



# ADVISOR



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## Advising Through Times of Change

### ACADEMIC ADVISING IN TIMES OF ECONOMIC UNCERTAINTY

By Kevin Geiger, Graduate Assistant, University College

It would be far from novel to suggest that these are hard times for higher education. We need only to look around our campus, open The Post, or converse with our colleagues for proof. But as we take inventory of the problems and corresponding solutions resulting from our dire economic realities, it is vital that academic advising at Ohio University remains a high quality collaborative experience between advisors and students. In fact, it is even more important now than ever before.

The research is clear: academic advising is directly connected to a student's engagement with his or her university, and student engagement is directly connected to rates of retention. In other words, maintaining and continuing our work to improve advising practices at Ohio University is essential to successfully navigating these troubling and uncertain times.

**The National Academic Advising Council's Executive Director, Dr. Charlie Nutt, has outlined the following four academic advising initiatives for higher education institutions in these times of economic uncertainty.**

- Use "intentional partnerships and collaborations" to make academic advising the link that connects all segments of campus (academic and health resources, colleges, departments, schools, student affairs, and so on).
- Ensure advising becomes a central part of campus culture, academic advisors should work from a mission statement or philosophy that is clearly articulated and thoroughly, democratically vetted through these various segments of campus.
- Coordinate opportunities for academic advisors to dialogue and collaborate on issues of advising and advising-related issues around campus. These professional developments sessions could be in the form of a brown-bag discussion groups, workshops, advising-related research, and others.

- Create a central Academic Advising Council that "represents all units of the campus," which is not unlike the UAAC. The council's role is to coordinate initiatives and start dialogue around campus that involves issues of academic advising, the role of advising in students' success and retention, and academic advising assessment and enhancement.

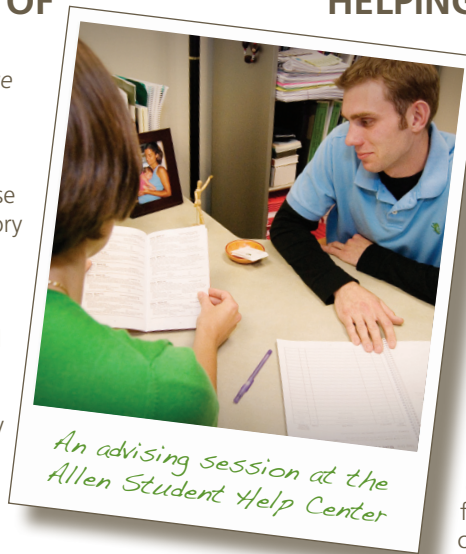
### HELPING STUDENTS THRIVE IN A DOWN ECONOMY

By Kristine Hoke, Assistant Director,  
Office of Career Services

Career Services, Baker University  
Center, Room 533

[www.ohio.edu/careers/](http://www.ohio.edu/careers/)

In times of economic changes, especially the kind we are experiencing now, students look to their academic advisors for ideas and information not only about majors and courses, but careers and post-graduation planning. This is no longer just the responsibility of Career Services, although that is still an excellent resource for students. Below are ideas advisors can use when talking with students about life planning.



An advising session at the Allen Student Help Center

- 1. Experience is Key.** Employers are more likely to hire students who have experience be it from an internship, part time job, community service or leadership position. Encourage students to take advantage of experiential learning courses, obtain internship positions, learn about employment opportunities on campus and participate in any of the 350+ student organizations on campus.
- 2. Students need to be motivated, driven and most importantly, patient.** It is important for students to start their job search process early. Job searching is a lengthy and time consuming process. Students must take action, hold themselves accountable and maintain a positive and enthusiastic attitude to increase their chance of success.
- 3. Network, Network, Network.** Building relationships with professionals is essential. Students often forget how big their current network is. They can gain information and support from their peers, friends, family, campus experts, alumni, etc. It is important for students to use their network to learn more about their career interests and form mutually beneficial relationships that may be able to help them in their future career search.
- 4. Encourage students to think outside of the box.** Self-reflection and skill assessment will allow students to brainstorm the transferable skills they have developed over time. Students should then think broadly about career fields that will align with those transferable skills. If full time positions are not available upon graduation, it is okay for students to consider internship opportunities to gain more experience. In addition, students must be open to different geographic locations to increase their opportunities.
- 5. Public service opportunities are plentiful.** Working for Uncle Sam and other public service opportunities like the Peace Corps, Teach for America, and AmeriCorps are a great way to gain professional experience and make a difference both here and abroad. These opportunities, although competitive, are abundant. Encourage your students to attend information sessions provided by these organizations here on campus and to visit [www.makingthedifference.org](http://www.makingthedifference.org) to learn more about working for the federal government.

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# Advising Through Times of Change

## PSYCHOLOGY RESOURCE CENTER

By Emily Feldman



The 600 undergraduate psychology majors at Ohio University are usually faced with a lot of options upon graduation. Many choose graduate school and some go out into the field, but a good number of the students are confused or under informed

about their options. With this in mind, Dr. Susan Tice-Alicke began working on a place where these students could go for help. In fall quarter of this year, the Psychology Department's Resource Center opened as a place for psychology majors and minors alike.

Tice-Alicke, who is the director of the center, said, "As a department we wanted to better serve our students." The one-room resource-center was the perfect solution. The resource center is located on the second floor of Porter Hall and serves as a source of information about graduate school, careers in psychology and internships. Academic advising is also offered on a walk-in basis or by appointment.

Tice-Alicke said that the resource center is helpful for anyone with a major or minor in psychology as well as anyone who is interested in the major. The center will help students become "better equipped to deal with the specifics of psychology," Tice-Alicke explained.

In addition to Tice-Alicke, the advising center's staff includes two probationary student advisors, an academic advisor, a career advisor, and a graduate school advisor. The office is open 30 hours per week, with hours ranging from 9 a.m. to 7 p.m. to fit the flexibility of their students. However, if that doesn't fit into a student's schedule, graduate school advisor Katie Edwards, M.S., said that they try their best to make time for a student. "We try to make it accessible to students," Edwards explains. She said that the office even plans to stay open a few hours a week during the summer.

The center prides itself on being accessible to psychology majors and minors, and one of the most important things to Tice-Alicke is availability. She said that the most important thing is "that immediate feedback that a student can receive."

Edwards, too, said that she feels like advising plays a major role in the center's success. Advising can help with a variety of questions and a variety of students. "I don't think the center is for one particular person, but for everyone," Edwards said. "You can come here clueless," she added, "and they will help set you on the right track."

### Contact the Department of Psychology Advising and Resource Center:

Offices: Porter Hall 242 & 246

Phone: (740) 597-3206

Email: [psychadvising@gmail.com](mailto:psychadvising@gmail.com)

Website: [www.psych.ohiou.edu/academics/advising.html](http://www.psych.ohiou.edu/academics/advising.html)

## Academic Advising Assessment, Training, and Recognition

By Lizz Warren

During the winter quarter, I spent time interviewing faculty and professional advisors in each of the colleges to determine how each unit approaches assessment of undergraduate academic advising, trains its advisors, and rewards their advisors. As I visited many of the units, the trends across the colleges were very similar.

Decisions surrounding assessment and training varied by department or school. Several colleges and schools are currently assessing their advising efforts because it directly relates to accreditation requirements. For those who are not currently assessing their advisors and advising methods, the desire is there, but they are limited in the resources necessary to going forward with their plans.

In most colleges, training is happening in an informal basis. In most instances, training was a gradual process. The process typically begins with the advisor attending University College training or an individual meeting with another advisor within the department. Next, the advisor shadows another advisor within the department. As the new faculty member transitions, her or his advising load begins to increase slowly each quarter.

Assessment of the advising experience is happening in a variety of formats at this time. The Russ College of Engineering uses a course to administer its advising evaluation; the School of Communication Studies utilizes a brief Survey Monkey assessment; and University College developed a web-based assessment. In some units, evaluation of advising is happening as outlined by accreditation standards, whereas in other units it is not happening at all. In the units without formal evaluation, there is a desire to be doing evaluation. Concern exists because for many departments advising is not a required part of the tenure and promotion packet. Each unit expressed desire to acknowledge outstanding advising, but institutional obstacles have made it challenging to get advisor recognition underway.

This spring, Institutional Research will conduct an assessment of advising using an instrument by ACT. Results will be available in fall quarter, at which time decisions on how to use the results to enhance academic advising on the Athens campus will be discussed.

## FYE Forum

### SAVE THE DATE!

Thursday, June 25, 2009  
1:10- 4:30 p.m.  
Biddle Hall, East Green



Open to Everyone Interested in First-Year Student Issues  
The afternoon will include presentations on best practices in assessment, use of peer mentors, collaborative programming, and much, much more.

# Advisor Profile

## DR. DAN WEST

By Emily Feldman



Looking back to his college days, Dan West admits that he always thought he wanted to be a stockbroker or an accountant. He remembers sitting through economics and math classes, but his speech classes were always the easy ones. At a meeting with his undergraduate advisor one day at South Dakota State University, West recalled the advisor pointing out that his “easy” speech classes weren’t easy for everyone else. This is the day that West realized his passion

for speech might be important to a career. “Finding your passion is what college is all about,” West said. “You have to play to your strengths, play to your passions and to what you really enjoy.” This is just one of the philosophies that West brings to his students.

This switch of focus in college eventually led West to his current position as a faculty member of the School of Communication Studies and the course director for Coms 101 classes. West’s official title is the John A. Cassese Director of Forensics, which means he is the director and head coach for OHIO’s speech and debate team, also known as the Forensics Team. He has been at his current position at Ohio University for four years.

West brought a lot of experience to the Forensics Team. Not only did he begin competing in speech at the age of 13, he served as the Director of Forensics at Rice University for 10 years. He also received his master’s degree in communications studies at Texas State University – San Marcos.

Out of all his time competing and coaching speech and debate, West said that this year’s team is the best team he has ever had. They compete all year round, traveling to universities all over the country. West said he plans the schedule so OHIO’s team “meets the toughest in the country so [they] can beat them at nationals.” The 2008-2009 Forensics Team concluded its season with a seventh-place ranking in Open Division Sweepstakes at the 2009 National Forensics Association (NFA) National Tournament. Visit the Outlook story at [www.ohio.edu/outlook/08-09/April/541.cfm](http://www.ohio.edu/outlook/08-09/April/541.cfm) for more details.

Through competitions, weekly practice and other events throughout the year, West really gets to know the 16 students on his forensics team and often acts as an advisor.

He spoke of one particular student who was thinking about switching his major from broadcast journalism to pre-med. This student was always told he would be good for broadcast journalism, but West really looked at what the student thought. “It’s about finding out what someone wants to be, not what they’re told to be,” West said. Together, he and the student were able to develop a plan that would allow the student to focus both on his strengths and his passions.

One tip that West gives for advising students is taking a look at where they see themselves upon graduation. He said he asks students “What does your life look like?” He explains that if someone who wants to be a computer programmer sees himself jet-setting the country and not writing code, then there is a problem. West said he helps bring the two together. If a student doesn’t have a realistic picture of his or her career, he or she might not be in the right major.

Outside of advising West said he enjoys spending time reading and hiking with his 10-year-old daughter, Nora, and wife, Vicki. He also said he enjoys traveling, despite doing it all year round with the forensics team.

## College of Business Welcomes New Advisor



Beatrice Selotelegeng is the newest academic advisor in the College of Business Office of Student Services. Along with advising all business majors, Beatrice works closely with recruitment and retention issues related to multicultural and international business majors.

Beatrice began her formal association with the College of Business in 2006 as an Executive in Residence and faculty member in the College of Business where she lectures in management. In addition to lecturing in management at Ohio University, Beatrice established the African Business Outreach Initiative under the auspices of the nationally acclaimed African Studies Program at Ohio University.

Beatrice came to Ohio University following a career in the airline industry that spanned a period of 37 years. She has held numerous senior management positions culminating with her appointment as Acting Chief Executive Officer/Airline Advisor of the National Airline of Botswana.

### In January 2008, the Dean of the College of Business appointed her to the following positions:

- Director, Cardinal Health Junior Executive Business Program for undergraduate minority students.
- Coordinator, Diversity Recruitment and Retention for full-time MBA students
- Advisor to the Black Student Business Caucus sponsored by Deloitte and Touche
- Academic Advisor

## UAAC

### 2008-2009 UAAC EXECUTIVE COMMITTEE MEMBERS

Michael Bila - Chair  
Debra Benton  
Laura Chapman  
Bob DeLong  
David Descutner  
Jeff Giesey  
Ryan Lombardi  
Bailey Miles

*Executive Committee members encourage input on UAAC agenda items, as well as questions and concerns about campus advising issues.*

**Visit the new UAAC website at [www.ohio.edu/uaac/](http://www.ohio.edu/uaac/)**

# Curricular Updates

## SPANISH, FRENCH & GERMAN PLACEMENT EXAMS

If you have studied ANY Spanish before, you MUST take the Spanish Language Placement Exam BEFORE you can enroll in any Spanish class.

If you wish to enroll in FR 199, you must take the French Language Placement Exam. Otherwise, it is optional but recommended for students with 2 or more years of high school foreign language who are considering taking French at OHIO.

The German Language Placement Exam is optional but recommended for students with 2 or more years of high school foreign language who are considering taking German at OHIO.

These are self-paced computer exams, which take about 40 minutes. Faculty advisors from the Modern Languages Department will provide you with information about the meaning of your test results and advise you further on your placement. Bring the sheet with your results to your advising room on the second morning of Orientation."

## CHEMISTRY PLACEMENT EXAMS

The Chemistry Placement Exam will be offered on May 26, 27, and 28 in Clippinger 194, if you have any students who need to take it this quarter.

## Precollege Orientation is Now Bobcat Student Orientation!

Precollege is now officially known as Bobcat Student Orientation! Along with the new name, there will be some other exciting changes, including moving the check-in process to Baker University Center. This should help students and parents feel more comfortable. They can find a bite to eat and a nice place to rest before their first session. Communications and Marketing is assisting with the University Welcome this year, and it will be a multi-media presentation in Memorial Auditorium.

Also, this year we have confirmed that there will be three computers placed in each room instead of two in order to assist advisors and students in the registration process.

Finally, if you would like to plan ahead, here are the dates of the upcoming Bobcat Student Orientation Sessions. You can put them in your calendar today and be prepared for the next year and a half!

**May 15, 2009 (Relocate Day)**

**June 19, 2009**

**July 23 - August 15, 2009**

**September 4, 2009**

**December 4, 2009**

**January 3, 2010**

**March 19, 2010**

**May 14, 2010 (Relocate Day)**

**June 18, 2010**

**July 22 and 23, 2010 (Transfer Days)**

**July 26 - August 14, 2010 (Student Orientation)**

## Introducing the 2009 BSO Student Advisors and Staff!

Casey Arnold, Jordan Bell, Marissa Blewitt, David Bly, Mary Beth Bogнар, Kelly Brennan, Keela Brownrigg, Nick Dahl, Michael Darah, Shanna DeJoseph, Rachel Denbow, Steve DiMatteo, Darcie Engler, Sydney Epps, Parker Fernandez, Jillian Flauto, Katherine Fortuna, Andy Grafmiller, Nicole Grams, Andrew Hanneman, Danielle Kavaras, Patrick Kennedy, Tyler Komjati, Joseph Lippitt, Pete Locascio, Allison Loparo, Eileen McLoughlin, Sara Mosher, Wale Omosebi, Adrienne Ott, Cassie Palisky, Brittany Parsons, Kelly Picking, Nicole Pryor, Michael Reynolds, Ansley Roberts, Jason Robinaugh, Heather Smith, Katy Taylor, Amy Tollafield, Michael Ward, Christy Watts, Tyler Williams, Amy Wright, and Caitlin Yocco.

## Regional Campus Advising

### ZANESVILLE ADVISING PHILOSOPHY

By Emily Feldman

Each of OHIO's five regional campuses has their own advising philosophy. For Zanesville, it's taking a holistic approach. Christine Shaw, who works in Zanesville's Dean's Office, described this approach as meaning that "faculty and staff do more than advise, they get to know their students - they mentor them and engage them."

Because it is a regional campus, Zanesville's students may be different from the students at the Athens campus. Shaw said that the students at Zanesville are "usually place and family-bound, but have discovered that in order to achieve success, they need to earn a degree."

Out of all the regional campuses, Zanesville has the highest number of students with documented disabilities, but advisor Liestra Walker explains why the campus is so helpful for those with disabilities. Walker believes that the campus has been allowed to provide the right facilities and assistance that is needed. "Each student must be seen as an individual," Walker said. This holistic approach to advising helps each student get what he or she needs to be successful.

The Zanesville campus also prides itself on being accessible to adult students, especially those with a young family. Walker used an example from winter quarter to elaborate. During a snowstorm, she said that many daycare facilities and schools were closed, so students just brought their kids to class all day. "You wouldn't see that anywhere else," Walker said.

Although the Zanesville advising staff serves a diverse student body, Shaw explains that they "have a strong commitment to teaching students, from under-prepared to those who seek a challenging educational experience, to help them achieve greater success."

