

Tips from the Advising “Trenches”

Sage advice from a small sample of Millikin’s many all-star faculty advisors

Approaching Your Advisees

- Contact advisees at the beginning of the semester to remind them that you are available for consultation at any time. - *Mary Garrison, Behavioral Sciences*
- Invite those advisees that you may have in courses you are teaching to “hang back” and speak with you after class. - *Melinda Kushniroff, Tabor School of Business*
- Reach out to advisees who are struggling; they may be reluctant to seek out help on their own. - *Melinda Kushniroff, Tabor School of Business*
- Obtain the cell phone numbers of your advisees in the event that you need to reach them quickly. – *Susan Kruml, Tabor School of Business*
- Conduct individual “pre-Scheduling Day” interviews with all advisees. – *Vincent Landro, Theatre*
- Get to know the interests and “special skills” of your advisees. Then, pass along information about these interests and skills as it becomes available throughout the school year. – *Denise Myers, Theatre*

Challenging & Acknowledging Your Advisees

- Communicate your Scheduling Day expectations to your advisees (completed course worksheet, etc.). - *Mary Garrison, Behavioral Sciences*
- Acknowledge good work through an e-card. - *Melinda Kushniroff, Tabor School of Business*
- Utilize the Student Accolade system through MU Online to acknowledge publically your advisees’ good work. - *Melinda Kushniroff, Tabor School of Business; Rene Verry, Behavioral Sciences*
- Remind students that it is their responsibility to understand university, school and major requirements. - *Susan Kruml, Tabor School of Business*
- Insist that advisees who come to advising appointments unprepared (scheduling worksheet not completed, etc.) make another appointment. - *Susan Kruml, Tabor School of Business; Anne Rammelsberg, Chemistry*
- Use missed advising appointments as “teachable moments” regarding proper professional behavior. - *Susan Kruml, Tabor School of Business*
- Challenge advisees who are excelling to consider graduate study. – *Anne Rammelsberg, Chemistry*
- Post the names of advisees on the Dean’s List or receiving other recognition. - *Rene Verry, Behavioral Sciences*

Supporting Your Advisees through Difficulty

- Insist on a face-to-face meeting for advisees receiving multiple academic alerts. – *Susan Kruml, Tabor School of Business*
- Help guide advisees working through personal issues to the appropriate resources. - *Susan Kruml, Tabor School of Business*
- Include athletic coaches when communicating with unresponsive advisees. – *Susan Kruml, Tabor School of Business*
- Meet individually with advisees who are struggling. – *Anne Rammelsberg, Chemistry*
- Encourage advisees who are struggling in a course to speak with their instructors and obtain a tutor. – *Anne Rammelsberg, Chemistry*
- Focus meetings with struggling advisees on goal setting and an individualized plan for improvement. – *Rene Verry, Behavioral Sciences*
- Consult with staff in the Student Success office on particularly difficult cases. – *Rene Verry, Behavioral Sciences*
- Take the time to listen before offering advice. – *Candace Baker, Student Success*
- Encourage advisees who are struggling in their major to utilize the services of the Career Center in order to uncover new interests and abilities. – *Candace Baker, Student Success*
- Encourage advisees who are struggling with study habits or questioning their educational goals to consult with a staff member in the Student Success office. – *Candace Baker, Student Success*
- When meeting with advisees about academic alerts that they have received, emphasize any recommendations that the instructor submitting the alert has made. – *Denise Myers, Theatre*

Advising Tools & Advising Partners

- Remind advisees about the University Bulletin (found online at www.millikin.edu/bulletin). - *Susan Kruml, Tabor School of Business*
- Include staff in the Student Success office on critical communication with your advisees. - *Susan Kruml, Tabor School of Business; Rene Verry, Behavioral Sciences*
- Consult Millikin's Advising Website (found online at www.millikin.edu/advising). - *Rene Verry, Behavioral Sciences*
- Submit an academic alert for students who miss class and exams, who fail to submit assignments, or who are failing the course. – *Anne Rammelsberg, Chemistry*
- Review advisee transcripts (available via MU Online) and prior advising notes before each advising appointment. - *Susan Kruml, Tabor School of Business; Rene Verry, Behavioral Sciences*
- Utilize midterm grades as an opportunity to provide feedback to your advisees on their academic performance. – *Susan Kruml, Tabor School of Business*
- Utilize the CAPP degree audit to help advisees lay out their plan of study, including what requirements remain and how proposed changes might alter the plan. – *Anne Rammelsberg, Chemistry; Rene Verry, Behavioral Sciences*
- Utilize the websites of professional organizations to obtain up-to-date career counseling information. - *Rene Verry, Behavioral Sciences*

- Include athletic coaches on critical communication with your advisees. Coaches have strong relationships with their student-athletes and can assist you in communicating the primacy of academics. - *Rene Verry, Behavioral Sciences*
- Encourage advisees to utilize the resources of the Career Center before they begin their job search. – *Rene Verry, Behavioral Sciences*
- Frame the 8-semester plan of study as an illustration of degree completion, but place an advisee’s personal needs at the center of advising. – *Candace Baker, Student Success*
- Keep careful notes regarding advisee’s goals, etc. – *Vince Landro, Theatre*

Advising as Teaching

- View your role as an advisor as that of a coach. Serve as a sounding board for your advisees, guide them as they work to overcome obstacles, and advise them as they make decision relating to their coursework. - *Susan Kruml, Tabor School of Business*
- Remind advisees that advising goes beyond scheduling. In fact, remind advisees that scheduling is primarily their responsibility. – *Susan Kruml, Tabor School of Business*
- Use advising as a way to encourage students to build positive relationships with faculty. – *Susan Kruml, Tabor School of Business*
- Encourage advisees to gain multiple perspectives before making big decisions. – *Susan Kruml, Tabor School of Business*
- Utilize advising appointments as a time to discuss academic and career goals, not just a time to work out scheduling issues. - *Susan Kruml, Tabor School of Business*
- Encourage advisees to begin thinking about internships early in their college career. - *Susan Kruml, Tabor School of Business*
- Encourage advisees to build professional networks. - *Susan Kruml, Tabor School of Business*
- Do not shy away from opportunities to advise and mentor students for whom you are not the advisor of record. - *Susan Kruml, Tabor School of Business*
- Begin advising sessions by asking students what they hope to accomplish. Explore options, help set goals, and utilize the advisee’s knowledge, skills and abilities to develop an individualized plan of study that leverages coursework, service learning, pre-professional experiences, and extracurricular activities. – *Rene Verry, Behavioral Sciences*
- Help advisees understand the opportunities that education can provide, and do not allow them to feel “boxed in” by their major. – *Candace Baker, Student Success*

Scheduling Day Advice

- Meet with advisees as a group prior to Scheduling Day to review tools, procedures, and advising expectations. - *Mary Garrison, Behavioral Sciences; Denise Myers, Theatre*
- Begin advising appointments before Scheduling Day, and continue appointments after Scheduling Day. - *Susan Kruml, Tabor School of Business*
- Review advisee’s planned course schedules to ensure that they have included a “lunch hour” every day. – *Denise Myers, Theatre*