Revitalizing Advising at PSU

Advising Redesign Public Session #2
Thank you for attending!

Advising Redesign Workgroup:

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Community Members:

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Frank Goovaerts
Jen Hamlow
Rosalyn Taylor
Christina Luther
Hopes, Questions, and Concerns:
During this activity, many common themes emerged from your questions and comments

What you told us:

Hopes/ Vision

“Hope: strengthen career development education”

“What does ‘Source of Joy’ consist of?”

“I hope for advancement paths”

“Better integration of services”

“Improve student experience”

“Hopes: More unity and equity in how we work with students (consistency, too)”

“Hope: We can come together as a community. Be stronger!”

“Hopes: Students will know who their advisor is”

“Hope: That we will stop allowing department managers, front desk people, people without advanced [degrees] to call themselves advisors. That we set and enforce a standard across campus.”

“Hope: That I will still get to lead initiatives that are specific to improving the student experience for students in...
Hopes, Questions, and Concerns:

What you told us:

**Hopes/ Vision**

“Hope: Consistent information provided to students”

“Create consistent processes so that students can change departments etc. They don’t have to relearn everything.”

“Enthusiasm from students to meet with advisors”

“I hope that an advising redesign results in more successful and better informed students.”

“I hope that a redesign will result in better work load for professional advisors.”

“I hope that, as advisers, we can remain ‘specialists’ in our respective areas and not attempting to match advisers to the way students ‘move through the university’.”

“I hope that flexibility is built in to the new system to ensure students see the best advisor regardless of who they’re assigned to”

“I would hope to break down the silo-ed run around. (‘I don’t know the answer, not my responsibility, try A, B, C, etc..’)”

“Provide advising support that helps students feel a part of the community.”

“Advising continuity”

“Improve (more opportunity) for advisor interactions across colleges/schools”

**Career Development**

“I am curious what will be implemented to promote work as a source of joy”

“What might career pathways for advisors look like?”

“It would be great to have a better idea of advancement within advising”

“Career advancement for advisors -> many choose as a career, but need to be engaged regularly, and/or want promotions”

**Rationale**

“Aside from being affiliated with the OAA, how is professional adviser being defined/ understood?”

“Are we addressing retention across the university, not just the role of advising?”

“Concern: That we won’t address root causes of retention issues- admitting students late because we need the money. We admit students not yet ready to pay, or without a plan.”

**Pathways/ Clusters**

“Question: how do we ‘test’ this new system/ cluster/ pathways? How to pilot?”

“What is meant by advising clusters?”
Hopes, Questions, and Concerns:

**What you told us:**

*Other advising types - Student Support, Career, etc.*

“Do you imagine folding non-academic advising into this redesign? Immigration, student life, ed abroad, etc.”

“Will the grant funds for advising position go towards career and internships?”

“Concerns: How do career counselors fit into this where it is integrated?”

“Continued support after graduation (i.e. academic and career advising)”

“Concern: need clear definition of career advising”

“My concern is that academic advisers in EMSA will be overlooked.”

“Concern/ Question: How to incorporate advisors who aren’t in academic departments or C.S’s.”

“What about academic advisors who aren’t affiliated with the OAA?”

“Concerns: If no student can be undeclared, what happens to ACS staff/office?”

**Other Questions/Concerns**

“Concerns: People fear change and there will be losses no matter what.”

“How can we deepen students’ relationships with advising?”

“I am worried that the work and leadership I’ve done on behalf of a specific population I serve will be lost in an attempt to have all students experience the same thing. My students have unique needs.”

“How is this different from departments (smaller) who already do a fair amount of 1:1?”

“Would like a major verification process- beyond declaring, requires reflection, articulate why. Verify they know requirements, have goals”

“Of course, I’m concerned about how CLAS advising will be affected by Robert Mercer’s retirement.”

“Why are there no career staff on the workgroup team?”
Hopes, Questions, and Concerns:

What you told us:

Faculty/Academic Departments

“How will faculty advisers be expected to change when their duties only relate to their discipline?”

“How can professional advisors and faculty advisors align and support each other’s work better?”

“Concern: Making sure to encourage a deep connection to academic departments.”
The Four Phases:

What should we be doing, and what are you interested in doing?
What you want to see included:

- Thoughtful engagement of students
- Communicate to all members of PSU community
- Online forum to obtain ideas/feedback
- Consult comparator institutions
- Allow for anonymous input/feedback
- Research other advising models/ best practices
- Define problem and test assumptions
- Consider what has been working in the current advising structure, along with what hasn’t (Don’t throw the baby out with the bath water!)

What you want to see included:

- Think about how to assign ‘weight’; if we need to do a better job supporting diverse students, but #s are low so it appears this is a small concern.
- Ensure we keep existing advising data going forward
- What models are out there— peer institutions
- Communication back to community
- Long term sustainability of plan? What if students change?
- Address what is *not* included in design and why

What you want to see included:

- Needs to work from *any* web browser
- Create student cohort for initial testing
- Refine prototype based on testing
- Roll out issues- compatibility with current tool
- Accessibility
- Communication back to community— continuous feedback at all stages.

What you want to see included:

- Exit survey of students about their experience of getting advised
- Test incoming students— is the initial pathway to get started clear?
- Commit to ongoing improvement/ support

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**Discovery**

**How you want to help:**

Happy to provide a career development & Job readiness lens / any job, career, economic data you need— *Greg Flores*

Willing to help with interviews/ be interviewed— *Becki Ingersoll*

I would be willing to help where needed— *Ari Douangpanya*

Interested in participating in interviews/ workgroups— *Jen Hamlow*

Though I am not an advisor, I would be happy to participate in an interview.— *Christina Luther*

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**Design**

**How you want to help:**

Happy to help w/ creating unified framework, developing position descriptions, looking for systems solutions— *Greg Flores*

Can provide info on some of ACS’s projected work-best practices, exploratory studies, etc.— *Becki Ingersoll*

I’m interested, but don’t know what to offer yet! - *Jodi Stiegmeyer*

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**Implementation**

**How you want to help:**

Designing/ providing trainings-testing & troubleshooting.— *Greg Flores*

Provide experience in going through big changes— *Becki Ingersoll*

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**Use**

**How you want to help:**

Interested and willing to participate in all phases [as you will allow]— *Becki Ingersoll*
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!*

### Communication

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