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

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?
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

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

Intrusive/Proactive Advising

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

Lee Noel and Randi Levitz

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?

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

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.”

~Maimonides~
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*

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

Collaboration

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

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

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?
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. 62-63)
- 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?

A new approach ~
A new focus

“An excellent advisor does the same for the student’s entire curriculum that the excellent teacher does for one course.”

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

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?

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

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

Advising as Teaching focuses on students’ academic and personal growth

By building a connection between students’ education and their lives

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

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)

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

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

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
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

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

Three Levels of Advising as Coaching

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

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

Whitemore, 1996

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

Nealy 2008

Common Stages of Coaching

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

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

Additional Approaches

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

Practical Applications

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

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.”
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

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?

- 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 advising services 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!

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?