

Roundtable Discussion Notes
Winter Advising Forum, 2009

Group 1: Peer Advising Programs

Participants: Olivia Chan, Claudia Parrish, Sara Walsh, Andrea Legg

Notes:

- Advantages of peer advising programs: add student perception to advising office; benefit to students who learn leadership and communication skills.
- Training:
 - Shadow advisor; set clear expectations; provide an ‘official’ interactive space.
 - Course selection; resources; program planning; peer adviser website.
 - Being part of a greater team of student leaders.
 - Their experience is not a universal experience.
 - Key is to know when NOT to advise.

Group 2: Working with Students on Complicated Developmental Issues

Participants: Young Kim, Maria Acosta-Smith, Lupe Allen

Notes:

- Independence: developing a sense of self.
- Suggestions: foster programs to develop community, programming to develop sense of self. Involve residential life. Definitely a team oriented and multidisciplinary effort.
- Technology as social networks and how they affect development of self responsibility.
- Balancing resources available with special needs, keeping in mind the academic mission and the community being impacted.
- Challenge for students to take all courses seriously.

Group 3: Working effectively with students in academic difficulty

Participants: Elizabeth Alsberg, Marie Yoo, Denise Booth, Maria Mata, Lilly Pinedo, Kalin McGraw, Jill Schontag, Amy Hamel

Notes:

- One on one contact to identify their struggles outside of academics.
- Simplify advising processes to allow us more time with students in need.
- “College 101” or equivalent course to help them acclimate to college (or component of core course).
- Create a positive, encouraging tone while acknowledging their academic reality.

Group 4: Working effectively with students in academic difficulty (#2)

Participants: Lindsey Smith, Bob Giges, Alicia Marquez, Amy Hamel, Elaine Kihara, Cathy Shender, Greg Banks

Notes:

- Meet with an adviser 3x per quarter, self-reflection essay, Career Center, counseling, tutors, strict conditions for readmission.
- Be strict in setting expectations.
- Taking time off, courses at community college, change of major, official part-time program.
- Lack of appropriate curriculum (classes) can lead to academic problems.
- Making too many exceptions can lead to student failure.

Group 5: Sharing Ideas for Programs

Participants: Olivia Chan, Joan Walker, Donna Davis, Stephanie Bauman, Connie Creel, Marti Truhitte

Notes:

- Facebook groups can be used successfully with peer advisers.
- Email specific groups using Cognos downloads (UCSC messaging only for important information).
- Collaborating with residential life, clubs, or student groups helps with attendance (as does food).
- Choosing days for programming is important.
- Request RSVP's.
- Generating ideas on programs: What do students want/need? Keep it current!
 - Career Center: "Finding a job in a tough job market."
 - Check the class schedules for your target audience – what classes are they likely to be enrolled in? Don't schedule during those times.
 - Announce programs at classes – not all instructors will allow, but some do. This allows you to target your audience – Cal Teach does this.
 - Program as part of a class if can get CEP course approval – Career Center is doing this.
 - Faculty support for programs – faculty support helps in promoting events.

Group 6: Adviser training and development

Participants: Glenda Dixon, Jamie Siegel, Danielle Niland, Inga Nikodem, Holly Nigorizama, Rebecca Heuer, Denise Moss, Teri Pennington, Stacey Sketo-Rosener

Notes:

- New employees would benefit from having a mentor.
- Centralized manual would be helpful, as would identifying common procedures that could be trained centrally vs. in units.
- Clearinghouse on website for professional advising resources.

Group 7: Curriculum Capacity

Participants: Maria Ruby, Julie Brower, Jessica Fiske Bailey, Roxanne Monnet, Tom Pistole, Debbie Belville

Notes:

- Workload challenges when staff must manage permission numbers.
- Difficulty with cutbacks in TA allocations to support classes.
- The campus needs to know the real maximum class capacity for planning and gating – "0" causes problems.
- Capacity problems with completing C1 and C2 in the first year.
- Problems result when departments can't get large enough classrooms.

Group 8: Student Responsibility vs. Adviser Support: Where to draw the line?

Participants: Sarah Rogerson, Caroline Berger, Richard Vasquez, Joan Peterson, Courtney Hewitt

Notes:

- Develop ways to communicate our expectations.
- Determine what your personal boundaries are.
- Given them a "to-do" list – have them sign it.
- Remember we are teachers, too. Students need to learn consequences of missing deadlines, etc.

Group 9: Student Responsibility vs. Adviser Support: Where to draw the line? (#2)

Participants: Jude Pipes, Marianne Rebele, Michelle Taylor-Kalus, Alessandra Bicudo Alvares, Alice Hancock, Sally Lester, Sara Balder, Sarah Walsh

Notes:

- Important to be proactive in giving students resources and keeping lines of communication open (email!).
- Try not to intervene into a student/faculty interaction or situation.
- Have the student leave with instructions and a game plan and knowing that they can come back to you for help.
- Get a verbal confirmation from the student.
- Be clear with the student about what you can't do, but most importantly what you CAN do.
- Hold workshops (students can help each other) – build peer support!

Group 10: Time management tips for advisers

Participants: Tamra Schmidt, Gina Ippolito, Lauren Reed, Virginia Carrillo, Emily Gregg, Shante Lewis, Adrienne Harrell

Notes:

- Designated times to check email.
- Turn off the ringer sometimes.
- Auto-reply with some FAQ's, advising hours and times, to UCSC accounts.
- Communicating and managing expectations: if not now, when?
- Use templates and boiler plate language that can be personalized.
- Set up emails from list serves to go directly into specific folders.

Group 11: Graduate Advising

Participants: Carol Stoneburner, Nicolette Czarrunchick, Pam Hunt-Carter, Cathy Smith

Notes:

- Graduate advising is more administrative vs. mentoring (which faculty must provide at graduate level).
- Database system to tie in department shadow systems with AIS.
- Funding is a huge issue, both for admissions and continuing support.
- Faculty graduate advising is extremely important to relieve staff advisers in monitoring milestones and deadlines.

Group 12: Successfully Navigating Difficult Conversations with Parents

Participants: Valerie Van Gorder, Bob Taylor, Helen Mayer, Beth Wellik

Notes:

- Educating parents.
- Create a welcoming tone.
- Be rigorous about FERPA.
- Active listening.