May 14, 2011

Advising Group Report

submitted by Kathy Greene, Donna Oliver, Robin Zebrowski, Teresa Leopold, Aurora Chang, and Ari Jacobs

CONTENTS:

I. Activities, Outcomes, and Observations

II. Faculty Workshop (January 22, 2011)

III. Faculty Survey (March 25, 2011)

IV. BSC Meeting (with students) (November 8, 2010)

V. Student Moodle Forum Survey (April 3, 2011)

VI. FS&P Documents & Meetings (April, 2011)
   A. Review Process for Tenure-Track Faculty at Beloit College
   B. Guidelines For Department And Program Chairs

VII. Recommended Advising Resources

VIII. Appendices
I. Activities, Outcomes, and Observations

The Advising Group met most Mondays throughout the academic year. We discussed all aspects of advising, focusing, of course, on advising at Beloit. We generated ideas about how to engage the campus community in consideration of these aspects, and, over the course of the year, via formal and informal routes, we promoted that engagement. Working in concert with various subgroups of the campus community, we have made strides in both advancing the conversation and (at least paving the way for) enhancing the richness and quality of advising at Beloit. Although it is a subtle change, we see it as an important one that discussion on campus about advising has extended so that now, instead of simply referring to advising, people are more likely to speak about advising activities, the advising relationship, advising and mentoring, or formal and informal advising.

A brief description of the Advising group's activities is included here, and discussion of our activities and their outcomes follows.

On January 22, we held a half-day workshop with 13 first-time FYI advisors (2010 and 2011), three "senior listeners" (Natalie, Emily, and Diane), and three students (who presented the results of their survey and reported on the discussion at the November 8 BSC meeting). We identified several goals, and facilitated discussions to address them. A discussion of the workshop is provided in this report.

On March 25, we sent out to the faculty a link to a survey about advising. Seventy-five (75) faculty members completed the survey. The results are summarized and discussed below.

In April, changes and additions were made to the advising sections of two FS&P documents: “The Review Process for Tenure-Track Faculty at Beloit College” and “Guidelines For Department And Program Chairs: Providing Leadership and Guidance in the Professional Development of All Faculty Members.” The revised documents, including the advising changes, were discussed with tenure-track faculty and with department chairs.

On November 8, Ari, Oliver Wyckoff, and Kathy attended a BSC meeting, during which BSC members completed Ari’s group's survey, and held a discussion about advising, including writing a "want ad" for an ideal advisor.

In April, Ari, Oliver, and Elaina Lenertz launched a Moodle forum on advising that included a survey. Fifty (50) students completed the survey.

Advising is alive and kicking at Beloit College. But we must observe that it has primarily been the Advising Group and the Initiatives directors who have
provided structures, organized activities, and generated energy around advising this year. If we want to sustain these efforts to enhance and advance advising at Beloit the institution must commit to the establishment of permanent structures and programming for advising and to the generation of more resources to support it.
II. Faculty Advising Workshop

Nineteen people attended the January 22, 2010 advising workshop, including thirteen first-time FYI leaders (fall 2010 or 2011). Our four goals were:

1. to engage a cohort of newer faculty in reflection and discussion of the nature, dimensions and possibilities of the academic advising relationship;
2. to support new FYI leaders in advising first- and second-year students;
3. to set the agenda for future faculty development in academic advising;
4. to assist the advising group's work this year to facilitate and improve advising at Beloit.

We engaged in multiple activities designed to achieve those goals:

• Participants filled out note cards on which they indicated personal areas of confidence, challenge, concern, and opportunities with respect to advising.

• Large-group discussions centered on concepts and principles of advising, linking advising with the college’s mission and the goals of liberal education.

• Small-group discussions focused on generating ideas and sharing perspectives: defining good and great advising relationships; knowing our students and knowing ourselves; advising first- and second-year students compared to advising in the majors.

• Small-group brainstorming sessions focused on coming up with ideas for advising syllabi, faculty resources, and professional development (with the new curriculum in mind).

We offer the following observations from the workshop: This is not a group that sees academic advising as a (solely) signatory role. These new FYI advisors want to be in positive, appropriate advising relationships with their students. However, many are genuinely concerned about their ability to be knowledgeable in recommending courses and monitoring the meeting of college requirements. They need—and know they need—information, guidance, and time. They value conversation with colleagues, but they also really want access to resources. There was significant interest expressed in advising syllabi and strong support for the advising practicum.
III. Faculty Survey

On March 25, we sent out to everyone on the faculty list-serve a link to an online survey (survey monkey) and a request to complete it. We had a good initial response, and then sent out a follow-up. In total we received 75 responses, an excellent response that represented a good distribution of faculty by seniority and divisional affiliation.

The link to survey results is provided below. (If you do not have the password and want to review the results, Kathy can provide the password.)


**Tenure Status**

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>47</td>
</tr>
<tr>
<td>Tenure track</td>
<td>16</td>
</tr>
<tr>
<td>Neither</td>
<td>12</td>
</tr>
</tbody>
</table>

**Years at Beloit College**

<table>
<thead>
<tr>
<th>Years</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or fewer</td>
<td>14.7%</td>
</tr>
<tr>
<td>4–6 years</td>
<td>12%</td>
</tr>
<tr>
<td>7–10 years</td>
<td>20%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>14.7%</td>
</tr>
<tr>
<td>15 years +</td>
<td>38.7%</td>
</tr>
</tbody>
</table>

**Division Affiliations**

<table>
<thead>
<tr>
<th>Division</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>20%</td>
</tr>
<tr>
<td>Division II</td>
<td>33.3%</td>
</tr>
<tr>
<td>Division III</td>
<td>37.3%</td>
</tr>
<tr>
<td>Not affiliated</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

**Have you been an FYI leader in the past five years?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>69.3%</td>
</tr>
<tr>
<td>No</td>
<td>30.7%</td>
</tr>
</tbody>
</table>

From the survey results we can see that faculty members believe advising is important:

**Advising is central to the mission of the college; those answering strongly agree or agree:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.1%</td>
<td>All</td>
</tr>
<tr>
<td>96.1%</td>
<td>Taught FYI in past 5 yrs</td>
</tr>
<tr>
<td>91.3%</td>
<td>Tenured faculty</td>
</tr>
<tr>
<td>93.8%</td>
<td>Tenure-track faculty</td>
</tr>
</tbody>
</table>
Academic Advising is central to student success; those answering strongly agree or agree:
87.6% All
82.4% Taught FYI in past 5 yrs
89.1% Tenured faculty
81.3% Tenure-track faculty

We were a little surprised to see that a quarter to a third of advisors did not feel major advisors should either oversee student progress toward meeting graduation requirements outside the major or oversee student progress in understanding a liberal arts education. This is an area we think could be improved.

Major advisors should oversee student progress toward meeting graduation requirements outside the major; those answering strongly agree or agree.
76.7% All
68.6% Taught FYI in past 5 yrs
74.0% Tenured faculty
68.8% Tenure-track faculty

Major advisors should oversee student progress in understanding a liberal arts education; those answering strongly agree or agree.
75.3% All
68.6% FYI in past 5 yrs
73.9% Tenured faculty
75.3% Tenure-track faculty

If we focus on the tenure-track faculty members who have been here 3 years or less it becomes apparent that they could use some additional support:

Only 11.1% agree that they have received sufficient information to advise effectively while 55.5% somewhat disagree, disagree, or strongly disagree. Moreover, 44.4% somewhat disagree, disagree or strongly disagree that they know most of the advising rules and regulations.

The majority of faculty responding sees the need for professional development in the area of advising:

I need professional development in order to become an effective advisor.
33.3% strongly agree and 44.5% agree.

When looking at all the tenured or tenure-track surveys, based on responses about the new curriculum and advising, it appears that additional support would be helpful.
Only 61.9% of faculty members strongly agree or agree that they believe they can be an effective advisor in the new curriculum.

When asked if they could explain the new curriculum to others only 42.8% strongly agreed or agreed with that statement.

When presented with the statement, “If an advising workshop on advising within the new curriculum were to be scheduled (e.g., during a common hour), I would attend,” 57.1% said they strongly agreed or agreed and another 27% said they somewhat agreed.

When asked for priorities with respect to advising, faculty responded in the following ways:

- An advising website with links to program and all-college requirements, and other advising resources was the choice that received the highest or second highest priority for all 3 categories.

- The second highest vote getter for all 3 categories was charts outlining courses in each department recommended for first- and second-year students.

- If you exclude the fact that tenured faculty members want a print copy of the schedule of classes for use during advising week (neither pre-tenure faculty members nor those who have taught FYI in the past five years ranked this that high) the next choice was an advising syllabus.

- Surprising (to us), all three groups ranked having an advising mentor program as their least priority.
IV. November 8 BSC Discussion (with students)

Here is a summary of the discussion:

How did the new online pre-registration system go?
Positive
• Less room for error
• Advisors suggest good courses
• Hopefully fewer errors
Negative
• 15 minutes not enough time to move away from registration issues
• Half of professors don’t know how to use technology
• It would be more useful (efficient?) for students to enter courses themselves
Overall comment
• Advising shouldn’t happen only during advising week

Access to/awareness of resources
• Some advisors are very aware of resources
• Some advisors are comfortable with sending students to other professors
• Question: What training do new professors get here?
• Students tend to rely on other students’ opinions and experiences on professors and courses

Comments
• Some advisors are full-time advisors (they are available beyond during advising week)--students would like to see that for all advisors
• Advisors should know their students well
• Advisors should be able to suggest internships etc.
• Advisors can help students get into classes
• Head of department isn’t always the best advisor
• For 1st and 2nd years, important to have advisors outside intended major (more impartial) [students seem to think FYI leaders recruit them to declare in the FYI leader’s department]

Advisors--are they helpful?
• About 12 students suggest they just sign cards
• Sometimes students have to initiate any conversation
• Sometimes students don’t know what to ask

Shout-out to Chemistry Dept
• Department has a meeting with all newly declared majors.
• They hand out a “cheat sheet” with questions to ask.
• Advisor keeps a folder with updates from each meeting.

What are your expectations for an advisor?
• Some students get all the advising they need or want (just by having advisor sign cards)
• Student selects courses and advisor signs cards
• Many would like to have meetings outside of advising week.
• Advisors should encourage students, invite them to talk
• Relationship with professors was one reason they came to Beloit College
• It’s all about knowing your advisee

How do you prepare for an advising session?
• Look over courses
• Look over class schedule
• Come in with both short and longer-term plan

Want-Ad for an Advisor
I/we want an advisor who:

• Cares about and takes an interest in students
• Knows students enough to challenge them
• Is flexible and adaptable to different students’ styles
• Encourages interest in other departments
• Makes appointments and is also open to drop-ins
• Has similar interests [to the student’s interests]
• Has knowledge of own department and other departments and can direct as needed
• Is someone students can talk to about other matters
• Is curious about students' after-graduation plans
• Has a good memory of students

I/we want an FYI advisor who:

• Is familiar with campus as a whole (not just his or her program/department)
• Has a low number of advisees
• Wants to hear about non-academic goals as well
• Doesn’t leave during sophomore year
• Has knowledge about personality tests (so can interact with and guide the student)
## V. Moodle Forum Student Survey Results

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic advising is central to the mission of Beloit College.</td>
<td>13</td>
<td>18</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Academic advising is essential for student success.</td>
<td>17</td>
<td>16</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Major advisors should oversee student progress towards meeting graduation requirements outside of the major.</td>
<td>28</td>
<td>17</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Major advisors should oversee student progress in understanding a liberal arts education.</td>
<td>18</td>
<td>19</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Advising should be evaluated, much like teaching is evaluated.</td>
<td>17</td>
<td>21</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>There should be clear assessment criteria for advising.</td>
<td>13</td>
<td>23</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>My advisor is effective at advising</td>
<td>16</td>
<td>19</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>My advisor seems to spend a significant amount of time on advising.</td>
<td>11</td>
<td>14</td>
<td>14</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>My advisor knows most of the rules and regulations.</td>
<td>16</td>
<td>20</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Advisors should receive additional professional development to become more effective.</td>
<td>12</td>
<td>16</td>
<td>16</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
VI. FS&P Documents & Meetings

The Faculty Status and Performance Committee gave attention to advising this spring by revising and augmenting relevant sections in the document it distributes to pre-tenure faculty members describing the review process. The Committee also included a section on advising in its new guidelines for department and program chairs. The Committee met with pre-tenured faculty and with department chairs to discuss these materials.

A. Review Process for Tenure-Track Faculty at Beloit College, Revised April 19, 2011 (advising portions)

Criteria for a successful record of advising:
Faculty members demonstrate a successful record of advising by being intentional, responsible, consultative, and responsive in helping students explore, set, and realize their academic and professional goals.

Successful advisors educate students about the mission of Beloit College and the goals of a liberal arts education. They assist students in setting self-aware, ambitious, reachable educational goals, and in helping them select and construct curricular and co-curricular programs and experiences at Beloit and beyond that promote the accomplishment of those goals. Successful advisors provide opportunities for students to articulate, reflect upon, monitor, and revise their educational goals.

Advisors educate students about the Beloit College curriculum, and the major(s), minor(s) and program(s) in which they advise, as well as about other majors, minors, and programs. They guide and assist students as those students encounter academic opportunities and challenges, inform themselves and their students about the support services available on campus, and they connect them with useful resources at Beloit College and beyond.

Advising section of the self-evaluation:
The advising section of the self-evaluation should be a coherent and reflective exploration of a candidate's philosophy of and strategies for advising and mentoring. This section should include a discussion of the ways the candidate has helped students connect with the mission, goals, programs, and resources of Beloit College, as well as how the candidate has worked to be intentional, responsible, consultative, and responsive in helping students set and realize academic, intellectual, and professional goals for their education.

Candidates are encouraged to describe general and specific approaches they have taken, materials they have constructed or revised, and assessment instruments they have used in advising and mentoring. They are also encouraged to describe the efforts they have made and those
they intend to make in the future to improve the quality of their advising, such as participation in professional development opportunities.

In addition to describing advising and mentoring successes, review candidates are invited to discuss any advising and mentoring challenges they have encountered, and how they have responded to those challenges.

Note: Candidates are encouraged to assess their record of advising in a separate section, but they may also weave aspects of their advising into the teaching and/or college service sections of their self-evaluation, as appropriate.

B. From the Guidelines For Department And Program Chairs: Providing Leadership and Guidance in the Professional Development of All Faculty Members, (Draft, April 22, 2011) (p 5-6):

D. Advising

Academic advising is an essential and important component of a Beloit College education, connecting students with the College’s mission and curriculum. FS&P believes that strong advising and mentoring relationships between faculty members and students contribute significantly to the quality and value of the liberal arts experience at Beloit College. FS&P also believes that successful advisors are intentional, responsible, consultative, and responsive in helping students explore, set, and realize their educational and professional goals. Therefore, we encourage chairs (and their senior colleagues) to provide resources and guidance for faculty members to acquire knowledge, develop skills, and establish records of successful advising.

It’s important that chairs keep their department/program colleagues apprised of curricular changes and learning opportunities within and beyond their departments/programs. These include opportunities to engage in the Initiatives Program as well as in experiential, international, and/or interdisciplinary study. We encourage department/program chairs to ensure that their websites include up-to-date advising information for majors/minors.

Chairs will want to discuss department/program norms and expectations, such as the expected number of posted weekly office hours, how advisees are assigned to advisors, what record keeping of meetings with advisees might look like, how to handle correspondence from the Dean of Students Office and Student Support Services, when to use alert slips, and how best to prepare for the pre-registration period. Chairs should encourage their department/program colleagues to consult with them about any advising difficulties they encounter, so that chairs may provide appropriate assistance and/or referral.
To ensure that all department/program colleagues share in the responsibilities of and rewards that come from advising and mentoring students, chairs should monitor that department/program colleagues have a reasonable and equitable assignment of advisees. Remember that first-year tenure track faculty members should not be assigned advisees.

Chairs and senior members may also want to share with newer faculty members information on prizes, awards, scholarships, internships, research programs, study abroad opportunities, employment, and/or graduate schools available to their students. Since most of these opportunities will require students to obtain letters of recommendation, chairs may wish to offer new faculty members examples or a template of such letters.

Chairs should ensure that all advisors are familiar with the Federal Educational Rights and Privacy Act (FERPA) posted on the Registrar’s website.
VII. Recommended Advising Resources

Over the course of the year, we have spent no small amount of time exploring concrete actions that are needed and can be taken to improve support for advising on all levels: administrative, faculty, and student. Outlined below are a number of possible resources that can help advance the mission of advising at Beloit. While we recognize some of these actions are less likely to be taken than others, it is our recommendation that without additional support, advising will continue to suffer in increasingly larger ways, as the demands on faculty grow heavier, and support and resources remain static or, worse, decrease. We recognize that we have all been working without a dedicated academic advising position, and with great inequities in advising loads. We also recognize that a number of potentially useful websites have been removed due to confusion over ownership and maintenance responsibility. We are aware that the resources we are recommending are not necessarily without cost, but if Beloit wants to take advising seriously, then we will need to commit some time and money to its improvement.

We also recognize that the Advising Practicum proposal that was passed at Senate on May 5, 2011 is a valuable step toward institutionalizing some of the structures that will support advising overall, and some of the following resources specifically. Many of these recommendations can be tailored to fit into the new FYI Advising workshops, and in some cases these resources are even more necessary in light of these workshops. In particular, the advising website and faculty workshops now seem indispensable, and the advising syllabus and the peer-mentoring recommendations have already, to some degree, been acknowledged as necessary under the new Practicum workshops.

1. Advising Website

First, the creation and commitment to maintenance of an advising website seems indisputably valuable, and the cost associated with its creation is low. Below is a suggestion for the basic structure of the website, as well as recommendations for its maintenance.

a. Each department or program should have its own dedicated page or section, and it should ideally be maintained by the department or program itself, or at least there should be a structure in place to confirm that the information is current each year. (Creation of the site could be an Honors Term project for a student, and maintenance would only be required when courses or requirements change).

b. The department/program pages should include a flow chart or guidelines for which classes first- and second-year students should take if they are considering a major or minor in the field. A flow chart would provide an easy way for students and advisors to see which courses need to be taken early, and which courses are prerequisites for other courses down the line. It would show things like “First or second semester: 101.” “By the end of the
second year: 201.” The one-time cost of the creation of these pages would pay off in obvious ways—students and advisors would have a reliable, updated source of information that would replace guesswork and decrease the number of calls to departments to verify the sequences of classes.

c. The webpage should include a link to the schedule of classes in PDF form each semester. This prevents frustration with Datatel crashes and bugs, and reduces load on the servers by allowing students to download the schedule rather than doing live searches. If the PDF is hosted on the advising website, that provides additional incentive for students to visit the site and, ideally, take initiative and ownership of their educational planning when they see the resources available to them in one centralized location.
d. If departments adopt a common advising syllabus, it should be available on their advising website.

The website could, less vitally, have a section for faculty that includes links to available readings on the advising relationship and different approaches to advising. A digital library of resources would also be helpful for various advising syllabi that departments and programs might use. Having easy access to these resources increases the likelihood that they may be “assigned reading” for advisees.

2. Faculty Advising Workshops

Particularly in light of the new curriculum and the new focus on advising within the Initiatives structure, faculty members are in need of additional faculty development around advising. We believe that a focus on newer faculty (with assistance from a “coalition of the willing” senior faculty—to borrow Natalie’s term) is perhaps the most appropriate way to enact a culture change around advising. To this end, a series of Faculty workshops on advising would be beneficial. (See also the responses to the survey given to faculty this year). The best model we found for this is Denison’s series of workshops. See Appendix 2 for a sample of their schedule and bibliography, as a template only.

3. Advising Syllabus

An advising syllabus could be used institution-wide, departmentally, or on an individual level as a template to formalize some expectations and guidelines about what makes a good advising relationship. It might also, as a result, contribute to a more meaningful assessment of advising in the tenure and promotion process by providing faculty with a way of standardizing or formalizing their goals in relation to more global assessment criteria. The advising syllabus has been consistently seen as one of the most important resources that we intended to recommend, and we are pleased to see that the Initiatives Advising Practicum has placed such an emphasis upon it within that structure. We believe strongly, however, that it should be adopted more widely across the faculty and not merely limited to the Initiatives Program.
4. Advising Positions

There are several possible positions that could greatly support both faculty and students with regard to advising at Beloit. The recent loss of the dedicated position for Academic Advising has been felt campus-wide. While we recognize that budget considerations make it unlikely that such a position will be reinstated, we believe the burden being carried by faculty, staff, and students making up for this loss is non-trivial. If such a dedicated position is possible, we recognize that some research will need to be done to determine the optimal structure of the position (faculty, administrative, some combination of the two, etc.)

The possibility of an at-large undergraduate peer advisor holds a number of possibilities. An upper-class student on honors term, a student intern, or a work-study student could be available to work as a drop-in or scheduled advisor to other students. This is a position that exists at other institutions, and Beloit has a number of structures that could support such a position. This would at the very least relieve some of the burden on faculty with an excessive number of advisees, and it would provide an alternative option for students who are unable to reach their own advisors on short notice or for simple advising.

Peer mentoring within departments seems like a rich, untapped resource. Upper-class undergraduates are well positioned to help guide newer or interested majors. The possibility of peer panels during advising week came up in our discussions, and we are pleased to see that this idea has found a possible outlet in the Initiatives Advising Practicum. We do not believe that peer mentoring within departments needs to be limited to one workshop afternoon per semester, however, and this resource can be adapted to different needs of different departments.

One recommendation that was suggested to us was the idea of departmental “meet and greets.” Some departments do this regularly already (Philosophy has ice cream socials for the faculty to meet majors and minors and students considering concentrations. This gives students the opportunity to meet others in the department as well.) This recommendation came from both students and faculty members who wanted more opportunities for information to be transmitted. Again, we recognize something similar has been suggested for the Initiatives Advising Practicum, and we are pleased to see this will probably come to pass. Again, this resource does not need to be limited to that Practicum, and departments should be encouraged (with budgetary resources, if possible) to hold such events.

5. Electronic Portfolios

Although we did not discuss this at length, we would really like to see explored the possibility of establishing student e-portfolios. These would replace the current MAP folders. These portfolios could be basic (only one or two screens on Web Advisor or its equivalent), or, if students choose, more elaborate. This is a
place where students can lay out their goals and plans for achieving a liberal education at Beloit, and document all the ways they are doing and have done so. Such a screen can and should be accessible by the student and his or her advisors.
Appendices

Appendix 1

The Academic Advising Syllabus, examples

Academic advising syllabus intro:
http://www.nacada.ksu.edu/clearinghouse/AdvisingIssues/syllabus101.htm#over

St. Olaf College:
http://www.stolaf.edu/services/aac/AdviseSyllabus2.pdf

College of Charleston:
http://advising.cofc.edu/pv_obj_cache/pv_obj_id_A95276E96C7E2C4D8144A27CACA2841B497B0200/filename/advising_syllabus.pdf

Texas State University:
http://www.libraralarts.txstate.edu/advising/about/syllabus.html

Texas Lutheran University:
http://www.tlu.edu/i/academics/advising/advising_syllabus.pdf

Grinnell College (sample)
http://web.grinnell.edu/Dean/Tutorial/Advising/Stern_Advising_Syllabus_Grinnell_template.pdf

Grinnell College (individual):
http://web.grinnell.edu/Dean/Tutorial/Advising/Trimmer_Advising_Syllabus.pdf

Grinnell College
http://web.grinnell.edu/Dean/Tutorial/Advising/Reynolds_Advising_Syllabus.pdf

University of Michigan (on Indiana University website--?):
http://www.iub.edu/provost/advising/Appendix-D2-Advising-Syllabus2.pdf
Appendix 2: (provided by Kim Coplin, Associate Provost, Denison University)

Denison Faculty Workshop on Liberal Education and Advising

August 17-19, 2010
212 Talbot Hall, Denison University

Karen Graves
Frank Hassebrock
Tom Schultz

Workshop Reading Assignments


Supplementary Reading

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td>Advising Memories and Overview of Workshop</td>
</tr>
<tr>
<td>1:30</td>
<td>Advising at Denison: What do we do?</td>
</tr>
<tr>
<td>2:30</td>
<td>What does Denison’s mission statement say about academic goals and how is advising relevant?</td>
</tr>
<tr>
<td>3:00</td>
<td>Liberal Education and Advising: Discussion of articles by (a) Jones, (b) Humphreys and Davenport, and (c) Cronon.</td>
</tr>
<tr>
<td>4:00</td>
<td>“Case Studies in Advising” (assignment for Wednesday’s Workshop)</td>
</tr>
<tr>
<td>4:15</td>
<td>End of session</td>
</tr>
</tbody>
</table>

**Wednesday: ADVISING APPROACHES**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Informal Gathering, with Coffee, Pastries</td>
</tr>
<tr>
<td>9:00</td>
<td>Advising as a Learner-Centered and Problem-Based Activity: Discussion of (a) Lowenstein and (b) Laff</td>
</tr>
<tr>
<td>10:30</td>
<td>Advising as Teachable Moments and Reflective Conversations: Discussion of (a) Foushee and (b) Magolda</td>
</tr>
<tr>
<td>Noon</td>
<td>Catered lunch and informal discussion</td>
</tr>
<tr>
<td>12:30</td>
<td>Free Time</td>
</tr>
<tr>
<td>1:30</td>
<td>Small groups discussion of Advising Case Studies</td>
</tr>
<tr>
<td>2:15</td>
<td>Large group discussion of Advising Case Studies</td>
</tr>
<tr>
<td>3:00</td>
<td>Panel Discussion with Kim Coplin, Jennifer Grube Vestal, and Yadi Collins</td>
</tr>
<tr>
<td>4:15</td>
<td>End of session</td>
</tr>
</tbody>
</table>
Thursday morning: APPLYING NEW MODELS TO DENISON

8:30  Informal Gathering with Coffee, Pastries
9:00  Creating and using an Advising Syllabus
10:00 The FYS-103 Experience (Matt Kretchmar)
10:30 Group discussion of Denison’s Policy on Academic Advising
11:00 (a) Assessment of Advising (b) Task Force on Advising
12:00 Workshop Evaluation
12:15 End of Workshop

WORKSHOP BIBLIOGRAPHY

Appleby, D. “The teaching-advising connection, Parts Three and Four.” (Compares “prescriptive” versus “developmental” advising; explores how developmental advising can contribute to students’ active learning)
Christman, P. (2003). Narrative advising: Guiding students to better academic decisions, Chapter 5. In Advising and Learning, Monograph #8, NACADA.
Fillippino, T. et al. ”Help! Do I have to advise college students, too?” The Mentor: An Academic Advising Journal, retrieved from http://www.psu.edu/dus/mentor/.
Goetz, J. (2003). Learning as journey: Making explicit faculty perspectives on academic disciplines, Chapter 4. In Advising and Learning, Monograph #8, NACADA.

Hemwall, M., & Trachte, K. Academic advising and a learning paradigm, Chapter 1. In *Advising and Learning, Monograph #8*, NACADA.


Lowenstein, M. “An alternative to the developmental theory of advising.”

Parks, Sharon. *Big Questions, Worthy Dreams.* “The gifts of a mentoring environment”, Chapter 8


There are also several short articles from the online journal, “The Mentor: An Academic Advising Journal”.

[http://www.psu.edu/dus/mentor/](http://www.psu.edu/dus/mentor/)

*NACADA Journal* is published by the National Academic Advising Association and is available at:

[http://consort.library.denison.edu/record=b3317551~S6](http://consort.library.denison.edu/record=b3317551~S6)

---

**READING LIST SUGGESTED**  
**BY MARTHA HEMWALL (Workshop Consultant)**

* = indicates good initial readings


