

April 23, 2024

Chemical Engineering Peer Advisors (ChEPAs)

ENHANCING PEER ADVISING SKILLS



UF Herbert Wertheim
College of Engineering
Department of Engineering Education
UNIVERSITY of FLORIDA

Engineering Communities & Participatory Change

Engineering Education Research Group

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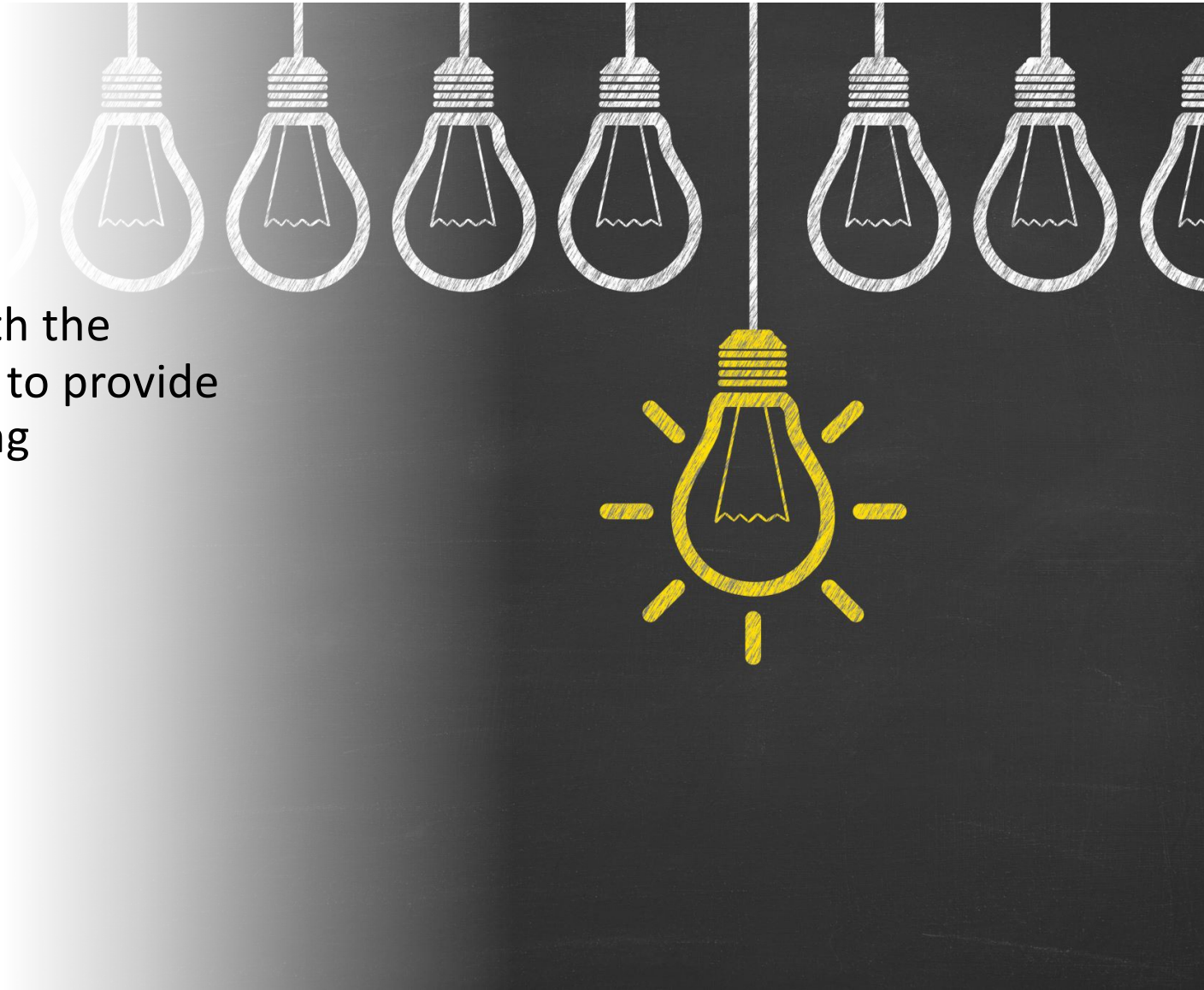


Do the best you can until you know better.
Then, when you know better, do better.

Maya Angelou

Our goals today...

1. To equip mentors with the knowledge and tools to provide effective peer advising



DEFINING ADVISING

INFORMAL
CONVERSATIONS

IT CAN TAKE MANY FORMS THAT
FALL ALONG THIS SPECTRUM

FORMAL
COUNSELING
SESSIONS

THINK. PAIR. SHARE.

1. Take a moment to silently reflect on a memorable advising experience you've had, whether as an advisor or an advisee.
2. Think about the context of the interaction, the role of the advisor, and the outcome of the interaction.
3. Consider what made the advising experience significant or memorable to you.

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Advising is

A dynamic process of guidance and support occurs along a spectrum, ranging from informal conversations to formal counseling sessions. The aim is to assist individuals in clarifying goals, exploring options, and making informed decisions to achieve personal and academic success.

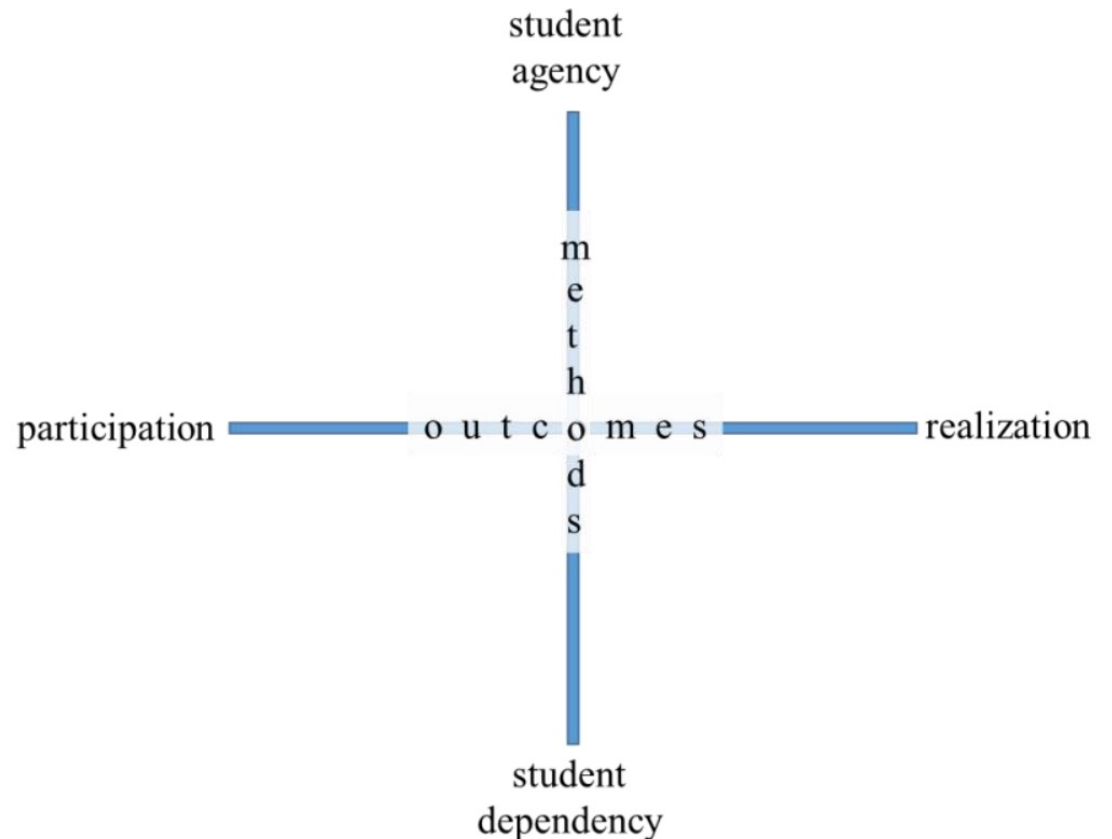
DIMENSIONS OF THE ACADEMIC ADVISING CONTINUUM

THE WHY

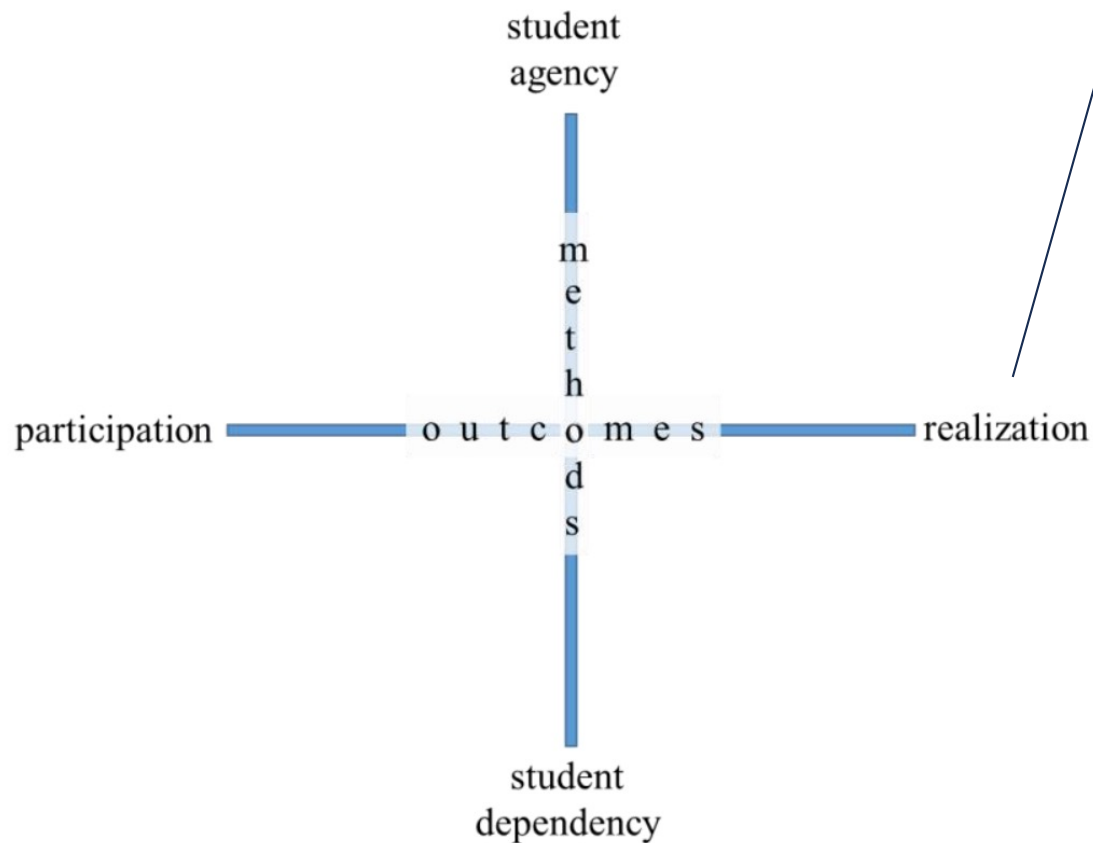
HORIZONTAL AXIS:

INTENDED OUTCOMES OF ADVISING

- Outcomes can be described in terms of the ultimate educational goals of a degree program, desired attributes of graduates, or institutional strategies.
- Example: Supporting students in attaining such goals is somewhat similar to supporting employees in a company towards achieving some tangible outcome: the creation of a product, the delivery of certain services, etc.



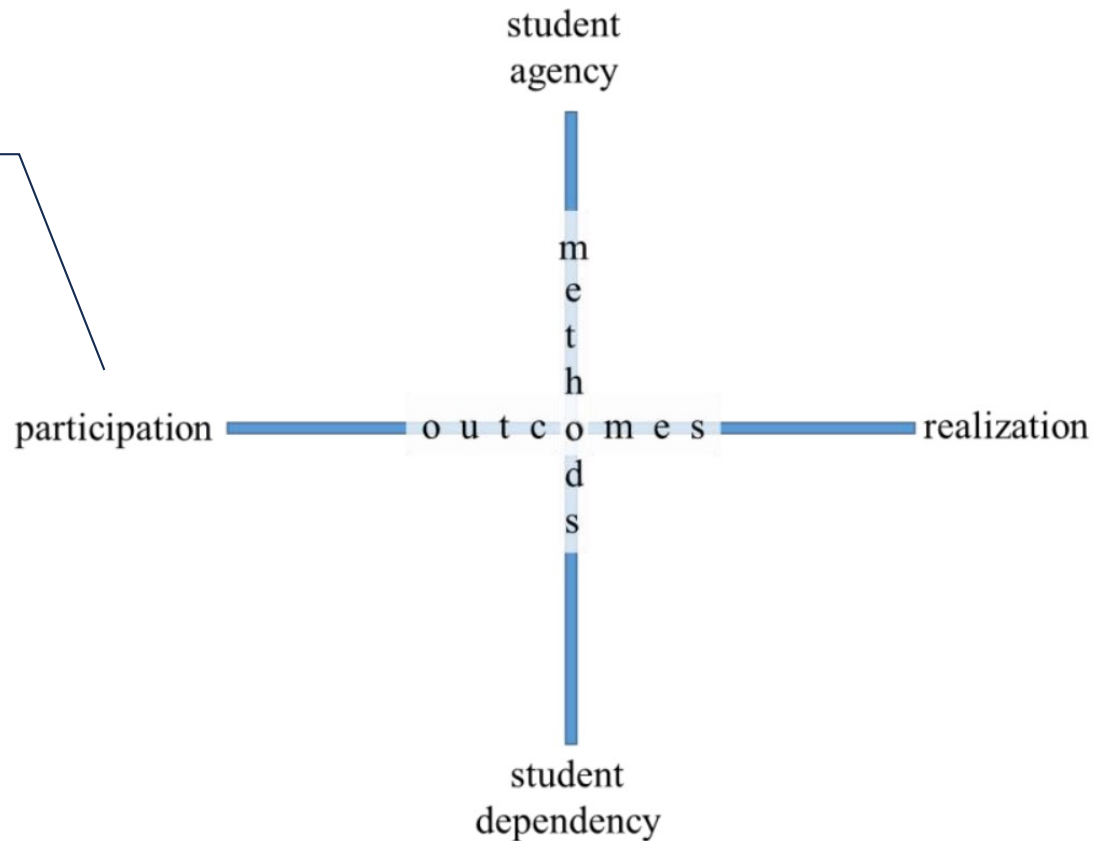
DIMENSIONS OF THE ACADEMIC ADVISING CONTINUUM



Connected to the academic goals of a course or discipline, well-defined professional competencies or specific skills students may acquire, such as lifelong learning, global citizenship, and critical thinking.

DIMENSIONS OF THE ACADEMIC ADVISING CONTINUUM

Related conditions that impact students' ability to engage include alleviating mental health challenges, lack of belonging, socio-economic barriers, literacy gaps, etc.

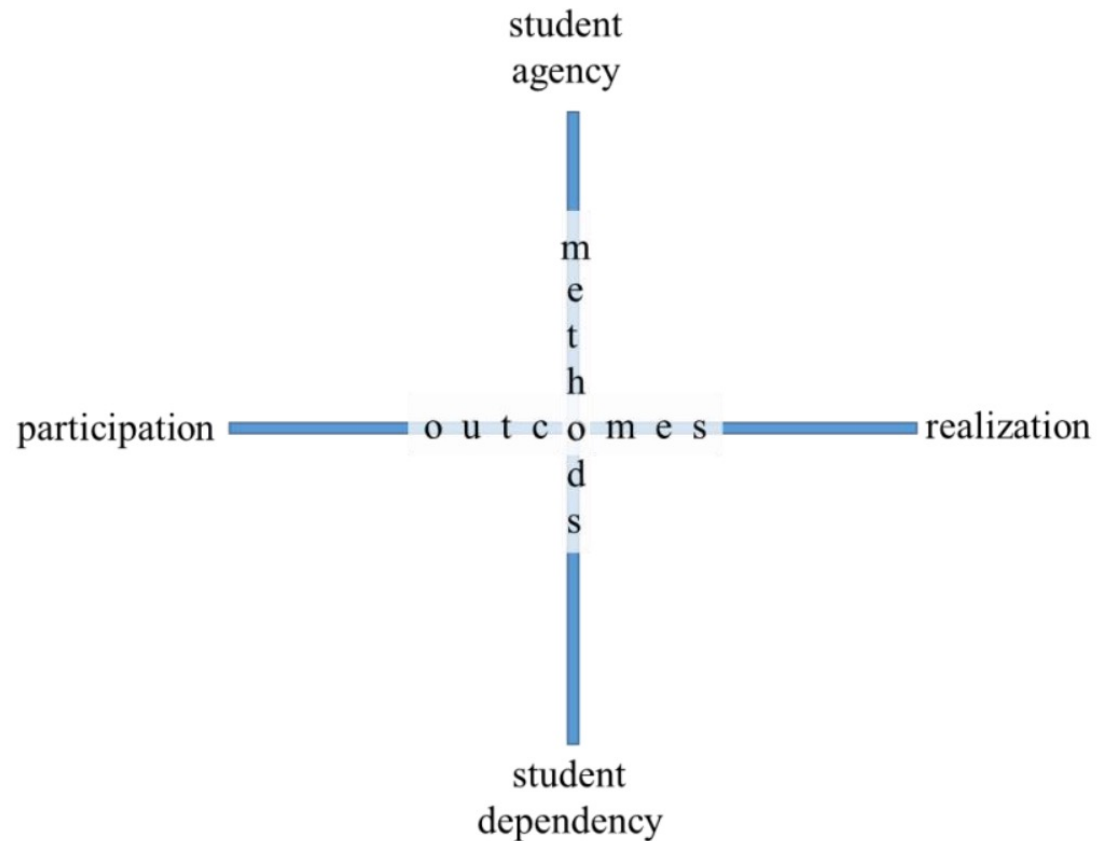


DIMENSIONS OF THE ACADEMIC ADVISING CONTINUUM

THE HOW

VERTICAL AXIS: METHODS OF DELIVERY

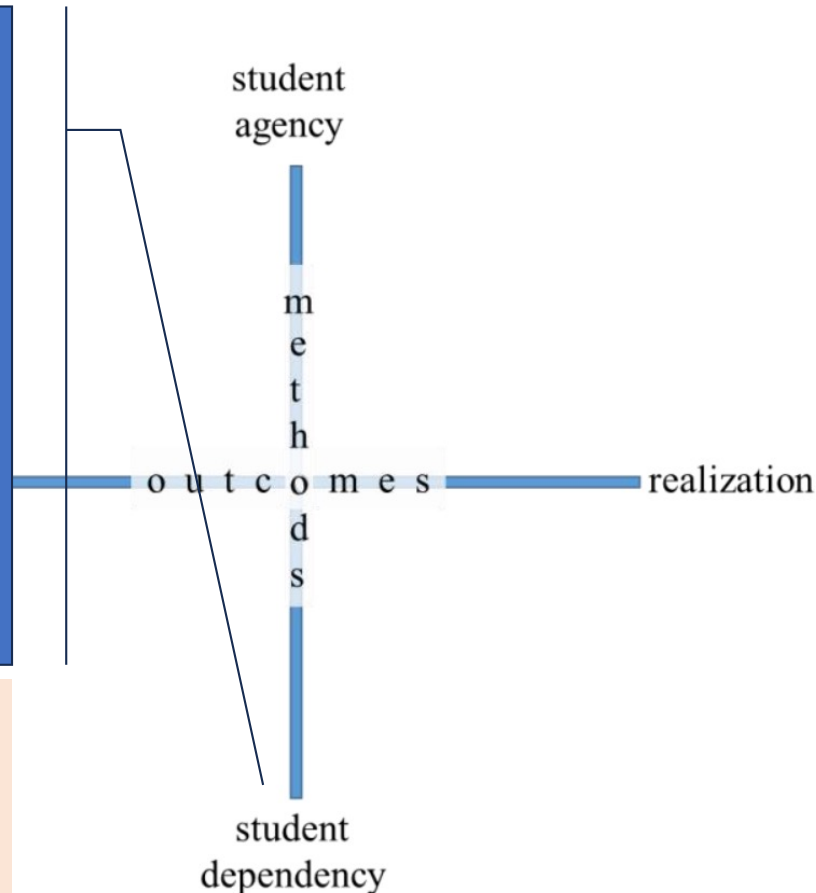
- Way we choose to get to an outcome
- This distinction as solving problems for students versus empowering students to solve problems themselves.



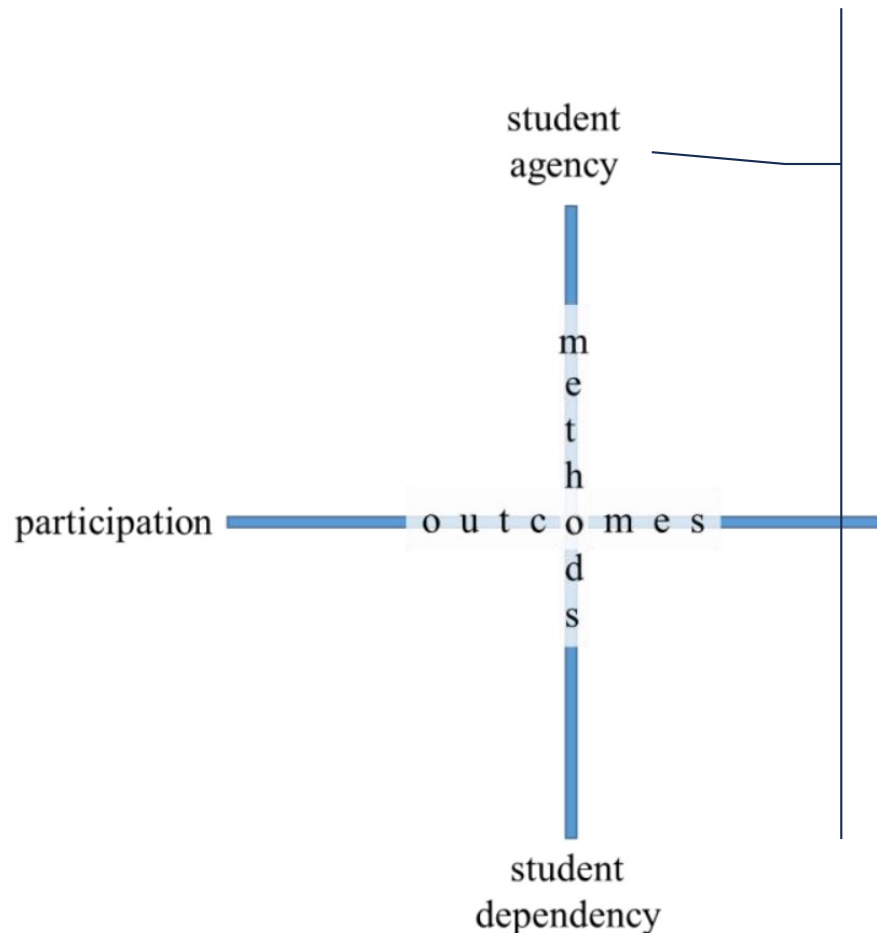
DIMENSIONS OF THE ACADEMIC ADVISING CONTINUUM

- Providing basic information that helps students navigate institutional procedures is commonly accepted as an integral feature of advising.
- However, it may be helpful to reflect on the extent to which students should take responsibility for themselves to be informed.
- Example: making sound decisions on matters related to the curriculum or future careers

Many issues and challenges merit intervention aimed at resolution for the student, such as cases of acute mental distress or illness. Advising in such cases emphasizes caring and is diagnostic, responsive, and ad-hoc.



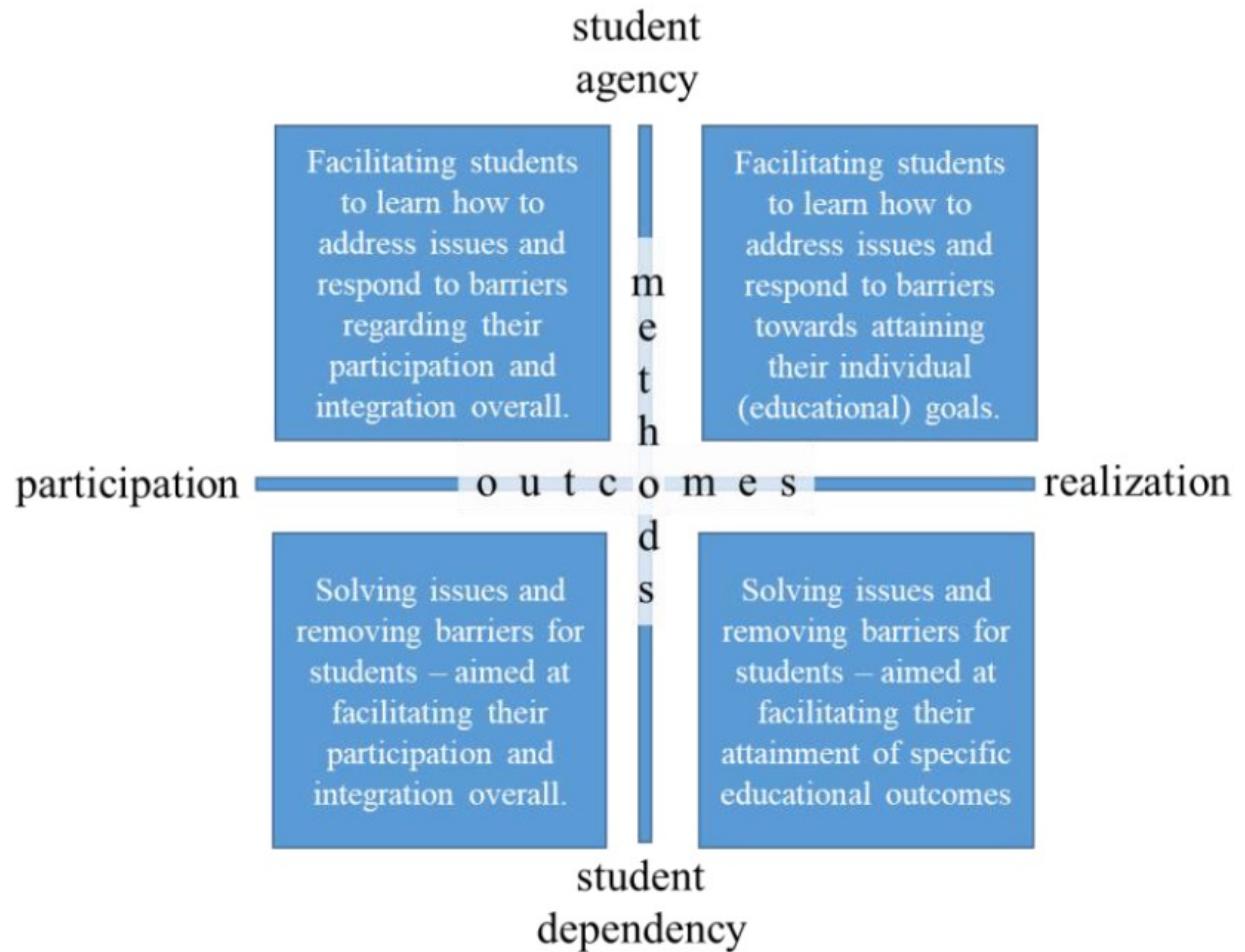
DIMENSIONS OF THE ACADEMIC ADVISING CONTINUUM



- Advising takes on a learning and teaching approach, and the necessary expertise for advisers is pedagogical.
- Works with predefined student learning outcomes, organized as an implicit or explicit advising curriculum and supported by an intentionally provided series of interactions.
- When it comes to making decisions about their studies and future goals, there are likely long-term benefits for students that arise from providing them with the means to develop ownership.

However, at times of acute personal crisis, a strong emphasis on agency may do more harm than good.

HOW TO USE THE ACADEMIC ADVISING CONTINUUM



Ad hoc: used to describe something that has been formed or used for a special and immediate purpose, without previous planning

HOW TO USE THE ACADEMIC ADVISING CONTINUUM

Creating opportunities for students to reflect on and draw conclusions about non-academic and personal issues.

student
agency

Facilitating students in making decisions for themselves about their curriculum and future careers.

Facilitating students to learn how to address issues and respond to barriers regarding their participation and integration overall.

Facilitating students to learn how to address issues and respond to barriers towards attaining their individual (educational) goals.

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participation

o u t c o m e s

realization

Solving issues and removing barriers for students – aimed at facilitating their participation and integration overall.

Solving issues and removing barriers for students – aimed at facilitating their attainment of specific educational outcomes

student
dependency

Providing ad hoc crisis support for a student in distress.

Making decisions for students concerning their curriculum and future careers.

Ad hoc: used to describe something that has been formed or used for a special and immediate purpose, without previous planning

ROLES

Mentor



An individual who provides guidance, support, and wisdom based on their own experiences to help another person navigate their personal and professional development.

Full-time adviser



Professional staff member employed by an educational institution who assists students in academic planning, course selection, and navigating institutional policies and procedures to support their overall success.

Student/peer



A fellow student who provides guidance, support, and resources to their peers based on their own experiences and knowledge of campus resources often serves as a relatable and approachable source of assistance.

Academic/faculty advising role



Involves guidance provided by academic faculty members to students within their field of study, helping them navigate course requirements, research opportunities, and career pathways related to their academic discipline.

Counsellor



A trained professional who offers confidential support, guidance, and resources to help students address personal, emotional, and mental health concerns that may impact their academic and personal well-being.

Career coach



An individual specializing in helping students and professionals identify career goals, develop skills, explore career options, and navigate the job search process to achieve career success and satisfaction.

EXAMPLES POSITIONED ON THE ACADEMIC ADVISING CONTINUUM

by Method(Agency–Dependency) and Outcome (Participation–Realization)



Intervention	Outcome	Role
One-on-one goal-setting conversations	Equity in access to education	Mentor
Workshops on time management	Definition of personal goals	Full-time adviser
Individual assistance with course registration	Understanding of intended outcomes of academic curriculum	Student/peer
Peer-to-peer first-generation student orientation sessions	Timely and relevant registration for courses	Academic/faculty advising role
Online information about institutional procedures	Student ability to adopt a metacognitive stance	Counsellor
Workshops on setting career and life goals		Career coach

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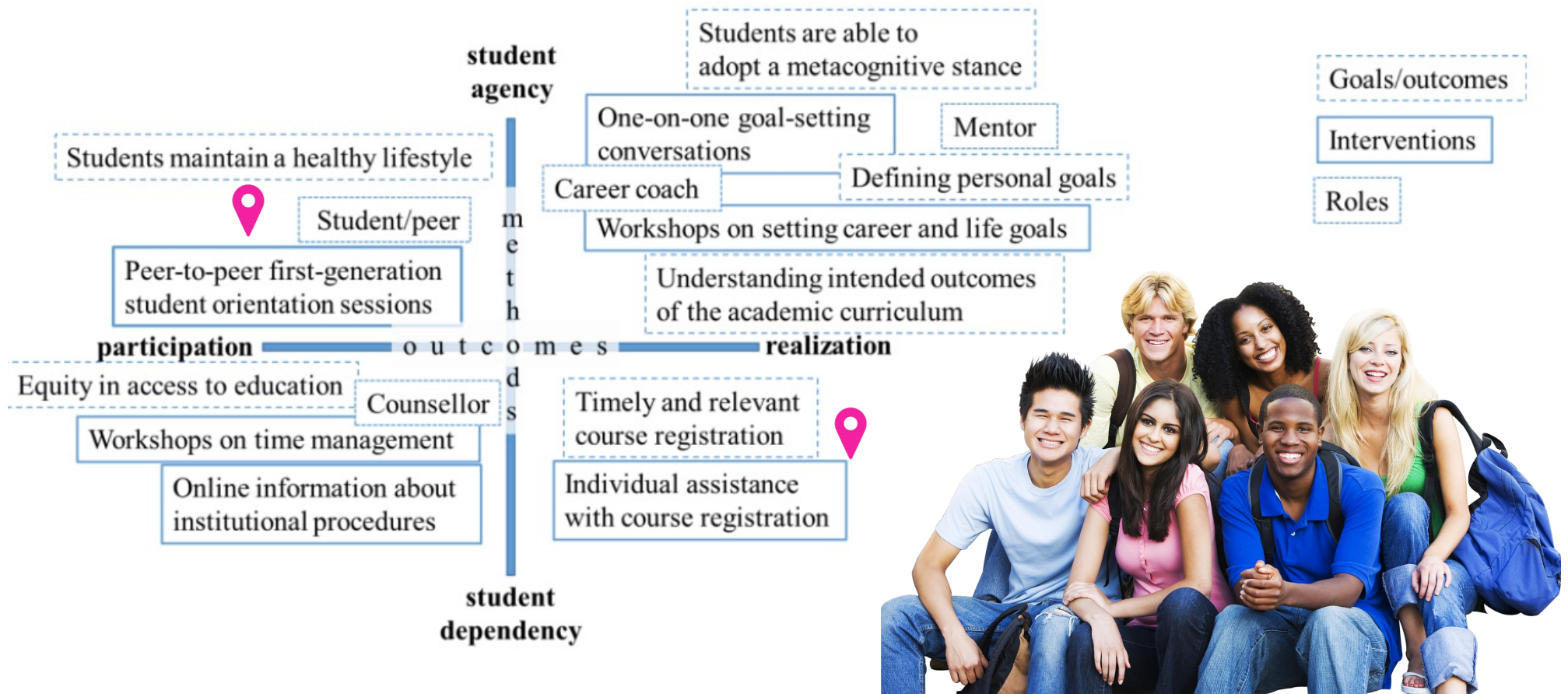


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ADVISING APPROACHES

Outcomes, Interventions, and Roles





Reflection

GROUP ACTIVITY

STEP 1: LIST INTERVENTIONS, GOALS, AND ROLE (FORMAL / INFORMAL)

Goals/outcomes

Interventions

Roles

STEP 2: REFLECT ON YOUR VISION

1. Do we have a coherent vision of advising?
2. Are we predominantly caring or teaching through our advising?
3. Are we caring (or teaching) the appropriate issues (or are we pampering or abandoning our students)?
4. What do we see as (the boundaries of) our individual and institutional responsibilities?
5. How connected is our advising to disciplinary learning and teaching?
6. Is there mostly congruence or divergence between the perspectives and expectations of various stakeholders?
7. To what extent are perspectives a matter of transparency and clear communication?
8. Which aspects of our advising do we want to strengthen and develop further?

STEP 3: TAKE ACTION !

- Select at least one intervention to improve or develop



THANK YOU!

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TO HELP THIS COMMUNITY GROW!



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