

12:50:51 From Drew Puroway : Greetings everyone! Please introduce yourselves out loud or in the chat

12:51:05 From Drew Puroway : I'm Drew Puroway from the University of St. Thomas in Minnesota

12:51:57 From Sarah Howard : Hi, everyone! Sarah Howard from The Ohio State University. I'm excited to be able to catch today's presentation live!

12:52:27 From Sarah Howard : Is there a Twitter hashtag y'all are using for a backchannel of today's conversation? ;(

12:52:30 From Sarah Howard : ;)

12:52:56 From Anna Van Overberghe : Hello! I'm Anna Van Overberghe. I'm at the University of Notre Dame. I'm also excited to finally join one of these live (although it's been great having access to the recordings of the past presentations!).

12:53:57 From Erika Trigg Crews : Hello, all! Erika Trigg Crews from Michigan State University.

12:54:28 From Sarah Howard : I'm on it. Let me check on an idea...

12:54:30 From Sarah Howard : :)

12:54:43 From Sarah Howard : This counts as inter-commission collaboration, right?

12:55:27 From Sarah Howard : We could do #tphethics... or just stick with the normal #acadv

12:55:50 From Carrie Egnosak : Hello All! I'm Carrie Egnosak and my colleague Emily Artello is here too. We are from Penn State Behrend in Erie, PA!

12:56:21 From UGA Advising : Yes we can!

12:56:55 From UGA Advising : There's a bunch of us and the camera's not aimed right so we're going to just stick with the audio...

12:58:01 From Avi : Some sad news this morning: <http://news.berkeley.edu/2017/04/24/hubert-dreyfus/>

13:00:32 From Elisa Shaffer : <http://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Theory-Practice-Delivery-of-Advising-I/Theory-Philosophy-History-of-Advising-Comm.aspx>

13:02:24 From Drew Puroway : Here is the link for the feedback form: <https://goo.gl/forms/fwXjmjqZ1TUS1R9x2>

13:06:43 From Sarah Howard : I'm not seeing any other slide than the "Ethics & Advising" title page...

13:06:52 From cmmcgill : Me neither

13:06:54 From UGA Advising : Same here...

13:07:06 From Marc Lowenstein : Me!

13:07:10 From dbarnes4 : I am not seeing any slides either.

13:07:26 From Sarah Howard : Thanks, Erin!

13:07:37 From dbarnes4 : Yes

13:07:37 From Avi : I've had thumbnails of Aristotle..

13:07:43 From HILLEARY ALLISON HIMES : Somewhat familiar, but not well.

13:09:57 From Matt : Yes!

13:10:01 From dbarnes4 : Yes, I understand.

13:12:20 From HILLEARY ALLISON HIMES : Yes!

13:12:23 From tal2325 : Attempting to be

13:12:30 From cmmcgill : I wish I could, but I Kant

13:15:12 From Sarah Howard : Submit your transcripts!

13:15:40 From tal2325 : Likely not

13:15:51 From dbarnes4 : I would not recommend that particular instructor.

13:15:54 From Sarah Howard : No... but you don't have to go into details why (i.e. investigation)

13:15:54 From cmmcgill : Greater good?

13:15:58 From chartman0006 : encourage enrollment in another section

13:16:04 From Marc Lowenstein : You can't divulge the info but should recommend another instructor instead.

13:16:09 From Hilleary Himes : Eek! I probably wouldn't, but I wouldn't recommend others either....

13:16:39 From cmmcgill : Start the club

13:16:45 From Hilleary Himes : Get them in touch with someone who might be a better fit.

13:16:45 From cmmcgill : Discourse

13:16:50 From chartman0006 : say you wouldn't be a good fit

13:16:55 From dbarnes4 : I agree with Hillary Himes.

13:18:25 From Hilleary Himes : Yes

13:18:26 From Anna Van Overberghe : yep

13:18:32 From dbarnes4 : Yes

13:23:46 From cmmcgill : are purpose/function synonyms?

13:23:52 From Hilleary Himes : Erin, these are great questions!

13:24:39 From Marc Lowenstein : I think so! "help students" is too vague, every office does that.

13:24:41 From Janet Schulenberg : I think there is an essential purpose, and it's about helping students to make meaning of their higher educations.

13:24:49 From Hilleary Himes : To educate...in lots of areas.

13:24:55 From Avi : 'distinct to advising' is our goal to distinguish advising from other student support services?

13:24:56 From adulany : promote the goodness of students in the context of higher education

13:25:13 From Janet Schulenberg : Correct. But it's the same purpose.

13:25:24 From dbarnes4 : We can make meaning by tailoring their academic plan to their career goals.

13:25:58 From Marc Lowenstein : Making meaning is good - if it's focused on menainng in their EDUCTION, not life overall.

13:26:01 From Hilleary Himes : We could use different theories (social science, humanistic, etc) to inform our practice of making meaning.

13:26:05 From adulany : One could argue that transactional is but the first of Maslow's stages in which the student continues to develop

13:26:12 From Janet Schulenberg : I would certainly hope we could move them from transactional to something more significant!

13:26:41 From Janet Schulenberg : I agree with adulany that there is a hierarchy

13:27:18 From Hilleary Himes : But, fundamentally, the purpose of advising should try to meet the ideal goal of educating students about education.

13:27:40 From Marc Lowenstein : I need to specify making meaning of their learning

13:28:23 From tal2325 : Some might call Kant more ambitious than elegant

13:30:05 From Carrie Egnosak : No...there is more than one way to make meaning of education or learning...it's not exclusive to advising

13:30:18 From adulany : It's not just about making meaning of learning but guiding students through a process of understanding themselves better in the context of academics.

13:30:43 From Sarah Howard : I wonder if part of our essential purpose is to challenge and support students through discourse about academic choices

13:33:41 From cmmcgill : \$\$\$

13:34:51 From Sarah Howard : I don't know that Avi's question about whether we are trying to define it for ourselves versus defining advising for others is actually 2 separate definitions -- we need to be able to describe (for ourselves) how we want others to understand our work

13:35:05 From Hilleary Himes : I agree, Sarah!

13:35:08 From cmmcgill : Sarah, I was wondering that too

13:35:09 From Marc Lowenstein : The mission of the university is not completion, it is learning. That's what we're about too!

13:36:52 From adulany : I don't believe the definition should serve the purpose of justifying our role to others. It should adequately describe our work so that we may focus our efforts on the essential nature of advising.

13:37:43 From Sarah Howard : So not defining advising as being "like" something else or, as was popular for a period of time, alongside another area (like advising is teaching)?

13:40:12 From dbarnes4 : I also agree, since upper-level administrators at my institution want higher graduation rates.

13:41:07 From Hilleary Himes : Advising is Advising was Schulenberg and Lindhorst :)

13:41:48 From rhickers : I've always defined advising as being a guide to students.

13:41:52 From cmmcgill : It's a scary prospect to take graduation out of the discourse altogether...but I wonder if that's what we need to do to get anywhere?

13:42:05 From Hilleary Himes : I don't have a mic today...\

13:45:22 From Marsha Miller : When we live by the retention/completion 'sword', we die by that sword!

13:45:42 From cmmcgill : I keep thinking I've learned plenty from my doctoral study. Maybe there's no need for me to finish it :-)

13:45:50 From adulany : Advising needs to be free to advise students when the best option may be to drop out or change schools. Hence retention cannot be our primary goal. We hope for retention as we seek the good of the student.

13:46:04 From EDR : Craig, no way!

13:47:02 From Matt : Nice Marsha...and a fair point

13:50:16 From Sarah Howard : Students want to be heard and seen as a person, by a person. Technology may change some of the clerical tasks of advising, but that opens our time for meaningful conversations

13:50:33 From Marsha Miller : Bravo Sarah!

13:50:39 From dbarnes4 : I agree, Sarah!

13:51:09 From Avi : Maybe at rich campuses, Sarah, but here in the state school system, it means fewer human advisors and less human contact.

13:51:34 From Hilleary Himes : But, Avi, all the more reason we need to advocate for the importance of our work.

13:51:57 From Matt : I definitely agree that supporting retention & completion should not be our only focus. As adulany mentioned, they are components that should naturally follow for many, but not all, students.

13:51:58 From Carrie Egnosak : Not to jump into the advising is...again but...Advising is academic counseling?

13:52:02 From Sarah Howard : I am also in a state school that is fighting for more people doing advising, in addition to having just spent millions to implement a predictive analytics system

13:52:13 From Ruth Ann : Technology cannot/does not "listen" to students the way a human advisor can listen

13:52:37 From cmmcgill : We need more voices in scholarship. We need more journals. We need work published in journals outside of advising. advisors need to be active consumers of advising research and writing.

13:52:59 From Hilleary Himes : I agree, Craig!

13:53:01 From Marc Lowenstein : right Craig!

13:53:04 From Sarah Howard : Technology also cannot pick up on the nuances, the problems, the "red flags" that we see on a daily basis

13:53:25 From Sarah Howard : The things outside of their academic record that are impacting their academic choices

13:53:31 From EDR : There are those who argue that predictive analytics comes close, though!

13:53:42 From Janet Schulenberg : It strikes me that these conversations about our ideals- why we advise and what it's meant to accomplish- almost always breaks down into conversations about how we do it. They are not the same thing.

13:53:56 From Matt : Track any errors made by technology. It makes it easier to show others how it doesn't even take care of some of the clerical duties as well as they may think.

13:53:57 From EDR : Agreed, Janet!

13:54:00 From cmmcgill : The how vs. why

13:54:20 From Janet Schulenberg : I'd like to get clear on the WHY so we can achieve the HOW.

13:54:45 From cmmcgill : Yessss

- 13:54:50 From Drew Puroway : Okay – how about this for defining (or for adulatory describing) advising:
A discursive encounter between advisor and student, in which intentional pedagogic actions based upon sound theory are taken by the advisor for the purpose of naming wisdom
So taking this definition, what was essential to me was discourse, intention, sound theory, and wisdom.
What this tells about ethical practice for me is that process matters. So the question about whether to steer a student away from a particular instructor might depend upon how you go about the steering.
- 13:54:51 From Carrie Egnosak : I agree Janet, the how and why are linked
- 13:55:26 From cmmcgill : But the why should precede the how
- 13:55:49 From Janet Schulenberg : Yes!
- 13:56:42 From Hilleary Himes : Great discussion, everyone! Thank you, Erin, for leading us. Until next time...
- 13:56:50 From EDR : Bye Hillary