

ENGAGING IN LEARNING FROM/FOR FACULTY ADVISORS

Joshua Smith

Dean, School of Education
Loyola University Maryland

Past President, NACADA: The Global Community for Academic Advising

Twitter: @NACADAJosh

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TRANSITION TO COLLEGE

- Expectation and Experience Disconnect
 - Academic (Too easy, Too hard, Just right)
 - Social (Lonely, Party, Life Partner, Besties)
 - Organizational (I'm Lost!)
 - Cultural (This isn't Kansas Toto)
 - My Dream Job (Doogie Houser, CSI, Law & Order)

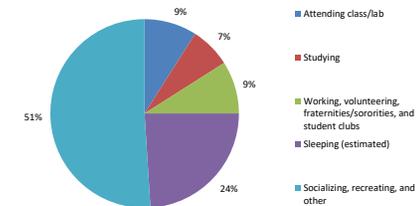


VALUE OF A COLLEGE EDUCATION

- Is college worth it? Cover of *Newsweek*
- Competency-based Education
- MOOCs and other Ed Tech Disruptions
- 529's and Financial Aid
- Student Loan Debt
- College Scorecards



COLLEGE STUDENT TIME USE



Academically Adrift (Arum & Roksa, 2011)



DEFINITION OF EFFECTIVE FACULTY ADVISOR

“the excellent advisor helps the student to understand, and indeed in a certain sense, to create the logic of the student’s curriculum.”

Marc Lowenstein, 2009

ADVISING AS TEACHING

“An excellent advisor does for students’ entire education what the excellent teacher does for a course.”

Marc Lowenstein, 2006

ADVISING PRINCIPLES MIRROR EFFECTIVE TEACHING PRINCIPLES

- Knowledge is constructed, not received.
- Mental models change slowly
- Questions are critical
- Caring is critical
 - *What the Best College Teachers Do* (Bain, 2004)

CONCEPT OF ACADEMIC ADVISING

- “C”urriculum
 - Ranges from the ideals of higher education to the pragmatics of enrollment
- Pedagogy
 - Incorporates the preparation, facilitation, documentation and assessment of advising interactions
- Student Learning Outcomes (SLO or SOL)
 - Articulate what students will demonstrate, know, value and do as a result of participating in academic advising

RESPONSIBILITIES OF FACULTY ADVISORS

- Be accessible
- Communicate university policy and procedures
- Help students define and develop realistic goals
- Match students' needs with available resources and make appropriate referrals
- Assist students with planning courses, majors, minors, consistent with their abilities and interests
- Assist students in understanding decision-making skills

RESPONSIBILITIES CONT.

- Monitor students' progress and offer encouragement
- Discuss linkage between academic preparation and world of work
- Maintain confidentiality



GOOD TEACHING AND ADVISING:

- Provide students with various learning models
- Create interest through enthusiasm and passion
- Provide formative feedback
- Challenge preconceived notions
- Are transformative!!

AT THE HEART OF ADVISING... THE ART OF CONVERSATION

“The art of conversation is the ability to create a dialogue that others will willingly join.”

*Whyte, 2004
“Five Conversations on
the Frontiers of
Leadership”*

WHAT DO STUDENTS WANT FROM FACULTY ADVISORS ?

Accurate Information “Do they know?”

- At the right time; Not data dump

Accessibility “Are they there?”

- Posted office hours and around campus

Caring Attitude “Do they care?”

- Genuine concern and champion

PROMISING ADVISING PRACTICES

- Prescriptive Advising—Developmental Advising False Dichotomy (Smith, 2013)
- Caring Expert (Smith & Downey, 2003)
- Praxis (Hemwell & Tratche, 2009)
- Intrusive Advising (Glennen, 1989)

CREATING A CULTURE THAT VALUES ADVISING AS TEACHING AND LEARNING

- Educate students, faculty, staff and administrators about the nature and value of advising
 - ✓ Connect advising to the institution's mission statement
 - ✓ Core advisors serve on Advising Council
 - ✓ Establish an advising curriculum
 - ✓ Differentiate between “scheduling” and advising

ADVISING AS TEACHING AND LEARNING

- Establish an ongoing Advising-as-Teaching Professional Development Program
 - ✓ Include conceptual, informational, and relational pieces
 - ✓ Not a “one-time event”
 - ✓ Follow up with electronic newsletter to keep advising in front of the campus
 - ✓ Make use of NACADA resources

ADVISING AS TEACHING AND LEARNING

- Build in Recognition and Rewards for Quality Faculty Advising

- ✓ Awards (i.e., NACADA awards program)
- ✓ For Faculty: promotion and tenure consideration, course release
- ✓ Share advising “successes” and contributions to retention and graduation rates

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