

ITF Final Workstream Report Year Two

Three Pillars of Advising

Colleen Monks

Tony Tyler

Mary Ellen Carroll

Accomplishments for Academic Year 2024-25

- Workstream members discussed how the academic, co-curricular, and career preparation dimensions of a student's lake forest experience all contribute to support and shape a transformational student experience.
- To ensure that all students have access to a transformational student experience, the workstream members discussed the necessity of developing a seamless, integrated advising experience for students across all four years.
- The workstream determined that ... In support of the college's mission and the desire for all foresters to have a transformational student experience, we strive to build a student advising model that is developmental, integrated, and individualized.

Developmental

Student advising occurs across all four years and is designed to support students in setting goals, exploring opportunities, and leveraging resources. Developmental advising is holistic and supports the student in achieving academic, professional, and personal growth.

Integrated

Student advising occurs through the many relationships students build with faculty and staff across the college. Ensuring that there is a structured and shared set of expectations, resources, and training across all faculty and staff will be a critical step toward fulfilling an integrated experience of advising.

Individualized

Meeting students where they are at is a hallmark of effective advising. Equipping faculty and staff with the training and tools necessary to meet the diverse advising needs of students is essential. Thinking holistically about the needs of our students and creating appropriate mechanisms to globally meet the needs that will support student growth

- Workstream members strived to identify an institutional set of outcomes that could serve to frame a proposed advising model. Through discussion of the mission, institutional learning outcomes linked to the Forester Fundamental Curriculum, and co-curricular outcomes, the members determined that there is currently no institutional set of goals that synthesizes the concise outcomes desired for an integrated advising model.
- The Workstream chairs will continue to work to synthesize the critical elements from these three documents to discern the goals of an integrated advising model.