

# Faculty & Career Advising

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# Objectives

## **Faculty who are advising for career success need to be able to:**

1. Explain the purpose of serving as career advisors
2. Identify items necessary for advising Oakwood University students
3. Apply Biblical foundations to different aspects of the advising process
4. Relate advising to a diverse student population
5. Create department-specific / program-specific career advising guides
6. Guide students toward career mapping and achieving career goals

## Advising for Career Success???

What is needed beyond class scheduling and some basic advise about careers?

What resources are available?

# Value Added & Co-Curricular pathway?

- Academic Curriculum & Complementary Curriculum
- “Value Added Degrees (Rothweel & Kulkarni, 2015),” from the Brookings Institute during 44<sup>th</sup> Presidential administration, beyond selectivity alone and focused on cost, graduation rates, and loan defaults. → Emphasis on getting a job via salary and skill info
- VAD = Actual Outcomes – Predicted Outcomes
- Alabama’s Ready to Work (RTW) for AL Certified Worker (ACW) Certificate, issued by AL Industrial Development Training (AIDT), and the National Career Readiness Certificate (NCRC)
- At OU, we are still developing our degree/career planning processes but we are ready to start
- Career Pathways / Gain Employment of Minorities (CP-GEM) via UNCF

## IMPORTANT information for Advisors

- What is advising?
- What is Academic Advising?
- What is Career Advising?
- What do I need to know about FERPA?

## *Advising for Career Success – What is Included? 1 of 3*

- Includes both **academic** and **career** guidance
- Exploration of interests and abilities to guide the student to a field of study
- Course selections appropriate to the educational goals in collaboration with faculty/career advisor

## ***Advising for Career Success – What is Included? 1 of 3***

- Development and classification of career goals (long-term, short-term)
- Revision of information about educational options, requirements, policies, and procedures
- Referrals to appropriate offices, institutions, and resources for necessary information

## ***Advising for Career Success – What is Included? 1 of 3***

- Providing guidance to students to help them to monitor and evaluate their own progress
- Alerting students to their responsibilities for planning, course selections, and registration

Important to know

(Be wise b4 u advise)

Know:

- What you and the advisee plan to accomplish at each session
- Important Academic Calendar dates and reminders
- The admissions and graduation process
- The advising forms used at OU
- Current student contact information and FERPA update

## IMPORTANT Academic calendar dates

- *Last day to drop without receiving a “W”*
- *Financial Aid 60% Marking Period*
- *Last day to drop with a “W”*
- *Last day to Process Incomplete/Terminal Leave*

# Keep AN Advising Checklist

- Checklist Item #1 - **Pray with student** (ESV: [Proverbs 3: 5](#) [Trust in the LORD with all your heart, and do not lean on your own understanding.]  
[Matthew 5: 16](#) [In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.] )
- Final Checklist Item – **Provide parting encouragement** (ESV: [Hebrews 10: 24-25](#) [And let us consider how to stir up one another to love and good works, not neglecting to meet together, as is the habit of some, but encouraging one another, and all the more as you see the Day drawing near.] [Proverbs 12: 25](#) [Anxiety in a man's heart weighs him down, but a good word makes him glad.] )

# Diversity in Advising

## ***National Academic Advising Association -***

“NACADA promotes the principle of equity and respects the diversity of advising professionals across the vast array of intersections of identity, which includes but is not limited to age cohort, institutional type, employment role, location, nationality, socioeconomic status, faith, religion, ethnicity, ability/disability, gender identity, gender expression, and/or sexual orientation.”

## ***Oakwood Staff Handbook –***

Article IV: Purpose, Section 4.02(c), “Facilitate an atmosphere for appreciation of oneself and the affirmation of cultural diversity.” Article IX: Nondiscrimination, “The Corporation shall be committed to equal educational and employment opportunities for men and women, and shall not discriminate on the basis of race, color, sex, national origin, or disability (if otherwise qualified) among its students or employees, or among applicants for admission or employment.

# Individualized Goals for Advisees

- Freshmen
- Sophomores
- Juniors
- Seniors
- Those trying to complete
- Varied majors, Grad school, etc.
- Diverse student population

# Advising Students on Academic Probation (Lead Advisor)

- They must come to CSS to see their advisor bi-weekly or weekly
- Attended at least 3 of 4 workshops offered during the semester
- Improve to a term GPA of 1.5 with the goal of a 2.0 career GPA.
- 61+ units with a career GPA below 1.99 → suspension

# Advising Special Admits: Students with Conditional Acceptance (Dean of Student Success)

- They must come to CSS to see their advisor weekly
- Attended at least 3 of 4 workshops offered during the semester
- Improve to a term GPA of 2.0 for their first semester

# Advising Students with Disabilities

(Disabilities & Testing Specialist)

- One letter per year to outline their accommodations (i.e. the fall)
- Connect and confirm they are still valid for the Spring
- Consult and collaborate with our Disabilities & Testing Specialist
- Inform instructors within the first 2 week of class

# Advising First Generation College Students (Dean of Student Success)

- Seek a relationship that is based on their advisor's understanding of their background.
- Imposter syndrome
- Approach avoidance and guilt for leaving family
- Open communication
- Being involved and interested lets students know that you care
- They don't know what they don't know, so help them formulate questions
- Extend professional networks to them

# Advising Students with English as a Second Language (English Language Learners) (Dean of Student Success)

- Remember OU has had many ESL students graduate (e.g. parts of the African Continent, Caribbean, Central America, European Land Mass, etc.), so connect them with alumni as available
- Start and expand culturally relevant networks and resources
- Language proficiency (e.g. Nelson Denny, TABE, English courses in high school, Test Out?, etc.)
- Losing face or shame?
- Basic knowledge of immigration-related terminology and/or information

# Advising Honor Students (FYE&R Director)

- They require specific attention to reach potential
- Self select to programs with stringent requirements and challenges (e.g. study abroad, honors resume, service-learning etc.)
- Honors students are more interested in learning for the intrinsic value rather than solely to earn highest grades
- Engage in extracurricular activities, complete assignments on time, and manage study time effectively, than peers
- “Special, sheltered, confident, and pressured,” not unlike many in their generation
- Follow rules and prefer structure... Can lead to perfectionist anxiety, thus they need de-stress activities

# Advising Students with Undeclared Major (DSS & FYE&R Director)

**The Targeted Advising Model (TAM):** precontemplation, deliberation, and action stages

- P: Help them understand why having a major will help their lives. Start with extrinsic motivators but focus on intrinsic ones. Students who use intrinsic motivation more often make decisions based upon long-term goals and less on short-term needs and desires.
- D: Student discovery of information needed to make personally relevant decisions about a major. They have either narrowed down their options or have the information they need to make a decision, they are ready to move to action
- A: More hands off but the advisor's obligation to help them understand how the process works and what the student's responsibilities are.

# Scenarios For Consideration

Role Playing

## Scenario #1

Erica is a first generation college student. She was raised Baptist but went to a Seventh-day Adventist Academy and was recruited to attend Oakwood University. She is the first in her family to attend college. Erica is having a hard time adjusting to the SDA lifestyle (vegetarian food, chapel, curfew, etc.) and feels that OU is not what she thought college would be. She is having a hard time paying tuition and is failing her courses. What type of advising would you provide? How would you advise Erica? What resources would you recommend for Erica?

## Scenario #2

Jason is a first-year honor student and has a strong interest in becoming a musician. However, his mother, a college professor, wants him to pursue a STEM career pathway. Jason has given his mother permission to talk with his advisors and she certainly makes use of that privilege (she is the one who sets up his class schedule for the semester, etc.). Jason wants to change his major but is afraid to tell his mother. What would you do in this situation?

## Scenario #3

Natalie is a single parent of three children under the age of 15 and is returning to OU after being out of school for 20 years. Natalie wants to double major in nursing and theology, as she wants to be a medical missionary. What career advice would you give? What resources would you suggest?

# Frequency of Advising Meetings

Will vary depending on the needs of an advisee—no one size will fit all.

Example Guide: Students on academic probation –  
**Monthly (1.75-1.99)**

**Twice monthly (1.5-1.74)**

**Weekly (1.49 and below)**

No fewer than:

- **One time each semester** or
- **Two times in an academic year**

(at or before the start of a semester to provide guidance for semester planning),

- With at least one additional time for those students who will be enrolling in summer courses

Get creative, especially for 1<sup>st</sup> Generation College Students

# Scheduling Appointments

- ??? College Labs; Gem Connect
- Email; Text message via REMIND
- Telephone
- Sealed letter for delivery by course professors or Residence Hall Deans (last resort)

## Available Resources

- OU Bulletin and Student Handbook
- Departmental/Program Handbooks
- OU Course Schedule Booklets (for Fall, Spring, Summer)
- OU Divisions/Departments: Academic Administration, Student Services, Center for Student Success, Disability Office (256-726-7840)
- The Bible

For students who need more  
information about their careers

Provide guidance based on Interest assessment & Career Exploration

# Career-Related Resources

- **Assess Your Interests:** <https://www.mynextmove.org/explore/ip>
- **Explore Careers:** <https://www.bls.gov/k12/content/students/careers/career-exploration.htm>
- **Career Readiness:** <http://www.naceweb.org/career-readiness/competencies/sample-materials/>
- **Interview Prep:** <https://www.mockquestions.com/company/NACE/>
- **Work Related Social Media:** <https://www.linkedin.com>
- **Resume and Interview Prep:** <http://www.purplebriefcase.com/>
- **Black and Other Cultural Professional Organizations:** <https://www.diversitybestpractices.com/news-articles/20-african-american-organizations-you-need-know>

*For additional career guidance, please contact Mrs. Shelley L. Vaughn:  
Phone: 256-726-7805 or Email: [svaughn@oakwood.edu](mailto:svaughn@oakwood.edu)*

## Other Links for Career-Specific Info

United States Department Of Labor, Bureau of Labor Statistics  
*Occupational Outlook Handbook*: <https://www.bls.gov/ooh/>

Career information by occupational group (or according to  
alphabetized index):

<https://www.bls.gov/ooh/healthcare/home.htm>

- Example (for Registered Nurses):

<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

- By States for Registered Nurses:

<https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-7>

- Registered Nurses Employment & Wages, May 2016:

<https://www.bls.gov/oes/current/oes291141.htm#st>

## Other Resources

- FERPA ( Information available at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn>)
- US Dept Of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook* (available at <https://www.bls.gov/ooh/>)

Program-Specific Career Guidance info... *Develop Your Own Department Advising Specialist and Faculty Advising Coordinators (CP-GEM)*

- How to Become A ...
- Educational and Other Requirements (Includes licensing, registration, certifications)
- Necessary Skill Sets
- Complementary Spiritual Gifts
- Compensation
- Job Outlook
- Prominent Persons in the Field
- Program Plan on Reverse Side

# Complementary Spiritual Gifts

1 Corinthians 12: 4-5 (ESV): <sup>4</sup> *Now there are varieties of gifts, but the same Spirit;* <sup>5</sup> *and there are varieties of service, but the same Lord;* <sup>6</sup> *and there are varieties of activities, but it is the same God who empowers them all in everyone.*

- Spiritual Gifts inventories found online (Example at link below)

<http://gifts.churchgrowth.org/cgi-cg/gifts.cgi?intro=1>

# Career-Related Info & Career mapping

## Career-Related Information

- **How to Become a (ex: Registered Nurse):**
- **Complementary Spiritual Gifts:**
- **Educational and Other Requirements (Includes licensing, registration, certifications):**
- **Compensation:**
- **Necessary Skill Sets:**
- **Job Outlook:**
- **Prominent Persons in the Field:**

# See Handouts

- Departmental & Degree Planners
- NACE Competencies