

Who's On Your Team? A Holistic Wellbeing Approach to Advising:

How do we advocate for and activate the resources students deserve to thrive on and off campus?

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Have questions?

- Please post questions as we go along and we'll do our best to answer them at the end of the presentation portion.
- If we don't answer them during the session, please email phgh@uw.edu or put your contact info in the chat.
- We will share our slides upon request.



Land & Labor Acknowledgement

We want to start today's session centering ourselves in a land and labor acknowledgement. It is vitally important for us to know the longstanding history of where we are and what has shaped the context of the land that we inhabit.

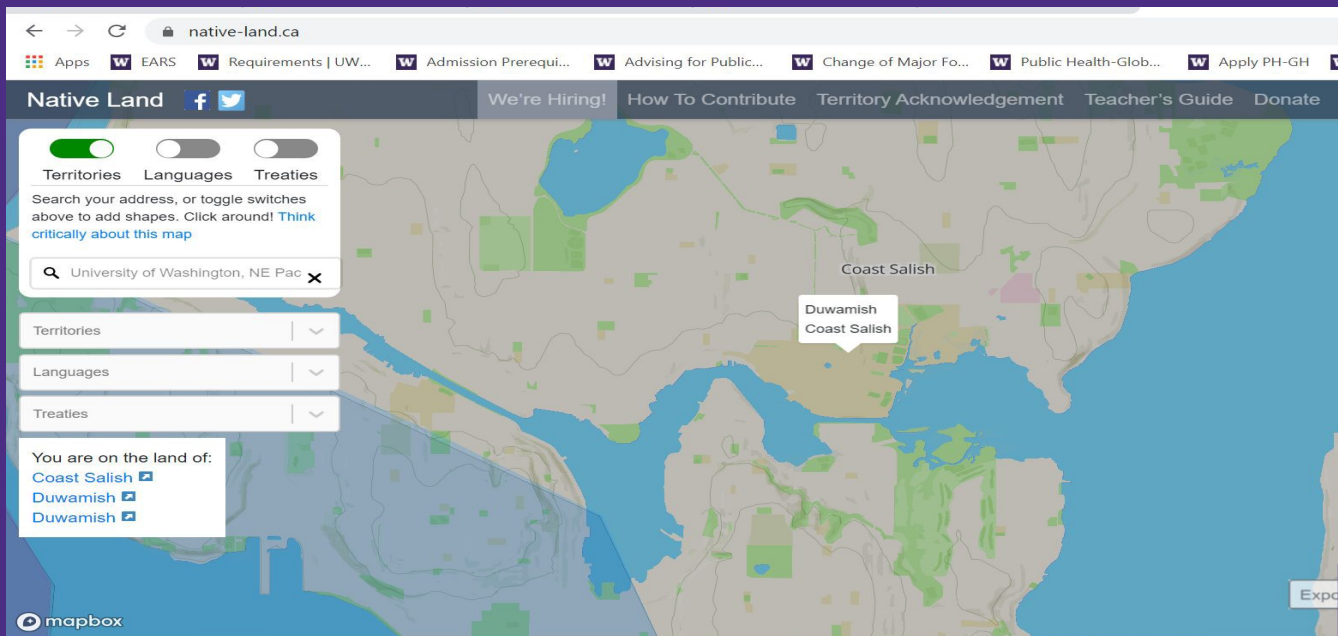
The University of Washington resides on land that was stolen from the Coast Salish peoples by European colonizers. The land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip, and Muckleshoot nations.

This country was built on stolen land with the exploited labor of enslaved African peoples, as well as the exploited labor of underpaid Asian and Latinx peoples.

These acts of colonialism, white supremacy, and anti-Blackness are the history of this country, as well as our current and ongoing reality. We want to honor and recognize the life, knowledge, and labor of Black and Native peoples in the past, present, and future.

There is an immense need for action within our University (and all other systems) that is centered on liberation for Black and Indigenous people. This requires understanding the context of where we are, our own positionality within these systems, and a dedication to justice based action.

What land are you on? <https://native-land.ca/>



Expectations

- We expect this to be a shared learning space: we are excited to learn from you and with you.
- We expect to come away with more questions than answers on how to do this work.
- Naming the context we're in within systems of oppression is critical to supporting our students.
- These are practices created out of listening to colleagues and students -- ie: not explicitly research



Holistic Advising: (for us!)

- Understanding / incorporating Context
- Setting up Communities of Care
- Navigating Systems alongside Students



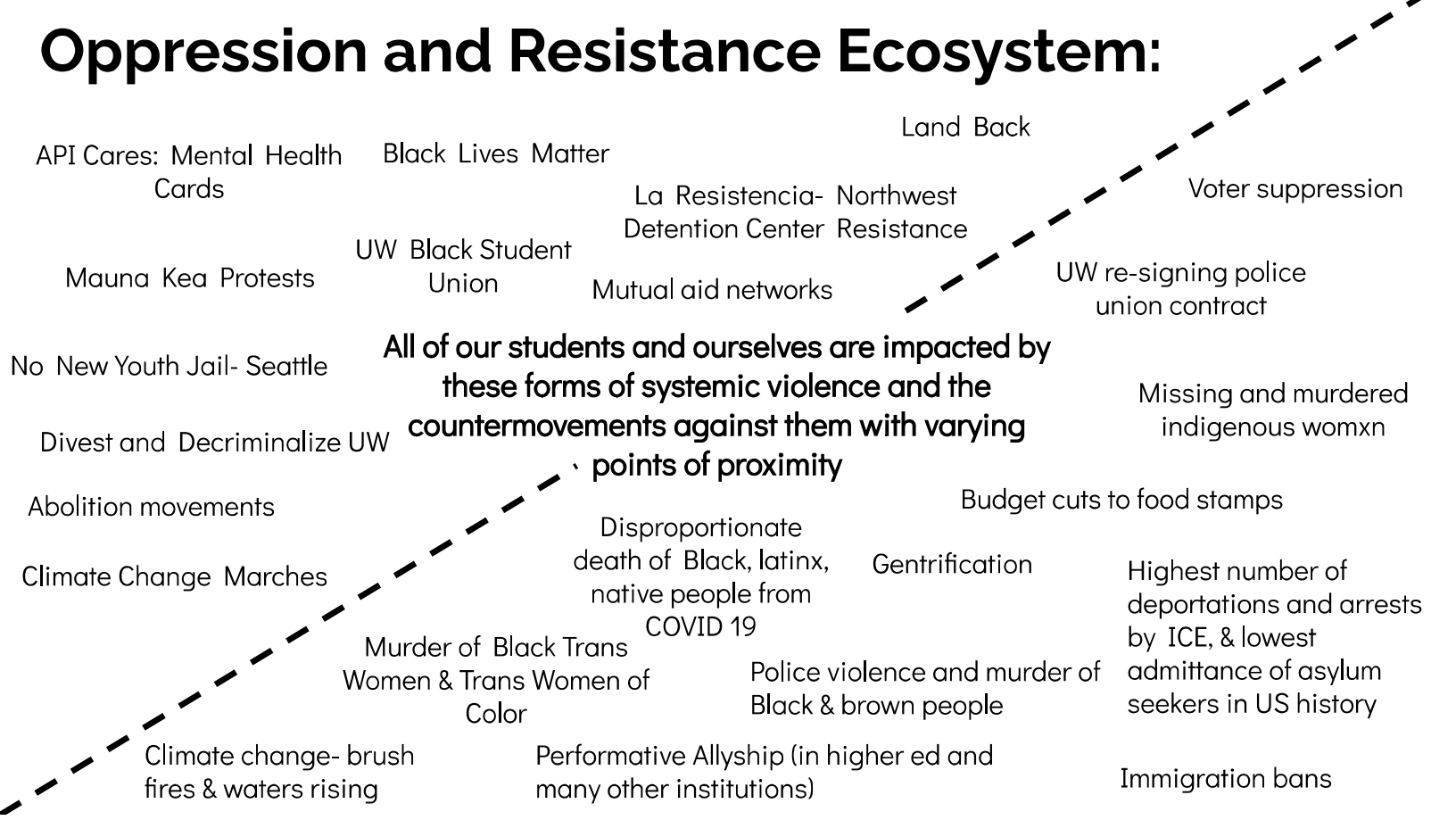
Our Work Context / Ecosystem:

What are our professional roles: Advisers in the Public Health-Global Health Major at UW Seattle -- with unique focus areas

What systems are we (the presenters) a part of: Seattle, Predominantly White Institution (PWI), Research I Institution, Higher Education, Academic Department, School of Public Health, State / Public School

What makes up our personal ecosystem also impacts how we do our work: Gender identity, racial identity, class background, personal experience with higher ed, ethnicity, where we grew up, our experiences with school systems, professional training...much more.

Oppression and Resistance Ecosystem:



Building Communities of Care

Helping Students Feel Recognized

- Creating a culture where advisers can be the ones to reach out to students or introduce a student to a community partner
 - Sending proactive email at beginning of the quarter, tailored to different populations based on what-to-expect (junior/senior/recent grad)
 - Following up with students who fit into caseloads
- Space to reflect in advising and recognize systems of oppression impacting student
 - Seeing student as a whole person, getting to know them as people and not just as students
- Naming accountability of advising team when harm is caused

Advising Team

Student Concerns, Issues and Scholarship Meetings:

Purpose:

- Weekly meetings (1 Hour) separate from PH-GH team meetings dedicated time to discuss student success and challenges
- Shift from open advising model to a case management-style working with students for additional time to meet with and check-in with students

How we use the time: Review 10th day referrals, review quarterly scholarship students, talk through resources, supports, needs of students.

Faculty / TAs

10th Day Check Ins -

- Faculty are emailed on the 10th day of the quarter to make referrals for students who are showing early warning signs in class (attendance, assignment completion, canvas engagement)
- Encouraged through partnership with EOP

How does this help -

- Has helped students to: drop a course, get support with a financial or health crisis, get early tutoring support, be accountable to their own needs etc.
- Has helped faculty to: see student support as part of their job, TAs to see advising as source of support, helped us all be on the same 'team'.
- Has helped advisers to: proactively support adjustments in schedule, make timely referrals, build relationship with marginalized students

Navigating Systems alongside Students

Campus Partners

Beyond the Phone Number / Website: Relationship building

- Our colleagues know of resources that could uniquely serve the student (EOP, ECC,Q Center,Vet Office, Student wellbeing Collab, Safe Campus,ACRS etc.)
- Having “phone a friends” ready to help the student understand their options (SFS, DRS, LiveWell,Counseling Center,Hall Health)

How does this help

- Our colleagues are a critical part of our students’ care and support - relationships help us to be more responsive advisers.
- Deepens our understanding of services and supports on and off campus - and what the limitations are.
- Helps students build trust and normalize care: we don’t / can’t know all the things but we can be trusted sources of information
- Making referrals with care and respect - direct connections feel better

Our Strategies

Academic Wellbeing Plans

- This can be a long term jumping off point for building deeper relationships
- Can help to create space for growth and identifying strengths
- Recognizes that change is always possible and normal
- Gives space to identify systems of oppression that might not be IDd by student - gives more authentic space to dive in to these topics
- Includes sections such as: reflection, academic and wellness planning, and naming partnerships and support team

Recognizing Advising Restrictions

- Not everyone can meet during business hours
- Meeting students where they are
 - Some students don't see advising as a supportive space for personal care / health and well being
 - Trust: this is an issue with educational systems as a whole
 - Referring back to that context slide: There are real reasons why trust can be hard to build
- Systemic Oppression
 - Our students are facing challenges that are caused by different forms of systemic violence that are larger than what we have the full ability to support
 - It is important to not over promise what we can provide
 - Student Resources in COVID-19 PPT & Survey

Discussion

How do you do holistic advising?

- Breakout groups of 3
- What is a way that you were practicing advising holistically? What were successes / challenges?
- What are you anticipating might be new needs / new ways of supporting students this year? Who could be on your support team?



See you later!!

Put ideas and outcomes of your conversations with the chat

We're happy to talk more about any of the processes we brought up in the presentation
- contact us!

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