

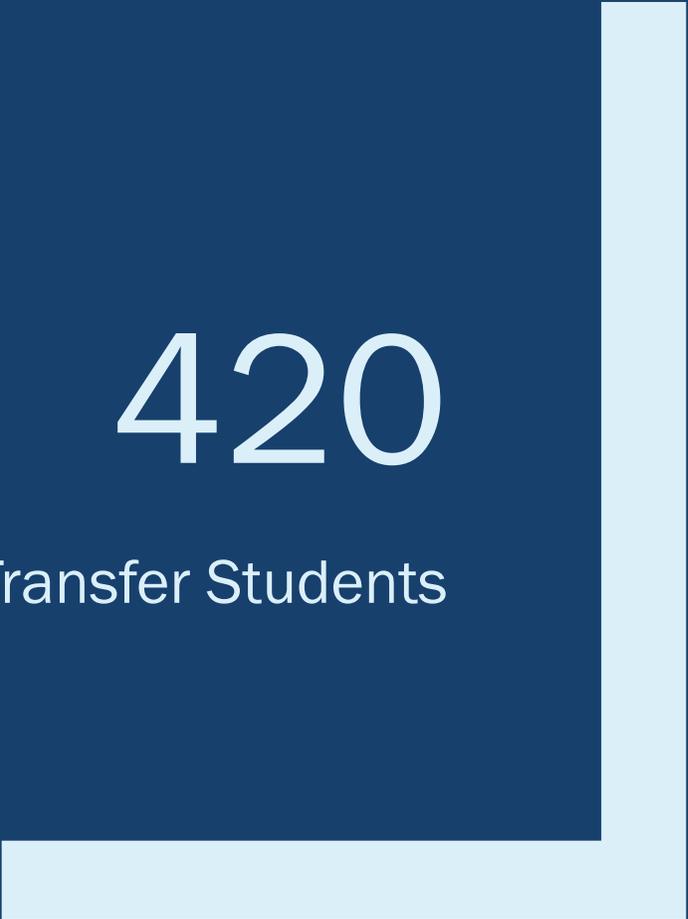


ADVISING CONVERSATIONS

Orientation Summer 2019

Agenda

- Advising Approaches
- Advising Tools
- Summer Advising Sessions
- Accessibility and Accommodations
- Resources
- Announcements



420

406 1st Year + 14 Transfer Students



ADVISING APPROACHES

Advising philosophy

- the foundation for your approach to advising
- shapes goals, objectives, meeting agendas, and how you talk to your advisees
- helps to explain how you understand your role
- shapes your expectations of your students, and what you think they should expect of you

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

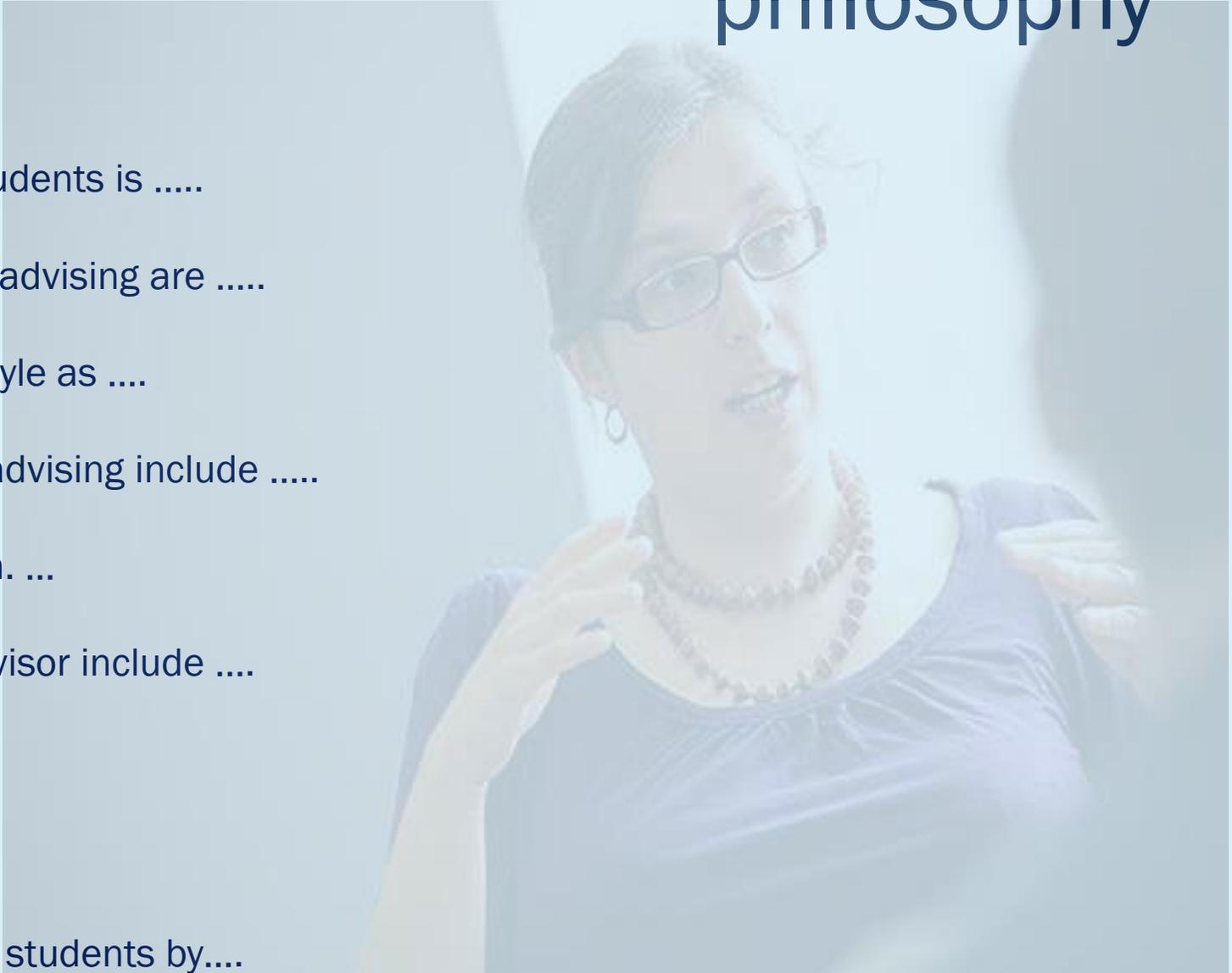
I know I make a difference for students when. ...

My greatest strengths/challenges as an advisor include

As an advisor, I am most proud of

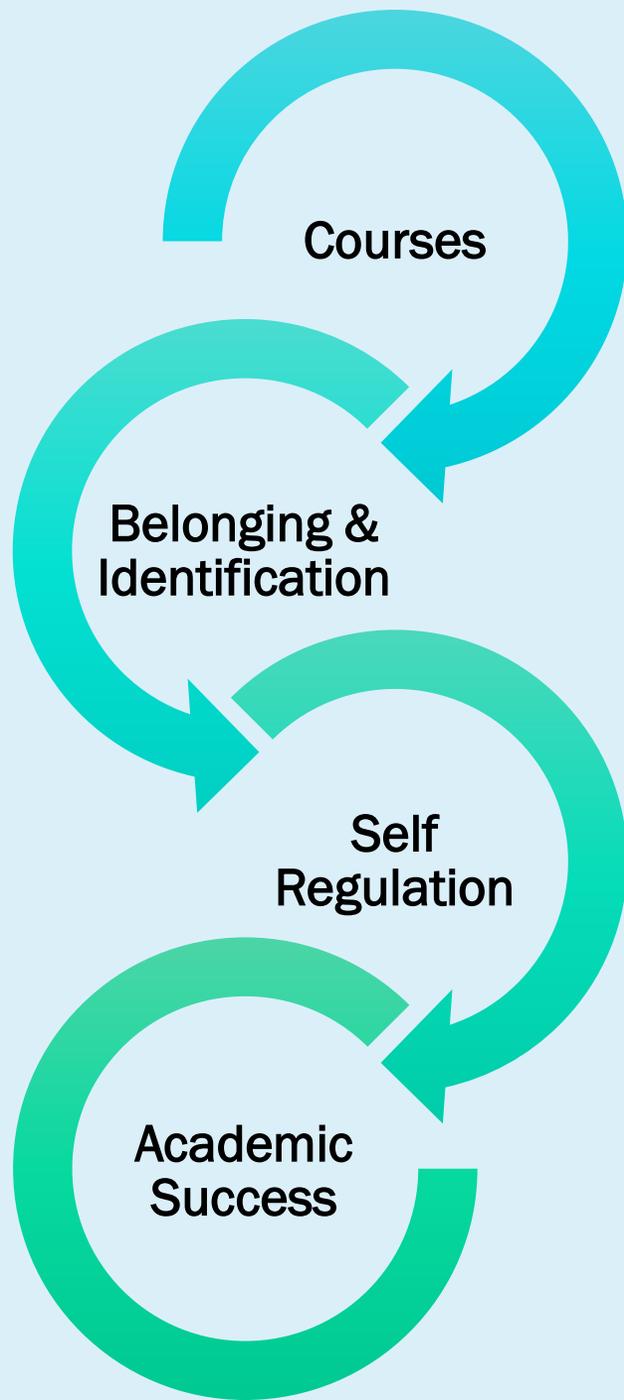
I always try to be mindful of.....

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



LEARNING-CENTERED ADVISING 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



1st Year Transitions

Social and Psychological

ACADEMIC TENACITY

1. Growth Mindset

- The brain is a “muscle” -- *Intelligence grows with effort and hard work*
- *Ability is malleable and Intelligence can be developed – Learning can rewire the brain and increase your ability to learn, your intelligence is not fixed*

2. Social Belonging

- Inclusion and respect are essential
- *It's normal to worry about how you will fit in – making a new place your “home” takes time*

3. Self Regulation and Self Control

- Set Goals, Monitor Progress, adapt your strategies
- Develop stress management tools
- Utilize peer learning opportunities
- *You will be building new skill sets – this is normal*
- *Seek out challenges, use failure and setbacks to develop and practice new strategies for learning, ask faculty and peers to help you build your skill sets*

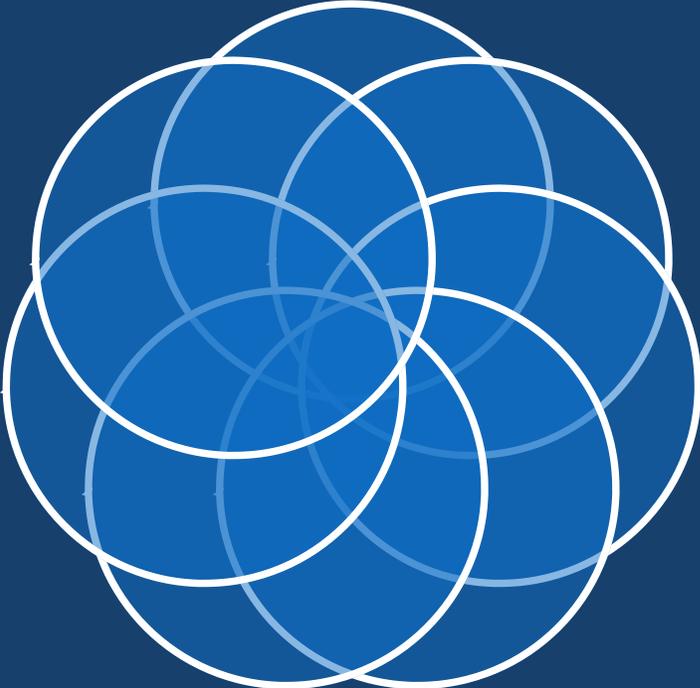
Composition
(FYC)

Foundations
(FYF)

QUEST

Academic
Advisor

Peers/Coaches



Faculty

Mentor

THE TEAM



Two Advisor Model

Both assigned in the Fall

Academic Advisor

Drop/Add + Spring Registration

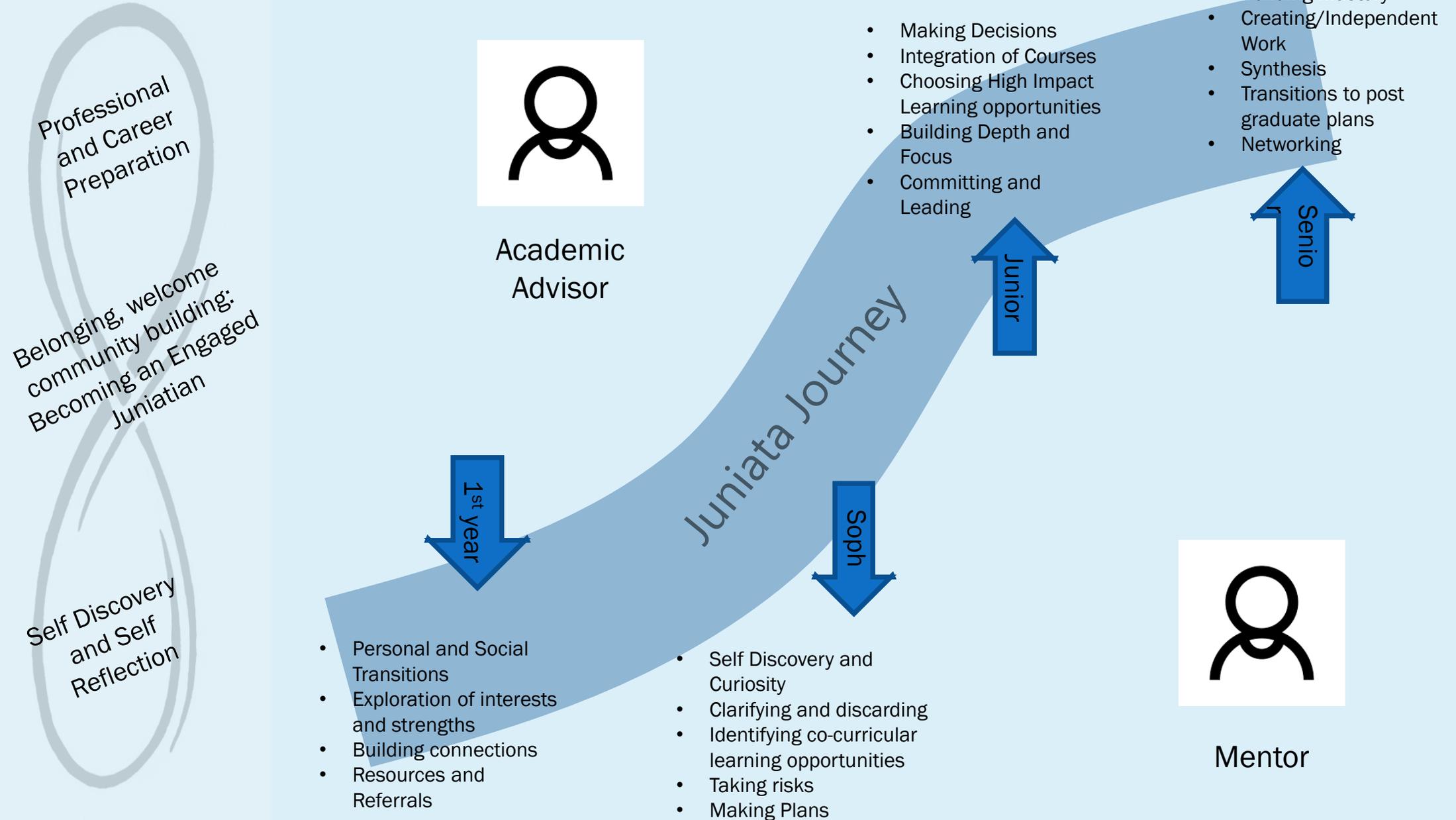
- Identifying interests and strengths related to academic and career goals
- Ensure students understand all aspects of the Juniata curriculum, including POE and graduation requirements
- Help students to select and schedule classes
- Creating a graduation plan
- Identify post-graduation plans

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

Advisors and Students partner to navigate the Juniata Experience



Advisor Roles and Skills

ROLES			
	Advising	Teaching/Learning	Mentor/Coach
	Advise Push information factual info, data, connect to resources/partners	Dialogue Exploration, problem solving, examine, interpret, interrogate, identify	Partner Pull information Analyze, evaluate, create, synthesize, make meaning, celebrating success
GOALS			
	Welcome Problem Solving and Resilience	Developing personal and professional goals Strengths assessment	Evolving Academic Plan Self-Advocacy
SKILLS			
	Listening Sharing Information Coaching	Open Ended Questions Problem Solving Emotional Intelligence	Identifying and Framing Issues Mentoring Difficult Conversations

Inclusive Advising

- *Affirm students perspectives and points of view*
- *Take concerns seriously*
- *Help students problem solve*
- *Support them to use institutional structures of accountability*
- *Be an advocate*

- ✓ Identify and check our assumptions
- ✓ Believing you are approachable doesn't make it so
- ✓ Identify and check institutional assumptions and structures
 - Break down the secret codes of access and success
 - Remove communication barriers
- ✓ Intersectionality matters
- ✓ Students may feel simultaneously invisible and hypervisible



ADVISING TOOLS

Tools

Basecamp

- Paperless Advising File Folder
- Advising Care Area
 - *FERPA reminder*
- Orientation Advising Form
- See Basecamp Guide handout; stay afterwards if you have Basecamp questions

WebAdvisor

- Advisee List
- Course Scheduler
- Registration
- Fall '19 Schedule

Tools

The Arch

- Advisor Sign-Off to lock schedules

Portfolio

- Public
 - *Student's presentation of self*
- Private
 - *Reflection Assignments*
 - *Rubrics for tracking skills*
 - *Academic Pathways Worksheet*



SUMMER ADVISING SESSIONS

Advising Session: Introductions

Individual and Group Sessions

- Set the stage for an open and friendly exchange
- Welcome - Introductions
- Take an initial read of your advisee
 - *Where are you coming from?*
 - *How is orientation going so far?*
 - *What are you looking forward to at Juniata?*
- Explore their interests and goals for college
 - *What are your academic interests?*
 - *What subjects do you love? Are there subjects you find challenging?*
 - *Any ideas about your future goals?*
 - *Would you like to study abroad? Internships? Undergrad Research?*
- Mind Maps and AIQ



Advising Session: Belonging and Identification

- 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
 - *Are you a student-athlete? 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*
 - *Inbound*
 - *Lobsterfest*
- 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*

Course Registration

- Students should have entered a preliminary schedule
- Advisors will need to do the following:
 - *Review course selections through WebAdvisor*
 - *Discuss course selections with regard to potential POE*
 - *Answer any questions about the Juniata Curriculum*
 - *Utilize the Academic Pathways Sheet as a guide*
 - *Make any necessary changes through WebAdvisor*
- Finalize course selections

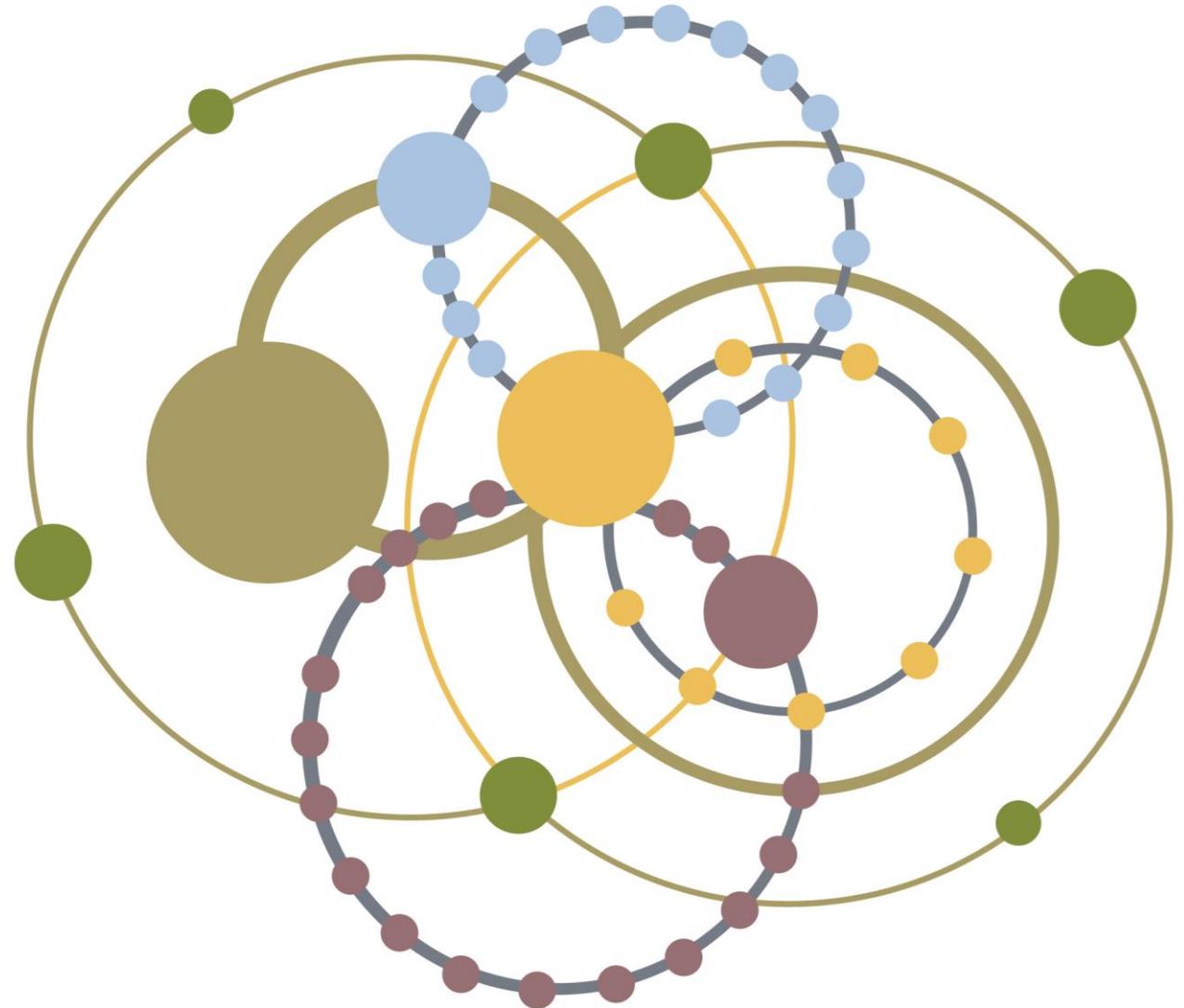
Juniata Curriculum

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

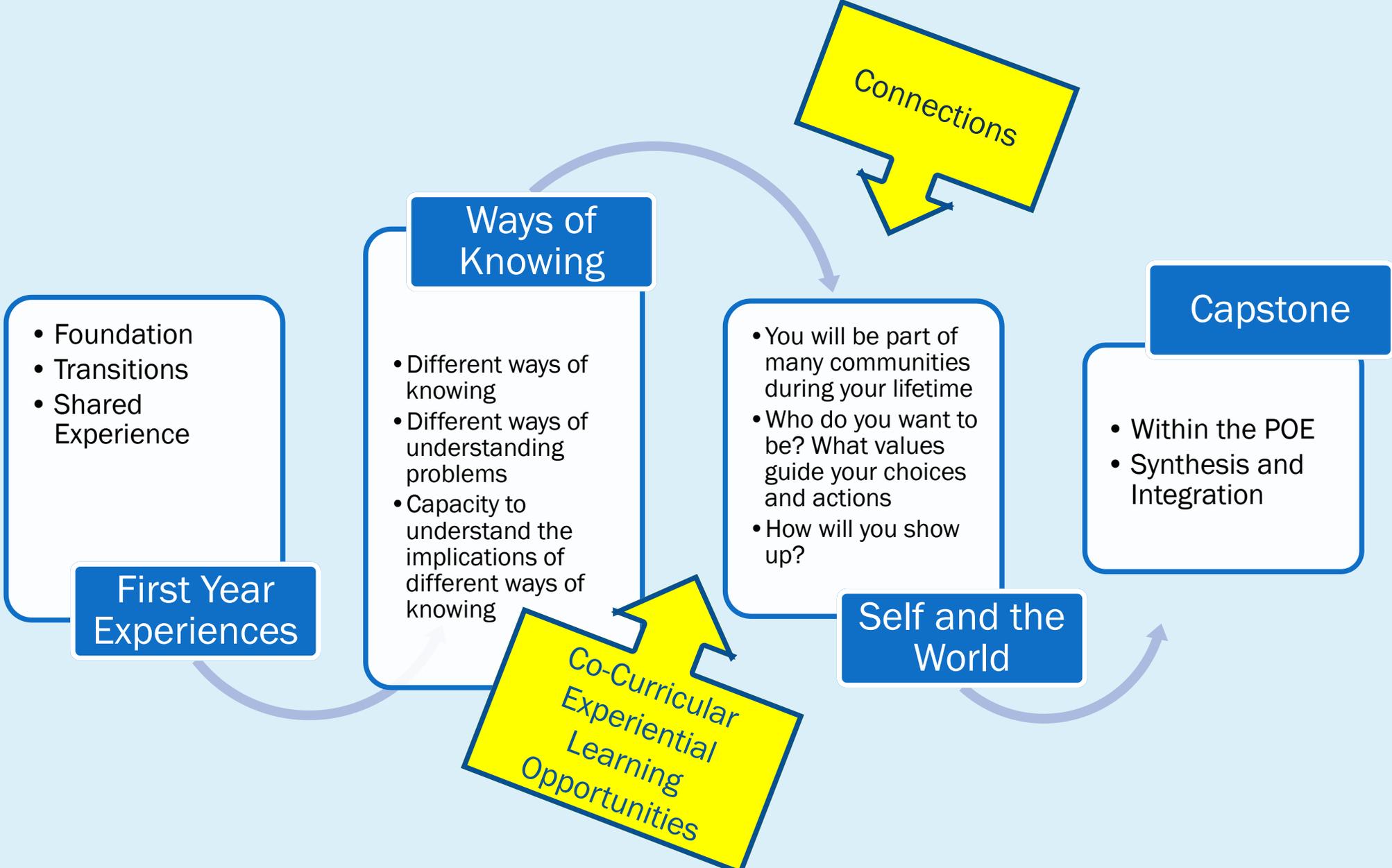
ENGAGE: with knowledge, faculty, peers, local and global community; engage with knowledge, different ways of knowing; engage with self and other

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

THE JUNIATA COLLEGE CURRICULUM



Empowering students to author their own story



Registration

POE

- Introductory courses in the intended POE or
- Exploratory Students
 - ✓ *Introductory courses in areas of interest*
- Transfer Students
 - ✓ *Courses that meet their academic goals*

Tip:, Refer to the Departmental Advising Guide if you are advising a student interested in a POE outside of your area

Juniata Curriculum

- Composition (FYC)
- Foundations (FYF)
- *Students will be preregistered for a "holding" course that blocks out all the potential time slots for Composition and Foundations*
- *Please do not remove this registration*
- *Final placements will be made later in the summer*

Exploration

- What is interesting to me?
- What do I want to know more about?
- What is fun for me?
- What might challenge me?

How many credits?

- 12 - 16 credits
- 12 credits are required for full-time status, financial aid, and NCAA athletic eligibility*
- Students may take 17-18 credits, but is not typically recommended
- Possible factors in determining number of credits:
 - *High school preparation and GPA*
 - *SAT, ACT scores*
 - *POE and career goals*
 - *Co-curricular commitments*
 - *Your initial assessment of the student*

Language Courses

- ✓ *Students should take the World Language Assessment if they have more than 2 years of a language (110 if less than that)*
- ✓ *Results, if available, will be posted in Basecamp*
- ✓ *If you cannot register the student for the appropriate course, make note on Orientation Advising Form and the students will be added*

Transfer, AP & IB Credits

- Transfer students will have Transfer Evaluations in Basecamp, if available
- First-year students may also have transfer evaluations for a few courses
- IB exam results and AP scores will not be available until later in the summer
- Please make a note in Basecamp Orientation Advising Form if the student plans to bring in any of these credits.

Advising Session: Closing Discussion

- Ask if they have lingering questions
- Remind them about registering for Inbound (Deadline: July 1st)
- Review their Summer Homework
 - *Summer Read is **Fallen Mountains** by Kimi Cunningham Grant*
 - *Summer online courses – 3 modules to complete over the summer*
 - Alcohol EDU
 - Sexual Assault Prevention
 - Equity, Diversity and Inclusion
- Finish with an encouraging comment and welcome them to Juniata.

Pre-Advising Logistics

- Check email for your advising schedule
- Make sure you can see your Orientation advisees in your MY ADVISEES listing in WebAdvisor
 - *If you can't find your advisees listed, contact Dawn Scialabba in QUEST*
- Familiarize yourself with Basecamp files
- Enjoy breakfast in Baker Refectory (7:30-8:30 a.m.)

Post-Advising Logistics

- Approve your advisee's schedules through the Arch's ADVISOR SIGNOFF page to lock the student's schedule and prevent any further changes
- Complete the Orientation Advising Form in **Basecamp**
 - *Confirm the student's intended program of study*
 - *Recommend a primary advisor for the fall semester: you, someone else in your department, or another department.*
 - *Share info on registration follow-up needed, observations about student, etc.*
- Enjoy lunch in Baker Refectory (11:30 a.m. – 1:30 p.m.)
- If a student or family contacts you after Orientation, for any reason, refer them to QUEST



RESOURCES

Handouts

- Basecamp Instructions
- Academic Pathways Sheet
- Advising Session Notes
 - ✓ *talking points and reminders*
 - ✓ *course registration checklist*
 - ✓ *post advising documentation*
- Advisor Resources Directory

Websites

- QUEST Advisor Resources Page

- *Departmental Advising Guide*
- *Academic Pathways Sheet*
- *Transfer Advising Guide*
- *World Language Assessment*
- *Orientation Schedules*
- *Accessibility FAQ's*

- Registrar's Website

- *POEs, Forms, Catalog, Class Schedules, etc.*

Announcements

- Check email for updates as Orientation dates approach
- Parent Reception in Library on Day 1 of each Orientation

“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.”

RAMIREZ, 2017

[HTTPS://ADVISINGMATTERS.BERKELEY.EDU/RECOGNITION/GREAT-ADVISORS-TALK-ABOUT-GREAT-ADVISING](https://advisingmatters.berkeley.edu/recognition/great-advisors-talk-about-great-advising)

QUESTIONS?