



# ADVISOR



**OHIO**  
UNIVERSITY

**University College**

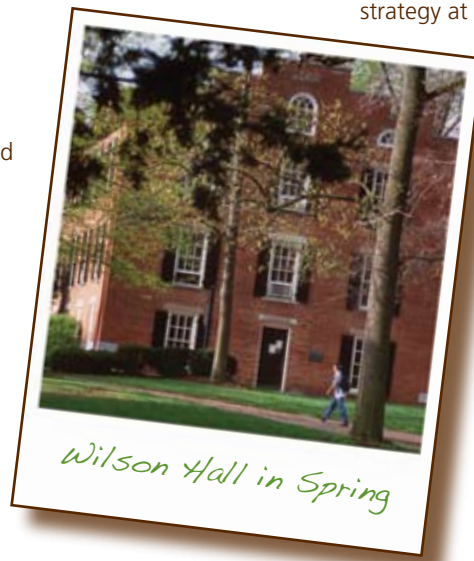
Published by the University  
Academic Advising Council  
and University College

## Best Practices in Advising

### HIGHLIGHTING ADVISING IN ARTS & SCIENCES

*Submitted by Dr. Caryn Asleson,  
Assistant Dean, College of Arts and Sciences*

The College of Arts and Sciences has implemented a number of initiatives that reinforces our commitment to recognizing and supporting excellent academic advising. Among them, we bestowed the first annual Outstanding Faculty Undergraduate Advising Award in 2006 to Dr. Margret Appel. The criteria for this award include accessibility to students and a strong commitment to their academic success. Recipients receive a certificate, a \$1,000 fund to be used for professional development, and one year's membership in the National Academic Advising Association (NACADA). We are looking forward to conferring our second faculty advising award this spring!



One of our most popular innovations has been "Walk-In Wednesdays." Students may come to the College office from 9-11 AM and 1-4 PM each Wednesday and meet with an advisor without an appointment. Although students may have to wait for an available advisor, they seem to appreciate having this flexibility. Students "walk-in" for a variety of needs, including graduation checks, advice on course selection or major changes, and information about academic policies and procedures.

We have looked for ways to be proactive in helping our students succeed. For the past two years, faculty advisors have contacted first-year students who were placed on probation and invited them in for a meeting. Our goal was to reach out to students at high-risk for leaving the institution to see if we could assist them in resolving some of their academic concerns. Over the winter break, advisors in the College office called first-year students who had just been placed on probation and discussed strategies for a return to good academic standing. We assisted them in reformulating their schedules, stressing the benefit of retaking courses to get "back on track."

Our most recent venture has been to require freshmen who were given a waiver of their academic suspension to enroll in

one of three sections of UC 110 (learning strategies), each of which is linked to an academic course, i.e., ECON 103, IART 117, or BIOS 103. This project, in coordination with the Academic Advancement Center and University College, is designed to provide students the opportunity to directly apply the techniques they are learning in UC 110 to an academic course. We will assess the effectiveness of this strategy at the end of spring quarter.

To address the advising needs of our A&S undergraduates, Dean Ogles recently created a faculty A&S Advising and Retention committee to review best practices at Ohio University and other institutions. In order to be better informed about current advising trends, the group meets on a regular basis to propose specific strategies that can be implemented by our faculty advisors and departments.

## Student Help Center

### PROVIDING A PERSONAL TOUCH IN LARGE LECTURE CLASSES

Plant Biology professor Art Trese began having students swipe their ID card when they entered his classroom several years ago as a way of determining which of his students were present in his large lecture classes. This helped him communicate to students the indisputable value of attending class. It also provided a reference point for him when students wanted to discuss why their grade was not what they expected. The Student Help Center is expanding this attendance tracking project in collaboration with Information Technology and several professors.

This spring the Student Help Center staff contacted professors who are teaching in one of the four rooms that already have card swipes installed to encourage them to use this technology. Ten professors agreed to participate. They are able to see their class roster on-line with attendance data presented in a spreadsheet. The Student Help Center is working with Residence Life staff who have generously agreed to contact students who miss two or more classes per quarter. The follow up, done mostly by Resident Advisors, is caring and kind. Residence Life staff simply check in with students to be sure they understand the importance of going to class and to confirm that students are doing well from a health and wellness perspective.

Other schools that have committed to this type of project on a large scale have increased their retention rates significantly. If you'd like to read more about research in this area visit <http://www.msstate.edu/web/media/detail.php?id=3661> for an article about work done at Mississippi State University.

This technology is currently available in Walter 135 and 145, Morton 201 and Morton 237. Please contact the Student Help Center at 566-8888 if you would like to participate!

### Inside this Issue

**2** Computer Learning Lab

**3** Advisor Profile: Pam Drake

**4** Staff Updates

# AAC Computer Learning Lab

**A PLACE TO EXPERIMENT WITH TECHNOLOGY  
...TO INVENT, TO CREATE, AND TO LEARN**



The Academic Advancement Center (AAC) facilitates access to new media technologies via its 22-computer-station modern multimedia Computer Learning Lab available on the first floor of Alden Library, for use by all OHIO students and faculty.

The Computer Learning Lab is a place where students and teachers come to generate their own creative ideas while having the tools and hands-on support from skilled lab assistants to compose those ideas into innovative and powerful creations. It is a true "laboratory" where patrons can feel free to experiment with and learn about technology to aid them in teaching, learning, research, and the communication of knowledge.

The Computer Learning lab specializes in offering individualized, one-on-one computer software and hardware assistance as needed on a walk-in or appointment basis. One to two lab assistants are on duty each hour to assist with software application questions, including MS Office, Final Cut Pro Studio, Adobe Creative Suite, Macromedia Studio, Apple's iLife suite, and much more. Staff are available to provide needed assistance with using the lab equipment, including the analog to digital video converters, miniDV decks, and external hard drives.

The facility also provides small group computer skills instruction in various software titles to individual OHIO courses upon request.

In addition to the assistance, the lab features 19 Macintosh computers, 3 Windows Computers, a Wacom Graphire4 6x8 Tablet, an Epson R2400 archival quality large-format color printer, and 11 External Firewire/USB2 Hard Drives for large video editing projects (these can be reserved for up to 2 weeks)

Current information on the lab's software, hardware, services and open hours can be obtained by visiting the lab website at [www.ohiou.edu/aac/lab/](http://www.ohiou.edu/aac/lab/).



## Make A Difference: Teach UC 115

Would you like to help twenty new first-year students succeed in college? If so, you may be one of the highly motivated and dedicated instructors we need to teach the University Experience Course (UC 115) during Fall Quarter 2007.

**WHAT IS UC 115?** UC 115 is a two-credit-hour course designed to help first-year students successfully transition to college life. UC 115 will be the core course for learning communities for "undecided" students within University College and the College of Arts and Sciences. All undecided students in these two colleges will be expected to join a learning community for Fall Quarter 2007. For more information on the Ohio University Learning Communities, please review the information at [ohio.edu/learningcommunities](http://ohio.edu/learningcommunities).

The UC 115 course is offered on the Athens campus for



one hour, twice a week. We will work with you to find class times that fit your schedule. The curriculum includes such topics as academic support services, time management, critical thinking, study tips and major and career exploration. A syllabus, a complete set of instructional material, and instructor training will be provided. We will support you with an undergraduate peer mentor who will organize out of class activities and assist in facilitating class discussion and grading.

**COMPENSATION.** Instructors may be compensated for teaching UC 115, or may volunteer, or may teach for practicum credit if applicable. Visit the UC 115 website at [ohio.edu/uc115](http://ohio.edu/uc115) for additional compensation information.

**TRAINING.** One full day of instructor training will be required. Instructors will have two training dates to choose from, tentatively scheduled for July 11th and August 23rd. If you are selected to teach the course, you will be provided more details about the training sessions. In addition, there will be instructor collaboration and support sessions offered several times during the fall quarter, and you will be expected to take part in at least three of these sessions.

**HOW TO APPLY.** Visit the UC 115 website [ohio.edu/uc115](http://ohio.edu/uc115), print out and complete the application, and return it to Chubb Hall, Room 140, Attention: Doug Orr.

**QUESTIONS?** Please contact Doug Orr, UC 115 Course Director, [orr@ohio.edu](mailto:orr@ohio.edu), or 740.593.1935.

## Upcoming Events:

**RELOCATE DAY 2007** will be held on Friday, May 11, 2007 from 10:00 a.m. - 4:00 p.m. This orientation program is for students relocating from an Ohio University regional campus to the Athens campus fall quarter.

**MAJORS FAIR 2007** will be held on Wednesday, September 19, from 11:00 a.m. - 3:00 p.m. in the Baker Center Ballroom. Schools and departments who have not yet registered, should contact Lauren McMills at [mcmillsL@ohio.edu](mailto:mcmillsL@ohio.edu).

# Advisor Profile

## PAM DRAKE

Written by Ashley Henry | Pace Publications Assistant



**P**am Drake, Associate Director of Housing, uses her experience to guide students through the advising process. Drake became involved with University College 21 years ago, when former Associate Dean, Bill Allen, asked her to teach UC 115, the University Experience. Enrollment in UC 115 was increasing and the college needed additional instructors. Eventually, Laura Chapman asked her to advise some undecided students in UC because of her success with UC 115. She started out with 20 students, retaining some of these the next year, plus 20 new students.

She believes that advising and her work in housing go hand in hand because she says advisers are trying to make students happy and are in a position to help them. Drake says the UC staff has been an invaluable resource for her; she has always been able to call the receptionist and get answers to her questions.

Drake says students need advising and most look forward to it. Many students need assistance on how to transition from high school to college. She advises students to picture what they see themselves doing and then work backwards from that point to see what programs and classes they would need to accomplish that goal.

She says that her long employment with the university has made her an expert in certain things, such as the combination of certain courses when you're just starting out. She understands what classes are hard and where students seem to have trouble so she can pass this information on to new advisees each year.

She shared a story about one student she had in UC 115 who was failing a hard class. He eventually was dropped from the university, but kept in contact with Drake who helped him see if classes he was taking at Columbus State Community College would transfer to Ohio University.

Drake thinks students are challenged by the new environment where they have the freedom to stay up until 3 am, but still have to get up for 8 am classes. She said many of her UC 115 students admit to taking naps because they haven't learned how to manage the new freedom with the responsibilities and demands of the college curriculum. The camaraderie and diversity they experience may also be new for many of the students.

The best advice she said she gives is obvious: go to class and pay attention. Drake says students need to ask questions, go see professors during office hours, and ask early for extra credit or help, if they need it. She has not found a professor yet who was not willing to help students if they asked for it.

Drake attended Ohio University where she received a Bachelor's of Science degree. She began her career in the housing department in 1979 as the Coordinator of Guest and Conference Housing, and is currently the Associate Director of Housing. She helped acquire the Wolfe Street Apartment Complex in 1982, was moved to conferences in 1990, and finally to associate director in 1995, where she has been the last 12 years.

After retiring in September 2007 she says she will spend her time helping with her husband's woodworking business and finalize their plans to move to the northwest.

## Staff Updates

### WELCOME THELMA KINNISON



**T**helma Kinnison replaced Steve Orth, who retired on July 1, 2006, after more than 20 years in the college as the Student Services Specialist in the Scripps College of Communication.

After working for 9 years for the Director at Gallia-Jackson-Vinton Joint Vocational School District in Rio Grande, Ohio, Thelma came to Ohio University as an administrative assistant in University College in 1989. She then moved into student services. Thelma also worked in student services in the College of Health and Human Services and the Honors Tutorial College before coming to Scripps as Administrative Coordinator to the Dean in February 2003.

While working full-time, Thelma earned an Associate in Individualized Studies Degree in 2002, a Bachelor in Specialized Studies with a concentration in Architecture, Art History and Fashion Design, and an Interdisciplinary Arts minor in 2005. Thelma is affiliated with the GAMMA PI DELTA Honor Society.

### WELCOME REBECCA ZUSPAN



**R**ebecca Zuspan is the new Coordinator of Student Services in the College of Health and Human Services.

Before taking on her new role, Rebecca worked for the College of Osteopathic Medicine in their student affairs department. She has a Bachelor's degree in business; a Master's in higher education, and is currently working on a Ph.D. in higher education.

Rebecca said the college already has a good student services department, with great staff and student employees who know their jobs well. She would like to see the department continue along the same path. In the future she wants the college's mission to stay congruent with the university's mission statement. She also said that no matter how great the college is already, there would always be room for improvement.

Rebecca is also taking on the role of academic advisor for the first time for undergraduates in HHS. She said most students in the college meet individually with their advisers every quarter regarding their DARS, though some advisers choose to have group advising sessions where small groups of students meet with the advisor to get their DARS. She said this would be used only when appropriate.

Rebecca said she is excited to be advising students. She thinks she has a lot to offer the students in regards to overcoming barriers and obstacles that may be in their way and their own personal problems. Zuspan said she identifies with students' issues, drawing on the fact that she has always been a non-traditional student.

Rebecca's job includes managing all the academic files for the College of Health and Human Services' undergraduates, as well as handling any changes for majors and transfer courses and all other records for students' activity in the college. The HHS Student Services Office is located in Grover Center W379. Zuspan can be contacted at [zuspan@ohio.edu](mailto:zuspan@ohio.edu) or 740.593.9334.

# Staff Updates

Written by Ashley Henry | Pace Publications Assistant



## WELCOME KRIS KUMFER

In February, Kris Kumfer joined Independent and Distance Learning Programs staff, a division of Lifelong Learning, as an academic advisor.

She advises incarcerated persons regarding online and correspondence courses. Many of these students are pursuing bachelor's degrees from Ohio University.

Kris previously worked as a hall director for Residence Life, as a precollege advisor, as a student and faculty advisor, and as a Residential Learning Community advisor. She earned her bachelor's degree in Dance and a master's degree in Higher Education.

## FAREWELL TO DR. MARK ROLLINS



With great sadness we say goodbye to a long-time professor and student advisor, Dr. Mark Rollins, an Associate Professor in the English Department. Dr. Rollins has advised English students in University College since 1980.

Dr. Rollins said that advising students is important because so many of them come to college with preconceived notions of what majors they have to choose and what is expected of them back home. A good advisor should ask students questions that get to the bottom of what they really want to do. Advisors should not stray away from asking the hard questions and encouraging students to think about what they want.

Dr. Rollins is against the use of DARS-fest type programs used by some colleges at Ohio University. He says they are a fast and easy way for the colleges to distribute DARS to the students, without providing a true forum for serious advising. Dr. Rollins sends out emails to his student advisees asking them to sign up for half hour blocks of time, and he extends his office hours during advising time. He believes the students need actual advising to help them make smart academic choices.

Of course, professors don't get rewarded for advising so some do not take it seriously, which leads to some professors putting the DARS in bins on their doors and telling students to take theirs. Dr. Rollins disagrees with this practice, noting the university wonders why they are losing students when we don't take the time to make them feel like we care about them. This area has a strong sense of regional identity that makes students feel comfortable here, but they do get lost and confused, and need a guiding hand to show them the right way. Dr. Rollins says students regularly come in and out of his office throughout the quarter for mentoring.

When he's not teaching and advising, Dr. Rollins enjoys his summer house in Maine and his house in Athens. He said he has put off a lot of projects due to the demands of this teaching, but in retirement will have more time to devote to those hobbies. Dr. Rollins will be returning one quarter a year to teach classes, which he calls a most rewarding experience.

Dr. Rollins earned a degree in psychology from American International College. He had the chance to teach it as a graduate student at a small college, and figured out he didn't enjoy psychology. He had an English Literature professor, only a few years older than himself (while he was a sophomore in college) who had a mesmerizing effect on him. This led him to discover his love of literature, which is why he went on to pursue a Ph.D. at the University of Massachusetts-Amherst. He earned his doctorate in English literature from the University of Massachusetts-Amherst.

## FAREWELL TO MARGARET GOODWIN



Margaret Goodwin, who has spent three decades guiding students in the College of Health and Human Services through their academic careers, was honored at a retirement reception on Thursday, March 29. The gathering was held on Grover Center's third-floor bridge.

Goodwin, who spent her entire Ohio University career working with CHHS, began as a clerical specialist for the School of Nursing in 1978. She officially retired on April 10 as the CHHS assistant dean for student services.

Over the years, she has cultivated acquaintances across campus while serving on a host of committees, including First-Year Student Experience; Outstanding Classified and Administrative Employee Awards; and the Assistant Dean's Council.

"We have so many faculty who care deeply about the welfare of our students," Goodwin said of her co-workers. "I will remember my college colleagues as personable, kind, generous and helpful."

In retirement, she will work on wedding plans for her son and daughter, garden, take her parents on day trips, and spend time with grandchildren.

## Curricular Updates

### ENGLISH MAJOR REQUIREMENTS

Starting with academic calendar year 2005, the Department of English has instituted new requirements for majors. We request that **all advisors please take note of these changes**, since students who do not enroll in the required courses may be delayed in obtaining their degrees. Students majoring in English must begin with ENG 250: Introduction to Textual Analysis, which can be taken coterminously with ENG 251 (English Lit. to 1688); ENG 252 (English Lit., 1689-Present); and ENG 253 (Survey of American Lit.). All three of these survey courses are required for completion of the major. Before calendar year 2005, students were required to take two courses from the series of ENG 201 (Critical Approaches to Fiction); ENG 202 (Critical Approaches to Poetry); and ENG 203 (Critical Approaches to Drama). Please be aware that these courses are no longer part of the major curriculum and that students intending to declare English as their major should not be advised to take them. Instead, completion of the 250, 251, 252, and 253 series is mandatory. After declaring their major, students will be assigned a departmental advisor to assist in planning their course of study.

Please direct any questions regarding the English curriculum (or any students who plan to major in English) to Professor Linda Zionkowski, Director of Undergraduate Studies (zionkows@ohio.edu).