

As a part of the Student Success and Advising Task Force, we have created this brief list of advising suggestions and best practices. We hope this list will be useful to all of us as we engage with our advisees, both as reminders to us and as ways for our advisees to understand important decisions relative to the plan of study they have chosen.

Logistics: Getting Students to Meet with You!

1. An up to date list of your advisees is available at <http://intranet.gvsu.edu/bannerapps/login.cfm> (This is the *Additional Student Information* version of Banner. The advisee list here is more accurate than the one found by entering *Banner Self-Serve*.) From this list of your advisees, you can send an email to all of them at once.
2. Consider sending an email to your advisees once a semester. Sending an email early in the fall allows you to welcome advisees back to GVSU and to see if they have advising issues that need to be addressed (applying to the COE or needing to change a math course). Emailing students again in February allows you to encourage them to meet with you to discuss scheduling courses for the next academic year. We know that students often self-advise and that many students would be better served by meeting with their advisor before scheduling begins after spring break.
3. Consider referring students to the handout at <http://gvsu.edu/s/ZS>, which provides links to many useful websites with answers to career-related advising questions. You may also want to refer students to <http://gvsu.edu/s/ZZ>, which has a list of a student's roles and responsibilities in advising. Additional advising information and resources can be found at www.gvsu.edu/advising.

Options: Ideas to Consider When Meeting with Students

The suggestions given below are meant to be advisory only. Advising is enhanced by knowing students' strengths and interests. As a result, not all of these suggestions will be appropriate for every student.

Course-Specific Advising Considerations

1. Encourage your advisees to take MTH 210 early in their time at GVSU (if possible, the semester after completing MTH 201 or MTH 202, depending on how MTH 201 went for them). Doing so gives the student an early and better sense of what it means to *do mathematics* and may help them decide if a math major is the right choice for them. Taking MTH 210 early also allows students to spread their 300-level proof-based courses over more semesters.
2. If possible, encourage students to take MTH 210 before or concurrently with MTH 227.
3. For students with education emphases (especially elementary emphases), encourage them to take one 300-level proof based course and one math education course (MTH 32X) per semester. This spreads out the workload in terms of proof writing and field experiences.
4. Encourage students with education emphases to take the Michigan Test for Teacher Certification (MTTC) as late as possible in their program—in particular, after taking MTH 341.
5. Help students with elementary education emphases understand how the MTH 32X courses align with the mathematics/statistics courses they will take. (For example, MTH 322 deals with geometry at the middle school level and can help them prepare for MTH 341—a proof-based geometry course).
6. Encourage students to take at least one 300-level proof based course prior to taking MTH 310. MTH 345 or MTH 341 work well for education emphases and would be reasonable as electives for non-certification emphases.
7. Encourage non-certification emphases to carefully consider their choice of a 2-course sequence in light of their future goals and interests. Also consider the course offering plan, since recent course offering plan changes require careful planning for elective courses.
8. When possible, encourage students to spread out their general education courses so that they aren't left with primarily math courses during their last several semesters.
9. Mention the "US (University Studies) 301: Internship & Job Search Strategies" course to non-certification emphasis students interested in industry/government/non-profit jobs right after graduation.

More General Advising Considerations

Often, one of the best things we can do as advisors is to ask questions and listen carefully to the answers our advisees give. Doing so allows us to offer advice or support tailored to the needs of our advisees. Below is a partial list of questions you might consider asking when you meet with students.

1. Why did you decide on a math major? (For elementary and secondary majors, follow up as necessary so they focus on why math as a major rather than why they want to be a teacher.)
2. What do you hope to do after you graduate?
3. What have been some of your favorite math courses so far?
4. How often have you been to see your math professor in his or her office hours this semester? Math Center? 1-on-1 tutor?
5. When was the last time you met with a CLAS academic advisor? Your COE advisor? Career Services (especially for non-certification majors)?
6. What extra-curricular math-related activities are you involved in (independent study, problem solving seminar, seminar attendance, Math-Stat club participation, tutoring in the Math Center, internships, job shadowing, attending career fairs...)? This discussion may be a chance to suggest some options the advisee has not considered.
7. Have you looked at your MyPath recently?

These questions can be a good way to spot other possible discussion points such as:

- Suggestions for a particular minor that fits career goals
- Possibilities for study abroad, internship, research experience (REU, for example), or volunteer opportunities that fit career goals
- Identifying faculty with shared mathematical interests
- What is math, and why do we study it? (This question is especially important for those students who aren't able to clearly articulate why they chose math as their major.)
- What can you do with a math major? (for students who aren't sure of their career goals)
- Study skills/options for students who are struggling in a course
- Referrals to other appropriate advising resources (such as a CLAS academic advisor, their COE advisor, or Career Services)

Options to Consider: After Meeting with Students

After meeting with students, it is often a good idea to make notes on the discussion that occurred so that when you next meet with the student you remember what was discussed and can follow up on it. Below are some suggestions that colleagues have found helpful:

1. Make a copy of all notes made during the meeting. Give one copy to the advisee and keep one copy for yourself in the advisee's folder.
2. Keep a sheet of paper in each advisee's folder. Note when you met with the advisee and what was discussed. These notes could also be put in the Student Success Collaborative platform so the student's other advisors can also see what was discussed.
3. In cases where a specific action plan was discussed, follow up with an email in about a week to check on the status of the action plan or to resolve any questions.
4. Consider referring students to other advising resources (CLAS Academic Advising Center or their College of Education advisor or Career Services) to get answers to questions that are outside our area of expertise (for instance for questions about double major requirements or general education issues or admission to the COE).