AN INTRODUCTION TO THE FOUNDATIONS OF ACADEMIC ADVISING

Patrick Cate
Plymouth State University
NH State Liaison for NACADA

Marsha Miller
Kansas State University
NACADA Assistant Director, Resources & Services

2014 NACADA Annual Conference

Session materials available at
http://www.nacada.ksu.edu/About-Us/Executive-Office/EO-Staff/Marsha-Miller.aspx
Workshop Objectives

- Understand the three components of academic advising
- Become familiar with theorists whose work lays the foundation for quality academic advising
- Get a chance to practice
- Learn ways to effectively “work” a conference so you can make useful connections and take home ideas that can be implemented on your campus.
Three components of quality advising

- **Informational**
  - *What advisors need to know*
  - internal and external environment, student needs, & advisor self knowledge.

- **Relational**
  - *The skills advisors need to possess* in order to *do* their jobs effectively

- **Conceptual**
  - *The theories advisors must understand* to provide quality academic advising

A Brief History

- **English/European Model - Colonial Times**
  - *In Loco Parentis*
- **1820s – Kenyon College**
  - Faculty as advisors
- **1870 – Harvard College**
  - Ephraim Gurney, Dean of Student Conduct

- **Early 1900’s – Specialization**
  - Personal
    - Mental Hygiene Movement
  - Vocational
    - Vocational Guidance
  - Academic Advising
    - Curriculum Guidance
A Brief History – Post WWII

- Post WWII – Curriculum Issues/ GI Issues
  - Many new and diverse curricular changes.
  - Specialist needed to provide guidance.

- 1970s–2003 Access begin to tie theory to practice

- 2003 to today
First Era of Advising

- Colonial to 1870
- Close knit community, somewhat elitist
- Focus on “Sharpening the mind.”
- Set Curriculum.
Second Era of Advising

- With changes in curriculum came the need for specialists.
- Advisors were unclear in role
- “Student Personnel Point of View” A.C.E 1949
Third Era of Advising

- 1970 to present
- Crookston and O’Banion. (1972)
- Burlington VT – 1977 – NACADA
- Advising as an “examined activity.”
- Organization/Delivery models (Habley, 1983)
The Fourth Era of Advising

- 2003 to present
- Advising Practice draws from a variety of theories
Academic Advising Approaches

The Relational Component
Traditional (Prescriptive) Vs. Developmental Advising

Prescriptive Advising:
- Authoritarian in Nature
- Knowledge is one-sided.
- There is a “right” answer.
Traditional (Prescriptive) Vs. Developmental Advising

Developmental Advising:
- Is more dialogue than monologue.
- Student driven.
- There are “good” answers.
ACADEMIC ADVISING APPROACHES

Prescriptive
Developmental
Proactive (Intrusive)
Advising as Teaching
Learning-Centered Advising
Motivational Interviewing
Appreciative Advising
Strengths-Based Advising
Self-Authorship
Advising as Coaching
Socratic Advising
Hermeneutic
So which is it? Developmental vs. Teaching

- It’s Both.
- From Burns Crookston:
  - “(Advising) is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills. Not only are these advising functions but... they are essentially teaching functions as well.”
It Always Has Been About Advising...

- The ten generations of Higher Education
- Sharpening the mind vs. vocational training
- Public good vs. private control
- Political vs. apolitical

Future of Advising

- What do we see as trends in our students?
- What do we see as qualifications for advisors?
- Who shapes the decisions on your campus?
THEORIES THAT SERVE AS FOUNDATIONS FOR ADVISING
Why Theory Matters

CAS Standards for Academic Advising Programs (AAP) must be:

- integrated into the life of the institution
- intentional and coherent
- guided by theories and knowledge of learning and development
- reflective to needs of individuals, diverse and special populations, and relevant constituencies
Advising is “concerned with not only the specific personal or vocational decision but with facilitating the student’s rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making and evaluation skills.”
Terry O’Banion’s Model (1972)

- Exploration of Life Goals
- Exploration of Career/Educational Goals
- Selection of Educational Programs
- Selection of Courses
- Scheduling of Classes

Building Blocks of Developmental Advising...Upside Down?

- Exploration of Life Goals
- Exploration of Career/Educational Goals
- Program Choice
- Coursework
- Schedule
Perry

- **Dualism** (either/or thinking). There is a single right answer to all questions.
- **Multiplicity** (subjective knowledge). Knowledge is just an opinion.
- **Relativism** (constructed knowledge). Opinions are based on values, experiences, and knowledge. Critical Thinking.
Kohlberg

- **Level 1. Preconventional Morality**
  - Stage 1 - Obedience and Punishment
  - Stage 2 - Individualism and Exchange

- **Level 2. Conventional Morality**
  - Stage 3 - Interpersonal Relationships
  - Stage 4 - Maintaining Social Order

- **Level 3. Postconventional Morality**
  - Stage 5 - Social Contract and Individual Rights
  - Stage 6 - Universal Principles
Holland

- **Realistic** - practical, physical, hands-on, tool-oriented
- **Investigative** - analytical, intellectual, scientific, explorative
- **Artistic** - creative, original, independent, chaotic
- **Social** - cooperative, supporting, helping, healing/nurturing
- **Enterprising** - competitive environments, leadership, persuading
- **Conventional** - detail-oriented, organizing, clerical
Who you will hear...

- V. Tinto
- W. Habley
- V. Gordon
- P. Terrenzini
- J. Gardner
- G. Kuh
- J. Dewey
Partnering for Student Success
Melbourne, Australia
June 24-26, 2015
Plan now to join us in June 2015.

Membership
Becoming a NACADA member means joining the ranks of more than 10,000 professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students. Members enjoy various benefits, discounts, and opportunities within the organization and its many services and resources.

Join Now

Upcoming Events

2014 Annual Conference
Oct 8-11, 2014 - Minneapolis, MN

NACADA Middle East Conference
Nov 19-20, 2014 - Doha, Qatar

2014-2015 Web Events

Resource Library
Looking for information about academic advising? You've come to the right place. NACADA provides a plethora of articles, materials, publications, and other resources. Whether trying to get new perspective on retention issues or just trying to stay abreast of current trends in advising, NACADA's Resource Library is a proven source of valuable information.

- Clearinghouse
- The NACADA Journal
- Academic Advising Today
What you will hear....

Organizational Models

- Habley (1983) postulated 7 models for how advising is organized on any campus.
- Results of the 2011 national survey showed that the organization of advising differs by campus and can even differ by department on the same campus.
- Many of today’s conversations about advising “models” center around who delivers advising: professional advisors, faculty advisors, or shared.
Organizational Models

To find organizational/structural "models" the best suit our campus needs Miller (2012) gave us 4 questions and Barron & Powell added a 5th:

1. **Who is being advised?** (e.g., freshman, undecided, majors)
2. **Who advises?** (e.g., professional, faculty, peer, shared)
3. **Where is advising done?** (e.g., campus wide center, faculty offices, online, department office)
4. **How are advising responsibilities divided?** (e.g., total intake, undecided in a center/majors with faculty)
5. **When is advising done?** (e.g., once a year? Once as semester? During orientation course?)

Miller, M.A. (2012). Structuring our conversations: Shifting to four dimensional advising models. Retrieved from the NACADA Clearinghouse of Academic Advising Resources 
http://nacada.ksu.edu/tabid/3318/articleType/ArticleView/articleId/93/article.aspx

Barron and Powell. Options on How to Organize and Structure Advising 
So What?

- There are many more....who did you like?
- Do these all fit together? How?
- How do you find out more?
How to Work the Conference

Now

- What one thing do I want to discover while I am at this NACADA conference?
- Establish your personal conference “advisory board”
How to Work the Conference

During the Conference

- Meet at least two new people in each session
- Collect business cards (use the back for notes)
- Debrief at the end of each day
- Write down the most important things learned
How to Work the Conference

At the end of the conference

- What theories, approaches, and strategies should I take home for implementation?
- Write and distribute an executive summary (one page)
  - What you hoped to learn at conference
  - What you learned
  - What needs to be implemented
Putting it together at home

- Work your Executive Summary
- Case studies
- Advisor Core Resource Library
Discussion

Contact:

Patrick Cate
pcate@plymouth.edu

Marsha Miller
miller@ksu.edu
Good Luck and learn a lot at the conference!