

Plenary Session 1:

Creating a Culture of Teaching and Learning in the Advising Experience of Students – Casey Self

ABSTRACT:

The first plenary session will address the importance of creating a campus culture that views the academic advising experience of students in the context of teaching and learning. Topics that will be covered include: an overview of the changing views of advising and the perceptions of its value; a discussion of advising as a teaching and learning activity; suggestions about what students should learn from participating in advising and techniques for advising-as-teaching. In addition the presenter will offer suggestions for creating a campus culture that values the academic advising experience as teaching.

LEARNING OUTCOMES:

Participants will:

- Understand how the view of academic advising has changed
- Gain an appreciation of the role of advising as a teaching and learning activity
- Receive information about what students should learn from participating in the academic advising experience
- Be given some specific techniques to use in advising-as-teaching
- Learn ways to establish a campus culture that values the role of teaching and learning in the academic advising process

*Special thanks to Nancy King, Kennesaw State University, for her guidance and permission to use slides from previous presentations on this topic.

Plenary Session 2:

Embracing the Role of Academic Advising in Supporting Student Success – Charlie Nutt

ABSTRACT:

Essential to supporting and improving academic advising programs is an understanding of how and why academic advising supports student persistence and success and, in turn how to translate what is said in the literature to institutional good practice. This plenary session will discuss the relationship between academic advising and the successful student experience from theoretical and practical perspectives. Broadly defined, the topics to be considered in this session include: exploring the relationship between academic advising, the student experience, and retention; understanding the multi-dimensional nature of the student experience and what contributes to that experience; and thinking about promising perspectives and practices to support student persistence and success.

LEARNING OUTCOMES:

Participants will:

- Understand how and why academic advising contributes to student retention.
- Gain an understanding of the multi-dimensional nature of the student experience through exploration of sociological and psychological approaches to student persistence and success.
- Link an understanding of the multi-dimensional nature of the student experience to improving academic advising practice.
- Learn about promising philosophical perspectives and practices to support intentionality in the design of academic advising programs.
- Reflect on the student experience (or experiences) as a way to reconsider, reframe, enrich, and/or enhance the role of academic advising in supporting student retention on one's own campus.

DISCUSSION QUESTIONS:

- How do you define student success? How do you define retention? How does your campus define each of these terms?
- The literature continues to support an important role for academic advising in student success and retention. In what ways is academic advising considered important to your campus plan for student success and/or retention? As an administrator, how might you add support to or make the case for academic advising as a strategic initiative for enhancing student success and/or retention?
- Consider the students and the student experience(s) on your campus. How would you describe the nature of that/those experience(s) on your campus and how might academic advising be utilized to strengthen that/those experience(s)? What are your ideas for action?

Plenary Session 3:

Funding: Administering Advising Programs in Difficult Fiscal Times – Margaret Pentecost

ABSTRACT:

As state budgets decrease and endowments shrink, advising administrators must become creative in seeking alternative funding sources. Funding issues in higher education are making front page news in many states, and advising practice has been affected by budget cuts. Facing difficult fiscal times motivates administrators to review alternative funding sources and consider options for external funding. In this session, we will look at some of these options and provide initial process information for developing proposals for grants and other funding sources.

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LEARNING OUTCOMES:

Participants will:

- Review internal and external funding sources available to higher education institutions.
- Learn about a planning process to develop new initiatives and projects.
- Understand the importance of collecting and maintaining data to use in the development of funding proposals.
- Receive information about the process of grant development and submission.
- Appreciate what funding agencies want to fund and the review process.

Plenary Session 4:

Fulfilling the potential of academic advising: Engaging faculty advisors – Maura Reynolds

ABSTRACT:

How can we, as administrators, incorporate what we've learned about using advising to support student success and about creating a culture of teaching and learning (Sunday's plenary sessions) into our day-to-day involvement with advisors, especially faculty advisors? At most institutions, faculty are expected to advise as part of their contractual obligations. Few, however, have been hired, much less tenured or promoted, because of their skill as advisors. How can we work with faculty productively; what support and faculty development can we offer so that advising, especially faculty advising, contributes to student success and student learning?

DISCUSSION QUESTIONS:

Just as there are different approaches to engaging students, so it is with engaging faculty. These questions may guide us as we make decisions appropriate for our faculty and our institutions:

- Much has been written about *student* engagement. Might this information help us as we think about *faculty* engagement? What are *obstacles* (reward systems? beliefs about advising?) to engaging faculty in advising? How might we address these obstacles?
- Can we engage faculty through the ways we communicate about advising?
- How might our beliefs about faculty affect their engagement with advising?
- Can we connect our institutional missions to advising?
- What can we as administrators do to help faculty be the best advisors they can be?