



NEW ADVISORS

Fall 2019

AGENDA

1. Advising Philosophy
2. Building Relationships with Students
 - Advisor Responsibilities
 - Advisee Responsibilities
3. The Advising Life Span
4. The Advising Session
 - Best Practices/Important Dates/Key Rules
5. Registration Basics: Technology, Tools & Resources
6. Accessibility and Accommodations
7. QUESTIONS!

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.

ADVISING AS TEACHING

TWO ADVISOR MODEL

BOTH ASSIGNED IN THE FALL

Academic Advisor

Drop/Add + Spring Registration

- Identifying interests and strengths related to academic and career goals
- Ensure students understand all aspects of the Juniata curriculum, including POE and graduation requirements
- Help students to select and schedule classes
- Creating a graduation plan
- Identify post-graduation plans

Mentor

Meet monthly

- Support students through transitions
- Help students find their place at Juniata,
- Encourages students to build a strong “team”
- Assists students in exploring broad goals and interests
- identify co-curricular learning opportunities
- Facilitates conversations that help students to develop self-advocacy skills

ADVISOR ROLES

A word cloud of advisor roles. The words are arranged in a roughly cross-like shape. The roles included are: GoalSetter (vertical, top), Tutor (horizontal, top), Guide (horizontal, top-right), Encourager (horizontal, top-right), Advocate (horizontal, middle), Teacher (vertical, middle), Cheerleader (horizontal, middle-left), Coach (horizontal, middle-left), Listener (vertical, bottom-left), Trusted Friend (horizontal, bottom-right), and Role Model (horizontal, bottom-right). The words are in various colors including brown, green, and yellow.

MY ADVISING PHILOSOPHY

I believe the purpose of advising is

I think good advising

When I advise I aspire to

The thing I most value about working with students is

The ideas/theories, methods that inform my advising are

My colleagues would describe my advising style as

The three words I would use to describe my advising include

I know I make a difference for students when. ...

My greatest strengths/challenges as and advisor include

As an advisor, I am most proud of

I always try to be mindful of.....

I communicate my advising philosophy to my students by....





Passive Forms (advisor describes, instructs, informs, establishes priorities . . .)

- Prescriptive
- Intrusive
- Transactional

Characterized by *show and tell*—student listens, remembers, understands . . .

Advisor pushes information in the form of service

Foundation:
Learning-Centered Advising

Through open-ended dialogue, learning-centered advising encourages active engagement, recognizes and explores “multiple influences” (Terenzini, 2007, para. 6) on learning and development, and provides both challenge and support while reinforcing high standards (Cohen, Steele, & Ross, 1999). It also creates opportunities for critical thinking and reflection that help students examine, “interpret” integrate, and “personalize” their educational experiences (Hagen & Champlin-Scharff, 2013, p. 223). It emphasizes progress, growth, discovery, “connectedness” (Hagen & Champlin-Scharff, 2013, p. 228), engagement (Kuh, 2007), and the pursuit of meaningful personal and intellectual goals.

Active Forms (Advisor is facilitator, student makes meaning, sets priorities and goals, etc.)

- Coaching
- Mentoring
- Academic Counseling

Characterized by *call and response*—student discusses, analyses, evaluates, puts into practice, creates . . .

Advisor pulls information in their role as educator

IT'S A LONG TERM RELATIONSHIP

Advising Life Span

ADVISEE ROLES

Self-Advocacy Defined

- ✓ Effectively Communicate
- ✓ Convey, negotiate, and assert one's own interests, desires, needs, and rights
- ✓ Develop decision-making capacity
- ✓ Take responsibility for decisions

Self-Advocacy in Action

- ✓ Understand strengths and challenges
- ✓ Know what you want and need
- ✓ Know how to get what you want and need
- ✓ Know how to build networks of support

Academic Tenacity and Student Success

✓ PURPOSE

- Intrinsic motivation or drive is really helpful
- Encourage exploration and curiosity
- Set goals and connect them

✓ Growth Mindset

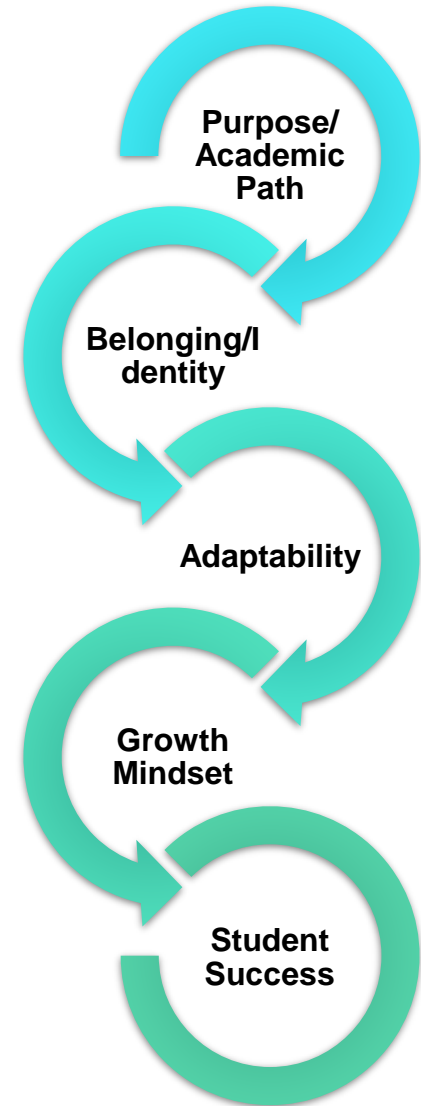
- The brain is a “muscle”: Effort and challenge = exercising your brain
- Praise effort rather than outcome
- Use yet.... You haven’t figured that out YET....
- Set learning goals, not performance goals
- We all fail – ask, what did I learn – what will I do differently next time

✓ Becoming a “Juniatian”

- It’s normal to worry about how you will fit in – making a new place your ”home” takes time
- Share your own experiences of navigating new spaces
- Help them identify what gets in the way ... Where might they reach out for support

✓ Academic Success and Self Care

- Self regulation and adaptability are skills
- Set Goals and Monitor Progress
- Develop stress management strategies
- Utilize peer learning opportunities
- Ask questions of everyone



A path of smooth, dark, rounded stones of increasing size leads from the top left towards the center of the image. The stones are arranged in a slightly curved line, with the largest stone in the foreground and the smallest in the background. The word "Milestones" is written in a large, bold, black sans-serif font to the right of the path.

Milestones

Advisors and Students partner to navigate transitions

Professional and Career Preparation

Belonging, welcome community building:
Becoming an Engaged Juniatian

Self Discovery and Self Reflection



Mentor

- Personal and Social Transitions
- Exploration of interests and strengths
- Building connections
- Resources and Referrals

1st Year



Academic Advisor

- Making Decisions
- Integration of Courses
- Choosing High Impact Learning opportunities
- Building Depth and Focus
- Committing and Leading

Soph

- Self Discovery and Curiosity
- Clarifying and discarding
- Identifying co-curricular learning opportunities
- Taking risks
- Making Plans

Juniata Journey

Junior

- Building Mastery
- Creating/Independent Work
- Synthesis
- Transitions to post graduate plans
- Networking

Senior

ADVISING SESSION: INTRODUCTIONS

Take an initial read of your advisee

- Where is home?
- Check in on settling in:
 - Did they participate in INBOUND – if yes, how was it? Athletes – how was pre-season camp?
- Where are they living? How is their space/room/roommate?
- How has their first week been?

Check in on alignment with interests and courses

- How are they feeling about their courses.
- What has excited them? Any concerns

ADVISING SESSION: INTRODUCTIONS

Explore their excitement and their concerns

- What are you most excited about or looking forward to?
- Are there things you have questions about or are worried about?

Help them think about where they might join in

- What are your interests? Will you be involved in concert choir, theatre productions, and/or student clubs and organizations?
- If you have experience with clubs or organizations – talk about student engagement , how students build community, and student leadership on campus
- Lobsterfest
- Department Welcome Sessions

Identify Support Networks

- When you need help, who do you go to now?
- On campus, where you can find support teams as you build new networks

ADVISING SESSION: CLOSING DISCUSSION

Ask if they have lingering questions

Share your office hours with them

Let them know how to schedule appointments and when you expect to see them next

Welcome to Juniata!

ADVISING BEST PRACTICES

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

BASICS OF REGISTRATION

-
Getting an Advisee

Courses

- POE
- General Education
- Graduation Requirements

Registering a Student

WebAdvisor

- Courses
- Program Evaluation
- Register Students

BaseCamp

- Student File
- Notes
- Sharing Information



WEBADVISOR



BASECAMP


Student demographic data


Academic Strengths Questionnaire


Sharing Information


Communicating Using Basecamp

Making Notes

SEND ALERT

Notify Us About a Struggling Student

MY STUDENTS

Manage Your Courses and Groups

FEEDBACK REQUESTS

Respond to Questions About a Student

SURVEYS

Complete Campus-Wide Surveys

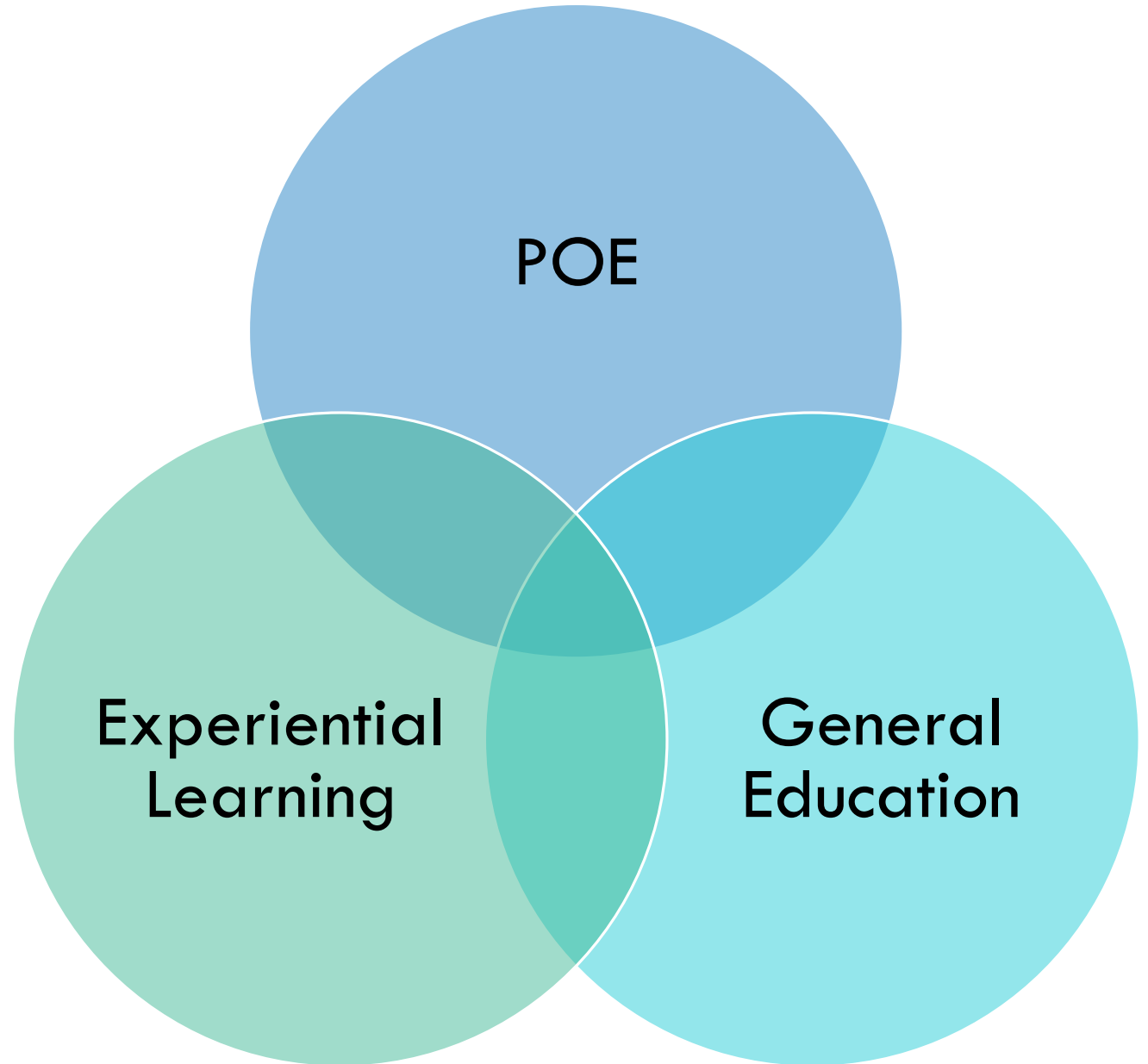
If you believe that someone is going to harm themselves or others, please call 911.
If you have questions or need assistance with the alert system, please call 814_641_3150.
If you believe that someone may become a threat in the near future, please call 814_641_3150.

JUNIATA CURRICULUM

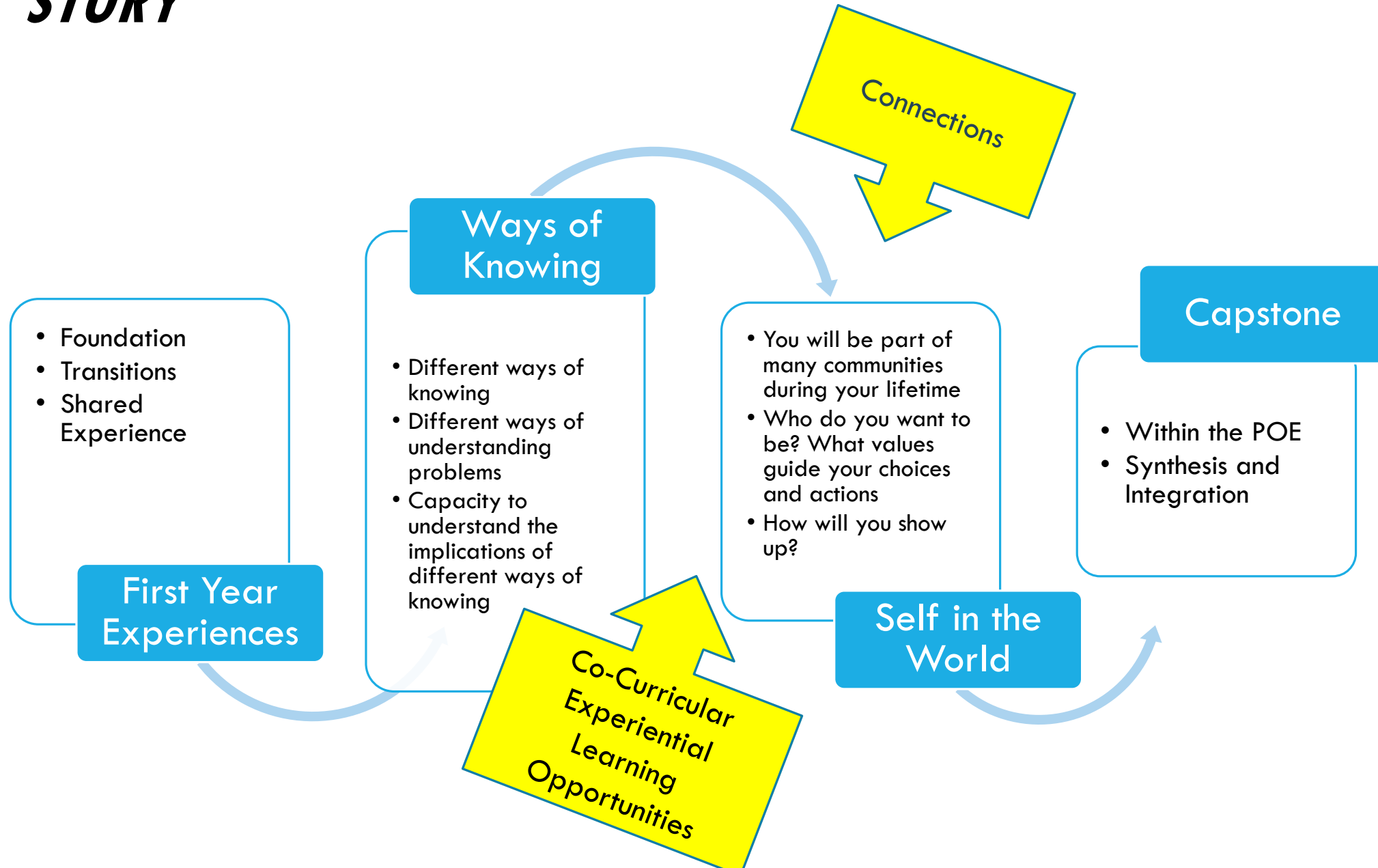
CONNECT: understand how different disciplines think, connect, and collaborate.

ENGAGE: with knowledge, faculty, peers, local and global community; engage with knowledge, different ways of knowing; engage with self and other

DISCERN: quality and reliability of knowledge; who contributes to knowledge construction



EMPOWERING STUDENTS TO AUTHOR THEIR OWN STORY



ACCESSIBILITY AND
ACCOMMODATIONS

FERPA

PRIVACY
DIGNITY
RESPECT
BEST PRACTICES

TOOLS & RESOURCES

Basecamp: Electronic “file” for student records and advisor notes

WebAdvisor: Student schedules, transcripts, program evaluations; make schedule changes

QUEST Advisor Resources Website: Repository for info, forms, and links frequently used by advisors

Registrar’s Website: POEs, Forms, Catalog, Class Schedules, etc.

The Arch: Shortcuts to various applications

TOOLS & RESOURCES

QUEST Adviser Resources Page

- Departmental Advising Guide
- Advising Planning Sheet
- Advising Video for Students
- Transfer Credit Information
- Academic Progress for Financial Aid requirements
- Resources Directory
- BASECAMP Advising Guide



QUESTIONS?

“GREAT ADVISING FACILITATES THE LEARNING PROCESS. THROUGH SELF-REFLECTIONS AND SYNTHESIS THE ADVISOR IS CONNECTING THE STUDENT’S THOUGHTS AND WORDS TO BROADER IDEAS, POSSIBILITIES AND OPTIONS.”