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Upcoming Important Dates

Meet the Staff

"The Importance of Mentoring in Academic Advising"

Advising Workshop

## UPCOMING IMPORTANT DATES

**February 3** - Last day to ADD a spring term course (\$25 fee)

**February 16** - Advising Workshop: Addressing Student Anxiety

**February 22** - Last day to DROP a spring term course (\$25)



## OFFICE OF UNDERGRADUATE ACADEMIC ADVISING

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# THE ACADEMIC ADVISOR NEWSLETTER

*Shannon Rogers (Academic Advising Graduate Assistant) and Maura O'Mahony (Academic Advising Work Study)*

### MEET THE STAFF

#### Stephanie Patterson

Stephanie Patterson is the Administrative Assistant for the Office of Undergraduate Academic Advising. She also supports the School of BESS and the Office of General Education and Common Learning. Stephanie has been with Academic Advising for a little over a year but has been with Messiah since 2013. Her favorite part of being on the team is working with so many different people across campus! When she isn't working, Stephanie loves to be outside enjoying nature.



# THE IMPORTANCE OF MENTORING IN ACADEMIC ADVISING

The role of advisors is not only to advise but to mentor our students. The term mentor originates from Greek mythology from the name of an old man whom Odysseus left in charge of his home and son, Telemachus, as he went on a ten-year journey. Mentor helped the son transition to a man, cared for him, and on occasion, saved his life. (Inzer and Crawford, [https://journalofleadershiped.org/wp-content/uploads/2019/02/4\\_1\\_Inzer\\_Crawford.pdf](https://journalofleadershiped.org/wp-content/uploads/2019/02/4_1_Inzer_Crawford.pdf)).

A mentor serves as a role-model, guide, teacher, and sponsor to a student throughout their academic and professional development. The relationship develops over time. It starts with formal mentoring—the formal assignment of an advisor—but it can develop into informal mentoring—a meaningful personal connection that can last for years. Mentors are essential in conveying academic information, as well as conveying professional ethics, values, and emotional support. (Rose, Rukstalis, Schukit [https://journals.lww.com/academicmedicine/fulltext/2005/04000/informal\\_mentoring\\_between\\_faculty\\_and\\_medical.7.aspx](https://journals.lww.com/academicmedicine/fulltext/2005/04000/informal_mentoring_between_faculty_and_medical.7.aspx))

Formal mentorship is important in Academic Advising to help foster community, and transform a student's career and professional outlook. For new students, it aids in learning about the campus and the culture within the University. But, when the relationship moves from formal mentorship to informal mentorship, it has the potential to inspire and encourage, the mentor is invested in helping the mentee to develop professionally and personally. A good mentoring relationship is one where similar values are shared, there is a connection, and a sense of trust and care. With those elements, it makes it much easier to reach one common goal: the student's success.

# ADVISING WORKSHOP

## TUESDAY, FEB 16, 4:30 PM

### ADDRESSING STUDENT ANXIETY IN ACADEMIC ADVISING



#### **DR. COURTNEY A. LLOYD**

Exploratory Studies Academic  
Advising  
Co-Chair, Committee for  
Advising Excellence  
*West Chester University*

#### **DR. MARIE BUNNER**

Associate Director of Academic  
Success Program  
*West Chester University*



## Zoom Link TBD

Stress and anxiety among college students is a widespread concern in higher education. Academic advisors work with students on a range of issues where students often identify anxiety as the cause of poor academic performance. “The propensity for mental health issues to hinder the success of college students” has reached far beyond test anxiety or an aversion to math (Beiter R, Nash R, McCrady M, Rhoades D, Linscomb M, Clarahan M, Sammut S, p. 90). Participants will discuss the prevalence of anxiety among college students and pragmatic approaches to address student anxiety and assist students in managing anxiety while adjusting to college life and academic pressure.

Beiter R, Nash R, McCrady M, Rhoades D, Linscomb M, Clarahan M, Sammut S. (2015). The prevalence and correlates of depression, anxiety, and stress in a sample of college students. *Journal of Affective Disorders*, 173, 90-96.