

Handout to Accompany:

8:30 a.m. – 9:30 a.m.

The Role of the Advisor

❖ Time for Reflection:

- What kinds of advising roles do you have at IUP?
- How do you perceive your role(s) as a faculty advisor?
- What are the characteristics of a “good” advisor?
- What is your reward/incentive to provide effective advising?
- What are your advising goals (outcomes) for yourself?
For your students?
What are your expectations of advisees? How do you communicate this?
- Where do you think your value as an advisor is strongest?
- In what ways have you (been) prepared for your advising role(s)?
- What challenges do you face in advising?
- Are you able to assess the quality of the advising you provide? If so, how?

❖ **Rate the following statements on a scale of 1 (strongly disagree) to 10 (strongly agree).**

- _____ 1. My advisement sessions with my students are productive.
- _____ 2. Advising is a large priority to me in my overall job duties.
- _____ 3. My students come prepared for the advisement sessions.
- _____ 4. I am prepared for advisement sessions with my advisees.
- _____ 5. I spend enough time with my students to get the job done.
- _____ 6. An important part of advisement is career planning.
- _____ 7. Advising is valued by upper administration.
- _____ 8. Administrators consider a faculty member's advisement load and responsibilities in promotion and tenure decisions

❖ **Define Student Success**

- ❖ What does student success look like?

- ❖ Differentiate between “success” and “persistence”

- ❖ How do you support student success/persistence as an advisor, as a teacher, or otherwise?

- ❖ **Identify traits/characteristics you exhibit as an Effective TEACHER and an Effective ADVISOR.**

<u>Effective Teaching</u>	<u>Effective Advising</u>

- ❖ **After you identify your own ideas, refer to the Handout: Appleby, D. Table One: A Comparison of the Knowledge, Skills, and Characteristics of Effective Teachers and Advisors.**

- How do these characteristics (as well as those you listed above) impact student success/persistence?

❖ **Teaching and Advising intersect in many ways. The following is a sampling of questions to illustrate the convergence and interdependence of these faculty roles.**

- Does your course help students regarding degree completion – in major, as elective, other?
- Does your course help students in terms of career readiness?
- Do you consider the mix of students you have in a course when teaching (e.g., major, year, gender, etc)?
- How does your course fall in curriculum and major decisions in your department?
- Is your course likely to ‘pivot’ if students change major?
- Considering pressure for ‘time to completion’, why is your course important? Worth the time?
- Does performance in your course predict success in subsequent courses?
- Is there a point (e.g., freshman, junior) due to courses you teach where you are most likely to interact with students? Are you active in considering this impact?
- In what ways are you prepared to assist students with special learning needs in your classroom? Major?