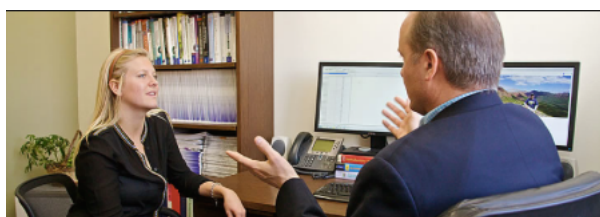


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Academic Advising for New Faculty

Suyin Chew (Senior Vice Rector, Elm RC)
Paul Gallagher (Vice Rector, Saga RC)
Janelle Rahyns (Vice Rector, Cendana RC)



Role of Vice Rector (VR)

The role of the Vice Rector (VR) is to support **student development** by strengthening the personal and academic well-being of individual students in their college through **student care** and **student advising**.

Advising theoretical framework

Our advising framework is based on **the Narrative Advising Theory** by Hagen (2007) where advising is based on the stories of our lived and personal experiences. Where there is a lack in these areas, we draw from history, literature, biographies, current affairs and even from films and movies. Here are two references on the narrative advising theory:

<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Narrative-Theory-and-Academic-Advising.aspx>

<https://www.nacada.ksu.edu/Portals/0/Webinars/documents/DW66%20Narrative%20Advising%20handout.pdf>

When we listen to the concerns that bring students to our offices, we are essentially listening to them tell the stories of their lives. When we impart advice to them, we are essentially sharing with them how their stories might unfold.

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Advising Qualities

Application of Empathy

The ability to feel and share another person's emotions. We put ourselves in the shoes of the students, the college administration and the faculty.

Active listening

Active listening is a structured form of **listening** and responding that focuses the attention on the speaker. The **listener** must take care to attend to the speaker fully, and then repeats, in the **listener's** own words, what he or she thinks the speaker has said.

Companioning

One of the greatest gifts we have to give is our presence -- our compassionate, attentive listening.

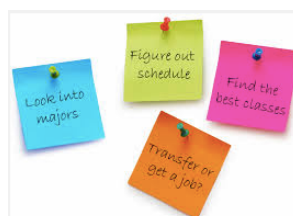
Role Model and Encourage Positive Emotions

Positive emotion may be considered as any **feeling** where there is a lack of **negativity**. Frederickson (2009) identifies the ten most common positive emotions as joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love.

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Goal of Advising

- Academic
- Professional
- Personal



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Advising Ecosystem at YNC

- Vice Rector – personal goals
- Academic Advisor (also known as Faculty Advisor) or Major Advisor- academic goals
- Capstone Supervisor
- CIPE Advisor – professional goals
- Other informal advisors (DFs, Rectors)



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Goals of Advising Culture

1. To provide semi-structured meetings for each student to help them define their goals and what it means to be part of a liberal arts education;
2. To ensure that students' academic choices, broadly speaking, are in sync with their expressed goals and interests;
3. To encourage students to take measured risks and explore new areas of study;
4. To point students to other College resources to better address particular issues or concerns;
5. To foster a culture of academic integrity and responsibility to self and other members of the community

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General Guidelines for Advising

1. Make yourself available to your advisees. When scheduling advising sessions be as flexible as possible and provide ample time for discussion.
2. Help your advisees understand the importance of academic integrity
3. As students move beyond the common curriculum help them understand the various electives available and how to achieve a balanced approach in their academic choices.
4. Encourage students to explore CIPE options and programs.
5. If one of your advisees is struggling, they should contact you to discuss the best course of action to turn things around. Be familiar with the academic resources available.
6. Promote an open door policy with your students and encourage them to meet with you. You should try to touch base with your advisees throughout the semester.
7. Maintain student confidentiality at all times.
8. Understand and be familiar with academic regulations and graduation requirement. These are available on the faculty portal. (<https://faculty.yale-nus.edu.sg/>)

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Have always wanted to draw this...They say this is the YaleNUS uniform.
(YaleNUS T-shirt plus elephant pants plus slippers)



Rebecca Yuqi Huang '19

Description of your Advisees

High performing	Blank slate
High achieving	Travel
High expectations	Individualized support
Sleep-deprived	Constant change
Community-focused	Constant feedback
Caring	Entitlement
Introspective	Breadth/depth
Passionate	Over-committed
Invested	Burnt out
Critical	Family-focused
Change-makers	Religious/non-religious
Grateful	East/west
Entrepreneurial	Conflict-avoidant <i>*in person, not on Facebook</i>
Ambitious	Activism

Connecting with your Advisee

- Openness, informality, vulnerability
- Individual attention
- Noticing/remembering
- Showing up
- Listening without judgement
- Honest conversation
- Kindness

First Meeting with Your Advisee

- 1) engage your students in a conversation about embarking on an undergraduate liberal arts education.
- 2) make sure all of your advisees have four courses for the semester and that they understand the dates for add/drop (<http://ourcours.yale-nus.edu.sg/>)
- 3) Discuss academic goals with your student



Sample Questions for First Advising Meeting

1. How are things going? What attracted you to Yale-NUS?
2. Have you had difficulty with anything so far?
3. What have you found most surprising about Yale-NUS? About Singapore?
4. Have you had opportunities to meet other students and to start making friends?
5. What are your academic goals this year? What would you like to accomplish by the end of the semester? year?
6. What are your academic interests? What are your intellectual passions?
7. How would you describe your career goals at this point?
8. What academic skills are your strengths (writing, math, languages) and your weaknesses? Are you aware of the resources available?

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Some Topics for Conversation

1. Advisor-advisee expectations
2. How to set realistic goals
3. The Common Curriculum and the Liberal Arts
4. The culture of exploration as a road finding one's passion
5. College expectations:
 - ✓ Academic disciplines and divisions
 - ✓ Assignment types and faculty expectations
 - ✓ Involvement in student organizations
 - ✓ Long-term plans
 - ✓ Study abroad
 - ✓ Major selection

Academic
Advising
Approaches

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Personal Advising Records

What to document?

1. Advice given to advisee and expected follow up action from advisee.
2. Document when you refer your advisees to another colleague or campus resource.
3. If you need to follow up with your advisees, make a note of it and then act on it.

Where to document?

You may keep a personal file of your advisees in your office (locked drawer) or on your laptop (password protected)

Confidentiality

Maintain this information only as long as necessary. Discard appropriately.

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Student Academic Reflection Progress Report

Remind your students to submit a copy of their academic reflection report to you at the end of each semester.

<https://students.yale-nus.edu.sg/>

Once you have received the report, you may input the comments from your personal records on to CRM system. (Note that comments are private for your viewing and for VR's viewing only and can't be changed once its input into the system)



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How often should you meet your advisee?

At least 2-3 times a semester.

Two times a semester (individual meetings)

Before mid semester break ie before recess week or right after and before semester ends (to sign and input comments on the student's academic reflection progress report).

Three times a semester

First time- conduct a group meeting with all advisees, then touch base through email or meet with the individual student at week 6 or after week 7 and finally a meet up to sign and input comments on the student's academic reflection progress report before the semester ends.

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How long should the advising sessions be?

Approximately 30 minutes.



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VR Communication with Faculty Advisors

VR will email Faculty Advisors 3 times each semester.

- 1) At the beginning of the semester the Dean of Faculty office will inform us of the number of advisees to be allocated to each advisor. The VR will then connect the advisor and advisees through emails.
- 2) Mid Semester- VR will email Faculty Advisors to touch base with their advisees.
- 3) End of the semester- VR will email Faculty Advisors to remind Advisors to meet with their Advisees and to sign and to input their comments on the Student Academic Progress Reflection Report.

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When does faculty get in touch with the VR?

- When student needs counseling or other types of support.
- When student does not want to participate in teamwork, always alienating oneself.
- When students have been identified to be at risk of failing(poor attendance, non-submission of work). Speak with the student and then inform the student's VR.

<https://students.yale-nus.edu.sg/directory/>

Paul Gallagher- VR Saga (paul.gallagher@yale-nus.edu.sg)

Janelle Rahyns-VR Cendana (rahyns@yale-nus.edu.sg)

Chew Suyin – Sr. VR Elm (suyin.chew@yale-nus.edu.sg)

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Student Care

When faculty alerts VR of a student:

- VR would meet with the student. The student may require further care by a mental health professional or a doctor. VR could refer the student to these resources.
- DF (Dean's Fellow) will also provide regular check-ins on the student to ensure that the student gets the appropriate care and support needed.

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VR Note (VRN)

The concept of VR notes is derived from the Yale University model and it covers absences from classes as well as push back the deadlines for assignments without grade penalties. The criteria to receive a VR note are:

1. Death in the Family
2. Observance of Religious Holidays
3. Illness (Physical or Mental)
4. Comparable Emergency (usually a family emergency)

Exceptional circumstances such as the ones outlined above are those for which it is generally not possible to plan. Vice Rectors' notes do not apply to extra-curricular activities. For these situations the student will have to seek the instructor's approval directly.

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Finally: Advising Resources

NACADA (National Academic Advising Association)

<https://www.nacada.ksu.edu/Resources/Clearinghouse/Clearinghouse-Index.aspx>

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-issues-a3078.aspx>

Academic Advising Today (E-publication)

<https://www.nacada.ksu.edu/Resources/Academic-Advising-Today.aspx>

Advising Articles

[Applying Theory to Advising Practice](#)

[Core values of academic advising](#)

[Personal advising philosophy examples](#)

[Concept of Academic Advising](#)

[Definitions of academic advising](#)

[Personal philosophy of academic advising](#)

[Advising Students Accused of the 'P' Word](#)

[Millennial Students: Rethinking Time](#)

[Management](#)

[Issues Facing First Generation College Students](#)

[Building Student-Faculty Relationships](#)

[Goal-Setting for Study Abroad Learning](#)

[Outcomes](#)

[Applying Career and Identity Development](#)

[Theories in Advising](#)

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Last Words



Good advising is not about how much you know but
how much you care
about your advisees.

“Nobody cares how much you know, until they know
how much you care.”

— Theodore Roosevelt

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