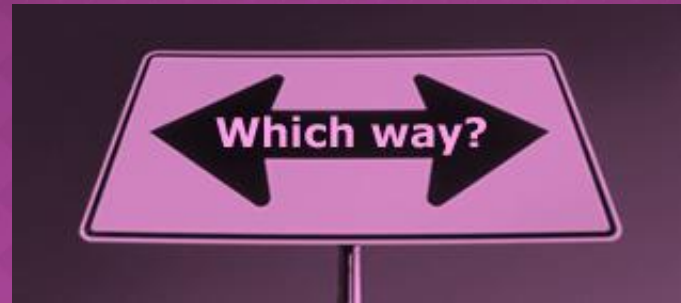


ADVISING, MENTORING & COUNSELING

Faculty Roles & Responsibilities



Presented by

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LEARNING OUTCOMES

Attendees will:

- ◉ have a better idea of how faculty members spend their time
- ◉ be able to distinguish between/among advising, counseling and mentoring roles
- ◉ be introduced to a guiding framework for designing an effective advising, counseling and mentoring program for faculty
- ◉ examine considerations for developing advising, counseling and mentoring programs
- ◉ be informed of program obstacles/incentives
- ◉ become aware of program content to assess

WHAT DO FACULTY DO?

- Full-time: 55 hours per week; 40 part-time
 - Paid, unpaid; on-campus, off campus
- Teaching
- Research
- Scholarship
- Additional Responsibilities
 - Advising students about their choice of major
 - Counseling students about personal problems, learning difficulties, or life choices
 - Mentoring [graduate] students



ADVISING

Advise

- ◉ To give advice to; to offer an opinion, as worthy or expedient to be followed; to counsel; to warn; to give information or notice to

Purpose

- ◉ Address student's personal concerns and adjustment and integration into campus life
 - Personal aspects vital to student success

ADVISING

Tasks

- ◉ Meet with students on a regular basis outside of classes
 - Inside the classroom as well
- ◉ Aid with academic and disciplinary issues
- ◉ Provide information on program/career
- ◉ Assist with class registration & graduation
- ◉ Establish rapport with students

ADVISING

Things to know as an advisor

- ◉ Department, special, graduation requirements
- ◉ Graduate and professional school requirements/procedures
- ◉ Job market for graduates
- ◉ Opportunities: internships, study abroad
- ◉ Institution policies: housing, Greek
- ◉ Need to motivate student involvement
- ◉ Institution support services
- ◉ Gather information from multiple sources
- ◉ Personalize the experience for the student
- ◉ Know your limitations; “I don’t know... let’s find out”

ADVISING

◉ Teaching

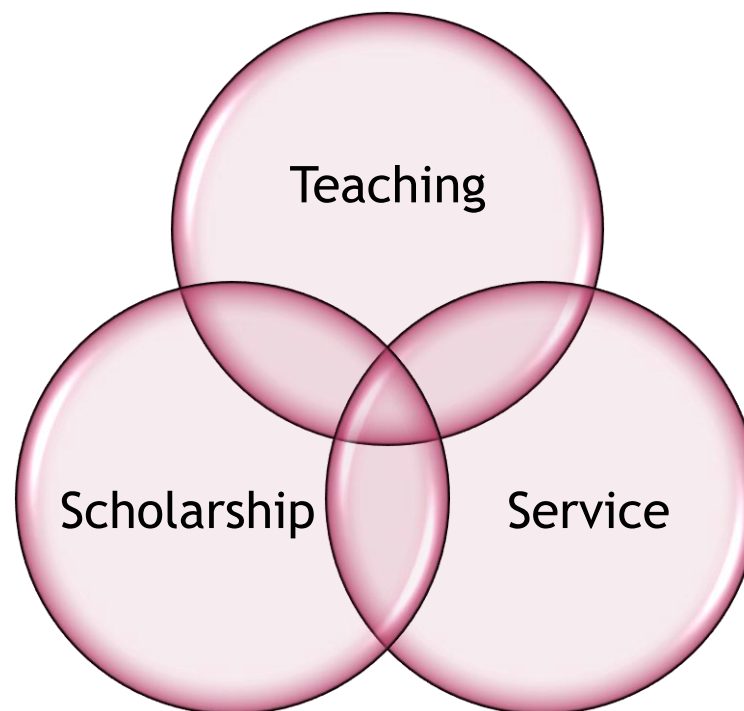
- Advise during class
- Design an advising course

◉ Scholarship

- Research advising or advisors in a discipline
- Conduct a Scholarship of Teaching and Learning project, e.g. explore learning outcome of advising, developing program model

◉ Service

- Advise student organization
- Design training materials



COUNSELING

Counsel

- ◉ guidance: something that provides direction or advice as to a decision or course of action
- ◉ someone who gives advice about problems

Purpose

- ◉ Address student's personal, academic and professional concerns
 - Problems vital to student success

COUNSELING

Teaching

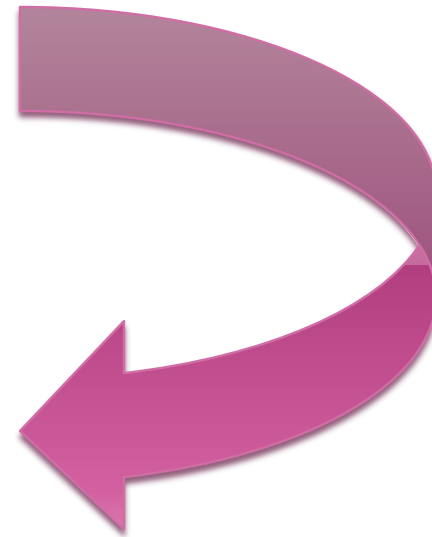
- ◉ Assist students with academic challenges/study skills
- ◉ Assist students in withdrawing from academic programs when necessary

Scholarship

- ◉ Aid program changes
- ◉ Facilitate academic planning

Service

- ◉ Help students explore career options
- ◉ Offer short-term counseling for personal issues
- ◉ Provide referral for long-term personal issues



COUNSELING

Points to Consider

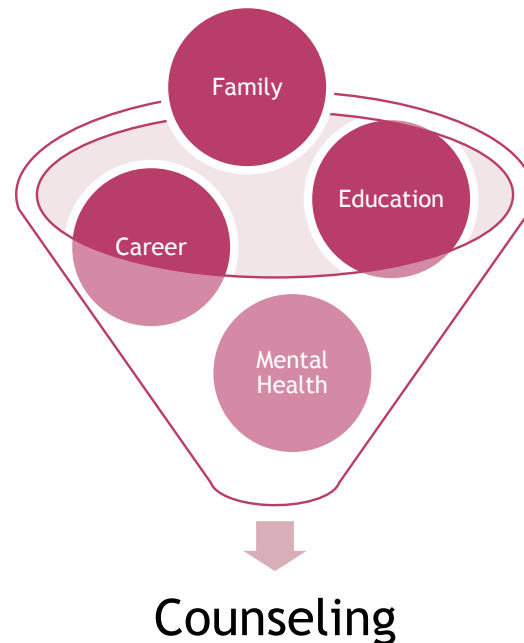
- Be primarily a listener
- Avoid judgmental reactions such as surprise, shock or amusement unless you are genuinely sharing the student's feeling of deep concern
- Do not make decisions for the student; help him or her explore alternatives
- Don't say, "You should." Instead, say, "What would be of help to you?"
- Keep sessions short, almost never longer than an hour

COUNSELING

- Do not take notes unless the purpose is to assure a student that you intend to follow up on a specific request
- Offer to see the student again, setting a more or less definite time; try to get a commitment
- Demonstrate warmth, concern and understanding
- Beware of the emotion behind what the student is saying
- If applicable, refer to license therapist

COUNSELING

- **Guidance & Career Counseling**
 - Academic achievement
 - Personal and social development
 - Career planning
- **Educational**
 - Academic complications
- **Family**
 - Family/marriage
- **Mental health**
 - Emotional, physical & behavioral health
 - Environmental & social influences



MENTORING

Mentor

- ◉ serve as a teacher or trusted counselor;
- ◉ a wise and trusted guide and advisor
 - **Mentorship** refers to a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person.

Purpose

- ◉ Provide support for personal and professional development within chosen discipline

MENTORING

Teaching

- ◉ role model professional behavior
- ◉ are purposeful in helping students become competent in the profession

Scholarship

- ◉ provide specific, timely and honest feedback on students' academic work and their research
- ◉ serve as experts in the discipline

Service

- ◉ give students emotional and moral support
- ◉ give information to and aid students in obtaining career opportunities
- ◉ focus on the individual student

MENTORING

◉ Advisor

- Social, emotional support; information on institution

◉ Role Model

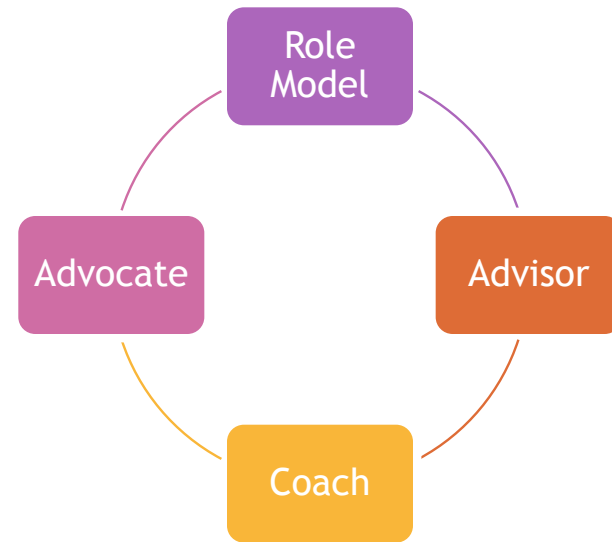
- Model behavior and appropriate interactions; success at institution

◉ Advocate

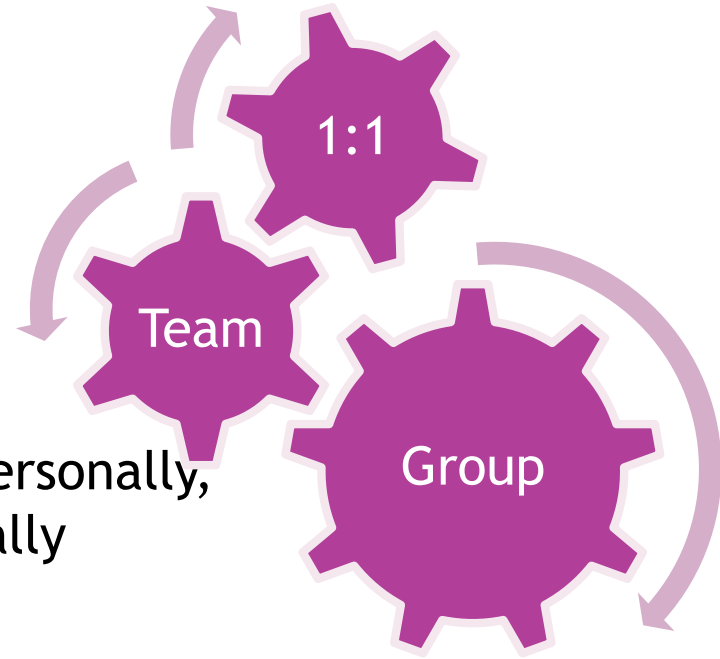
- Confidence; campus-wide involvement; networking

◉ Coach

- Feedback; skill development; learning environment



MENTORING



○ One-on-one

- Individual approach
 - Provides support/guidance personally, professionally and academically

○ Team

- Multi-mentors advising one mentee
 - A mentor for each dimension, e.g. personal, academic, professional

○ Layered or group

- Multi-mentor advising one mentee over duration
 - Few faculty to serve as mentors

ADVISE, COUNSEL OR MENTOR

In January, a job opens up at Paradise University - great position/title, 3x current pay, great people to work with, etc. On a lark, your student applies, then interviews, and has now been offered the job. The catch: they need them to begin work immediately, no later than March 26.

Which approach would you use? Why?

ADVISE, COUNSEL OR MENTOR

In conversation with one of your students, they comment that they're "sick of all these LERs, 'cause they don't have anything to do with their major."

Which approach would you use? Why?

ADVISE, COUNSEL OR MENTOR

In a meeting with your student, they disclose to you that they have a learning disability and receive accommodations through Student Accessibility Services. They also tell you that one of their professors refuses to provide accommodations for them.

Which approach would you use? Why?

ADVISING, COUNSELING & MENTORING

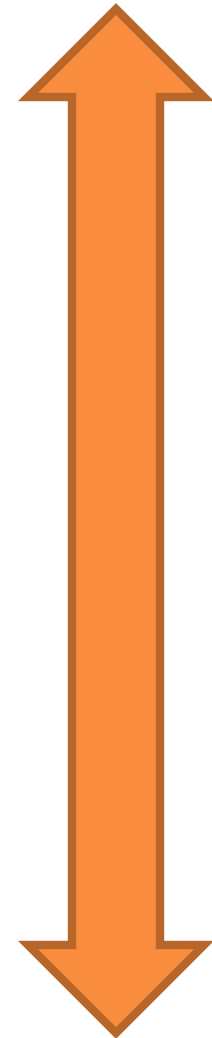
- Tenure & Promotion
 - Typically not considered
- Attrition Rate
 - Aids in retaining students
- Altruism
 - Selflessness



Designing an advising, counseling or mentoring program for increased faculty-student interactions.

GUIDING FRAMEWORK

- Full college experience
 - Time to completion of degree
- Undergraduate, graduate, post-graduate
 - Student success strategies
- Student needs and learning outcomes
 - Transition, reflection
- Faculty commitment
 - Support from key stakeholders
- Assessment
 - Effectiveness, survey and adapt



CONSIDERATIONS

- Institution
 - Budget=Value
- Policies & Procedures
 - Institutional, departmental
- Role of Faculty
 - Involvement intentions realized outside classroom
- Transition of faculty-students
 - Class standing, new to university, life issues
- Community/Cohort
 - Current population of students
- Academic success initiatives
 - Collaborating with other services/programs on campus
- Promoting faculty-student interactions
 - Incentives to encourage involvement

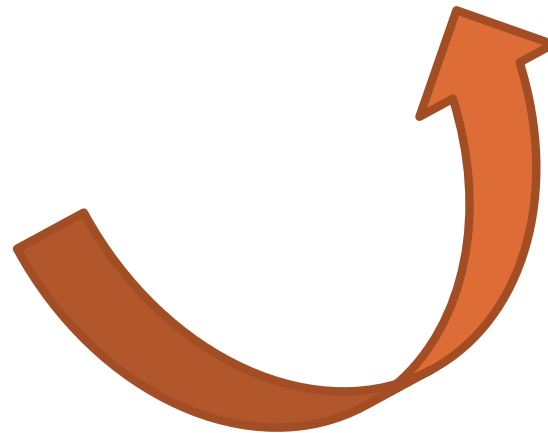


OBSTACLES

- Assess needs of current faculty and student population
 - Are there other programs and services that already exists?
- Avoid working in a silo
 - Creative minds, ideas and approaches
- Consider working with other offices on campus
 - Academic advisors, residence life, career services

INCENTIVES

- ◉ Consideration in the promotion and tenure process
- ◉ Provide release time
- ◉ Reduction in non-instructional load
- ◉ Base on merit pay
- ◉ Mission matters



ASSESSMENT

- Establish learning outcomes at the beginning
 - Academic, professional, faculty engagement
- Relate learning outcomes to specific student needs
- Reflective, adaptable and flexible
- Assess other institutions
- Confront challenges
 - Inappropriate learning outcomes
 - Re-evaluate assessment methods



RESOURCES

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