This poster presentation shows a visual model of how Georgetown University’s Undergraduate Program Office at the McDonough School of Business moved away from a prescriptive model to a more developmental, inclusive advising structure. Georgetown McDonough’s rigorous academic program is supported by a strong culture that encourages students to collaborate, forge close friendships, and extend their learning outside of the classroom and beyond campus. The Undergraduate Program is guided by Georgetown’s Ignation principles of equality, respect, and cura personalis, or education of the whole person. With these values in mind, our office looked at incorporating and leveraging these themes into a new advising model called Advising with Georgetown’s Ignation Values.
This model was created to move away from a prescriptive advising model to a developmental approach. Questions pondered in the development of the model are below.

• How do we ensure that we are accomplishing the ideas laid out in the image?
• Is it essential that the Undergraduate Program Office encompasses all of the Georgetown’s values to better support our students in their academic pursuits and passions?
• Should our department move away from a transactional/prescriptive advising model to a developmental advising approach?

Prescriptive Advising Model: “The traditional relationship between the academic advisor and the student may be described as prescriptive. As implied by the term itself, the relationship is obviously based on authority; the advisor is the doctor and the student the patient. The patient comes in with some ailment. The doctor makes a diagnosis, prescribes something, or gives advice. Therefore, if the student follows the advice, the problem will be solved and all is well! In this context the advisor presumably “teaches” and the student “learns.” . . . To no one’s surprise the assumption many students have about the student-advisor relationship coincides with the concept the advisor has under the prescriptive approach, but is in marked contrast in reference to responsibility. While the advisor believes that carrying out the advice is clearly the student’s responsibility, the student views himself as going to an authority figure with a problem and getting the answer. The decision (prescription) is the advisor’s, so if the advice turns out badly the student doesn’t feel responsible; he can place the blame on the advisor. Obviously, differing perceptions concerning not only the relationship but the degree of responsibility to be taken by the parties involved can lead to misunderstandings that put a strain on the advisor-student relationship.” Burns B. Crookston University of Connecticut (2009) A Developmental View of Academic Advising as Teaching. NACADA Journal: Spring, Vol. 29, No. 1, pp. 78-82.

Developmental Advising Model: “In contrast with the authoritarian quality of the prescriptive relationship between academic advisor and student in which the advisor advises and, presumably, the student acts on the advice, the developmental relationship is based on different values and principles. The most important of these is the belief that the relationship itself is one in which the academic advisor and the student differentially engage in a series of developmental tasks, the successful completion of which results in varying degrees of learning by both parties. These developmental tasks include reaching an agreement on who takes the initiative, who takes responsibility, who supplies knowledge and skill and how they are obtained and applied.” Burns B. Crookston University of Connecticut (2009) A Developmental View of Academic Advising as Teaching. NACADA Journal: Spring, Vol. 29, No. 1, pp. 78-82.

Developmental academic advising recognizes the importance of interactions between the student and the campus environment, it focuses on the whole person, and it works with the student at that person’s own life stage of development (Creamer, 2000; Creamer & Creamer, 1994; Raushi 1993; Winston, 1984)
McDonough School of Business

Located at the intersection of business, government, and international relations, Georgetown University’s McDonough School of Business (MSB) develops principled leaders committed to serving both business and society. Through our global perspective, we prepare students to compete in today’s international business environment.

With the adoption of this new advising model, each advisor strives to uphold the Jesuit traditions set forth on campus. Here are some examples below for each value (please note this is not an exhaustive list of programming).

**Ignation Values**

*Educating the Whole Person*- Advisors create opportunities for students to blend their business curriculum with minors, certificates, and fellowship programs that explore topics outside of their traditional business realm. An emphasis on curricula studies outside of the program is encouraged.

*Academic Excellence*- Georgetown University is an elite, private institution. Students are expected to navigate and complete a challenging academic degree program. However, our office realizes that not every student comes from the same background so support and encouragement is an important role of the Undergraduate Program Office.

*Women and Men for Others*- The Undergraduate Program Office has developed a peer mentoring program and a peer tutoring services to offer additional support peer to peer.

*Community in Diversity*- Programs have been developed to celebrate an inclusive environment. These include a pre-orientation program, called BUILD, which caters to first-generation students; a Diversity Dialogue Conference each spring; and the development of student clubs centered on diversity and inclusivity.

*Curra Personalis*- Each advisor treats students as an individual and not collectively. Advisors meet one on one with their students frequently through the academic year, develop individual four year planning sheets, and help students to explore different majors/minors/programs at Georgetown. A pre-orientation questionnaire was sent to all students before their arrival on campus so that advisors could get to know their students better.

*Contemplation in Action*- Contemplation is an integral part of the Jesuit tradition. Advisors work with students to reflect on their experiences, make choices based on their interests, strengths, and passions, and explore new avenues throughout their time on campus.

*Interreligious Understanding*- Georgetown University is a Jesuit institution but the campus and community celebrates all student’s faiths. Discourse, openness to learn, and embracing other cultures is valued in the McDonough School of Business.

*Ad Majorem Dei Gloriam*- The McDonough School of Business creates programming and space for students to reflect on their Georgetown experience. This includes senior reflection dinners at the home of a Jesuit priest off-campus throughout senior year.

*Faith and Justice*- McDonough School of Business is developing ethical business leaders who serve society. This training happens when students arrive on campus in their first year.
Students participate in alternative spring breaks, work with non-profit clients in the Washington D.C. area, and give back in co-curricular programming like Lemonade Day (college students mentor middle school students on being entrepreneurs).

Questions and comments can be sent to the following.

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Welcome Email-Sent in early August

Dear First Year Student:

Welcome to the Hilltop! I look forward to seeing you on campus in August. In the meantime, I wanted to introduce myself. My name is Deb Coburn and I am your academic dean.

I am originally from the great state of New Jersey and have a lot of Jersey pride which you'll find out more about later! I have over fifteen years of experience in higher education. Before coming to the McDonough School of Business, I worked at the other institutions in the area in admissions, financial aid and advising. I earned my B.A. in History and Public Relations from Syracuse University and my M.Ed. from University of California, Los Angeles (UCLA). I like to spend my free time traveling, watching sports especially NFL (Go Bears!!) and college basketball (Go Cuse!!), and spending time with family and friends.

Advise current students: A-C

In order to better advise you, please fill in this questionnaire which will collect your interests as well as some demographic information.

All students will meet with their academic dean in September for a required first year meeting. An email to schedule this meeting with go out in early September. Stay on the look out for this email but in the meantime, I wanted to learn more about you. Thanks and I look forward to seeing you upon your arrival at New Student Orientation.

Best,

Dean Coburn
New Student Questionnaire

The information gathered in this questionnaire will be reviewed by your academic dean in order to best advise you. All first year students will be invited to meet with their dean during the month of September. This questionnaire asks new students about their demographics, some high school information, and about their personal interests for their Georgetown experience. * Required

1. Enter your complete Georgetown email.
2. Last Name: *
3. First Name: *
4. Nickname, if any:
5. Your cell phone number: *
6. Your home telephone number:
7. Name of Guardians *
8. Guardian’s Cell Number: *
9. The McDonough School of Business at Georgetown University, may take periodic photos of students for their website. Do you allow Georgetown to post your picture on their website or on any marketing materials? Yes/No
10. Are you an international student? Yes/No
11. Are planning to participate as a Division I student athlete here at Georgetown? * Yes/No
12. If you are a student athlete, what is your sport?
13. Please let us know your race/ethnicity? Check all that apply.
   - African American or Black
   - American Indian or Native Alaskan
   - Asian
   - Hispanic or Latino
   - Native Hawaiian or Other Pacific Islander
   - White
   - Other:
14. What language(s) do you speak at home?
15. Tell us about yourself?
16. What are some of your favorite ways to relax or have fun?
17. How are you spending your summer before the start of your Georgetown experience (e.g. traveling, working, interning, relaxing)?
18. Indicate any special talents or skills you possess that you would like to share with your academic dean?
Your academic dean is a great source of information. Please let us know which interests you the most below?

- Study abroad information
- Career Services, Internships, on-campus jobs
- Information about LGTQ Center
- Information about the Center for Multicultural Equity and Access
- Global Business Fellows Certificate
- Entrepreneurship Fellows Program
- Other:

What are your career goals?

Do you have any concerns about starting your college career?

What are you most excited about starting here at Georgetown?