Revitalizing Advising at PSU

Advising Redesign Public Session #1
Thank you for attending!

### Advising Redesign Workgroup:
- Casey Campbell
- Kate Constable
- Martha Dyson
- Randi Harris
- Kara Hayes
- Sukhwant Jhaj
- Lynell Spencer
- Sarah Traxler
- Melissa Yates

### Community Members:
- Sy Adler
- Jeanne Deno-Ellis
- Staci Kiker
- Ann Mestrovich
- Gwen Shusterman
- Karen Kennedy
- Susan Ginley
- Matt Carlson
- Paloma Harrison
- Alyssa Dart
- Belinda Zeidler
- Elizabeth Benner
- Nathanial Garrood
- Charles Daniel
- Andrea Griggs
- Heejun Chang
- Geoffrey Duh
Hopes, Questions, and Concerns:

During this activity, many common themes emerged from your questions and comments.

**What you told us:**

Hopes/ Vision

“Redesign to allow me to meet all my students’ needs”

“All students feel connected to campus community”

“Shorter wait time for students wanting to meet with their department advisors”

“Students will be able to have a reliable set of contacts to help assure their academic success.”

“Hope: Additional services (i.e. internships, employer relations, & careers) are included.”

“Vision/Hope: The student to advisor ratio will be no more than 1:400”

“That all students -especially the lost and confused- receive great advising services and are allowed to explore thoughtfully.”

“Hope: Staffs’ perspectives & input are central to design.”

“Streamlined advising for students”
Hopes, Questions, and Concerns:

**What you told us:**

**Leadership**
“In terms of work as a source of joy, hiring leaders of the highest quality and capabilities is fundamental. Management will need support & accountability to be their best.”

“Leadership in implementation is key.”

**Rationale**
“What are the problems we are trying to address? What’s motivating this process?”

“What exactly are we ‘fixing’ with this redesign?”

“Who thought of this? It’s not in the best interest of our majors or students!!”

**Community/Identity**
“Potentially breaking up advising teams that function well with each other”

“I’m concerned about physical space. Will we be a Wal-mart?”

“Don’t break up my awesome team.”

**Faculty Roles**
“Lack of connection with faculty for majors within the pathway model”

“Where are the faculty?”

“Professional advisors and faculty work closely together”

“How will faculty advisers be impacted by this?”

“Will faculty advisors be expected to learn other majors?”

Weakening relationships w/faculty because advising multiple majors

**Community/Identity**
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**Technology**
“Would love to see interactive degree maps include a way to calculate room for electives”

“How will new advising tech meet students where they are?”
Hopes, Questions, and Concerns:

What you told us:

Pathways Specific

“No training or expert advice about a major will hurt students. How can I advise in an area I know nothing about? I will from DARS only!”

“How will students get specialized advising if advisors must know many departments?”

“Not having an expert to provide depth-more important than breadth”

“Pathway model emphasizes ‘friendship’ in advising over expertise and specialization.”

“Jack of all trades, master of none”

Concerns that pathways model will dilute expertise with content area gone-not good for students.”

“Do students want to stay with the same advisor even if they switch majors?”

“Concern about the impact across the whole job (orientation, for example) in addition to 1:1 advising”

“How many majors would one advisor be expected to know with the pathway model?

“Pathways put ‘too many hands’ in the advising pot.”

“Our students have enough problems understanding one major- ugh! It will get worse!”

“It’s already a problem when other advisors advise my major it creates a big mess.”

“I don’t want to be a generalist.”

“Concern that pathways model dilutes advising accuracy, expertise, and connection with content/faculty of majors.”

“How will students be supported in determining a cluster?”

“Will there be an office/department that will support students who are considering changing clusters?”
Hopes, Questions, and Concerns:

What you told us:

**Professional**

“Will new positions include career specialists?”

“Which departments will be hiring additional advisors and how will this be determined?”

“What professional advancement opportunities will be available to advisors?”

“I hope for advancement paths.”
The Four Phases:

What should we be doing, and what are you interested in doing?
What you want to see included:
• Get student, staff and faculty feedback
• Define the problem
• Involve faculty & staff from feeder campuses
• Look at advising models from other institutions
• Review all current PSU data
• Gather information about day to day job functions

What you want to see included:
• Assessment of student success
• Pilot study for different student groups
• Incorporate feedback
• Develop NEW ideas and processes

What you want to see included:
• Track students through the advising experience
• Create a student cohort for initial testing
• Follow up with students

What you want to see included:
• Exit Survey of students about their experience

Discovery

How you want to help:
• Providing input & leadership to incorporating career & employer related activities, where appropriate. –Ann Mestrovich
• Interviews/ focus groups/ workshops; good faith...staying informed- Susan Ginley
• Willing to think of who else needs to be included & recruit them- Alyssa Dart
• Interview & engaging faculty in programs I currently advise for to participate- Elizabeth Benner

Design

How you want to help:
• Feedback of proposed ideas/solutions feasibility- Gwen Shusterman
• Responding to questions, help design- Susan Ginley
• Willing to test out new models/ prototypes w/ my advising load- Alyssa Dart
• Happy to help by giving input to tech/ internet services we provide (all phases)- Nathaniel Garrod

Implementation

How you want to help:
• Validate/ test prototype; participate in training- Susan Ginley
• Beta testing Use- willing to try a new structure, despite fears of change- Paloma Harrison
• Be part of implementation/ prototyping & provide feedback- Elizabeth Benner
• Test prototype, training- Charles Daniel

Use

How you want to help:
• Participate in coordination of cross-campus experiential learning & internship advising- Jeanne Ellis
• Act as a resource & connection to careers, internships, employers - Ann Mestrovich
• Training- be a resource- Susan Ginley
• If my background as a sociologist or my position in the Dean’s office is helpful to your project, I’m happy to help on any phase- Matt Carlson
While we will be using a variety of methods to communicate, this group's preferences leaned toward face-to-face communication and occasional e-mail updates!

*But please remember, that we are relying on your input, and would love to hear from you in any way you feel like communicating!*