

ADVISING-PIECES TO CONSIDER

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WHY I'M HERE

- Social Justice-Gap widening
- We need folks at a World Centric Stage of seeing the world to handle our challenges of today.
- Education is the vehicle
- Helping folks through advising is a most beautiful vehicle to help folks realize their potential.
- Think about for a moment who has given you advice on your path? Let's share gratitude and lessons.
- Play it forward.....

GETTING ADVISING RIGHT REQUIRES...

Understanding Retention and the issues in play

Understanding what it takes for a student to be successful in and out of the classroom

Understanding our situation, our load, our resources and who we are in the process

And understanding some approaches that might help us on the path

So let's get started.....

UNDERSTANDING RETENTION AND WHAT HURTS US

- Quality of **Academic Preparation** hurts us-*What can we do about it?*
- Quality of **Academic Engagement** hurts us-taking advantage of resources, quality connections with advisors and professors. Credit hours hurts us. *What can we do about it?*
- **Social Engagement**-Establishing Friendships with peers is hard in this day and age, connecting with faculty and staff is hard for students. Joining clubs, organizations, attending programming. *What can we do about it?*
- **Finances**-So many students need financial aid and the cost keeps going up every year. Student debt is out of control. *What can we do to help a student get through school in a timely manner and get work study?*

UNDERSTANDING WHAT IT TAKES TO SUCCEED IN COLLEGE-FACTORS....

- Understanding the why of college-what is the value behind the college education? *Q. Do your advisees hear from you why it matters? Q. And do you know why it matters to them?*
- Setting goals-Students who set goals do better than those that don't. *Q. Have you had a conversation with your advisee about their goals for the semester, week, year? Remember these can be done in group settings. Professors do it all the time.*
- Time Management is a key to success- *Q. What tools are your students using and what have you introduced them to in terms of why it's important?*

UNDERSTANDING WHAT IT TAKES TO SUCCEED IN COLLEGE-CONTINUED..

- Emotional Awareness and Intelligence-Things like resilience, growth mind set, how to balance priorities. How to manage anxiety from tests and papers. –**Q. *Have you introduced the Growth Mind set? Have you shared your own personal experiences of it's impact on your path?***
- Becoming a Critical Thinker-Helping students understand it's importance and how they can gain those skills in the classroom and in their personal life through their decision making.
- Becoming an Active Reader-Taking notes and various methodologies for student success.
- Being an engaged learner in the classroom-how to prepare and participate in class.
- How to study-Sending on techniques on how to deeply learn

UNDERSTANDING WHAT IT TAKES TO SUCCEED IN COLLEGE-CONTINUED..

- How to Test Take and handle anxiety-getting them to the right resources
- How to write papers-getting them to the right resources
- Handling a Diverse Society and Environment-Embracing opportunity
- Finances-Understanding financial aid, budgeting, etc.
- Thinking about your future, career, major-who do you want to be and why?
- NOW.....

THAT'S A LOT!!

- You aren't expected to be an expert in all of these areas but you are expected to understand that these are the tools for success and where they might be able to get the right resources to do that.
- Exercise-Based on what I've presented can you Identify either through PSU or other resources where students can learn the skills we've shared? Can you be ready?

ADVISING METHODS

- Pat Cate's **Targeted Advising Method** for Undeclared Students-
- A. Students who are undeclared you would expect dissonance for not knowing their major but in fact many don't. And the reason Pat found is that students weren't as engaged with the process of finding out what they wanted to be or learn more about. The key is to find out what stage they are at in the process.
- Stage one **Precontemplation**-unlikely to respond to action oriented tasks. No desire to participate. Make decision on short term needs than long term desires. They exhibit **Identity Diffusion**-They are pretty care free about not having a major-they have a tendency to miss advising meetings, etc. -Next stage-Identify Foreclosure-folks decide on major based on outside sources-mom and dad. With folks at this point must really test their commitment. Providing career information at this stage doesn't engage them. Better served if Advisor helps them understand why having a major will help their lives. . When they get why they are more open for exploration. Got to create dissonance to get this done. Got to help student see discrepancy between their present state and (undecided) and what could be (being engaged with major). Frank talk about the benefits of being declared and the negatives of being undeclared.

TARGETED MODEL CONTINUED...

- Key is to guide student to move from relying on extrinsic motivators to developing intrinsic motivation. Key to long term success too.
- **Deliberation**-main goals this stage are student discovery of information needed to make personally relevant decisions about a major. Career exploration assessments can be used here. Students awareness of their personal values. Need to help them become effective decision makers here. Process more important than outcome. Students might have a hard time making the decision so a lot of back and forth with advisor could be necessary.
- **Action**-Students at this stage need less hand holding. They have the desire to choose a major, the information needed about themselves, and have an adequate understanding of degree and career options. Now student just needs to act and we help administer.
- Core principles-share empathy, shared experience, build a personal relationship, support self efficacy, help them take control, roll with the resistance,

MODELS AND APPROACHES

- **Intrusive Advising-** A. Begin building relationships right off the bat. Be seen, show that you are around through campus events, orientation, etc. B. Be prepared in advising appointments-students need to feel and know that they have your undivided attention. Before you meet with them review your file of them. Make sure you schedule enough time so folks don't feel rushed. C. Ask Questions and make appropriate referrals-If students understand why we ask questions they welcome the deep dive into their existence. Sample Q's-Do you work or have a family in addition to going to school? How many hours do you work? What are you thinking about doing with your degree? What's a good course schedule look like to you? How do you feel about your grades and or what you want to accomplish here? What challenges do you anticipate or did you face in the past that got in the way of your success? -From here we get them the right services they need, which you all do well. And if you can walk them there. Great customer service approach. D. Maintain regular contact-emails, positive things heard or learned through grades, etc.

PAYING ATTENTION

- One of the most important things we can do is to learn to pay attention. Become mindful. When you are fully present, students feel it. We are far more productive as well. Thus, finding time to meditate, following our breath. Learning to pause. Putting up indicators in our office to remind ourselves to be mindful. Becoming active listeners. Active listening requires to listen and provide on going positive regard. Repeating the question to ensure we are present. Listening with our bodies. Becoming aware of our bodies.
- Exercise-partner up and each share a tough moment in college and then a happy one. First attempt to listen without shaking your head, but following your breath.

APPRECIATIVE ADVISING-

- Has foundational roots in positive and humanistic psychology. Carl Rogers who wrote a book called “On Becoming a Person” revolutionized counseling with his model of developing ongoing positive regard for the human being you are working with. You have to see and feel their humanity. And share your authentic appreciation of them in the process. Something that we just worked on a bit through paying attention. This process is transformational because it allows us to be transformed in the process. Because we become humble enough to know that we have so much to learn from the students we advise.
- Basic assumptions of appreciative advising- 1. Every Student has the potential for academic success 2. Each student possesses unique strengths. 3. Through exploration of their backgrounds, past experiences, present status and relationships, and sources of their own strengths. 4. Students must build upon their strengths after they’ve been identified. 5. Not all students have ID’d their strengths or how to use or develop them. 6. Advisors play a huge role in a student’s journey to optimize their educational experiences and self knowledge. 7. The interaction between advisor and advisee will impact both. 8. Advisor must develop consciousness of their own values and how that weighs in on how they advise.

IT'S A JOURNEY.....

- You are teachers. You have an opportunity to effectively ask questions and process with folks in a way where we all learn and grow in the process.
- Being willing to learn about ourselves, being willing to share our struggles and triumphs on the path.
- Thank you. Let's process.