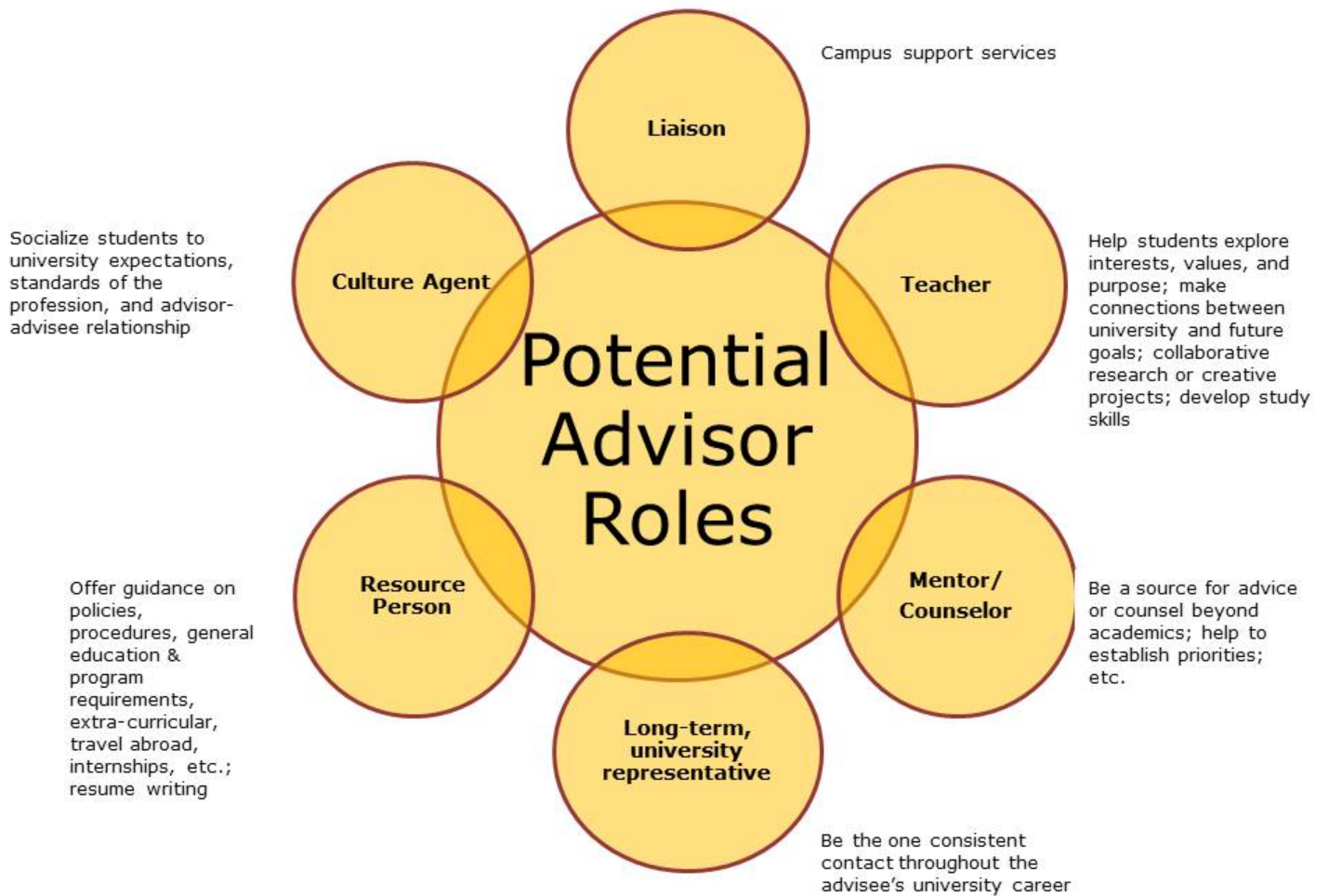




Teaching Tip #9: Advisement Essentials



Crucial to Know:

- Have a thorough understanding of graduation requirements including general education, university, and program.
- Need to know both General Education program requirements (students enrolled prior to summer 2012 are in the old system; students enrolled in BU Summer 2012 and after are in the new General Education program).
- Learn how to navigate ISIS and learn its limitations.
- Be able to communicate how general education is essential to developing students as life-long learners.
- Help to acculturate students to the goals of university education.

BU's Academic Advising works with undeclared students. To learn more:
<http://www.bloomu.edu/advisement>

Advising Tips:

- Don't wait for advisees to come see you, seek them out (email through ISIS).
- Do not expect a one-and-done conversation about requirements, opportunities, etc.
- Do not dictate.
- Set time limits to one-on-one meetings.
- Be willing to admit you do not have the answer, but will discover the answer.
- Group advisees into class year or status in major and hold group sessions to disseminate basic information, when serving as a resource person, or culture agent.
 - Develop an "**Advising Syllabus**" that outlines advisor and advisee expectations and responsibilities. See *TALE Teaching Tip #8*: http://orgs.bloomu.edu/tale/documents/TT_8_AdvisingSyllabus.pdf.
- In a class with majors, spend a few minutes periodically to talk about career options, internship opportunities, study abroad, etc.

Author of *Teaching Tip #9*: Lisa M. Stallbaumer-Beishline
For more teaching assistance, visit the TALE website,
<http://www.bloomu.edu/tale>

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Meeting a New Advisee?

- Discuss the advising relationship including expectations on both sides.
- Discuss with new advisees their goals? Motivations? Perceived strengths and weaknesses?
- Make them aware of the variety of campus services.
- Encourage them to explore careers and visit BU Career Services, maintain an advising portfolio, maintain an ePortfolio.
- Discuss skills and attributes that will be developed in the program and why they are important to the major.

Potential Goals with All Advisees:

- Always update the student's transcript from university records, not the student's records.
- Encourage students to bring their updated advising portfolio to any meetings.
- Review students' ePortfolios.
- Encourage students to take responsibility by scheduling appointments in a timely manner; use ISIS to remind them when scheduling commences and to make appointments.
- Keep a check sheet for each advisee on the P-Drive; update each semester and make notations. To make it a learning experience, have the advisee update the check sheet while in your presence. This might create teaching moments and help the student take ownership of the process.
- In consultation with the student, project future course loads given general education and program requirements.
- Discuss extra-curricular, travel abroad, internship opportunities far in advance.

Document the Effectiveness of your Advising for Yearly Evaluations:

- Describe the strategies that you employ to advise.
- If you have group meetings, end the session with a brief *anonymous* evaluation. Find ways to survey anonymously one-on-one advisement sessions?
- Provide your "Advisement Syllabus".
- Provide documentation: Advisement Syllabus, letters/emails that you send out to students (with names removed), thank you notes, etc.
- Discuss your advising techniques with your Department Chair and Evaluation Committee.

Some Common Mistakes in Graduation Checks

- Know university policies regarding what **Developmental Courses** count towards credit, and which do not.
- In ISIS, the unofficial transcripts provides cumulative statistics for credits earned, credits attempted, credits towards GPA. Not all these credits however may count towards graduation, e.g. 001-099 developmental courses.
- Failed courses do not count towards graduation or credits earned.
- Some exercise science classes may allow 2 or 3 credits to count towards graduation, but only allow 1 credit to fulfill general education requirements in the old system.
- EGGG courses: in the old general education, some are a group C (Natural Sciences & Mathematics), some are Group B (Social Science).
- When students repeat courses for a passing grade or to improve grades, do not accidentally count that course each time towards credits earned for graduation.

Essential BU Policies & Procedures

Graduate Academic Progress, Probation, and Dismissal (PRP 3565)

http://www.bloomu.edu/policies_procedures/3565

Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements (PRP 3463)

http://www.bloomu.edu/policies_procedures/3463

Student Responsibility (PRP 3407)

http://www.bloomu.edu/policies_procedures/3407

Undergraduate Graduation Requirements (PRP 3604)

http://www.bloomu.edu/policies_procedures/3604

Undergraduate Repeat Policy (PRP 3452)

http://www.bloomu.edu/policies_procedures/3452

Guidelines for Course Numbering System (PRP 3224)

http://www.bloomu.edu/policies_procedures/3224

(defines Developmental Courses)

Essential Off-Campus Resources:

- The National Academic Advising Association offers a number of resources, especially in the Clearing House, that helps faculty contemplate their roles as advisors: <https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Faculty-advising-resource-links.aspx>
- Do you struggle with how to begin a conversation with new advisees, struggling students, or getting students to ponder their futures? Check out this handout: http://orgs.bloomu.edu/tale/documents/NACADA_FacultyRole_Handout.pdf Indeed, you might consider having students answer the questions in advance of meeting with you.

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