

Effective Practices for Physics Programs (EP3) Breakout Session #5

Advising and Mentoring of Students

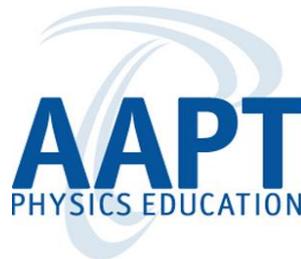
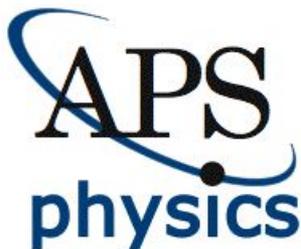
Contributors

Mary James, Monika Lynker, and Christine Pfund

Session Presenters

Michael Jackson, Millersville University of Pennsylvania

David Craig, Oregon State University



For this session:

- What is this section about?
- Where is it at in the development process?
- Some tips on how to read and use the section.
- Take some time to look at this content.
- Q&A

Please type your questions, feedback, and information in the Google Doc. **The link can be found in the agenda.**

We will compile your feedback to populate our FAQ, providing a summary of the EP3 sessions to participants through our mailing list.

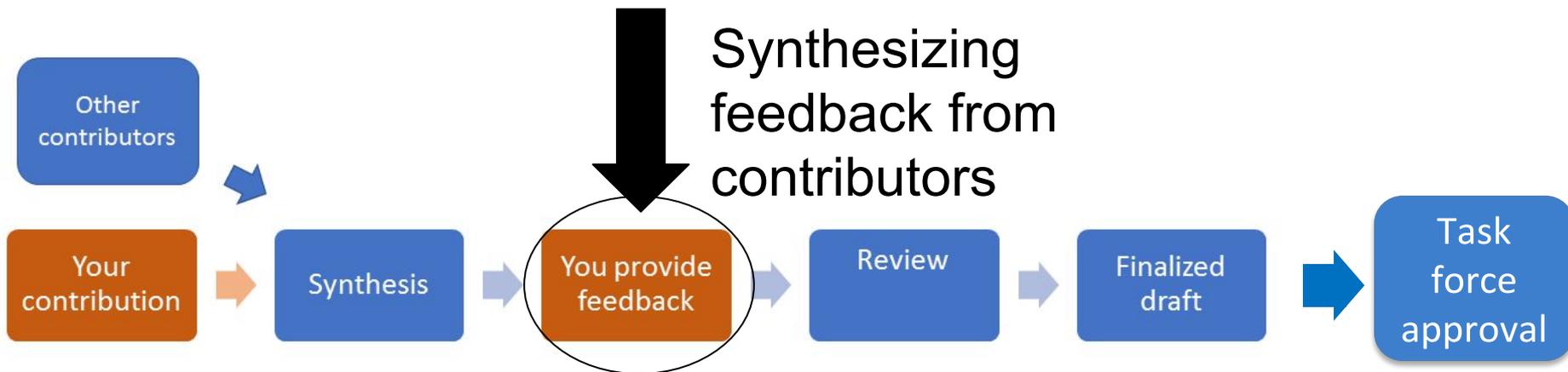
Contributors:

- Mary James (Reed College),
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Description:

- Advising refers to helping students select course sequences and navigate the path towards their degree.
- Mentoring may include physics skill development, support for career progress, access to institutional resources, and support for a student's well-being.
- This section begins with practices that all advisors should know, continues with practices that can improve advising and are critical for mentoring, and finishes with details of setting up a strong mentoring program.

Where is it at in our process?



For each section there will be several individuals (including yourself) contributing content

The task force and editorial director will then synthesize into one cohesive document.

We may have some additional questions for you. After internal vetting you will have a chance to see and comment on the synthesized section.

Each section will be sent for expert review to at least 4 individuals.

To see an example of a final section the Teacher Preparation can be found here: <http://apps3.aps.org/bpupp/>

What will a section look like?

Mentoring / advising

← Always present

- **Description:** Mentoring and advising by the academic and broader communities plays a critical role in student success and happiness. Advising refers to helping students select course sequences and navigate the path towards their degree. Mentoring includes physics skill development, support for career progress, and work-life issues.
- **Benefits:** Good mentoring can support a climate of support and caring that is critical to ensuring that students are prepared, successful, and happy in the program. Programs can support retention and student success by understanding and attending to issues that span academic, interpersonal, and social interactions. Students must balance all of these issues, and problems in any area can impact or destroy academic progress.

- **Effective practices:**

- **Programmatic Assessments:**

- **Evidence & Resources:**

↗ Click to expand

 **Theme** (about 3 to 6 in a section)

Support advisors and mentors in developing personalized and supportive relationships with students

- Honor the whole student and support their mental health and wellness
- Get to know your students
- Provide a safe space for student interaction
- Help students understand their progress

 **Actionable Practice** (up to \approx 6 in a theme)

Actionable Practice (up to 6 in a theme)



- Help students understand their progress
 - *Encourage a growth (vs. fixed) mindset by, for example, helping students recognize that setbacks occur, and can be overcome, or that skills and abilities are not innate, but can be developed through focused effort.*
 - *Help students realize that even the best students avail themselves of campus resources such as tutoring, office hours, counseling services, career/internship planning services, etc.*



Click on Actionable Practice to expand its *Implementation Strategies* (up to ≈ 6 in an actionable practice)

Please remember that the EP3 Guide

- Is **NOT** a checklist of required actions.
- It IS a list of possible actions departments may consider if appropriate and applicable to their local situation.
- Chapters and sections are written and reviewed by individuals from a range of institution-types (to have something for each type of institution to consider).
- This is **NOT** every possible idea for what to do (e.g., the ‘kitchen sink’).
- This does **NOT** contain the smallest level of detail outlining the specifics of implementing an idea.
- There will be opportunities to discuss specifics applicable to your local context that may include: EP3 workshops, Departmental Action Leadership Institutes (DALI, year-long commitment), and online forum (immediate feedback).

You can find the draft section here:

<https://ep3preview.netlify.app/sections/advising-and-mentoring-of-students>

Read/peruse the content prior to our discussion. Please be sure to include your questions in the Google Doc (link is listed in your agenda).

For the 3:25 Breakout session only, please consider providing feedback on your first impression of the document (including the layout/formatting of the section). This information will go to the Program Evaluator and will help refine what we have:

https://docs.google.com/forms/d/e/1FAIpQLSfFXHQ-7O2tQafaCNmvVRMPL6crXJ6hcidPdr-xV-GxFObnHg/viewform?usp=pp_url&entry.1907548474=Advising+and+Mentoring+of+Students

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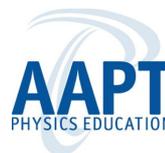
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