

KENYON COLLEGE ADVISING SYLLABUS

The mission of the [Office of Academic Advising](#) is
to engage students in taking ownership of and responsibility for their Kenyon experience
by helping them:

- 1) **Engage actively** with faculty advisors and other campus resources for advice and support
 - 2) **Reflect** on their academic, co-curricular, and extra-curricular interests, goals, and priorities
 - 3) **Assess and identify** their areas of strength, weakness, and development
 - 4) **Explore** available academic, co-curricular, and extra-curricular opportunities
 - 5) **Access, understand, and abide by** academic policies and procedures
 - 6) **Seek out** necessary and additional information to make informed decisions
 - 7) **Make individualized choices** that support personal interests, goals, and priorities
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Advisors are expected to:

- Assist students in understanding degree requirements articulated in the [Course Catalog](#)
 - Assist students in selecting courses for exploration and pursuit of intellectual interests
 - Assist students in monitoring academic progress through degree requirements
 - Check in with students regarding academic difficulties (e.g., [Conditional Enrollment](#), [progress reports](#))
 - Support students in defining and re-defining their goals and priorities
 - Encourage students to remain open to opportunities, flexible to change, and resilient to travail
 - Recommend campus resources to students based on their questions, needs, and concerns
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Advisees are expected to:

- DO THE LEGWORK.** Think about what you'd like to talk to your advisor about. Write down your topics, questions, and concerns. Do some research and make use of information available on-line. Think about how your advisor might be able to help you.
- PLAN AHEAD.** Don't wait until right before course registration to meet with your advisor or ask for your PIN – or until deadline days to get your advisor's signature. Be sure you know when your advisor is available to meet: Does he/she have open office hours or special advising hours? Do you need to make an appointment in advance? Will he/she be out of town during the semester? Arrive on time for meetings or let your advisor know you'll be late or unable to make it.
- SHARE ABOUT YOURSELF. ASK THOUGHTFUL QUESTIONS.** Your advisor will be able to offer better advice the more he/she knows about you. Share your story and your interests so that your advisor will know what you want (or think you want) to get out of your Kenyon experience: Do you want to study abroad? Do you want to work at the World Bank? Do you want to become a foreign ambassador? Acknowledge what you don't know and ask questions about what matters to you. Your advisor will do his/her best to help you find the answers. If they don't know, they'll help you reach out to other resources for the answers.
- FOLLOW THROUGH. FOLLOW UP.** Follow through on suggestions that make sense to you. Follow up on conversations regarding next steps. A strong advisor-advisee relationship is built on clear and consistent communication. Be sure to keep your advisor up-to-date as things change over time.
- OWN YOUR KENYON EXPERIENCE.** Your advisor will do his/her best to help you make informed decisions. However, you must accept responsibility for your academic choices and performance.

KENYON COLLEGE

ADVISING CHECKLIST (BY YEAR)

FIRST-YEAR STUDENTS

GETTING DOWN THE BASICS (during Orientation)

- Have you read through the First Things First Guide that was mailed to your home address?
- Do you clearly and fully understand the degree requirements (i.e., major, credits, enrollment, residency, GPA, non-major coursework, diversification, foreign language, quantitative reasoning)?
- Do you clearly and fully understand course enrollment procedures/standards and course credits/grades?
- Have you added the [Academic Calendar](#) to your personal Google Calendar?

FIGURING OUT THE DETAILS (during Orientation)

- Have you submitted your [AP/IB scores](#) (and/or scores for exams taken in high school)?
- Have you taken your [placement exams](#) (e.g., foreign language, math, science, music)?
- Have you reviewed [departmental websites](#) and attended departmental presentations?
- Have you checked out the appropriate introductory classes for departments/programs of interest? (Review the First Things First Guide as well as departmental websites.)

MAKING THE DECISIONS (before course registration)

- Have you reviewed the [Searchable Schedule](#) and bookmarked courses of interest?
- Have you consulted with your advisor and your upper-class counselor on your course selections?

SEEKING THE SUPPORT (throughout the year)

- Have you consulted with the [Career Development Office \(CDO\)](#) about summer opportunities?
- Have you accessed [campus resources](#) (as appropriate), including Library and Information Services (LBIS), Student Accessibility and Support Services (SASS), the Math Sciences Skills Center (MSSC), the Writing Center, the Health Center, the Counseling Center, and the Dean of Students Office?

SECOND-YEAR STUDENTS

- Have you reflected on your first year and thought about your next steps?
- Have you gotten to know faculty through courses, talks, and other campus activities?
- Have you reviewed your [academic progress](#) (i.e., credits, requirements) with your advisor?
- Have you discussed potential majors, minors, and concentrations with your advisor (and others)?
- Have you inquired about research opportunities with faculty during the year and for the summer?
- Have you consulted with the [Center for Global Engagement \(CGE\)](#) about off-campus study?
- Have you thought about integrating your academic and non-academic interests?
- Have you consulted with the [Career Development Office \(CDO\)](#) about summer opportunities?
- Have you continued to access [campus resources](#) (as appropriate)?

THIRD-YEAR STUDENTS

- Have you reflected on your second year and thought about your next steps?
- Have you reviewed your [academic progress](#) (i.e., credits, requirements) with your advisor?
- Have you declared your major, minor, and/or concentration with the [Registrar's Office](#)?
- Do you clearly and fully understand the major/minor/concentration requirements?
- Do you clearly and fully understand the details and timeline for your senior exercise(s)?
- Have you consulted with the [Career Development Office \(CDO\)](#) about life after Kenyon?
- Have you reached out to the [Office of National Fellowships and Scholarships](#) about postgraduate opportunities?
- Have you continued to access [campus resources](#) (as appropriate)?

FOURTH-YEAR STUDENTS

- Have you reflected on your third year and thought about your next steps?
- Have you reviewed your [academic progress](#) (i.e., credits, requirements) with your advisor?
- Do you clearly and fully understand the requirements that you need to complete in order to graduate?
- Have you started the process of applying to graduate school and/or applying for jobs?
- Have you thought about what academic opportunities you want to take advantage of before you graduate?
- Have you continued to access [campus resources](#) (as appropriate)?