

WEBVTT

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00:00:00.719 --> 00:00:00.960

Melanie Harris | CCA | She|Her(s): So.

2

00:00:02.070 --> 00:00:03.990

Melanie Harris | CCA | She|Her(s): i'm excited to get us started.

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00:00:03.990 --> 00:00:05.310

Melanie Harris | CCA | She|Her(s): Today oops.

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00:00:07.200 --> 00:00:17.520

Melanie Harris | CCA | She|Her(s): Okay i'm Melanie Harris strategy director, with complete college America i'm happy to be here today i'm focusing this session on proactive advising with our phenomenal.

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00:00:17.970 --> 00:00:25.500

Melanie Harris | CCA | She|Her(s): panelists today, so we have Dr Sean bridging associate director of external and institutional partnerships that nakata.

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00:00:25.740 --> 00:00:34.950

Melanie Harris | CCA | She|Her(s): The global community for academic advising we also have bringing the program director ilan one on one and assistant director of academic advising.

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00:00:35.520 --> 00:00:42.510

Melanie Harris | CCA | She|Her(s): ilan university Dr lots cleanups lead academic advisor at Florida Gulf coast university.

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00:00:43.020 --> 00:00:59.670

Melanie Harris | CCA | She|Her(s): i'm Dr Kimberly Smith associate provost of student success initiatives at Virginia tech university and Dr jermaine pickens dean of success coaching at Dallas college and so with all of that I am excited to turn it over to Dr Sean bridges to kick us off today.

9

00:01:03.360 --> 00:01:04.470

Sean Bridgen: Hello everyone.

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00:01:04.470 --> 00:01:13.410

Sean Bridgen: really happy to be here i'm very excited to partner with CCA on this really important topic, I wanted to tell you a little bit about in the kata.

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00:01:13.860 --> 00:01:28.650

Sean Bridgen: kata is the global community for academic advising and we are we we we aspire to be the premier association in the globe for the development and dissemination of innovative theory and research and practice related to academic advising.

12

00:01:29.730 --> 00:01:43.740

Sean Bridgen: I have been with the executive office now for a little over the year a year and I before I worked for an acosta I worked at various college campuses most recently the University of Pittsburgh, as the founding director of advising at the newly founded school computing information so.

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00:01:44.820 --> 00:01:49.800

Sean Bridgen: The panelists who are going to join us today are very experienced there they're very.

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00:01:50.940 --> 00:02:02.400

Sean Bridgen: knowledgeable about proactive advising and you're going to talk a lot about the things that they can happening on their campuses the ways, it can be used and just to give a little bit of a background of what it proactive advising is.

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00:02:03.420 --> 00:02:10.140

Sean Bridgen: Now i've been in this game for quite a while now it's been about 20 years and I remember when I first heard of this, it was called intrusive advising.

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00:02:10.890 --> 00:02:21.000

Sean Bridgen: So if you are looking for research on this, you might want to look for both terms intrusive advising and proactive advising because they've kind of been used interchangeably, but I think the term has has morphed to be.

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00:02:21.480 --> 00:02:28.410

Sean Bridgen: become proactive now because intrusive made it sound like advisors we're going to go start knocking on people's doors and pull them out of bed trying to get into class and.

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00:02:28.830 --> 00:02:37.710

Sean Bridgen: I actually had administrators who actually kind of thought advisor should be doing that in some places, so we had to we had to talk a little bit more about that, with the role of academic advising is on a university campus.

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00:02:39.060 --> 00:02:42.360

Sean Bridgen: it's whenever when I think about proactive advising.

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00:02:43.410 --> 00:02:49.470

Sean Bridgen: When I think about is how can advisors create communication plans and create.

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00:02:50.070 --> 00:02:57.180

Sean Bridgen: The environment where students can have the information that they need and the access to the people they need the resources they need.

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00:02:57.810 --> 00:03:11.430

Sean Bridgen: At a moment's notice so rather than students having to go searching for something, how can they easily get involved or find out what they need and get in touch with the folks they need right off the BAT so a lot of the ways that.

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00:03:12.900 --> 00:03:22.050

Sean Bridgen: That I had done that in the past, were using a learning management system so to curate content so students could easily 24 hours a day access information.

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00:03:23.190 --> 00:03:32.280

Sean Bridgen: To have use various technologies for, for example, raising warning flags and creating feedback loops so that advisors and students could keep a constant.

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00:03:32.970 --> 00:03:36.450

Sean Bridgen: flow of information, going back and forth so it's so it was more than just.

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00:03:37.290 --> 00:03:43.770

Sean Bridgen: The email that goes out once a semester saying it's time to register your classes, it was creating more of a relationship.

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00:03:44.040 --> 00:03:48.450

Sean Bridgen: and building that relationship with the ground level letting the student know that the advisor is there.

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00:03:48.630 --> 00:03:57.810

Sean Bridgen: And let and helping them find information very, very easily so that when I think when you think of a proactive approach it's I really

think of it that way, like putting it right, putting everything right with n.

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00:03:59.460 --> 00:04:05.490

Sean Bridgen: for lack of a better metaphor arm's reach of students, they don't have to go digging and searching and hunting for information when they see it because.

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00:04:05.760 --> 00:04:15.510

Sean Bridgen: As we also know students need information at various times during the day, sometimes at three in the morning, sometimes an advisor might not be available I don't know about brandi and jermaine and.

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00:04:15.960 --> 00:04:20.760

Sean Bridgen: And Kimberly and locksley but I don't I don't do so i'll stay up till two in the morning anymore.

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00:04:21.300 --> 00:04:26.610

Sean Bridgen: But, but I want my students, be able to get the information they need to be able to access things they need quickly and.

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00:04:27.570 --> 00:04:33.750

Sean Bridgen: Without without really having to put too much Labor in on their part, so when when I think about proactive that's how I think about it and.

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00:04:34.200 --> 00:04:42.180

Sean Bridgen: If you look into the literature you're going to see a lot of different definitions of proactive advising lots of different ways, it was implemented has been implemented different campuses different.

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00:04:42.720 --> 00:04:48.270

Sean Bridgen: with different populations and you'll find there's a lot there's been a lot of success and in students.

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00:04:48.720 --> 00:05:00.930

Sean Bridgen: Using these approaches to this approach, in particular, to help students connect better with their advisor connect better with their institution and really foster a sense of belonging, because when when when advisors and advising systems are proactive.

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00:05:01.650 --> 00:05:13.770

Sean Bridgen: It can help us didn't feel like we care because we we We really do, and sometimes sometimes when you have a roster of maybe 500

students it's hard to express that care, but if you use productive techniques practice methods, you can.

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00:05:16.080 --> 00:05:21.600

Sean Bridgen: Close that that gap pretty pretty efficiently, I think, so that that is my.

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00:05:22.980 --> 00:05:27.210

Sean Bridgen: Quick introduction to proactive advising and the kata and i'm going to hand it over to brandi.

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00:05:34.680 --> 00:05:41.760

Brandy Propst: Good afternoon i'm brandi probs i'm the director of you on one on one and ilan university and i'm going to share my screen here really quick.

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00:05:45.840 --> 00:05:46.530

let's see.

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00:05:50.250 --> 00:05:51.720

Brandy Propst: Sorry, there we go slideshow.

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00:05:55.470 --> 00:06:02.670

Brandy Propst: So sorry about that I am again brandi probes and the director of human one on one and ilan university and.

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00:06:03.360 --> 00:06:25.440

Brandy Propst: We ilan is a medium sized institution we have about 7000 students, including graduate students, but we are very high touch institution, our first year class is about 1700 pre coated, and so we have a course called ilan one on one which is our first year seminar Program.

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00:06:26.730 --> 00:06:35.370

Brandy Propst: And i'm going to go through just our first year advising structure and give some some details about the course and then i'm happy to answer any more specific questions about the course.

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00:06:36.630 --> 00:06:42.960

Brandy Propst: In the Q amp a but i'm going to talk about integrating academic advising and a first year seminar Program.

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00:06:43.620 --> 00:06:52.290

Brandy Propst: As a proactive advising measure, and so, for you on one on one we have on because we have about 1700 first year students, and this is pretty cool but numbers.

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00:06:52.830 --> 00:07:05.280

Brandy Propst: We typically have about 100 plus sections of ilan one on one and the instructors of the course served as the advisor to the students enrolled in their section, and so the courses have about 15 to 17 students per section.

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00:07:05.820 --> 00:07:12.630

Brandy Propst: So, therefore, it is a, it is a small course the instructors get to know their advisors, one on one.

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00:07:13.140 --> 00:07:21.480

Brandy Propst: The course also has a peer educator who serves as a form of peer support and so that is the structure in terms of the students that are in the course.

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00:07:21.840 --> 00:07:25.860

Brandy Propst: And in terms of our first year advising structure and how we how we.

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00:07:26.370 --> 00:07:35.790

Brandy Propst: Put students into your one on one I have to take a step back and kind of let you know what our fruit where our current first year advising structure is so over the summer, while our students are.

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00:07:36.030 --> 00:07:45.810

Brandy Propst: taking care of all the things on the list, they need to enter the university in the fall semester we have what we call our ilan boundary orientation program, which is a part of our overall first year experience Program.

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00:07:46.320 --> 00:07:56.730

Brandy Propst: As a part of that our office, the office of academic advising we send students a course request form and on that form they tell us their preferences, the rankings for courses their major interest they show their academic history.

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00:07:57.000 --> 00:08:01.170

Brandy Propst: They can also do a letter to the advisor and kind of have conversations.

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00:08:01.980 --> 00:08:05.340

Brandy Propst: With us through that letter and tell us a little bit more about themselves.

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00:08:05.610 --> 00:08:16.560

Brandy Propst: And then from that that course request form advisors within our office we schedule students, we we build a schedule for the first semester, for every single first year students, so they get a one on one.

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00:08:17.190 --> 00:08:25.650

Brandy Propst: They get an individual that would sit there, of course, request and then goes and creates a schedule for them, and so, for us, when they come to the institution.

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00:08:26.190 --> 00:08:35.220

Brandy Propst: They have not learned about our our core curriculum the registration system they haven't registered themselves, yet, and so you don't want to one is a huge part of that process.

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00:08:36.480 --> 00:08:42.990

Brandy Propst: And with that being said, a lot of the the pieces that they learned in that course in terms of the structure of the course.

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00:08:43.530 --> 00:08:51.720

Brandy Propst: is related to the advising content that they need to know in order to be successful at the institution, so they need to be able to.

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00:08:52.080 --> 00:09:01.110

Brandy Propst: know the ilan core curriculum, which is our general education studies program they need to know how to register for courses, because they have not done that process on their own, yet.

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00:09:01.890 --> 00:09:06.660

Brandy Propst: They also need to know, I think you can go to the next slide there, I think the curriculum shows up yet.

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00:09:07.140 --> 00:09:14.160

Brandy Propst: They also need to learn how to read their degree audit, they need to learn how to read the academic catalog to know what majors or minors.

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00:09:15.000 --> 00:09:24.180

Brandy Propst: are available to them in terms of their major exploration and so, in addition to that they learn first year transition topics they learned about the call to honor ceremony.

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00:09:24.660 --> 00:09:33.600

Brandy Propst: But we use an advising is teaching model and teaching them how to use those tools and those resources, but they go through, where every single first year student.

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00:09:34.650 --> 00:09:40.920

Brandy Propst: completes and ilan plan or what we call the graduation plan and that's kind of their culminating experience every single student walks out of the course.

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00:09:41.280 --> 00:09:48.630

Brandy Propst: With a graduation plan and that plan is holistic that plan is their major requirements their minor requirements if they have a minor.

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00:09:49.080 --> 00:09:58.200

Brandy Propst: In addition to the the core curriculum requirements, as well as any type of experiences that that they want to be a part of while they're at ilan.

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00:09:58.470 --> 00:10:06.840

Brandy Propst: and any other activities or co curricular experiences that that they want to experience, and so a huge part of the course of.

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00:10:07.410 --> 00:10:12.330

Brandy Propst: about the first six to seven weeks is first your transition topics getting them acclimated to campus.

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00:10:12.660 --> 00:10:17.070

Brandy Propst: But the second half of the course is really dedicated to the academic advising.

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00:10:17.310 --> 00:10:26.640

Brandy Propst: and planning pieces around the time that our normal registration period would start, and so we teach them how to register to teach them all those tools and then that then builds into creating.

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00:10:26.850 --> 00:10:34.590

Brandy Propst: an actual graduation plan and that plan is for years, or whatever time frame that they plan to be at the institution, so they get that one on one.

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00:10:35.130 --> 00:10:40.080

Brandy Propst: Every week with a instructor because the course is once a week for 55 minutes and so.

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00:10:40.440 --> 00:10:48.720

Brandy Propst: If you think about that that is an academic advisor that will meet with their students in a class setting right with other students who they build a Community with.

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00:10:49.350 --> 00:10:55.620

Brandy Propst: But this is your advisor you get to see your advisor once a week and always think back to my undergraduate experience I went to a large institution.

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00:10:56.130 --> 00:11:05.670

Brandy Propst: My advisor had 410 400 advisors, so I had to kind of find her whenever I need to her, because I came in as a as a declared students but for you on one on one.

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00:11:05.940 --> 00:11:11.940

Brandy Propst: Students come in as undeclared or undecided so meaning undeclared, you have a major of interest, but you have not declared.

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00:11:12.270 --> 00:11:18.900

Brandy Propst: And or undecided, meaning that you're not sure what you want your major to be, and so they have the opportunity to declare the in the first semester.

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00:11:19.890 --> 00:11:28.530

Brandy Propst: But that first semester is dedicated to the academic advising and planning period so that so that we know they have the tools they need to be successful.

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00:11:28.830 --> 00:11:36.450

Brandy Propst: And I will start there and then transition to locksley and like I said i'm happy to answer questions in the chat as well as doing the Q amp a period.

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00:11:39.090 --> 00:11:44.640

Locksley Knibbs: Thank you brandi hi everyone, my name is locks the NIBs and i'm the lead academic advisor.

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00:11:45.060 --> 00:11:49.560

Locksley Knibbs: For team natural sciences within the college of arts and sciences pretty long that.

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00:11:50.040 --> 00:11:54.690

Locksley Knibbs: say you know all of that, but what it is i'm in the largest College on our campus and we've.

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00:11:55.080 --> 00:11:59.940

Locksley Knibbs: Actually segmented our function, since we are the largest college and we have the most major so.

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00:12:00.300 --> 00:12:06.720

Locksley Knibbs: I am the lead academic advisor for the sciences, we have team arts and humanities, and we have team social sciences.

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00:12:07.110 --> 00:12:19.110

Locksley Knibbs: So my perspective on this as as it relates to holistic advising is that, as a black male I tried to make sure that or minority are ethnically diverse students are taking care of that.

89

00:12:19.620 --> 00:12:34.380

Locksley Knibbs: That kind of advising that they get is equitable as well, I met a large public white institution, so we have very few students who are on the marginalized population, so I want to make sure that i'm.

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00:12:35.010 --> 00:12:40.620

Locksley Knibbs: Creating what I call welcoming spaces inclusive spaces for the student so when they walk into the office.

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00:12:41.430 --> 00:12:52.710

Locksley Knibbs: They feel like they're welcome and now because it's endemic we are advising our students via the telephone we use Tele advising and teleconferencing via Microsoft teams and do.

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00:12:53.370 --> 00:12:55.830

Locksley Knibbs: So those are the population that I pretty much.

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00:12:56.820 --> 00:13:04.410

Locksley Knibbs: put myself out there on a limb with my team to make sure that we are meeting the students, giving them that holistic advising making sure that.

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00:13:04.650 --> 00:13:14.250

Locksley Knibbs: We are focusing on their overall development as students, now the way we do, that is, that we have to be culturally competent to with the advising so on my team.

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00:13:14.580 --> 00:13:21.480

Locksley Knibbs: I have two of us are black nails we have a black female and we have a white gentleman on the team, so we make sure that.

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00:13:21.750 --> 00:13:28.470

Locksley Knibbs: They are advising that we are providing that that we're taking students because you're black you're going to go to this person the students are we solicited by.

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00:13:28.710 --> 00:13:35.610

Locksley Knibbs: assigned case load, but we make sure that we are competent and or student feel that sense of welcome when they come to our offices.

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00:13:35.910 --> 00:13:44.250

Locksley Knibbs: they're not intimidated and that's one of the things that we have to pay attention to when we talk about artistic advising that we are creating those spaces.

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00:13:44.460 --> 00:13:54.240

Locksley Knibbs: and making sure that our students do not feel that there are barriers to for them to come to our offices and to schedule an appointment to visit with us as academic advisors.

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00:13:57.510 --> 00:14:04.110

Locksley Knibbs: So again, when we talk about holistic advisory we want to make sure that we are focusing on the total development of the student.

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00:14:04.410 --> 00:14:11.160

Locksley Knibbs: When we talk about proactive advising that we are doing as Sean said so, one of the things that we do in our team, we have an assigned.

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00:14:11.850 --> 00:14:20.280

Locksley Knibbs: person who deals with students when they fall into what we call academic jeopardy, it can be worn it could be probation it could be dismissal.

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00:14:20.580 --> 00:14:29.940

Locksley Knibbs: And reinstatement I had the issues of academic and Amnesty and my amnesty means that i'm talking to the student, they have to schedule a series of appointments with me.

104

00:14:30.180 --> 00:14:39.240

Locksley Knibbs: I do not just write a letter for a student, to get them back within the institution and our amnesty is if you've been away from the institution for five years, you can ask to wipe.

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00:14:39.510 --> 00:14:47.760

Locksley Knibbs: All your grade from the time if you did real bad and you get what you call a fresh start it probably is called something else that your institution of first start initiative.

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00:14:48.030 --> 00:14:52.260

Locksley Knibbs: But we set up a series of meeting with our students to make sure that they are.

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00:14:52.530 --> 00:14:58.650

Locksley Knibbs: Getting the information they need the we don't just write the letter for them to appear before the Committee for decision to be made.

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00:14:58.890 --> 00:15:09.420

Locksley Knibbs: We make sure that they follow the steps, and they are having these meetings with advisors again there's a cultural competency with that, so our students have a choice of who they want to go with and.

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00:15:09.750 --> 00:15:22.290

Locksley Knibbs: Who, they want to meet with as far as that is concerned, we know that we have to have the peace, a part of it, because we want to create what we call those welcoming spaces, we can sometimes the advising some time from.

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00:15:22.950 --> 00:15:27.810

Locksley Knibbs: A certain population, we use that one size fits all approach and thing that.

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00:15:28.110 --> 00:15:39.390

Locksley Knibbs: When we're talking to our students, especially for black males that we're going to use the same advising that we talked to a white male about, we have to change the rhetoric, we have to change the dialogue, so we make sure that.

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00:15:39.690 --> 00:15:50.310

Locksley Knibbs: On our team is our team is pretty diverse and T natural sciences, that the student has a choice to then meet with and who they feel comfortable with so that's when I talk about the cultural competency p.

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00:15:50.580 --> 00:15:59.580

Locksley Knibbs: That, if you don't have those in your spaces, you need to create those atmosphere for your students, because sometimes I see, we invite the students on our campuses.

114

00:15:59.910 --> 00:16:08.760

Locksley Knibbs: And they don't feel welcome and they they start not showing up for the appointment they get intimidated so as a strategy i'd love to see and i'd like to share with you that.

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00:16:09.000 --> 00:16:21.480

Locksley Knibbs: Have a cultural competency piece with your advising it makes a difference, it helps with retention it helps with your graduation way it helps with mentoring any to help students to feel safe when they come into your spaces.

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00:16:24.120 --> 00:16:28.590

Locksley Knibbs: And i'm going to turn it over to Kim for her to talk about her piece.

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00:16:40.470 --> 00:16:44.010

Kimberly Smith: Sorry i'm unmute myself, thank you, lastly, I appreciate.

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00:16:44.700 --> 00:16:47.850

Kimberly Smith: That, and so I would like to share with you all.

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00:16:48.900 --> 00:16:50.700

Kimberly Smith: My screen just quickly here.

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00:16:53.850 --> 00:17:06.810

Kimberly Smith: So I want to talk with you a little bit about some of the work that we have done at Virginia tech specifically related to social justice and academic advising and it is primarily related to the idea that, as you all know.

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00:17:07.830 --> 00:17:13.440

Kimberly Smith: year and a half, two years ago we were just seeing a lot of violence going on in the country.

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00:17:13.890 --> 00:17:19.860

Kimberly Smith: And as we were weren't getting ready for students to return to campus we knew that we had to make sure our advisors.

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00:17:20.220 --> 00:17:27.900

Kimberly Smith: were very prepared to respond to the students with whatever needs or concerns that they might have related to some of this civil unrest.

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00:17:28.650 --> 00:17:36.570

Kimberly Smith: And so, you know as my role energy intake one of my areas of responsibility is overseeing professional development and training.

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00:17:36.840 --> 00:17:43.710

Kimberly Smith: For all advisors, we have over 500 folks who are designated as advisors that includes faculty advisors, as well as professional advisors.

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00:17:44.550 --> 00:17:50.910

Kimberly Smith: And so, as we start to have these conversations, to ensure that advisors will prepare to have these conversations.

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00:17:51.570 --> 00:17:59.100

Kimberly Smith: Most of my colleagues in the advising world felt very uncomfortable and very unprepared to host these conversations.

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00:17:59.460 --> 00:18:07.260

Kimberly Smith: And I must say, similar to locksley i'm a pw for a predominantly white institution we don't have a very large percentage of.

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00:18:07.710 --> 00:18:14.730

Kimberly Smith: underrepresented students but, yet we know that they have special needs and concerns and we want to be able to address them.

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00:18:15.390 --> 00:18:21.930

Kimberly Smith: Are revising population, on the other hand, is not very diverse set here in all as I heard locksley describe his team.

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00:18:22.470 --> 00:18:30.630

Kimberly Smith: But my team does not look like that and hate any stretch of the imagination and so again a parent's is just you don't have to have someone at the same.

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00:18:31.200 --> 00:18:39.810

Kimberly Smith: racial background ethnic background or to relate, but I wanted to make sure whomever they connected with an advising those individuals would be able to.

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00:18:40.620 --> 00:18:51.540

Kimberly Smith: Again, assist the student, and so we already knew that for a lot of our marginalized students research, I said that they're experiencing a number of challenges on campus, whether that be overt and covert.

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00:18:52.800 --> 00:19:01.020

Kimberly Smith: Racism micro aggressions and a lot of them really don't feel like they belong at the institution and, therefore, are not as engaged with the institution.

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00:19:01.410 --> 00:19:05.640

Kimberly Smith: And so my whole point in reaching out to my advising folks was to say that.

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00:19:06.270 --> 00:19:15.660

Kimberly Smith: These challenges can be even more exasperate when students academic advisor is unwilling or unable to understand what their daily experiences are like.

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00:19:16.170 --> 00:19:19.530

Kimberly Smith: That a matter of whether you quote unquote believe them or you can.

138

00:19:20.400 --> 00:19:31.320

Kimberly Smith: Or you feel like you have solutions, but you can you empathize with them and understand that their experience is very different from others and academic advisors play a crucial role in establishing a bit of a campus climate.

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00:19:31.950 --> 00:19:47.100

Kimberly Smith: One that feels safe for students, one that feels welcoming insecure to our students, and so I challenged my team to think about how can advise is work to affirm support and advocate for underrepresented students during their matriculation.

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00:19:48.600 --> 00:20:00.960

Kimberly Smith: And what some of the things that we decided, as an institution, we want to advocate for where the advisors should become cognizant of the mechanisms or methods of inequality inequality inequality sorry.

141

00:20:01.440 --> 00:20:06.360

Kimberly Smith: by committing themselves to the goals of social justice and exploring their own biases.

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00:20:06.750 --> 00:20:12.840

Kimberly Smith: Yes, because we all have them I have biases every one of us on the panel have biases every one of the participants advisors.

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00:20:13.260 --> 00:20:25.650

Kimberly Smith: But knowing what those biases are gives us a better opportunity to address those biases and not have those inter in or negatively affect our relationships with our students We also advocate that advisors.

144

00:20:26.370 --> 00:20:37.320

Kimberly Smith: really look at ways to integrate teaching advising is teaching through social justice in order to have those difficult conversations with students about privilege power and difference.

145

00:20:39.420 --> 00:20:43.650

Kimberly Smith: So, again I said, what are the ways that advisors put advocate for students.

146

00:20:44.400 --> 00:20:52.410

Kimberly Smith: Simply advocating for students is just saying that there's some sort of public support for or recommendation for particular calls.

147

00:20:52.770 --> 00:20:59.190

Kimberly Smith: Again it doesn't mean that you have to have gone through the same experiences your students but certainly we should be able to.

148

00:20:59.430 --> 00:21:10.770

Kimberly Smith: help identify any barriers that our students are experiencing any inequitable practices and again it's not just identified him, but instead advocate, we have to be action oriented.

149

00:21:11.430 --> 00:21:16.140

Kimberly Smith: In insist, the change come about in some of those particular areas and keep in mind, as I talk about.

150

00:21:16.680 --> 00:21:30.600

Kimberly Smith: inequitable policies and practices, you know I don't think, for the most part, any of this stuff has ever intentional, but it does exist, and until someone identifies it and challenges that it will continue to on in the same fashion.

151

00:21:31.830 --> 00:21:39.120

Kimberly Smith: In terms of support, we know that all of our students need support and one guards or one way or another.

152

00:21:40.440 --> 00:21:44.130

Kimberly Smith: And what we want, what our advisors to know is that.

153

00:21:45.360 --> 00:21:51.270

Kimberly Smith: That students of color do not share many of the same experiences that white students do.

154

00:21:51.840 --> 00:22:01.200

Kimberly Smith: Until we have that in our minds and figure out other ways to connect with our students and helping to create other experiences we're going to do our students a disservice.

155

00:22:01.650 --> 00:22:05.970

Kimberly Smith: any of you who know Virginia tech, you know we're a big football school and.

156

00:22:06.690 --> 00:22:13.920

Kimberly Smith: You know, during the first few weeks of school, everyone is all riled up everybody wants to go to all the football games everybody wants to tailgate.

157

00:22:14.190 --> 00:22:17.550

Kimberly Smith: And they can't understand why some of our students of color don't go.

158

00:22:17.910 --> 00:22:25.200

Kimberly Smith: Because that simply has not been something that they've done the past, nor are they interested in some of the behaviors that go on when tailgating.

159

00:22:25.500 --> 00:22:30.450

Kimberly Smith: is going on, so i'm not saying to gaming is all bad, but I am saying that there are some differences.

160

00:22:31.440 --> 00:22:36.930

Kimberly Smith: That exists for our students and we need to be keenly aware of it, and because of that now we have created some different programming.

161

00:22:37.260 --> 00:22:43.020

Kimberly Smith: Around football games that a lot of our students of color attend so they're still going to the Games they're still being engaged.

162

00:22:43.260 --> 00:22:52.500

Kimberly Smith: But they just didn't choose to do it in a very different way, so again as advisors what ways can we support our students to ensure that they're successful lastly.

163

00:22:53.520 --> 00:23:05.520

Kimberly Smith: Was affirming students from historically underrepresented backgrounds proceed high quality interactions is not only those that encourage their academic success, but also that place value on the experiences so when we.

164

00:23:06.240 --> 00:23:15.180

Kimberly Smith: Work to affirm our students basically we're trying to support them, by giving them approval given them recognition or encouragement so whatever experiences, they are.

165

00:23:15.450 --> 00:23:27.660

Kimberly Smith: Having, we need to validate those experiences we need if they're if it's causing them challenges or struggles help them to figure out how to overcome that but certainly being empathetic is key to.

166

00:23:28.110 --> 00:23:36.570

Kimberly Smith: Being able to affirm our students in their process, so I just want to tell you, real quickly as a result of this, we created a three part series seminar series.

167

00:23:37.230 --> 00:23:45.420

Kimberly Smith: That received raving reviews from our advisors both faculty and students, the first is that we had a session on how to facilitate difficult conversations.

168

00:23:45.840 --> 00:23:53.850

Kimberly Smith: that's not always an easy thing to do, particularly that's something that we may not have experienced before and there were some great opportunities to.

169

00:23:54.360 --> 00:23:58.830

Kimberly Smith: challenge our advisors to think more broadly, we also talked about cultural humility.

170

00:23:59.550 --> 00:24:06.090

Kimberly Smith: I know a lot of people refer to cultural competence, have a personal belief that we can never become competent in anyone else's culture.

171

00:24:06.600 --> 00:24:15.870

Kimberly Smith: But we certainly can be humble, we can be practice cultural humility, which says, I may not know everything about your culture, but I want to learn, I want to be open.

172

00:24:16.200 --> 00:24:26.610

Kimberly Smith: And I respect you and who you are, and then we had another session on power and privilege and how to use them effectively in advising session so those were all very.

173

00:24:27.540 --> 00:24:38.280

Kimberly Smith: Meaningful sessions, and we continue to have discussions about those particular topics as we continue on today so i'll stop now and turn it over to Dr pickens.

174

00:24:40.140 --> 00:24:42.210

Jermain Pipkins: awesome Thank you all so much you've heard some.

175

00:24:42.720 --> 00:24:46.230

Jermain Pipkins: Excellent information on proactive advising from different perspectives.

176

00:24:46.530 --> 00:24:57.960

Jermain Pipkins: I want to briefly touch on the proactive advising curriculum as you've heard, there are different ways of implementing proactive advising strategies across the board.

177

00:24:58.590 --> 00:25:10.050

Jermain Pipkins: But, regardless of what that is I think it's important to understand, not to just use the term we engage in proactive advising the actual actions and how you.

178

00:25:10.710 --> 00:25:23.130

Jermain Pipkins: How students experience advising is really what shows, whether or not you have a proactive approach and assisting students, so I just want to share with you that when when you as advisors, you have to develop.

179

00:25:24.570 --> 00:25:33.060

Jermain Pipkins: An advising curriculum that speaks directly to proactive advising do you have advising touch points to where students specifically.

180

00:25:33.750 --> 00:25:44.520

Jermain Pipkins: To where you're reaching out proactively to students is this right before classes, is it two weeks during the Semester, have you had the opportunity to review your data across the board.

181

00:25:45.330 --> 00:25:53.160

Jermain Pipkins: To see exactly where those points should be what's happening to admit terms are we waiting into the students say Oh, I have not studied I haven't had a book since.

182

00:25:53.670 --> 00:26:02.610

Jermain Pipkins: That the class start so when we talk about proactive, it really is looking at those barriers that perhaps may come in before they even.

183

00:26:03.090 --> 00:26:15.420

Jermain Pipkins: Come we step in and do something about them, so I think it's important to develop curriculum across the board to where when a student is having a session and advising session, we are talking to them about their learning styles.

184

00:26:16.050 --> 00:26:22.890

Jermain Pipkins: we're talking about the habits of working and other current difficulties or barriers to success that they may bring up.

185

00:26:23.640 --> 00:26:27.660

Jermain Pipkins: Proactive advising is also taking a look at the students holistic needs across the board.

186

00:26:28.410 --> 00:26:36.660

Jermain Pipkins: What am I mean by that oftentimes we're focusing only on the academics, what are some of the academic challenges that you that students may be facing.

187

00:26:37.050 --> 00:26:40.140

Jermain Pipkins: But do we gather some of the non academic needs that our students.

188

00:26:40.680 --> 00:26:48.300

Jermain Pipkins: face as well, because if not, if we don't take them on the front end what happens, we become reactive again when our students need to withdraw from the classes.

189

00:26:48.540 --> 00:26:56.760

Jermain Pipkins: When they need to fail, or when they fail, so I think it's really important to build advising curriculum that allows you to understand what those learning styles are.

190

00:26:57.120 --> 00:27:07.230

Jermain Pipkins: To help you to understand what the academic and non academic needs are across the board, so I think it's really important to develop those in addition to some identify touch points.

191

00:27:08.280 --> 00:27:13.920

Jermain Pipkins: So if I come to your college university and you say we engage in proactive, one of the first things that I.

192

00:27:14.310 --> 00:27:21.150

Jermain Pipkins: That I normally will ask for is let's take a look at the curriculum and what are those touch points specifically.

193

00:27:21.900 --> 00:27:27.750

Jermain Pipkins: I want you to remember three things here, as well as we're talking about the curriculum of proactive advising.

194

00:27:28.560 --> 00:27:36.690

Jermain Pipkins: There are three things I want you to understand that it should you should focus on the transition and that students transition.

195

00:27:37.170 --> 00:27:45.060

Jermain Pipkins: What does it look like when our students are transitioning from high school and now to the College world or they're transitioning from being out of.

196

00:27:45.870 --> 00:27:54.720

Jermain Pipkins: Out of college or out of high school for 20 years and now they're coming back to school, what are some of those things that needs to happen with that with those particular population.

197

00:27:55.230 --> 00:28:01.590

Jermain Pipkins: within your proactive advising approach to have a better experience for those students The second thing would be structure.

198

00:28:02.640 --> 00:28:11.280

Jermain Pipkins: We want to make sure we provide a solid foundation for our students across the board again oftentimes coming from high school what happens our students.

199

00:28:11.550 --> 00:28:16.080

Jermain Pipkins: they're only used to one way their counselor or their teachers, provided it all for them.

200

00:28:16.500 --> 00:28:23.220

Jermain Pipkins: But now as a college student, one of the things we have to do is provide that structure on the front end so that the students don't make some of those.

201

00:28:23.670 --> 00:28:32.490

Jermain Pipkins: Mistakes perhaps that they have in the past, and then the last one is being true advocates as a reinforcer so I say that their thing is being.

202

00:28:32.880 --> 00:28:45.900

Jermain Pipkins: Providing reinforcement for our students when they face challenges already having the resources there for them serving in to be a huge advocate across the board, I think that's really, really critical.

203

00:28:46.830 --> 00:28:58.620

Jermain Pipkins: And, as I wrap up here, I want to talk about your curriculum and what that looks like in terms of the communication strategies how often are you reaching out to students what is, what is the frequency of that outreach activity look like.

204

00:28:59.760 --> 00:29:05.760

Jermain Pipkins: How are you communicating with students what's the mode of communication, do you have that define, then you advising curriculum.

205

00:29:07.140 --> 00:29:15.720

Jermain Pipkins: What what student populations are you sending the notifications and the communications out to what are your message topics.

206

00:29:17.040 --> 00:29:26.220

Jermain Pipkins: These are all important factors in building a comprehensive proactive advising approach across the board and i'll end with this.

207

00:29:27.180 --> 00:29:32.850

Jermain Pipkins: Because I use the term curriculum, I want you to think about every single reason a student would come in to visit with you.

208

00:29:33.660 --> 00:29:44.250

Jermain Pipkins: And for every single reason a student would come in to visit with you, there should be a consistent lesson plan for every single student and that's your curriculum there.

209

00:29:44.820 --> 00:29:53.130

Jermain Pipkins: Especially if you're saying proactive, am I talking about the learning styles do I know what their time management skills look like do I understand what some of the non academic needs are.

210

00:29:53.460 --> 00:30:06.750

Jermain Pipkins: Am I providing the reinforcement that is needed across the board for students so i'll in there, so that we can have plenty of time for Q and a's and i'll turn it back over to Melanie.

211

00:30:08.910 --> 00:30:14.790

Melanie Harris | CCA | She|Her(s): Thank you so much, everybody was such valuable information, so we do have.

212

00:30:14.820 --> 00:30:17.040

Melanie Harris | CCA | She|Her(s): A few questions in the chat.

213

00:30:17.370 --> 00:30:24.630

Melanie Harris | CCA | She|Her(s): i'm brandi i'm going to start with you a lot of people are asking for your ilan one a one syllabus and if you're willing to share it.

214

00:30:25.560 --> 00:30:35.010

Brandy Propst: Sure yeah if you so if you if you in the chat I put the email address, but if you email email us if you on one on one@ilan.edu.

215

00:30:35.610 --> 00:30:38.460

Brandy Propst: If you email us there actually have a Google drive.

216

00:30:38.490 --> 00:30:43.500

Brandy Propst: have some resources, I presented on ilan one on one fyi conference.

217

00:30:44.910 --> 00:30:52.290

Brandy Propst: In 2020, and so we shared some resources with the folks who were there, and so I can share that same drive with you, it has the sample syllabus.

218

00:30:52.620 --> 00:31:00.780

Brandy Propst: And some other resources that we have in there, but yes i'm happy to share those things, and if you ever have questions about it, you can shoot me an email or.

219

00:31:01.230 --> 00:31:10.740

Brandy Propst: i'm happy to talk about phone we get a lot of phone calls from folks and other campuses that want to just kind of hear about how the course is structured I touched on a very, very small portion of it.

220

00:31:11.760 --> 00:31:17.760

Brandy Propst: There there's plenty of other information that I could share in terms of how this spreads across.

221

00:31:18.270 --> 00:31:32.130

Brandy Propst: The campus in our our cross divisional partnerships and having make this happen, starting from orientation, all the way through, starting from the summer, but also going to orientation and then gone through the first semester, and so i'm happy to share whatever resources, I can with you.

222

00:31:33.750 --> 00:31:37.650

Melanie Harris | CCA | She|Her(s): Speaking of resources during people are asking if they could get a copy.

223

00:31:37.710 --> 00:31:43.590

Melanie Harris | CCA | She|Her(s): Of the things that you just referenced about proactive advising and how they should contact you to get it.

224

00:31:43.710 --> 00:31:52.290

Jermain Pipkins: Get that information absolutely I will put my email address in the chat as well, and if you would send me a message I will get that out to you.

225

00:31:53.460 --> 00:32:07.470

Melanie Harris | CCA | She|Her(s): And then that leads to another question about what are other valuable resources for proactive advising so i'll do a shameless plug it CCA has tons of resources on proactive advising and then I want to also turn it over to shine to.

226

00:32:07.560 --> 00:32:10.650

Melanie Harris | CCA | She|Her(s): there's a link in the chat from Sean about resources.

227

00:32:10.860 --> 00:32:27.630

Melanie Harris | CCA | She|Her(s): From anaconda that you all can access as well, another question from the Q amp a for Kimberly i'm asking about the alternative on game day events for your students of color and if other stakeholders are also participating in those events.

228

00:32:29.190 --> 00:32:31.050

Kimberly Smith: Yes, so we typically.

229

00:32:31.740 --> 00:32:32.310

host.

230

00:32:33.360 --> 00:32:45.060

Kimberly Smith: An event of some sort in our one of our cultural centers we have a number of different cultural centers black cultural students in our LGBT Q Center those sorts of things, and so they really rotate.

231

00:32:45.750 --> 00:32:57.360

Kimberly Smith: Around hosting these events during the game time and so students just come together we provide food we provide programming and those sorts of things and, yes, we have.

232

00:32:58.020 --> 00:33:10.980

Kimberly Smith: key stakeholders across campus who are helping us to make that happen, particularly in student affairs but also we have caught on our black faculty and staff Caucus those a faculty and staff.

233

00:33:11.820 --> 00:33:16.080

Kimberly Smith: At every level of the institution to come and kind of hang out with our students during that time.

234

00:33:16.650 --> 00:33:30.870

Kimberly Smith: Because, as we all know, students have a perception, sometimes of us as professionals as faculty and we want them to know who we are on campus and what we have to offer them and how we can help to advocate for them moving forward.

235

00:33:33.330 --> 00:33:45.360

Melanie Harris | CCA | She|Her(s): And then another question for you Kimberly if you are, if you have the resources and powerpoints for the seminar series that you talked about if that's accessible by our attendees today.

236

00:33:45.480 --> 00:33:48.330

Kimberly Smith: Okay, and i'll put my email address as well.

237

00:33:49.440 --> 00:33:53.820

Kimberly Smith: In the chat function, and you can feel free to.

238

00:33:55.380 --> 00:34:06.090

Kimberly Smith: reach out to me and i'll be happy to share any of that information, I will say that, in most cases, we did bring in an external speaker to present those sessions.

239

00:34:06.810 --> 00:34:15.360

Kimberly Smith: Not that you know I wasn't capable of doing it, but sometimes having someone from the outside, come in come in and deliver it gets a totally different.

240

00:34:16.110 --> 00:34:28.410

Kimberly Smith: reception, and so I felt like the topic was important enough that I wanted someone other than myself to have to deliver that particular information and Melanie If I could just one second I noticed that there was a conversation earlier about.

241

00:34:29.430 --> 00:34:38.460

Kimberly Smith: folks talking about what their approaches someone say that they are proactive other said their institution uses appreciate it, and I just want you to know that they're not mutually exclusive.

242

00:34:39.480 --> 00:34:46.770

Kimberly Smith: That you can be proactive in any type of advising approach that you use the thing about proactive that's.

243

00:34:47.430 --> 00:34:54.840

Kimberly Smith: That I was want to emphasize is it about it is about intentionality, it is not about a student just showing up at your door.

244

00:34:55.140 --> 00:35:05.010

Kimberly Smith: And you just figure out what they need, and you know you provide it, it says like Julian said there's a curriculum, what are the specific learning outcomes you want for a student to achieve.

245

00:35:05.460 --> 00:35:15.180

Kimberly Smith: In an advising session, and so what is it that she wants students to know or do as a result of every interaction, they have with you that's how you begin to build your curriculum.

246

00:35:16.020 --> 00:35:30.090

Kimberly Smith: And you can use proactive again, you can use proactive advising strategies with any of the approaches, you know whether you want to be advising as coaching of that and as teaching appreciative any of that that does not trump the ability to be proactive as well.

247

00:35:31.410 --> 00:35:38.010

Melanie Harris | CCA | She|Her(s): Thank you Kimberly so we have a few more minutes, I want to do a closing question for everybody a quick answer.

248

00:35:38.340 --> 00:35:55.230

Melanie Harris | CCA | She|Her(s): On so coven required everyone to make this huge shift and meet the demands or meet the needs of our students, I should say, what are you all carrying from what you learn during the coven era into the next academic year that you'll maintain or continue doing with your students.

249

00:35:56.490 --> 00:35:58.020

Melanie Harris | CCA | She|Her(s): Now we can go in any order.

250

00:35:58.650 --> 00:36:04.680

Kimberly Smith: i'll go first certainly we learned a lot, and you learned, we learned a lot fast, we had to.

251

00:36:05.040 --> 00:36:14.700

Kimberly Smith: I think I can speak for most of the panelists here that i've met before, to say that in many of our key institutions, it was inviting that sort of carrot and grounded.

252

00:36:15.030 --> 00:36:25.470

Kimberly Smith: The institutions, in spite of all that was going on with cold, but I know that was the case for our institution, in fact, you know advising we set up the first website, we set up all that.

253

00:36:25.830 --> 00:36:31.650

Kimberly Smith: Because we knew what our students needed from us, and so we kind of did that and maintained it.

254

00:36:32.070 --> 00:36:47.100

Kimberly Smith: Until our communications department kind of caught up and then they took over all that piece, but the biggest thing that I think that we learn is just the difference in delivery of advising services, I would have never in a million years thought that.

255

00:36:48.210 --> 00:36:59.310

Kimberly Smith: Virtual advising could be as successful as it was in fact we saw an increase in the number of significant increase in the number of student appointments.

256

00:37:00.840 --> 00:37:12.990

Kimberly Smith: Because of the virtual environment and the fact that we were able to provide more flexibility so moving forward, you know as we are all going back to campus in the fall I know our institution is going back to fully in person.

257

00:37:13.710 --> 00:37:24.720

Kimberly Smith: we've made a conscious decision to still continue to offer some of those virtual so we're going to kind of do a split model for now, you know I would love to see my students in person i'm still going to advocate to see my students in person.

258

00:37:25.140 --> 00:37:34.260

Kimberly Smith: But if that's, the only way that I can get them if, as long as I can get a connection with them, then I will do that so for first year students we're probably not going to give it as much of an option.

259

00:37:34.560 --> 00:37:42.420

Kimberly Smith: But certainly for our continuing students, we will continue to do that and and we're just going to watch and see how it goes, you know if it doesn't work then we'll go back to all in person.

260

00:37:43.110 --> 00:37:49.920

Kimberly Smith: If we found that we don't have enough virtual appointments, then we will switch in that direction so we're kind of in a let's see how this goes face.

261

00:37:51.780 --> 00:37:55.170

Jermain Pipkins: i'll go next just because it's mine is very similar.

262

00:37:55.770 --> 00:37:57.750

Jermain Pipkins: In a sense, we've learned a.

263

00:37:58.620 --> 00:38:03.960

Jermain Pipkins: ton of things over the last year year and a half, I will say, one of the most significant.

264

00:38:04.290 --> 00:38:12.780

Jermain Pipkins: Things that we have learned is our students are very diverse and i'm not talking about ratio ethnically diverse i'm really talking about in the way they want to connect with advisors.

265

00:38:13.200 --> 00:38:22.530

Jermain Pipkins: They are really diverse in that manner, but as a result of the pandemic, we now have advising available to students until midnight.

266

00:38:22.950 --> 00:38:36.090

Jermain Pipkins: And we will continue those practices so now it's no longer 5pm 6pm students can see an advisor every day until midnight, so they do have the options to visit someone in person making.

267

00:38:36.870 --> 00:38:47.670

Jermain Pipkins: an appointment in person or make an appointment for virtual session and walk ins as well, we also have a walk in virtual advising sessions So these are.

268

00:38:48.240 --> 00:38:56.700

Jermain Pipkins: We have these available throughout the entire day from 8am to 12 midnight now we've established and entire evening team.

269

00:38:57.240 --> 00:39:03.270

Jermain Pipkins: Who solely focuses on that who carries us through until midnight, I think what's also what we also learned.

270

00:39:03.660 --> 00:39:12.660

Jermain Pipkins: During this pandemic is that we want every single student with Dallas college to be case manager it doesn't matter that we have that 80 or 90,000 students, so now.

271

00:39:12.960 --> 00:39:27.930

Jermain Pipkins: We are taking all of our resources and putting them toward ensuring that every single student has a point of contact, so that they can be assisted holistically, so I think that's a really, really strong thing that we're doing as a result of what we've learned to independent.

272

00:39:29.940 --> 00:39:39.210

Brandy Propst: yeah i'll just i'll say the same thing we at ilan prior to cove it, we did not do any type of virtual advising that that that wasn't an option.

273

00:39:40.290 --> 00:39:48.150

Brandy Propst: Everything was in person we're a very what we call a relationship rich campus and so that in person was very much a part of.

274

00:39:49.650 --> 00:39:55.920

Brandy Propst: Our culture and so shifting to the the virtual I think was an adjustment for for everyone.

275

00:39:56.880 --> 00:40:04.050

Brandy Propst: But I think for our office in particular I know for me personally and the end the points that I had not only with my.

276

00:40:04.710 --> 00:40:09.600

Brandy Propst: With my with my assignment by disease and my ilan one on one class and my other advisors.

277

00:40:09.840 --> 00:40:17.130

Brandy Propst: But with droppings and with students who would come into our office and those appointments we put on my place on my calendar, I had less no shows.

278

00:40:17.370 --> 00:40:24.030

Brandy Propst: And I think students, it was just more accessible to students and if you can be in or you know students are in their residence Hall, or if.

279

00:40:24.390 --> 00:40:35.820

Brandy Propst: If they are across campus in between classes and they don't have time to get across campus, but they can hop on for 15 minute appointment, then I definitely saw a lot of that and I think our students.

280

00:40:37.260 --> 00:40:47.790

Brandy Propst: helped us to realize that and so that is one thing that we have discussed in our office that we're going to continue back think is also something that we learned that we need to learn how to leverage our technology better and we need to.

281

00:40:48.930 --> 00:40:59.610

Brandy Propst: increase our technology and have better technology, so that we can better serve, so you can send that way and so yeah I

definitely would say virtual advising and thinking about that differently, and what and what that means for students and their needs.

282

00:41:01.500 --> 00:41:02.790

Locksley Knibbs: And I don't need to.

283

00:41:03.000 --> 00:41:09.150

Locksley Knibbs: save her take everyone is because we will be using the virtual advisor because it proves successful for us.

284

00:41:09.630 --> 00:41:17.640

Locksley Knibbs: But one of the things that we depend me today was how to be impacting how to care for students, because some of our students and not privilege.

285

00:41:17.910 --> 00:41:26.970

Locksley Knibbs: And they did not have the structure set up to date zoom meetings so we had to rely on telephone to hold telephone to be calling and talking to a student.

286

00:41:27.210 --> 00:41:40.200

Locksley Knibbs: And we were doing the from our home, so we will continue, a lot of those practices that we did during the pandemic just to show that we care and to continue to build those relationships with our students those relationship of intentionality to help them.

287

00:41:40.770 --> 00:41:47.340

Locksley Knibbs: From matriculation to graduation, as we promised so Those are some of the things that we will continue, we will do for tool.

288

00:41:47.550 --> 00:41:54.720

Locksley Knibbs: We still do the telly advising we still set up late appointments and early appointment or first appointment to these universities are 7am.

289

00:41:55.050 --> 00:42:09.210

Locksley Knibbs: And people will think that's ridiculous but students climb up at 7am sad why because I leave at 7am slide down the one here so there's some things that we learned will incorporate those into a manual and continues to help her students.

290

00:42:10.560 --> 00:42:14.490

Sean Bridgen: one small thing i'd like to add, I know we're coming up the time Melanie is it Okay, if I.

291

00:42:15.240 --> 00:42:16.440

Sean Bridgen: OK it.

292

00:42:16.560 --> 00:42:17.400

Sean Bridgen: To build on what.

293

00:42:17.580 --> 00:42:20.850

Sean Bridgen: Everybody has been saying, especially what locksley said about care.

294

00:42:22.500 --> 00:42:30.480

Sean Bridgen: advisors care deeply for their students it's also important for institutions to take care of the people who take care of the students.

295

00:42:31.170 --> 00:42:43.320

Sean Bridgen: See everybody nodding, so I what I mean by that is to understand that advisors, need to be compensated appropriately have appropriate career ladders, because what happens is when you have a lot of advisor turnover.

296

00:42:43.770 --> 00:42:46.230

Sean Bridgen: And people go on and take other positions.

297

00:42:46.920 --> 00:42:51.150

Sean Bridgen: you're breaking all those connections that that that those students made with those advisors and.

298

00:42:51.390 --> 00:42:58.050

Sean Bridgen: As someone who wasn't advisor for a long time and work with some students for a long time that students get upset when they lose their advisor.

299

00:42:58.380 --> 00:43:04.530

Sean Bridgen: So it's it's very important and I could see everybody, not everybody here is very experienced so it's just something out there on I wanted to.

300

00:43:05.700 --> 00:43:16.620

Sean Bridgen: bring up to is that the advisors are very, very key that's one thing we learned during the pandemic advisors were the glue that held a lot of things together kept those students connected to the institutions, and so I.

301

00:43:17.070 --> 00:43:21.000

Sean Bridgen: it's really important to think about how we keep the advisors connected to the institutions as well.

302

00:43:22.650 --> 00:43:33.570

Melanie Harris | CCA | She|Her(s): Thank you so much, so I want to thank Sean brandy locksley Kimberly jermaine are being here, thank you to all of our participants today for sharing resources for engaging with us today.

303

00:43:33.840 --> 00:43:43.740

Melanie Harris | CCA | She|Her(s): I will be sending a link to all the resources that we shared to the recording transcript in anything shared in the chat please check out our future CCA live sessions.

304

00:43:44.010 --> 00:43:56.640

Melanie Harris | CCA | She|Her(s): Our next one is on August 26 on our 15 to finish or stay on track strategy which feeds right into proactive advising making sure our students graduate on time or in a timely manner.

305

00:43:56.910 --> 00:44:04.140

Melanie Harris | CCA | She|Her(s): My email address is on the screen, should you have any follow up questions, but thank you again so much for joining today have a good day.