

Academic Advising
NACADA Summer Institute

Academic Advising Approaches

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Goals for this session:

- Review the basic theories of academic advising
- Explore various approaches to advising
- Discuss several academic advising practices
- Apply the theories to real-life scenarios

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Making the simple complicated is commonplace. Making the complicated simple, awesomely simple, that's creativity.

Charles Mingus




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Defining Your Own Experience


- How would you describe your first year in college?
- What could have made it better?
- How do your experiences relate to your role as an advisor?
- How is this significant to our discussion today?

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Figure 1.1. Levels of advising knowledge



The Advising Process



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Let's do a brief review.....

Prescriptive Advising – The Foundation

- Advisor tells the student what to do
- Student does what he/she is told
- Linear communication from advisor to advisee
- Responsibility placed on advisor
- Advisor required to have answers to all questions



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Intrusive/Proactive Advising

- Proactive interactions with students
- Connecting with students before a situation occurs that cannot be fixed
- Active concern for students' academic preparation
- A willingness to assist students in exploring services and programs to improve skills and increase academic motivation

Upcraft & Cramer, 1995

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Intrusive/Proactive Advising

“Give them what they need before they know they need it.”



Lee Noel and Randi Levitz

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Proactive Advising Strategies

- When do you use proactive strategies?
- How do you reach out to your students?
 - What strategies do you use on your campus?
 - What strategies do you think would work?
- Are proactive advising strategies only for at-risk students?
 - Why?
 - Why not?

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Developmental Advising

“.....a rational process in which both the student and advisor should share responsibility for both the nature of the advising relationship and the quality of the experience; a process in which the advising relationship is vital.”

Crookston, 1972

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**Or, to sum it up
another way.....**

*“Give a man a fish
and you feed him for
a day;
Teach a man to fish
and you feed him for
a lifetime.”*

~Matmonides~



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The Premises

Academic advising is central to the delivery of services to students.

“Advising should be at the core of the institution’s educational mission rather than layered on as a service.”

Robert Berdahl
New Directions for Teaching and Learning

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No matter your approach to advising, remember that you can’t do it alone!

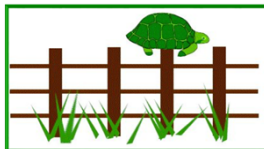


Collaboration

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The Collaboration

Advising requires coordination and collaboration among units across campus that provide student support/services.



“Every time you see a turtle on a fencepost, you know it didn’t get there by itself.” Alex Haley

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Academic Advising – Hub of the Wheel



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Learn by Doing

“Tell me, and I’ll forget.

Show me, and I may not remember.

Involve me, and I’ll understand.”

~Native American Saying~



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O’Banion’s Advising Paradigm



- Exploration of life goals
- Exploration of career/educational goals
- Selection of an educational major
- Selection of classes
- Scheduling of classes

How do we assist advisees in achieving these goals?

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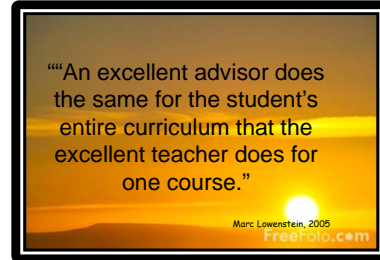
O'Banion's Advising Paradigm



- Patrick Cate asks "What if O'Banion had it backwards: the right steps but backwards?"
(Voices from the Field in Academic Advising Approaches, p. 61-63)
 - Scheduling of classes
 - Selection of classes
 - Selection of an educational major
 - Exploration of career/educational goals
 - Exploration of life goals
- Your thoughts?
- For which students might this premise work?

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**A new approach ~
A new focus**



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NACADA Definition of Advising

- Multi-dimensional and intentional
- Grounded in teaching and learning
- Has its own purpose and content
- Has specified outcomes for student learning

<http://www.nacada.ksu.edu/definitions.htm>

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Focus on the advisee as learner

- What is it we want our students to demonstrate they
 - **Know**
 - **Are able to do**
 - **Value and appreciate**as a result of academic advising?

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**Advising as Teaching
and Learning**



- Advisors teach students
- to value the learning process
 - to apply decision-making strategies
 - to put the college experience into perspective
 - to set priorities and evaluate events
 - to develop thinking and learning skills
 - to make choices

NACADA Core Values

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**Advising as Teaching focuses on students'
academic and personal growth**

By providing an opportunity to identify realistic academic and career goals as well as a program to achieve them.

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Advising as Teaching focuses on students' academic and personal growth

By cultivating in them an ability to make connections among courses and to integrate learning.



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Advising as Teaching focuses on students' academic and personal growth

By building a connection between students' education and their lives



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Learning-Centered Advising

"Some teachers and advisors may assume that student learning is automatic, the result of good teaching or good academic advising. However, students learn for and by themselves; it is a process, a change, a response to experiences. Advising and teaching techniques and tools matter, not as ends in themselves, but as means of fostering and supporting student learning. When teaching and advising are learning centered, the focus rests on students (not teachers or advisors)."

*Maura Reynolds (2013)
 "Learning-Centered Advising"
 in Academic Advising Approaches*

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Principles of Learning-Centered Advising


- Clear, reasonable, and positive goals
- Learning requires active involvement
- Motivated students learn more effectively
- High expectations encourage high achievements
- Students need feedback
- Interaction promotes learning

Maura Reynolds (2013)

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Advising as Teaching and Learning

- If advising is teaching and learning-centered, treat it as such
 - Develop a curriculum for advising
 - Identify learning outcomes
 - Identify learning activities for attaining the outcomes



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Different Perspectives

↓

Different Approaches

Appreciative Advising

“Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”

<http://www.appreciativeadvising.net/what-is-appreciative-advising.html>

The Six Phases of Appreciative Advising

- Disarm
 - Make positive first impression
 - Warm, welcoming greeting
- Discover
 - Build rapport
 - Learn about strengths, skills, abilities



Bloom, Hutson, & He (2013)

The Six Phases of Appreciative Advising

- Dream
 - Elicit hopes and dreams
 - Discussions that make them think of the future
- Design
 - Create plans for the future together
 - Students take ownership

All dreams come true if we have the courage to pursue them.

The Six Phases of Appreciative Advising

- Deliver
 - Students take responsibility for executing their plans
 - Advisors express confidence
- Don't settle
 - Encourage continued improvement
 - Set higher expectations

Strengths-Based Advising

“Strengths-based advising represents a paradigm shift for higher education from failure prevention and a survival mentality to success promotion and a perspective of thriving.”

Laurie A. Schreiner (2013)
“Strengths-Based Advising”
In *Academic Advising Approaches*

Steps in Strengths-Based Advising

1. Identify students' talents
2. Affirm students' talents and increase awareness of strengths



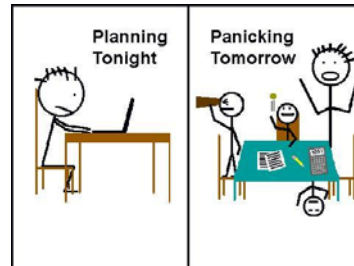
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Steps in Strengths-Based Advising

3. Envision the future
4. Plan specific steps for students to reach goal
5. Apply students' strengths to challenges.

"Talent is nothing without persistence."
Dean Crawford

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Advising as Coaching

Student success depends on the presence of multiple motivational factors such as

- Caring
- Proactive management
- Frequent feedback
- Sense of purpose
- Mentoring
- Recognition



Nealy 2008

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Advising as Coaching

A process designed to facilitate the decision-making activities to the (student) and to provide ongoing accountability and follow up with a strong emphasis on personal responsibility

Whitmore, 1996

Coaching is about understanding where a student wants to go and creating an action plan and accountability to get them there.

Nealy 2008

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Three Levels of Advising as Coaching

- The developmental program
- The individual session
- The decision facilitation process



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Common Stages of Coaching

- Relationship Building
- Assessment
- Feedback
- Planning
- Implementation
- Evaluation and follow-up

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Results in

- Self-awareness
- Confidence
- Improved performance
- Self-authorship



Advisee Self-Evaluation

Feedback

** Complete this form before meeting with your advisor during Term 2 Mid-term Reading Period

SELF-EVALUATION

Name: _____ Date: _____ Advisor: _____

PLEASE PRINT

PLEASE PRINT the questions before meeting with your advisor during Fall Mid-term Reading Period

Always be sure to get something with your advisor or with your advisor. Be representative of your overall record. Following the meeting, you will be asked to fill out this form and the other 2 for your records. If you have a second advisor, you should make a copy of this form and give it to your second advisor.

In general, what are the ways I am most in control of my learning experience?

What experience of I am most in control of my learning?

What experience of I am most in control of my learning?

What have you found to be the most challenging academic or non-academic experience so far?

Which study strategies have you found to be most useful?

Which study strategies have you found to be least effective?

What are your expectations for the next semester regarding the overall goal of the year?

Class of _____

Class of _____

Major _____

Which degree program do you plan to use?

Other comments to be included in your advisor's notes:

System Number _____ System Address _____

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Additional Approaches

- Motivational Interviewing
- Self-authorship Theory
- The Application of Constructivism and Systems Theory to Academic Advising
- Socratic Advising
- A Hermeneutic Approach to Advising

*Read all about these in
 Academic Advising Approaches
 Strategies That Teach Students to Make the Most of College*

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Practical Applications

- One-on-one advising
- Group advising
- Peer advising



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One-to-One Advising

- A commitment to the whole student
- Recognition and appreciation of individual differences
- A commitment to facilitating student development, success, and learning
- Providing quality services to meet student needs
- A commitment to providing access and opportunity

*"Student don't care how much we know
 Until they know how much we care."*

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*"Academic advising is the
 only structured activity on
 the campus in which all students
 have the opportunity for an
 on-going, one-on-one interaction
 with a concerned representative
 of the institution."*

Wes Habley

Group Advising

- A student-centered process in which advising is a shared responsibility
- An extension of teaching
- An efficient way of sharing factual information with advisees



Group Advising

- Enhances peer involvement and the learning community environment
- Incorporates principles of developmental advising philosophy



According to Richard Light.

“To learn from one another, students with different backgrounds and from different racial and ethnic groups must interact.”

Making the Most of College, 2001

Group advising is an opportunity for this to occur

Why Use Group Advising?

- When individual advising is not a viable option
- When the group to be advised has time constraints
- When there is important information to be shared with a large number of students



Why Use Group Advising?

- To establish peer groups
- For the proactive vs. reactive value
- Help for the terminally shy
- Others?
- What are the challenges?



Methods for Delivering Group Advising

- Orientation programs
- First-year seminar courses
- Learning Communities or Freshman Interest Groups (FIG)
- Advising in Residence Halls
- Senior Capstone courses
- Examples?



Peer Advising

- Enhances academic advising programs
- Demonstrates that advising is taken seriously
- Demonstrates that addressing student needs is an institutional priority
- Compatible with all academic advising delivery models
- Offers versatility – can be tailored to the needs of the institution
 - Implemented institution-wide
 - Used for certain majors or sub-sets of students

Who are Peer Advisors?

Peer advisors are students who have been selected and trained to offer academic advising services to their peers.

Services provided by peer advisors are intentionally designed to assist in student adjustment, satisfaction, and persistence toward attainment of their educational goals.

Benefits for the Peer Advisors

- Enhance leadership skills
- Become actively engaged in the college environment
- Contribute to the intellectual and personal growth of students
- Enhance problem solving skills
- Improve communication skills
- Receive certificate of participation and letter of recommendation
- Great for the résumé



Limitations of Peer Advisors

- Peer advisors are not professional advisors
- Peer advisors shouldn't feel that they are counselors
- Peer advisors need to know their boundaries
- Peer advisors should advise, not tell advisees what they should or should not do
- Peer advisors need to refer, refer, and refer as needed!

A parting thought, no matter our approach.....



"The questions we raise, the perceptions we share, the resources we suggest, the short-term decisions and long-range plans we help them think through, all should aim to increase their capacity to take charge."

Chickering

Best Practices Discussion

Think back to your best and most challenging interactions with an advisee or student (if not an advisor).

- What happened?
- What made the interaction so good/bad?
- How did you handle each interaction?
- Would one of the approaches discussed today helped you in assisting the students?