-in or ongoing conversations about internships, graduate school, career, POE, etc.
 - g. First-year transitions

Accessibility and Accommodations

FERPA

- 1. *What if the student mentions they had a 504 or IEP plan in high school and they would like one here?***

Individualized Education Programs (IEPs) and 504 plans are designed to offer formal help for K-12 students with learning and attention issues. Once students reach higher education, they no longer have an IEP; the laws of IDEA 2004 do not apply to college students. However, under Section 504 of the Rehabilitation Act and in the Americans with Disabilities Act (ADA), colleges must provide “reasonable accommodations” to those in need. Refer students to the Student Accessibility Services Office to help them identify what those reasonable accommodations might be.
- 2. *What if the student mentions that they went to a learning center, academic coach or a tutor all through high school and they ask if that is available here?***

Students seek out help from tutors, learning centers and academic coaches for a variety of reasons, which may or may not be connected to an identified learning disabilities or learning differences; You should not ask students if they have a learning disability or difference, however, you can ask them how the service helped them and how they have implemented what they learned into their studying and learning strategies. If they disclose they used the service because of a learning difference, make them aware of all the resources in Learning Services (academic coaching, tutoring, and disability accommodative service).
- 3. *What if a student says they had classroom accommodations in high school, but they plan not to do that in college?***

Affirm their independence in making that choice, and also make them aware that at any time they change their mind, they can visit the Student Accessibility Service Office to attain needed classroom accommodations. Note that any grades in place or tests taken BEFORE accommodations were granted will not be changed or repeated with accommodations. Also mention that they can discuss accommodations with Patty Klug, attain a letter, but they are ultimately in charge of who the letter is sent.
- 4. *What if the student mentions that they use medicines for focus or sleep?***

It is not appropriate to ask students why they take medications, but you can mention resources available to support their management of medicines as it pertains to overall health and wellbeing and any impacts on academics. This includes both Counseling Services and Learning Services. You can also explore how managing time and health may entail different challenge in college because of inconsistent schedules and academic and co-curricular demands. **FYI:** Students with attention deficit disorders frequently use these medicines as well as those struggling with sleeping disorders or diagnosed anxiety.
- 5. *What if a student mentions they had a concussion or several concussions in high school?***

Students who have had concussions may be concerned about recurring symptoms. Advise them to seek out our health services and a physician if symptoms return. Temporary accommodations can be granted through either the Dean of Students Office or the Student Accessibility Services Office if the symptoms persist.
- 6. *What if a student mentions that they have or still do struggle with anxiety?***

Again, review the resources available here on campus including Counseling Services and Learning Services. If they have shared this information (do not pry), make them aware that if they have a diagnosis of anxiety from a physician, they can seek accommodations from Student Accessibility Services. **FYI:** These accommodations can include classroom accommodations, testing, housing accommodations (medical singles) or emotional support animals.

7. *What if a student is interested in finding out more about an emotional support animal?*

Policies on emotional support animals at can be found at <http://www.juniata.edu/offices/academic-support/animals.php>. Students should contact Patty Klug to obtain an ESA. FYI: A mental health professional must complete the "Request for Information Regarding an Emotional Support Animal" 60 days prior to the start of a semester.

Family Educational Rights and Privacy Act: FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA), commonly referred to as the Buckley Amendment, provides college students with certain rights relative to access and release of records that are personally identifiable. Juniata College's policy and procedures relating to the amendment are available at: www.juniata.edu/services/dean/ferpa.doc.

Key requirement related to confidentiality are shared below:

- Students have the right to copies of their records.
- Personally identifiable information from these records will not be disclosed to a third party without written consent of the student with the exceptions listed below:
 - other Juniata College administrators and faculty with a *legitimate educational need* (including faculty advisors and coaches of intercollegiate athletes).
 - accrediting agencies, certain governmental agencies involved in educational research, legal officers presenting a subpoena, and in emergencies to protect the health and safety of the student or others.
 - “**Directory Information**” - Students may refuse to have the directory information released to third parties by submitting a written request to the Dean of Students by the fourth week of any semester.
- According to the Buckley amendment, students do not have the right to review the following documents which may be in their files:
 - Confidential letters and recommendations which were placed in a file before January 1, 1975.
 - Letters of recommendation that students have waived their right to review.
 - Personal notes of faculty members, counselors, and administrators which are written only for the use of the writer.
 - Financial records and statements of parents.

Parental Notification

The Registrar's Office will release grades and send copies of academic actions including academic probation, suspension and dismissal, to parents of dependent students provided there is a consent on file from the respective student. The Student Accounting Services Office will communicate with parents of dependent students about billing for course registration, room and board, and any incidental fees that are the responsibility of a registered Juniata College student.

NOTES