Part Time NSE Faculty Advising Expectations FAQ

Below you will find a series of frequently-asked questions about the advising expectations of PT NSE faculty members. If you discover that you have additional questions about the expectations or guidelines of this portion of your role, please connect with your dean.

What is my role as an NSE Faculty Advisor?

As a New Student Experience faculty member, you will have the privilege of establishing enhanced personal connection with each of your SLS1122 students through your faculty advising role.

In addition to your instructional duties, you will be assisting your students in their journey of self-discovery and achievement of the articulated course learning outcomes (The 6 Ps). To guide students along their journey, it is suggested that you meet with each student twice during the term.

Below, you have been provided with information that will assist you in becoming more familiar with the NSE Faculty Advising process. You will find information on scheduling your advising sessions, advising session summary, suggested questions to ask your students, reminders of key points to remember during each session, and student course outcomes that are addressed during a particular advising session.

You will learn more about the nuances of NSE Faculty Advising in your NSE Faculty Credentialing Training.

As a Part-Time NSE Faculty Member, how many hours am I required to dedicate per week to academic advising of my SLS1122 students?

In your faculty advising role, you will need to dedicate two (2) hours of academic advising weekly per each SLS1122 course section that you teach.

Example: If you teach three (3) sections of SLS1122, you will need to spend a total of six (6) hours per week advising your students.
Part-Time NSE Faculty Advising Expectations and Guidelines
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How many advising sessions should I schedule and how long should they last?

You should attempt to meet with each student individually twice throughout the term. Each session should roughly last about 30 minutes in duration for a total of one (1) hour, per student, per term.

How do I articulate the advising component of the course to my students?

Start communicating the advising component of your SLS1122 course to your students on “day one” by publishing your academic advising hours on your course syllabus.

It is encouraged that you make appointments upon request so that you can best accommodate the needs of your students.

Do I need to document each advising session?

Yes.

Each campus/department provides an official advising tracking system for NSE Faculty to utilize to document your student advising sessions. You will receive department-specific information as you continue your credentialing and onboarding training as a new NSE faculty member.

Part Time NSE Faculty Advising Guidelines

Below you will find information about each of the two (2) academic advising sessions that you will facilitate with each of your SLS1122 students. Each session outline will provide you with the following information:

- Overview and context about what to cover in each of your 30-minute advising sessions.
- Suggested questions to utilize in facilitating discussion with your student.
- Important logistical reminders to address during each session
- List of course learning outcomes (6Ps) that are addressed during each session.

If you find that you have additional questions about how to facilitate or document your advising sessions with your students, please connect with your dean.
Advising Session One: Building Rapport and Career Exploration

Session One Overview and Context:

During your initial advising session with the student, use that time to get to know your student better. To start building rapport with your students, discuss their strengths, values and interests and how they relate to their purpose and career pathway. Inquire about which subjects they enjoy best in school and which are easiest for them to learn. Discuss their support system for attending college and resources for help e.g. counseling, financial aid. Discuss their major, or proposed major. Ask the student, “What is your major?” and gauge their level of confidence. Discuss their career and academic goals. Ask the student “Where do you see yourself in 5-10 years?”.

Suggested Discussion Questions for Session One:

- What do you value? How do your values, strengths and interests impact your career interests?
- Which subjects are the most fun to learn? Which subjects are easiest for you to learn and why? How does this fit with your career and major selection?
- What is your major? Gauge the student’s level of confidence in stating the major.
  - Using a scale of 1-10, 1 being not at all confident and 10 being very confident, how sure are you about that major?
- Where would you like to be in 5-10 years? What is your dream job?
- What are your expectations of college?
- What fears do you have about your college and career goals?
- Do you know what support systems are available to you?

Logistical Reminders for Session One:

- Please be sure to use track each student using the system provided at your campus.
- Schedule a follow-up meeting for advising session two.
- Ask the student to bring in any career research to next session (e.g occupational outlook, My Plan results, Transfer Program Sheet, Degree Audit or Start Right Guide.)

Course Learning Outcomes (P’s) Addressed in Session One:

- Personal Connection
- Purpose
- Pathway
Advising Session Two: Choosing a Major and Course Selection

Session Two Overview and Context:
During your second advising session, you should continue the conversation that you initiated in session one and direct the focus of this advising session on the student’s choice of academic major and assist them in clearly articulating their educational plan and pathway.

As you continue your discussion, He/she will need to decide between the AS or AA degree (or both) and program certificates. If the student is AA degree seeking, where will they transfer for their bachelor’s degree? Does their career goal require graduate-level course work (e.g. advanced training or professional school)? If the student is seeking an AS degree, is the program “limited access”? Is the program available on their campus? Discuss internship options and ask about the career interview assignment.

Suggested Discussion Questions for Session Two:

- Tell me about your strengths and how you think those relate to your career interests.
- What did you learn about yourself from the other assessments (e.g. Holland’s interest inventory or LASSI)?
- What did you learn from the career interview? What are your thoughts about the career or job now that you learned more about it?
- What is your major?
- Describe your pathway to your career or occupation.
- Have you reviewed your Start Right Guide? Do you have a copy of your AS degree program?
- Which classes do you think you should register for during your next term?
- How are your other classes going?
- How many classes are you thinking of taking next term? More or less credits?

Logistical Reminders for Session Two:
Be sure to track your student using the system provided at your campus.

Course Learning Outcomes (P’s) Addressed in Session Two

- Personal Connection
- Plan
- Pathway