3,843 first dates
keeping the magic alive
during 1\textsuperscript{st} year advising
our time together

BUMBLE / let’s get started
TINDER / language we need to burn
GROUPER / activity
HER / ..maneutics as an advising approach
ALIGN / where theory meets practice
let’s get ready to bumble... through this topic
First year advising and first dates – what’s the connection?

First impressions
Advisors are making a first impression of the university, of advising, of their major, of themselves.

Finding “The One”
Students are often evaluating whether a university, a major, a community is a good fit.

Comparisons
In their first appointment, students are likely to compare this experience to high school.
advising language/points of view we need to burn
Tinder

DTE F ISO LTR

Language Shortcuts
- Gen Ed / AAC / BA or BS requirement

Deficit Language
- At-risk
- College ready
- High-achieving
- Real world
Stereotypes might be a single piece of the story, but they’re not the whole picture.

• What are the single stories we tell ourselves when dating?

• What are the single stories we tell ourselves about first year students?
  • If a student has AP, then….
  • If a student has an associate’s degree already, then…
  • If a student….

• What are single stories we tell ourselves about our majors?
  • If a student chooses a major in the humanities, they hate math
  • If a student….
when students become groups, not individuals
activity

Choose a “student type” or “single story” you’ve experienced in first-year advising.

Reflect on your approach to working with this student group:
• Is there a “shortcut” you’ve taken?
• Are there questions you feel you always ask?
• Are there questions that you don’t ask?
• What are strategies or questions you use to get to know a student’s world?
—maneutics as an advising approach
Hermeneutics is a branch of knowledge focused on interpretation.

Hermeneutics applied in advising is….

• the opposite of advising shortcuts
• is fundamentally concerned with understanding\(^1\)
• a tool to reconsider and reflect on how you understand your students

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it’s about...

Meaning / Interpretation
• uncover what is important and how things have significance for the advisee
• clarify the meaning of messages and language used
  I’m looking for a major that’ll give me a good career / I’m looking for an easy course for the fall

Context / Connections
• consider connections, influences, family, social identity
• view students as knowers; advisor as interpreter

Epistemic Humility
• recognize that you do not have all of the answers
• remember your limitations and biases
• stop to consider the “knowing” shortcuts you might be taking with a student
students as knowers

Cultural Wealth Model
Seeing students of color as “holders and creators of knowledge” (Delgado-Bernal, 202, p. 106)

Six Forms of Cultural Capital
2
Aspirational—hopes and dreams students have
Linguistic—language and communication skills students bring
Familial—social and personal resources
Social—support from peers and community members
Navigational—skills and abilities to navigate “social institutions”
Resistant—ability to advocate for yourself

Six Strategies
1. Ask about students’ big ideas and goals
2. Assume each student may have previously gained language experiences. Emphasize these skills!
3. Ask about who is rooting for them/cheering them on
4. Uncover connections between academic interests and communities students are a part of
5. Assist students in navigating university structures and “college knowledge”. They navigated themselves so far!
6. Recognize strengths that come from overcoming academic and social obstacles


*Adapted from Angela Locks’s summary of the Cultural Wealth Model developed by Dr. Tara Yosso
align

where theory meets practice
strategies

1. Make advising a two-way conversation, not an interview
2. Mirror a student’s language and ask clarifying questions
3. View advising as a collaborative conversation, and students as knowers
4. Re-imagine the focus of first-year advising from students understanding requirements to advisors understanding their students
5. Ask yourself: “did you deliver advice that made the student feel seen, valued, and understood?” (Champlin-Scharff and Hagen, pg. 137)
Implementation

Ask questions to uncover what is important to a student [check out our handout!]
• Always ask: “Why this major?” “why college?”
• Ask about a skill or experience that will help them slay their first semester
• Build confidence they are not new to learning, just new to this environment

Reframe college experiences/levels of understanding positively
• Are you familiar with / have you ever heard about …?
   Awesome! That’s great that you’ve been able to….
   Perfect! You’re a new student, makes sense you haven’t heard about this. Let’s talk through this together!

Remember students are holders and creators of knowledge
• How are you intentionally learning about your students?

Consider the first impression you are making on students
• 7 seconds to make a first impression
Ashley

You should message me if…
You’re looking for serious conversations about advising theory. I’m looking for genuine connections with colleagues who defy neoliberal grasps of higher education, believe that education is the practice of freedom, and will defend the liberal arts until their dying breath.

Email me maybe?
aglenn@advising.utah.edu

Madeline

You should message me if…
You’re looking for new ways to connect with this generation of university students (gotta show ‘em we’re with the cool kids). I’m looking for unique perspectives to be the best advisor I can be! Let’s swap stories about advising best practices and how to stay relevant on advising social media accounts.

DM me @uofuadvising / mrencher@advising.utah.edu


Locks, Angela. Summary of Yosso’s Cultural Wealth Model
https://studentaffairs.ucmerced.edu/sites/studentaffairs.ucmerced.edu/files/documents/yosso_summary_.pdf

questions & discussion