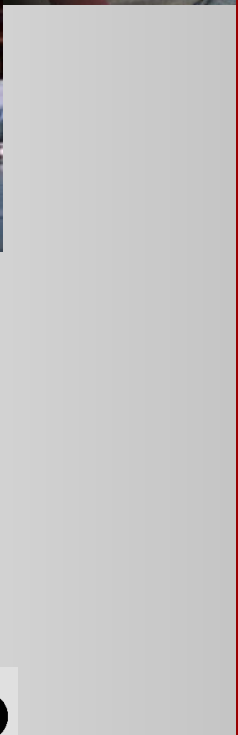




Advising and Teaching University College Students



University College: Success in the First Year



University College
140 Chubb Hall
740-593-1935
university.college@ohio.edu
www.ohio.edu/univcollege



Name _____ Department _____

Campus Address _____ Phone _____

Email Address _____

Please consider me for the following University College teaching and advising option(s):

_____ Serve as an instructor for UC 115 and advise 15-20 students in the UC class. NOTE: UC 115 requires a separate application found at www.ohio.edu/univcollege/instructor.

_____ Serve as an academic advisor to 15-20 students in a UC 115 class.

_____ Advise 8-10 students in a UC 115 class as part of a two-person advising team.

_____ I am unable to advise University College students in 2008-09.

*Please return by April 15 to: **Laura Chapman, University College, 140 Chubb Hall***



*Benita Blessing, Ph.D.
Assistant Professor
History*

The opportunity to teach UC 115 helped me see the big picture of how we see our students start out as freshmen and then watch them grow and succeed in subsequent years. I have always believed myself to be very aware of freshmen issues, but this class was an important part of my own education about what freshmen need to learn and how I can help them get those tools.

I have become a better instructor and advisor by having experienced as a faculty member the steep learning curve that freshmen go through in their first quarter.

Was teaching 115 always easy? No, even though the curriculum is so well-organized that the class should have been able to run itself. Was teaching 115 always the highlight of my day? No, especially when the students seemed uninterested in being in that class, let alone college. Will I teach 115 again? Yes, I cannot wait.



*Leslie Delorme, M.S.Ed., NCC
Assistant Director
Office of Career Services*

I have taught the UC 115 course in the past, but this year of serving also as an advisor to my students has meant that both my students and I benefited greatly from the experience. Often, as the instructors, we only get to see one side of the student. Serving as an advisor and instructor of a UC 115 course in a learning community allows you to “get the whole picture.”

By being their advisor, if I saw there was a problem in class I was able to address it early and get the students the help and resources they needed.

I would highly recommend being an advisor and instructor. I am not sure I would want to do it any other way!



*Douglas Franklin, Ph.D.
Assistant Dean for Recreation and Wellness
College of Health and Human Services*

When I first arrived at Ohio University in 1994, my boss, Barb Chapman, previous Dean of the College of Health and Human Services, told me that the two most important events that I should attend were freshman convocation and graduation. Her contention was that in order to see the growth created by college, one should see both ends of the spectrum. However, I have found that getting more involved with students provides me with a much more deep and meaningful understanding of that growth. To this end, two of the most important things I do at Ohio University are teach UC 115 and advise undecided students. Teaching UC 115 for nearly 10 years and advising many of those same students has provided me with a unique perspective into the complex lives of these students.

Teaching and advising provides me with a method to influence their growth and development and guide them in dealing with difficult decisions. But most of all these activities provide me with an opportunity to give something without expecting anything in return.



*William Kimok, M.A.
University Archivist and Records Manager
Alden Library*

Being both a UC 115 instructor and an academic advisor to the same students in the fall has allowed me to spend more time each fall encouraging my students to give more serious consideration to their academic futures, thereby allowing me to nudge many of them closer toward declaring their majors.

Another advantage to being the UC 115 instructor for my advisees is that so much of being an instructor for that class involves facilitating access to information. Students can come see me during office hours or before or after class or write to me in their journals and tell me that they are curious about one major or another, and they want to know what the next step is.

Being an advisor also has a mutual effect on being an instructor. The mandatory advising session with my students guarantees that I will spend at least a half hour of quality time getting to know each of them a little better during that important first quarter.



*B. David Ridpath, Ed.D.
Assistant Professor
Sport Administration*

I think the proof is in the pudding. The results do not lie: probation rates of UC students are down, GPAs are up, so I can only say that it is a huge benefit for both the teacher and student. For the student especially the benefits of getting off on the right foot and developing as a college student cannot be overstated.