

ENTER TO LEARN, LEAVE TO SERVE:

A HANDBOOK FOR ACADEMIC ADVISORS

August 2019 Edition



ACADEMIC SERVICES

Table of Contents

<i>Introduction from the Academic Services Team</i>	3
<i>Part One: Foundations of Academic Advising</i>	4
<i>Part Two: General Resources, Meetings, and Record-Keeping</i>	8
<i>Part Three: Holistic Advising</i>	13
<i>Part Four: CBU Student Life and Beyond</i>	18
<i>References and Additional Resources</i>	22

Introduction from Academic Services

Thank you for serving CBU and our students!

Fellow Advisors:

You have been entrusted with a key role that contributes to student success. To put it simply, high-quality, intentional academic advising drives student success at CBU.

This handbook is intended to provide CBU advisors with the foundational knowledge to help students understand and embody what it means to “enter to learn, leave to serve.” The first section is conceptual. It connects academic advising to our institutional mission and core values and connects advising to teaching. The second section focuses on the pragmatics of leading advising meetings. The third section focuses more fully on communication strategies that contribute to transformative discussions and outcomes. Finally, the fourth section situates this information in the CBU environment, with a focus on leveraging CBU’s resources.

The handbook is meant for advisors in all disciplines, veteran advisors as well as novices. New advisors should find a helpful introduction to their work as advisors. Experienced advisors will encounter some new ideas and deepen their understanding of their roles. The handbook should provide a useful reference point to supplement other key university resources and policies and is never meant as a replacement for or method to supersede existing policies, procedures, and expectations as outlined elsewhere.

At its core, academic advising helps us bring to life our desire to have students enter to learn and leave to serve. Academic advisors are representatives of the institution with whom new students develop relationships. Advisors serve as vital connectors for students, helping them form and maintain a sense of belonging here at CBU. As students advance, advisors help strengthen that connection by encouraging them to identify and pursue their goals on campus and beyond.

Sincerely,

Jessica King

Dean of Academic Services

Part One: Foundations of Academic Advising

Academic advising at CBU is grounded in the institutional mission, vision, and core values. Our understanding of advising also reflects current research on advising and associated best practices. Understanding how our work as advisors is informed by these ideas and values can help us to approach that work in more meaningful and purposeful ways.

Advising Vision

Christian Brothers University seeks to be the finest Catholic university in the South whose graduates will be distinguished by professional excellence, leadership, and ethical character. Correlative to the mission and vision are the three Core Values of Faith (“Our belief in God permeates every facet of the University’s life”), Service (“We reach out to serve one another and those beyond our campus”), and Community (“We work to build better communities and a better society”).

These statements provide the foundation for the mission and definition of advising at CBU. Our approach to advising is inseparable from our institutional identity. Because advising at CBU is an extension of our teaching, it should be informed by Lasallian educational principles: respect for each individual as a unique person, an excellent education, a spirit of community, a Christian perspective, a life of service, and a quest for justice and peace.

ADVISING MISSION	INSTITUTIONAL MISSION
Academic advising at Christian Brothers University is a teaching and learning process dedicated to student success. It engages students in creating dynamic plans to realize their personal, educational, and career goals and in developing commitments to lifelong learning and service to society.	Christian Brothers University is a private, Catholic, comprehensive university committed to preparing students of all faiths and backgrounds to excel in their professional and public lives by providing challenging educational opportunities in the arts, business, engineering, the sciences, and teacher education.

Definition of Advising

Academic advising is an intentional process through which a qualified representative of Christian Brothers University assists students in achieving meaningful academic, vocational, and personal goals within a culture of shared responsibility.

Because our mission as advisors is to help students learn to assume responsibility for their decisions as they create their educational plans, our model for advising is advising as educating. The more traditional prescriptive approach relies on the authority of the advisor as one who offers information to advisees and solutions to problems of advisees.

Academic advising as educating aims to enable advisees to engage in realistic self-assessment, to define their goals, to make informed decisions, and to assume increasing responsibility for those decisions. We are privileged to work with students at an important time in their lives: a time of discovery, change, and growth, both personal and academic. As advisors, we desire to help students make the most of their opportunities to develop habits of reflection and action that they can use throughout their lives.

	ROLES OF ADVISORS <i>The roles of advisors at CBU are based on the model of advising as teaching.</i>	ROLES OF ADVISEES <i>The roles of advisees reflect their active and engaged participation.</i>
Self-assessment and decision-making	<ul style="list-style-type: none"> • Assist advisees in understanding their strengths, weaknesses, and values • Encourage advisees to use their understanding to clarify their educational, career, and life goals 	<ul style="list-style-type: none"> • Use the resources available to them to assess their strengths, weaknesses, and values and use their understanding to clarify their educational, career, and life goals. • Consult academic advisors and other knowledgeable sources to identify and explore areas of doubt or concern.
Educational and career planning	<ul style="list-style-type: none"> • Help advisees develop and follow academic plans to achieve their goals. • Help advisees understand the relevance of general education as well as major requirements. • Recommend opportunities for personal growth, academic development, and community service. 	<ul style="list-style-type: none"> • Develop and follow academic plans to achieve their goals. • Become informed about general education and major requirements and ask questions to ensure their understanding. • Keep accurate records of their progress and discuss proposed changes in their plans with their advisors.
Use of university resources	<ul style="list-style-type: none"> • Help advisees understand CBU’s academic policies and procedures. • Explain academic standards. Help advisees identify and address problems related to academic progress. • Refer advisees to resources available to support their efforts to achieve their goals. 	<ul style="list-style-type: none"> • Learn about academic policies, procedures, and standards related to their educational plans. • Seek to identify and explore the resources and opportunities that will help them achieve academic success and personal growth.

Advising as Teaching and Learning

In moving advising at CBU from a prescriptive to an educating model, the 2011 Quality Enhancement Plan (QEP) urged advisors to view advising as an extension of their teaching. This move was grounded in the teaching mission of the university as well as in current research that emphasizes the integral relationship between good advising and good teaching.

Like good teachers, strong advisors help students acquire necessary knowledge and skills, think critically about what they have learned, and synthesize ideas from a variety of sources. In academic advising, as in other kinds of teaching and learning, both advisors and advisees have opportunities for learning and personal growth. Effective academic advising makes possible relationships in which both advisors and advisees can learn more about themselves, their disciplines, and the university community.

In adopting a teaching model, we acknowledge that the advising relationship changes as students mature and become more familiar with both the university’s academic expectations and the campus culture. First-year advisees often need assistance as they navigate the transition between high school

and college and as they form connections to the campus community. They may benefit from more frequent contacts with advisors, who can help them develop the attitudes and skills they will need to assume increasing responsibility for their educational choices. More advanced students may need less frequent contacts with advisors, but continue to need guidance as they make or reconsider their decisions about majors, careers, and the plans needed to achieve their goals. Third- and fourth-year students need mentors who can help them make the transition from college to post-graduate life.

Student Learning Outcomes

Academic advising at CBU seeks to achieve four learning outcomes for students. Advisors should discuss these desired outcomes with their advisees along with ways in which the outcomes may be achieved.

1. ***Students will craft educational plans based on assessment of interests, goals, abilities, and values.***
 - a. Students will engage in realistic self-appraisal.
 - b. Students will identify the goals of academic advising.
 - c. Students will understand the respective roles and responsibilities of advisor and advisee.
2. ***Students will implement educational plans tailored to attain their educational and professional goals.***
 - a. Students will articulate the connection between their major field of study and desired career path.
 - b. Students will incorporate curricular and extra-curricular elements – and will consider including service on campus and in the community – into their educational plans.
 - c. Students will access appropriate support services to address their particular needs.
3. ***Students will assume responsibility for meeting academic program requirements.***
 - a. Students will use appropriate resources to observe educational requirements, policies, procedures, and opportunities in their educational plans.
 - b. Students will use appropriate planning guides to prepare a preliminary course schedule prior to consulting with their academic advisors.
 - c. Students will identify the four major learning goals of the general education program as well as the student learning outcomes associated with each goal.
 - d. Students will regularly review and adjust their academic plans in consultation with their advisors.
4. ***Students will develop a sense of social responsibility.***
 - a. Students will explain Lasallian educational principles of faith, community, and service.
 - b. Students will learn and practice academic behaviors conducive to student success and to respectful interactions with faculty, staff, and other students.
 - c. Students will identify several key components of professional ethics related to career choices.

Relationship of Advising to Student Persistence and Retention

Effective academic advising can improve student persistence and retention. In fact, advising expert Vincent Tinto argues, “Effective retention programs have come to understand that academic advising is at the very core of successful institutional efforts to educate and retain students.”

Tinto’s research indicates that the institutional factors that tend to affect student learning and success directly include: high expectations for students; support at all levels; academic advising; involvement in campus learning experiences; and cultures focused on student learning.

At CBU the academic advising program aims to support student retention by encouraging students to commit to an educational plan by fostering the development of skills and attitudes needed for academic success, and by strengthening students’ ties to the CBU community.

<p style="text-align: center;">RESPONSIBILITIES OF ADVISORS</p> <p style="text-align: center;">Advisors are responsible for helping their advisees learn how to make informed decisions as they develop and pursue their educational, career, and life goals.</p>	<p style="text-align: center;">RESPONSIBILITIES OF ADVISEES</p> <p style="text-align: center;">Advisees must learn how to make informed decisions as they develop and pursue their educational, career, and life goals.</p>
<ul style="list-style-type: none"> • Available to meet with advisees for individual advising appointments • Respond to advising-related emails and other correspondence in a timely manner • Provide accurate information regarding curriculum and academic policies and procedures • Help advisees to develop an educational plan and to monitor progress toward its completion • Refer advisees to academic resources and student services when appropriate • Help advisees to identify opportunities for academic, career, and personal development, • Introduce advisees to the student learning outcomes for academic advising • Help advisees to achieve them strive for interactions that foster understanding and mutual respect maintain confidentiality regarding interactions with advisees 	<ul style="list-style-type: none"> • Schedule and keep regular advising appointments • Come prepared for each meeting • Participate actively in advising discussions • Check CBU email daily and reply promptly to communication from the advisor and from other members of the CBU faculty and staff • Understand academic policies and procedures located in the catalog and elsewhere on the CBU website • Develop and follow an academic plan based on realistic self-assessment • Make informed decisions about the choice of major and course schedule and accept responsibility for those decisions, including responsibility for meeting graduation requirements • Use appropriate university resources • Research internships and extracurricular opportunities that support career goals or personal growth • Strive for interactions that foster understanding and mutual respect

Limitations of Advising

In the model of advising as teaching, advisors are called upon to assume a variety of roles, going well beyond simply providing information to advisees. However, it is important to recognize some limits to the roles advisors may appropriately assume. In particular, advisors should avoid assuming the decision-making responsibilities that belong to advisees and should avoid offering assistance outside the scope of their professional expertise.

Specifically, faculty advisors should listen empathetically to advisees' problems and may suggest possible solutions. One of the goals of the advisor training program is to help advisors discern how to balance the desire to help with the need to preserve autonomy and confidentiality of advisees, and to identify the situations that require the intervention of other professionals.

Part Two: General Resources, Meetings, and Record-Keeping

Quality academic advising requires an understanding of the mechanics of advising practices and touchpoints, including general resources and areas of focus for key advising meetings. Strong record-keeping is a critical component of developmental advising, allowing both the advisor and the advisee to build upon early meetings and interactions.

Resources and Policies

For effective and efficient advising, become familiar with all of the standard CBU resources and encourage your advisee to do the same. It is the student who is ultimately responsible for knowing and following the courses and graduation requirements published in the catalog. The student is also responsible for becoming familiar with the academic policies, curriculum requirements, and associated deadlines as outlined in the catalog, whether it is in hard copy or posted to the university website.

Wherever possible, refer directly to the location of policies, requirements, or course information rather than citing it only from memory.

- **CBU Website:** <http://www.cbu.edu/>
- **Academic Catalog:** <https://www.cbu.edu/academic-catalog>
- **Course Schedule:** https://oraapp.cbu.edu:8099/dbServer_ban/bwckschd.p_disp_dyn_sched
- **Banner Web and Degree Works:** <https://my.cbu.edu/bannerweb>
- **Canvas:** <http://cbu.instructure.com/>
- **The Compass Student Handbook:** <http://cbu.edu/the-compass>
- **Documents and Policies:** <http://www.cbu.edu/documents-and-policies>

Although the academic advisor is there to aid the student with matters related to the program of study, it is ultimately the student's responsibility for meeting all stated requirements for the degree and the policies associated with the degree. The student is also responsible for any changes that might occur that are posted in the CBU Connection, sent through the official CBU email address, or posted to the university website, as these are the primary forms of communication with all students.

Meeting with Your Advisee

The basis for the advising relationship is the actual meeting between the advisor and advisees. While some interactions between advisors and advisees may take place at brief meetings focused on specific questions, most advising conferences require a more extended discussion of student goals and plans. Adequate time should be allowed for these more extensive sessions—at least thirty minutes. Successful advising conferences require planning on the part of both advisors and advisees. The discussion that follows should help advisors to plan thoughtful and productive advising conferences for advisees at various stages of their academic careers.

FIRST-YEAR STUDENTS

While advisees may wish to meet with an advisor at any time for a variety of reasons, all first-year students should schedule at least three advising conferences at critical points in the semester: during the first two weeks of class, shortly after midterm break, and during the advising/registration period. Students are required to document completion of two advising appointments as part of CBU 101.

The advising syllabus instructs students to make these appointments with their advisors, but it is a good practice for advisors to email their advisees to remind them to do so. The advising syllabus also offers students general directions about ways to prepare for advising conferences. Advisors may wish to adapt these directions to meet the needs of their advisees. While advisors will want to set their own goals for these meetings, the following suggestions may help them cover essential issues.

FIRST MEETING DURING THE FIRST TWO WEEKS OF CLASS

For advisors who did not participate in summer advising and registration, this conference may be the first meeting with a new advisee. If so, this is a good opportunity to begin to learn about an advisee's interests and goals, to discuss the roles and responsibilities of advisors and advisees, and to go over the advising syllabus. Advisors may want to ask advisees to complete an initial academic planning worksheet or other "getting to know you" document before the meeting.

This conference also offers advisors an opportunity to review the advisee's course schedule and to discuss how the courses are related to general education requirements, major requirements, career goals, and/or personal interests. The best conversations will go beyond simply recalling the place of each course in a paradigm. The goal is to help advisees understand how their courses can contribute to a life of satisfying work, thoughtful self-examination, meaningful service, and a deeper understanding of the world in which they live. For first-year students, in particular, this conversation should include a discussion of the importance of general education.

Since advisees will have attended several classes, they should be invited to identify any concerns they have about their ability to do well in their courses. This is a good time to discuss time-management strategies and study habits, and to identify resources available to help advisees succeed in their course work. Students who have not chosen a major or who are uncertain about direction or career choices may be encouraged to consult the Career Center; it is never too early to do so.

This early conference is meant to help advisees clarify their goals for the semester and to spot potential obstacles early on. It is also an opportunity for advisors to show that they are eager to help their advisees succeed. Advisors can begin to develop positive relationships with their advisees by listening carefully and sensitively and responding in a supportive manner to their concerns.

MEETING AFTER MIDTERM

This conference should be scheduled as soon as possible after the midterm break. Since advisees and advisors will have access to midterm grades, this conference provides an excellent opportunity to celebrate an advisee's strengths and use those to address possible weaknesses or areas for growth.

If midterm grades in some classes are a concern, advisors can help advisees identify possible reasons for the poor performance. Advisors may want to ask their advisees some of the following questions:

- What kinds of assignments (i.e., papers, tests, and projects) are earning poor grades?
- How do you study for tests?
- How much time do you devote to writing papers?
- Do you write and revise rough drafts, or do you simply write the paper and turn it in?
- Do you complete reading assignments before each class meeting?
- How many times do you read each assignment?
- Do you take notes on your reading and prepare questions to ask in class?

- Do you always complete written homework assignments?
- Do you attend class regularly and arrive on time?
- Do you bring all of the necessary materials to class (textbook, notebook, pen/pencil etc.)?
- Do you participate in class discussion or other class activities?
- Do you take notes in class? Are your notes helpful?
- If you must miss a class, do you get notes from another student in the class along with any instructions you need to be prepared for the next class meeting?
- Have you spoken with your instructor about your concerns?

Students with poor grades should identify some specific steps to improve their performance. What exactly will they do differently? What resources will they use?

Advisors can help their advisees identify resources to improve performance in specific courses (such as [Academic Support from Academic Services](#), the Math Center and the Writing Center). Advisors may want to schedule follow-up appointments with advisees to discuss whether or not they have taken the actions discussed and whether or not performance has improved. It's a good idea for advisors to record advisees' plans so that specific follow-up questions can be asked later in the term. If no follow-up appointments are scheduled, advisors may want to email their advisees and ask about their progress.

Advisors may need to help advisees consider the advantages and disadvantages of withdrawing from a course. Advisors should encourage them to consider the impact on financial aid status, athletic eligibility, and progress toward graduation. Advisors should remind their advisees that they bear responsibility to meet university deadlines for withdrawing from a course.

If advisees are doing well, the midterm conference affords an opportunity to discuss how current course experiences are helping them to shape and develop educational, career, and personal goals. Advisees who are struggling or dissatisfied with their educational experiences at this point may be encouraged to re-examine their goals or their strategies for meeting them.

STUDY SKILLS AND TIME MANAGEMENT

Advisees may need help with particular study skills such as note taking or test taking. They may benefit from discussion of ways to create a good study environment or ways to organize their work. You, as a professor in their major, can often provide study tips specific to your major courses.

Students who are having academic difficulties may need help with time management or general adjustment to college-level work. Here are some broad discussion topics or areas to explore:

- Clarifying and listing objectives and deadlines
- Setting priorities and making a 'to-do list' daily
- Knowing preferred working style and most productive times
- Controlling interruptions
- Learning how to conquer procrastination
- Being realistic about commitments and competing demands
- Practicing proper self-care

Students with significant concerns in this area should be referred to Academic Services for more targeted support and guidance.

ADVISING FOR REGISTRATION

The week before the advising/registration period begins, advisors should remind their advisees to make advising appointments and to prepare for these appointments by creating a proposed course schedule. Advisees may ask their advisors to give them their pin numbers via email. Advisors should resist these pleas and insist on discussing advisees' proposed schedules in person. During the conference, advisors should ask them to explain the rationale for course choices. Ideally, the discussion should go beyond noting how the courses fulfill requirements and include some conversation about the relevance of course content to their interests and goals.

It's a good idea to invite advisees to consider the factors that might affect their performance, especially those related to time management. Have they considered the kinds of work required in the selected courses (papers, reading assignments, projects, etc.) and realistically assessed their ability to balance academic demands with those of work, family, and extracurricular activities? Have they scheduled too many classes in sequence? Is there time for lunch?

Advising Conference Records and Documentation

A critical source of information about advisees is the electronic or paper notes advisors keep of advising discussions throughout the semester. These notes can supplement the advisees' academic planning worksheets by reminding advisors of concerns of their advisees and by helping advisors remember personal information about advisees beyond the official school records. Reviewing these notes prior to meeting with an advisee will remind an advisor of topics on which to follow up.

Advising notes should be specific and factual, avoiding subjective judgments and unwarranted inferences. ***Advisors are strongly encouraged to keep notes in Degree Works; however, they are reminded that these notes can be seen by the student, and they cannot be erased.***

LEGAL ISSUES IN ADVISING (FERPA)

For advising to be successful, advisees must be able to trust that the information they share with advisors about their academic concerns or personal situations will be kept confidential. This right to confidentiality is covered by federal law in the Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, the Privacy Act, or the Buckley Amendment. This federal law protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate and misleading data through informal and formal hearings. In short, student information, such as grades, GPA, and course selection, should not be accessed or discussed with others unnecessarily.

Information can be shared internally without violating confidentiality, however, in cases of "legitimate educational interest" on a need to know basis. This includes any authorized interest or activity undertaken in the name of the university for which access to an educational record is necessary or appropriate to the proper performance of the undertaking.

CONFIDENTIALITY OF STUDENT RECORDS

In accordance with FERPA, Christian Brothers University students have the right to review, inspect and challenge the accuracy of information kept in a cumulative file by the institution. It also ensures that records cannot be released without written consent of the student except in the following situations:

1. Where school officials and faculty have a legitimate educational interest, such as a faculty advisor;
2. Where the information is classified as “directory information.”

The following categories of information have been designated by Christian Brothers University as directory information: name, address, telephone listing, email address, date and place of birth, major field of study, enrollment status, photo, electronic images, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, and information needed for honors and awards. Students who do not wish that such information be released without their consent should notify the Registrar’s Office in writing prior to the end of the first week of classes.

A complete statement of CBU’s policy on the confidentiality of student records may be found in *The Compass*.

Part Three: Holistic Advising

Beyond the mechanics of advising, in-depth skills for coaching and fostering personal development help students establish and maintain a sense of belonging on campus. Holistic advising can be transformative because it is personalized, responsive, and comprehensive. While we desire to have as many proactive practices in place as possible, an advisor may need to be reactive based on emerging needs.

While the primary role of advisors is to assist advisees with educational planning, effective advisors recognize that the students they advise are unique individuals with particular gifts. Students come from very different backgrounds, and each one has a distinct combination of strengths and weaknesses, challenges and aspirations. Good advising takes the whole person into account, recognizing that educational success is also intrinsically related to the student's physical, emotional, and spiritual wellbeing. Advisors should be ready to refer their advisees to the campus resources available to aid them in these areas of personal development.

Some of these additional resources and their relevance to advising are briefly described here. This should not be considered an exhaustive list and any faculty member desiring more information is encouraged to reach out to the Dean of Academic Services for added support at any time.

Communications Skills for Advising

The model of advising as teaching may require a new set of communications skills for advisors accustomed to a prescriptive model. While both advising models rely on clear communication, advising as teaching also requires advisors to listen carefully and to ask open-ended questions that encourage their advisees to explore options and make choices for themselves.

The following points include some basic principles for effective communication with advisees. These principles are probably familiar to many teachers and advisors, but even experienced advisors may benefit from reminders about ways to communicate effectively with their advisees and to create positive advising relationships. You will continually develop your role as an advisor, adjusting your approach and working style to suit the personality, strengths, and weaknesses of your advisee. Understanding the need to be flexible and adaptable will help you grow and keep your advising role fun and interesting.

- **Listening.** Listen to your advisee without interrupting to offer premature comments or suggestions. Reserve judgment about the situation until he or she has finished speaking. Ask questions, if necessary, but wait until the advisee gives you an opportunity to do so. Be attentive to non-verbal cues that may help you understand what he or she is trying to say.
- **Asking questions.** Ask questions that will help you and the advisee understand the situation under discussion more clearly. Try to get the advisee to analyze the situation and to offer ideas about solving problems. Don't be too quick to offer your own solutions.
- **Speaking clearly and honestly.** Offer information as clearly as possible and ask questions to make sure your advisee has understood. If you don't know the answer to an advisee's question, say so; and then get the information as soon as possible. Admit your mistakes. Deliver bad news sympathetically, but also honestly and directly.

- **Showing empathy.** Show advisees that you understand the challenges they face as they make important transitions in their lives. If it seems appropriate, share your own experiences in dealing with similar challenges.
- **Respecting student autonomy.** Remember that advisees are responsible for making their own choices. Don't try to make those choices for them.
- **Giving and receiving feedback.** Before ending a conversation, make sure that you have responded thoughtfully and helpfully to the advisee's concerns and that the advisee has understood your response. Ask if the advisee has any concerns that have not been addressed. Respond promptly to email or phone messages from the advisee.
- **Setting the tone.** If the advisee is angry or distressed, speak calmly and offer reassurance. Don't become defensive.
- **Following through.** If appropriate, follow up on conversations and other communication at a later date.

Questioning Techniques

Asking powerful questions expands thinking into new territory and stimulates discovery. Powerful questions make a vital impact on the coaching conversation and the depth of dialogue you can achieve. Along the way, keep in mind that silence can be a good thing. Not all questions need to be answered immediately and sometimes people need to collect their thoughts or have more time before they are ready to receive the coaching you are prepared to offer.

Here are just two potential strategies to consider, which can be used in tandem or separately.

OPEN-ENDED QUESTIONS

Anything that can be answered with a simple "yes" or "no" is not opening a coaching conversation and bringing forth dialogue. When working with your advisee, always strive for open-ended questions that require additional explanation and, in turn, give you more information and a better understanding. Here are just some of many questions to consider:

- What would you like to see as an outcome of our meeting together?
- Will you tell me more about that?
- Can you give me an example of what you mean by that?
- How is this situation affecting you? What is/isn't work for you right now?
- Can you talk more about what you want to have happen next?
- Who else needs to be involved in order to resolve this issue?
- May I interject? May I [push you a bit here/challenge what you have just said]?
- What are you leaving out of this conversation?
- What support do you need right now?
- What do you have invested in continuing to do things this way?
- Is it possible that you are mistaken or do not have all of the needed information?
- What has worked for you when making a previous decision of this kind?

THE FIVE WHYS

The goal with this questioning technique is to push past symptoms and easy answers in order to discern root issues or root causes. Once someone has been able to respond to a "why?"-inspired question after five iterations, they have likely gone into significant depth and moved beyond easy answers and/or

quick fixes that do not explore a range of factors that may be at play. By the fifth “why?” you can be almost certain that you have gotten to the heart of an issue.

When thinking about implementing this approach, please do keep in mind that style and flow are important components of this coaching technique. You are not coaching if you simply say, “Why?” in succession and will probably frustrate your advisee by doing so. Consider how a conversation might evolve with a series of questions more like these:

- Why might that be?
- Do you have any thoughts about why things happened that way?
- Why is this [issue/situation/experience] problematic?
- Could you tell me a little bit more about why you think that’s the case?
- Why does that feel important to [you/your parents/your professor]?
- Why is this a great direction for us to go in?
- Could you help me better understand why you want to make this change?

Each iteration should flow logically from what you have just learned, creating an opportunity for you to collect information while the person you are engaging with clarifies their own thoughts and ideas.

Goal-Setting and Monitoring

An important part of the advisor’s role is to help advisees develop and follow academic plans. To achieve a successful plan, advisees must learn to set realistic goals and to monitor their progress toward achieving them. Advisors can help advisees create sound educational plans in several specific ways, including:

- ***Assisting advisees in expressing their goals clearly and concretely.*** Advisors may wish to ask advisees to create a written statement of goals. Others may prefer a less formal approach. In any case, advisors should help advisees clarify their goals by asking questions that encourage clear definition along with reflection on rationale.
- ***Encouraging advisees to use realistic self-assessment in developing goals.*** It is important for advisees to challenge themselves and hear encouragement from their advisor to set ambitious goals. Test scores, grades in introductory courses, conversations with faculty, and consultation with the Career Center may help advisees develop both aspirational and achievable goals.
- ***Identifying the specific steps needed to achieve particular goals.*** Advisors should help advisees create comprehensive educational plans that take into account both immediate and long-term strategies for their completion. Advisees need to understand the sequence of steps needed to reach their goals (for example, choosing courses to prepare them for admission to graduate programs necessary to pursue certain careers).
- ***Discussing the level of motivation and commitment required to achieve goals.*** Advisees who need assistance with study skills, time management, and balancing responsibilities may benefit from discussions relating these issues to long-term as well as immediate goals.
- ***Reminding advisees about how specific curricular and co-curricular choices relate to larger goals.*** Advisors should encourage advisees to consider how both course work and co-curricular activities contribute to educational goals and personal growth. Questions such as “What must I take next semester?” should be related to a discussion of long-term goals.
- ***Inviting advisees to monitor and assess their progress on a regular basis.*** Advisors should encourage advisees to continue to clarify their goals and to assess their progress toward

meeting them. In particular, advisees should reflect on strengths and weaknesses, plan strategies for improvement, and adjust their plans as needed.

Problem Solving

Advisees often consult advisors about particular problems, for example, academic difficulty in a particular course, perceived deficiencies in basic skills (usually math or writing), or registration issues such as closed classes or course sequencing. Good advisors not only help their advisees address their problems, but they also encourage students to assume responsibility for their education by developing specific problem-solving skills:

<p>1. DEFINING THE PROBLEM</p> <p>Advisors should help students identify the problem as specifically as possible and to explore reasons why the problem is occurring. Asking specific questions can help advisees move from a general notion of the problem to a clear understanding of the problem and its origins.</p> <p><i>Is the concern with content, time management, motivation, or another area? Which assignments are leading to poor grades? Are study strategies underdeveloped or not working for the student's learning style?</i></p>	<p>2. DEVISING A PLAN</p> <p>Advisors can help advisees describe strategies for solving the problem. These strategies should consist of specific actions to be taken by the student. Advisors can help students identify multiple strategies for addressing a problem and can refer them to the appropriate people or offices who can help.</p> <p><i>Should the student consult the teacher? Visit the Math Center or the Writing Center? Make specific changes in study habits? Avoid missing class?</i></p>
<p>3. FOLLOWING THROUGH</p> <p>Advisees may be able to identify problem-solving strategies but fail to apply them. Advisors can help encourage follow-through by scheduling a time for advisees to report on how well they followed a problem-solving plan. If a meeting is not scheduled, advisors can encourage follow-up via email.</p> <p><i>Did the student consult the Math Center as planned? Did she make the appointment with the professor? Is he studying at least two hours out of class for each hour in class, as promised?</i></p>	<p>4. EVALUATING THE PLAN AND LEARNING FROM IT</p> <p>Advisees should be encouraged to evaluate their success in solving problems. Encouraging this reflection opens the door to applying these problem solving skills to different situations and experiences in the future.</p> <p><i>Did the plan work? Did they follow it? Did it have to be modified? What did they learn from the experience? How can similar problems be avoided in the future?</i></p>

Laying out these steps makes the process sound formal and cumbersome. In practice, however, advisors help advisees learn problem-solving skills whenever advising conversations include certain kinds of questions:

- Why are you having this problem?
- What do you plan to do about it?
- How will you avoid this problem next time?

Referrals

Advisors who have built a network of relationships with various campus offices are in the best position to make appropriate referrals. Advisors who have developed positive relationships with their advisees will be able to make those referrals tactfully and supportively.

If an advisee discusses a problem, the advisor should listen carefully to the advisee's concerns and ask questions to gain an understanding of the problem. If the advisor initiates the discussion because of concern about the advisee, the advisor should talk first about what prompted the concern. The advisor should be honest and focus on specifics.

As a starting point, the advisor should convey willingness to help. He or she should be calm, compassionate, and nonjudgmental and consider whether the advisor is qualified to offer the advisee the needed assistance or whether another campus professional would be better suited to meet the student's needs. From there, consider the following steps and actions. While written in a linear fashion, keep in mind that these steps may be circular or iterative in nature and some steps may not be relevant.

1. Identify and discuss possible resources the advisee might use to address his or her concerns, making sure the advisee understands what these resources have to offer and why the advisor is making the referral.
2. Address any fears or misinformation the advisee may have about referral resources. For the advisee may not understand the role of counseling in helping people address personal difficulties.
3. Encourage the advisee to use referral resources before taking other actions. For example, an advisee who wants to drop a class might be advised to meet with the instructor, work with the Writing Center or the Math Center, talk with a financial aid counselor, or work with the Office of Academic Services to improve time management skills.
4. The advisor should help the advisee to make the best use of the referral by identifying questions to ask and results to pursue.
5. Give the advisee the name of a contact person in the appropriate office. If an appointment is necessary, the advisor should offer use of the office phone to make the appointment and/or provide directions to the office to encourage action and follow-through. When appropriate, the advisor should inform the person or department who will assist the advisee about the referral.
6. If it seems appropriate, the advisor should also develop a follow-up plan with the advisee to assess the results of the referral.

When recommending referrals, the advisor should be aware that the advisee may respond in a variety of ways. He or she may respond positively, with relief or excitement, or react with hostility or trepidation. The advisor should not take a negative or indifferent response as a wasted effort and should remain open to better understanding the student's concerns, if any.

Refer to Part Four of this Handbook for more information about specific resources at CBU and beyond.

Intervention Skills

The need for advisor intervention may become apparent in discussions with advisees or through communication about advisees from faculty and staff. When someone indicates that personal matters may be having a serious effect on the advisee's academic performance or overall wellbeing, the advisor should assess the need for intervention and identify campus resources for possible referral.

The CBU Counseling Center offers the following suggestions for identifying advisees who may need intervention. Consistent negative changes over time are more significant indicators of a problem than occasional and immediate problems. A combination of several factors more than any single sign of concern is most likely to indicate a problem.

Some possible warning signs that indicate a student in distress follow:

<i>Performance</i>	<i>Behavior</i>	<i>Emotions</i>
<ul style="list-style-type: none"> • declining grades and lower quality of class participation and assignments • requests for extensions • increases in absences or lateness • difficulty concentrating • trouble with note taking • bizarre, aggressive or morbid comments or written content 	<ul style="list-style-type: none"> • frequent tiredness or sleeping in class • excessive doubt or pessimism • nervousness, sadness or preoccupation • marked changes in regular habits • hyperactivity or rapid speech 	<ul style="list-style-type: none"> • reduced motivation • extreme show of boredom • extreme reactions regarding compliance or achievement • erratic behavior • verbal abuse • depression • withdrawal from others

When an advisee initiates a conversation about a personal problem that is causing academic disruption, the advisor may wish to start by using the problem-solving strategies described more fully in the section on problem solving in this handbook. This discussion may also help the advisor to discern whether the matter can be addressed through academic advising, referral to a counselor, or another resource entirely.

If the concern is raised by a third party, the advisor may need to begin the intervention by helping the advisee recognize and admit that a problem exists before moving to a discussion of problem-solving strategies.

In all cases, advisors should listen attentively and empathetically to their advisees' concerns and attempt to help them address the academic dimension of these concerns rather than attempting to directly solve their personal problems. If a problem is creating a severe disruption in the advisee's academic performance or personal life, the advisee should be referred to a counselor.

While we encourage students to assume responsibility for their own educational plans, there are circumstances that require advisors to serve as student advocates or to intervene on the behalf of their advisees. Advisors can help their advisees by providing clear and accurate information, by making appropriate referrals, and by facilitating student contacts with persons who can help them solve their problems. While advisors represent the institution and should follow its policies and procedures, they serve as student advocates by urging change when those policies and procedures seem to work against the best interests of their advisees.

Part Four: CBU Student Life and Beyond

Academic advisors can serve as powerful, intentional connectors for students. Engagement on campus contributes to student retention and satisfaction. Referrals and additional support may be critical to a student's overall success; advisors are reminded to collaborate and work across boundaries as often as possible.

Campus Departments and Services

CBU offers many services to help support our students. From the [myCBU](#) webpage, the Student Resources drop-down menu lists some of the key tools and offices for students to utilize.

Organized by department, the CBU Faculty & Staff listing can provide a helpful quick reference for needed contact information: cbu.edu/faculty-staff

Student Organizations and Other Opportunities

Advisors can contribute directly to the personal growth of their advisees by encouraging them to take advantage of opportunities to broaden their horizons, develop their skills, and deepen their commitments to service.

The Office of Student Life seeks to partner with the student and advisor to ensure a holistic, Lasallian education. Whether in the residence halls, cultural programming on the intramural fields, or involvement with one of our many organizations, the staff is committed to helping all students find a sense of belonging at CBU. For more information, please visit: cbu.edu/campus-life

Campus Ministry

The mission of Campus Ministry at Christian Brothers University is to prepare students for lives of moral responsibility and constructive community involvement. To that end, Campus Ministry fosters the faith of all students and offers pastoral care to the community by:

- Developing and supporting an active faith community
- Fostering spiritual enrichment by supporting dialogue, harmony, and interpersonal relationships between students, faculty, and staff
- Helping students to integrate faith and life experiences
- Encouraging students to engage in the community through service and outreach opportunities

Career Services

Career Services empowers CBU students and alumni by providing comprehensive career development services and resources to support them in securing meaningful post-graduate opportunities.

Our staff carries out this mission by:

- Helping students explore career paths based on their interests, skills and values, as well as their career and educational goals
- Preparing students and alumni for career success through resume, interview and professional etiquette coaching
- Conducting programs to facilitate networking among students, alumni and employers

- Connecting students and alumni to internship and post-graduate opportunities, as well as consistently promoting the CBU mission and student body to employers

Career Services offers several formal computerized assessment programs to assist students in clarifying their major and career goals. Career assessments are accessible from any computer with internet access and are free to all CBU students and alumni. Additionally, appointments can be scheduled to discuss any aspect of the career decision-making process, from choosing a major to resume writing and interview preparation, as well as the job search and/or graduate school process.

CBU 200 (Career Planning) is also offered each semester, Tuesdays at 1pm, and prepares students for the world of work via weekly classroom sessions. This is a 1 credit hour (grade-bearing course) that is designed to prepare students for a successful career. Topics focus on self-assessment, career exploration and decision-making, job & graduate school preparation, and professionalism.

Once students have finalized a major and career choice, they are able to gain experience via the Academic Internship Program. Through the CBU Academic Internship Program, CBU students will earn academic credit while gaining experience at internship sites across the Memphis area. Theories and formulas learned in the classroom will take on new meaning as they are applied in business, government, and non-profit environments.

For more information on programs, services and a calendar of events, please see: cbu.edu/career

Counseling Center

The primary mission of the Counseling Center is to assist students in accomplishing personal goals by providing opportunities to support and enhance personal growth and development of the whole person especially in emotional, social, and physical realms.

The Counseling Center offers assistance and services to all students affiliated with Christian Brothers University. Confidential, professional services include personal counseling, crisis counseling/intervention, personal development seminars, consultation and referrals. Services are available on an appointment basis during fall and spring semesters.

Appointments are available on Mondays and Thursdays between 11am-7pm; and Tuesdays, Wednesdays, and Fridays between 9:30am-4:30pm. Students may email Beverly Word (bword@cbu.edu) or visit the office to schedule an appointment. Please email for summer scheduling.

EMERGENCY ASSISTANCE & OTHER RESOURCES

For after-hours emergency assistance, students may call campus security or use the following community resources that provide 24-hour assessment/assistance at no charge.

- CBU Campus Safety Office: 321-3550
- Community Behavioral Health: 577-1004
- Crisis Center (database of 3,000 referrals): 274-7477
- Lakeside Crisis Intervention: 377-4733
- Rape Crisis (Memphis Sexual Assault Resource Center): 272-2020
- St. Francis Behavioral Health Services: 765-1400
- Suicide and Crisis Intervention: 274-7477 or 1-800-SUICIDE

Health Resources

Health Resources strives to assist students achieve their educational goals by promoting optimal well-being of the student's health. Health Resources achieves this goal by:

- Providing health education to promote the development of healthy lifestyles,
- Providing acute health care evaluation and treatment,
- Promoting healthy behaviors and lifestyle choices through ongoing wellness & prevention education outreach,
- Preparing students to be their own health advocate and informed consumer of appropriate health care services.

A Registered Nurse is available Monday through Friday, from 8:00 am until 4:30 pm to consult with students about their health needs. A Family Nurse Practitioner is available on Wednesdays from 8:30 until 11:30 am. Appointments can be made by calling 321-3260, and walk-ins are welcome.

Many over-the-counter medications and first aid supplies are available to students and faculty/staff at no charge. Laboratory testing, such as strep A screening, urine pregnancy testing, blood glucose monitoring, and urine screening is performed when clinically indicated. There are no charges for a clinic visit or above testing. If additional health care testing or labs are needed, health resources will help student in seeking off campus medical services and treatment.

Health Resources can assist students with obtaining TB skin testing or immunizations through local community resources. Flu shots are available annually at cost to faculty, staff and students.

References and Supplemental Resources

References

- Appleby, Drew C. (2008). Advising as teaching and learning. In V. N. Gordon, W. R. Habley, et.al., *Academic advising: A comprehensive handbook* (pp. 85-102). San Francisco: Jossey-Bass.
- Folsom, Pat (Ed.) (2007). *The new advisor guidebook: Mastering the art of advising through the first year and beyond*. (Monograph, no. 16). Manhattan, KS: National Academic Advising Association.
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- Gordon, V.N., Habley, W.R., & Grites, T.J. (Eds.). (2008). *Academic advising: A comprehensive handbook* (2nd ed.). San Francisco: Jossey-Bass.
- Hunter, M. S., McCalla-Wriggins, B., & White, E. R. (Eds.). (2007). *Academic advising: New insights for teaching and learning in the first year* (Monograph No. 46 [National Resource Center]; Monograph No. 14 [National Academic Advising Association]). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.
- Kramer, G.L. (2003). *Faculty advising examined*. Bolton, MA: Anker.

Supplemental Resources

The National Academic Advising Association (NACADA):

<http://www.nacada.ksu.edu>

Additional information about advising as teaching is available at:

<http://www.nacada.ksu.edu/clearinghouse/advisingissues/advising-as-teaching.htm>

For other approaches to academic advising, see:

<http://nacada.ksu.edu/Clearinghouse/AdvisingIssues/Theory.htm>

For more information about the Five Whys:

https://www.mindtools.com/pages/article/newTMC_5W.htm

<http://www.the-happy-manager.com/tips/5-whys/>