3. ADVISING STUDENTS

Advising is more than simply helping students choose courses and interpret graduation requirements. Ideally, advising, like teaching, can be a means to foster students' growth. Students come to their advisors for help with a range of concerns, from planning the next term's schedule, to exploring alternative majors, to figuring out what to do with their lives.

Use the advising meetings to help students think about the value of a liberal arts education and the connections between academics and career goals. You'll want to cover all of these areas with your advisees at some point. You may have advisees who only want to talk in vague, general terms about life goals, or (more frequently) advisees who only want to complete Hamline Plan requirements without looking at the big picture. Neither extreme is sufficient on its own, so encourage students to address the areas they are avoiding.

Sometimes, of course, it makes sense to skip the higher-level concerns and get right down to scheduling; every student wishing to drop a class doesn't need an in-depth discussion of career goals. But be alert for clues that the student's immediate concern is not the real problem. For instance, a pre-medical student who wants to withdraw from CHEM 1130 may need to have a more in-depth conversation. In this situation, you may want to back up and find out why the student has chosen the pre-medical sequence, what the student thinks the medical field would be like, and whether it is a realistic or desirable goal. You also want to make clear the repercussions of dropping or withdrawing from a course that is a prerequisite to so many other courses required for the program.

HOLISTIC ADVISING

Holistic advising is a developmental process that focuses on the "whole" student. It requires advisors to effectively communicate with students in assessing their personal and vocational goals by encouraging students to take responsibility for their own progress and success. Holistic advisors act as teachers and mentors. Holistic advising also takes into consideration all the complexities of the person, including:

- Students' concerns about their own academic preparedness, fears, inadequacies, challenges
- Personal stresses of college life, living in a residential hall, family issues, loneliness
- Financial difficulties, questioning the value of a college education
- Time constraints encompassing classroom and homework time, work, family/child care, social obligations and relationships, need for self-discovery

ADVISING MEETINGS

Informative meeting

One of the roles of the advisor is to provide advice about exploring degree programs, registration, course offerings, academic policies and procedures, and administrative procedures. It is also important for your advisees to get acquainted with you as an advisor, and to find out about your areas of interest and expertise. This helps develop a connection between you and your students, thus opening the door for more in-depth questions.

Quick planning

Most of this may happen during Advising Weeks—prior to registration—but also occurs during the add/drop period (the first ten days of classes). Students will seek an advisor's assistance for quick answers to questions pertaining to degree evaluations, course selection, general registration questions, or schedule adjustments and so forth. It is important to be available during Advising Weeks and during your posted office hours so that the student may seek your assistance. After the quick planning session, schedule another time to discuss more in-depth registration questions and long-range planning.

Long-range planning

Students need an advisor's assistance in connecting learning with out-of-classroom experiences. Advisors can help students plan educational and professional objectives, offer opportunities for expanding their academic interests, and help explore opportunities outside the classroom (such as internships, individual or collaborative research projects, and independent studies). This is the optimal time to also connect advisees with the Career Development Center and other relevant offices.

Student referrals

It is important to recognize that as an advisor, you may not be able to meet all of your advisees' needs. There are specialized services available on campus for advice and referral (see our resource guide on the back of this binder).

Petitions

Students have the right to petition academic policies. To do so, they use the petition form on Registration and Records' forms page (www.hamline.edu/registrar/forms -- see sample in section 8 of this guide). Petitions are reviewed by the Undergraduate Curriculum Committee (UCC). Some are common requests, e.g., credit overloads, senior year rule, and so on; others are more unique in nature. If you review a petition for an advisee about which you have questions or concerns, feel free to discuss it with Academic Advising.

Please note that the form requires an advisor's signature. Your signature on the form does not necessarily indicate your agreement with the petition; it simply acknowledges that you have discussed the issue with your advisee. Any additional comments you wish to provide on the form are welcomed by the UCC.

THE ADVISING RELATIONSHIP

What to Expect

The goal of Hamline's academic advising program is to help students develop and achieve their academic goals. Faculty advisors are students' primary resource for consultation, advice, and information on courses, majors, curriculum requirements, or other academic matters.

Students may also contact their advisors when personal problems interfere with academic life, or when they wish to discuss life after Hamline—careers, graduate school, or other plans. Advisors may not have all the answers, but can connect students with Academic Advising, Counseling and Health Services, Disability Resources, the Career Development Center, or other relevant resources, to address their concerns.

Students are responsible for arranging advising meetings; however, it is also good practice for faculty advisors to remind their advisees of the upcoming Advising Weeks, to ensure they plan ahead. Per the Faculty Handbook (14.4 15.4 Availability and Office Hours), A full-time faculty member shall be regularly available on campus for the business of the school and university when the school is in session. A part-time faculty member shall regularly be available on campus in proportion to the percentage of time for which he or she is employed. Each faculty member should establish, post, and make students aware of regularly –scheduled office hours so distributed throughout the week as to be convenient to the students.

Academic Advising asks and expects students to attend advising meetings well prepared. If they are planning to work on class schedules, they should bring all necessary materials to meetings, be familiar with the class schedule and read the Hamline *Undergraduate Bulletin* class descriptions (http://bulletin.hamline.edu). Students are responsible for learning graduation requirements and university regulations as explained in the *Bulletin*. They should also review (and ideally, print) their Piperline degree evaluation (see *Piperline Basics* section for instructions on how to run a degree evaluation). The advisor or the professional advising staff is always available to assist the student or faculty advisor in interpreting requirements and assessing degree status.

Students can begin to think about their academic and personal values and abilities and be prepared to discuss them during advising meetings. This is a great time to discuss classes they wish to take, possible majors, and even possible directions for their lives. Advisors should strive to guide students, and not make decisions on their behalf.

How Advisors Are Assigned

- When a student enters Hamline as a traditional first-year student (under 25 years of age), the instructor of the student's First-year Seminar serves as the faculty advisor.
- Academic Advising assigns transfer students to a faculty advisor in the major department if the student has indicated interest in a particular major. Undecided

transfer or non-traditional first-year students are assigned to an advisor in Academic Advising.
- Students may also decide to change majors or advisors and may ask you to serve as their advisor.

When and How Students Change Advisors
By the spring semester of their sophomore year, students are expected to formally declare a major and find a faculty member in the major department who can serve as their major advisor. A first-year student who has already decided on a major may elect to declare only *after* they have completed their first semester at Hamline.

During their years at Hamline, students may change advisors at any time. If students change majors, they must choose an advisor in the new major department.

Declaration of Major/Change of Advisor forms may be found in the Academic Advising office or in Student Administrative Services (SAS), or at www.hamline.edu/registrar/forms. Students must obtain the signature(s) of the new advisor(s) and the department chair (if adding or changing majors) and return the completed form to SAS. Students contemplating a minor or second major may add or drop either at a later time.

Students Need More Than One Advisor When
- They have more than one major
- They are following a pre-health sciences track and their advisor is not a pre-health sciences advisor
- They are seeking a license in education, or
- They are seeking a Conflict Studies, Forensic Science, International Journalism, or Paralegal certificate

It is not necessary to retain an advisor for a minor. The department chair's signature on the *Declaration of Major/Change of Advisor* form is sufficient. A student may, however, opt to retain a secondary advisor in a minor department.

For instructions on how to email your advisees as a group, see section 4, Piperline Basics.

ADVISING FIRST-YEAR STUDENTS

FYSem Advising Entails
- Acquainting students with campus resources
- Providing students with information about the curriculum
- Engaging students in the process of learning
- Challenging students to think critically and imaginatively
- Encouraging students to reach their potential
- Addressing student actions and decisions that could impede success

- Advising students to explore majors by taking courses in which they are interested and meeting with faculty in those departments
- Assisting students in completing the "Exploring the Majors" exercise, required as part of the First-year Seminar

Challenges First-year Students May Face

- Navigating new-found freedoms
- Increased social distractions and inability to manage time
- Interacting with new cultures
- Incompatibility with the institution, roommate, geographic area
- Addressing insecurities surrounding academic under-preparedness
- Anxiety about fulfilling expectations of peers, parents, or faculty
- Personal issues with family, dating, coming out
- Health concerns such as substance abuse, eating disorders, mental health
- Concerns regarding choosing a major or career path

How Advisors Can Help First-year Students

- Meet individually with each student at least once during the semester.
- Make a deliberate effort to participate in FYSem-related programming.
- Encourage advisees to visit their instructors during office hours.
- Encourage all advisees to avail themselves of writing consultants and tutors.

Four-year Assurance of Graduation

This document serves as a contract between Hamline University and first-year students. It ensures that if both parties fulfill their responsibilities as stated on the contract, and the student is unable to graduate within four years, Hamline will provide tuition-free course work in the fifth academic year (see *Commonly-used Forms* section).

ADVISING TRANSFER STUDENTS

Though first-year advising concepts do apply to transfer students, transfer students may face additional challenges, including the transition from a two-year to a four-year college. Most have already identified specific academic and career goals, but may need additional support in adjusting to their new Hamline environment.

Challenges Transfer Students May Face

- Transfer students may be behind in course sequences and may need additional course-planning assistance.
- Transfer students may need additional guidance in reviewing and evaluating the coursework they completed prior to matriculation at Hamline. Many students transfer in classes that haven't yet been articulated for specific requirements or course equivalencies. Some may satisfy various Hamline requirements, whether in their major or in the Hamline Plan, and thus may need additional review. If seeking

Hamline Plan credit, students should be referred to the Transfer Articulation Coordinator in Registration and Records (651-523-2127, transferarticulation@hamline.edu). If seeking credit in a major or minor, students should be referred to department chairs. Academic Advising is always happy to assist in interpreting transfer credits.

- Transfer students indicate their intended major on their admission application, and are thus assigned to a faculty advisor in that department. They sometimes assume this constitutes formal declaration of the major; however, it does not. It is helpful to remind them they still need to formally declare their major(s).
- Transfer students face the double challenge of becoming acclimated to a new institution and curriculum, while making sure they are choosing classes that will fulfill their degree requirements in a shorter period of time than first-year students.

How Advisors Can Help Transfer Students

- Attend orientation events for new transfer students (during semesters in which you are assigned new transfer advisees).
- Reach out to your new transfer advisees during the first weeks of the semester to suggest a meeting time.
- Transfer students are asked to schedule an appointment with staff from Transfer Student Services within the first month of the term. Check with them to ensure they have done so.
- Refer them to Academic Advising for a thorough degree evaluation as soon as possible.
- Encourage them to formally declare their major if they are ready to do so.

ADVISING FIRST-GENERATION STUDENTS

Although the definition of a first-generation college student can vary, the term generally refers to a student whose parents did not attend or graduate from college. Often, first-generation college students are the first members of their family to go to college. Being a first-generation college student brings unique challenges which can potentially impact academic performance. First-generation college students may experience some of the following:

- Anxiety related to cultural differences between the home and the university environment
- Confusion about the expectations associated with being a college student
- Conflicting family obligations that might interfere with academic responsibilities
- Family's lack of understanding about academic responsibilities and demands of college
- Higher need for information about networking, accessing resources
- Potential difficulties making or finding a community on campus
- Apprehension about how to talk to/connect with faculty and staff
- Difficulty making connections between academic requirements and career goals

How Advisors Can Help First Generation Students:

- Establish personal relationships.
- Define your role as a faculty member and advisor.
- Refer students to campus resources.
- Teach them how to navigate university systems.
- Help students see the bigger picture of a college degree.

ADVISING NON-TRADITIONAL STUDENTS

Non-traditional students are defined generally as those who begin college over the age of twenty-one and/or have had some time elapse between high school and college enrollment. The term may also refer to a younger student who happens to be a parent. Often these students enter college during times of major life transition (job loss, separation/divorce, last child leaving home).

Challenges Non-traditional Students May Face

- Often older than the majority of their classmates and at a different level of maturity
- May lack confidence in their ability as students—may need more encouragement
- Difficulty accessing and utilizing student services—including advising—during regularly scheduled hours
- Less able to become involved in co- and extra-curricular activities
- Often managing multiple roles

How Advisors Can Help Non-traditional Students

- Make yourself available if traditional office hours do not work.
- Emphasize the importance of finding a balance among class, homework, and other commitments.
- Advise students to take advantage of instructors' office hours.

ADVISING UNDER-PREPARED STUDENTS

Under-prepared students, sometimes referred to as "at-risk" or "conditionally admitted" students, are classified generally as students with academic limitations prior to entering college. These students tend to lack the skills necessary to navigate the college system and the classroom environment. Under-prepared students may also be those who have made poor choices or decisions that have impacted and continue to impact negatively on their academics.

Adult students who return to higher education after an extended absence can also be under-prepared. While they may be eager to return to school, these students may need additional support in learning to navigate the college system.
Another emerging population of under-prepared students may include some international and immigrant students whose first language is not English. Some of these students may

struggle with basic writing and reading comprehension. These students should be encouraged strongly to avail themselves of Writing Center assistance.

Challenges Under-prepared Students May Face

- Poor basic academic skills (reading comprehension, writing, and/or mathematical skills)
- Inadequate understanding of the skills required for academic success (time management, effective note-taking, active listening, class participation)
- Failure to prioritize studying and associated study habits (frequency, location, helpful study partners and groups)
- Failure or unwillingness to assume responsibility for behavior connected to learning and success (class attendance, communication with instructors in and out of the classroom, classroom behavior)
- Reluctance to ask for assistance
- Poor communication skills
- Tendency to avoid what they perceive to be threatening (fear of failure or success)
- Motivational problems due to lack of academic success
- Tendency to attribute success to luck rather than ability

How Advisors Can Help Under-prepared Students

- Make sure advisees use Academic Success services: tutoring, academic skills, and the Writing Center.
- Make an additional effort to ensure that students understand how to navigate university rules and policies.
- Check in with your advisees prior to major deadlines and after mid-term grades are posted.