**ACADEMIC ADVISING APPROACHES**

Nancy Roadruck, Kent State University

The presenter acknowledges the work of Kathy Stockwell, Jayne Drake, and Jon Steven Antalvari in the preparation of this presentation.

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**Goals for this session:**
- Work on various advising strategies per designation
- Learn more about group advising
- Learn how to utilize peer advising
- Review the benefits of appreciative advising
- Reflect on the challenges faced with distance learners

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

Charles Mingua

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**What is your role at your institution?**
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Why learn different advising approaches?

DATA

• 21 m students studying in the US
• 4300 colleges and universities
• 44% graduate in 4 years
• 60% graduate in 6 years
• 57% six-year rate for females
• 62% six-year rate for males
• 93% aspire to more education
• 0% can do it alone

National Center for Education Statistics and Charlie Nutt

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• First generation students
• Veterans/Active military students
• Transfer students
• Non-traditional students
• Students with disabilities
• LGBTQ+ students
• Undeclared students
• Student athletes
• Honors students
• International students
• Adult students
• First-year students
• Second-year students
• Distance learners
• Probationary and at-risk students

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?
We can all agree. Building relationships and encouraging students’ holistic development are key elements in nearly all academic advising approaches.

NACADA’S DEFINITION OF ADVISING

It is:
• 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

Advising needs flexible, eclectic practitioners able to adapt their advising strategies in accordance with the needs of their students. Being married to a single approach to academic advising, advisors potentially disregard the diverse ways in which students learn and presume a single, linear developmental path that is clearly more idealistic than realistic.

Kimbell and Campbell, Academic Advising Approaches, p.6

PRESCRIPTIVE ADVISING

Old:
Advisors as disseminators of information
New:
Advisors as teachers, mentors, facilitators, guides, allowing for individual differences

Both Teachers and Advisors are:
"caring, good listeners, knowledgeable about their content areas, and prepared. Both believe in the human dignity of all their students. Their behaviors reflect clarity, enthusiasm, warmth, flexibility, availability, and businesslike, task-oriented behaviors."

As cited in Lowenstein, Wade and Yoder, "The Professional Status of Teachers and Academic Advisors in Matters." in Romano and White, Teaching through Academic Advising: A Faculty Perspective.

Like good teachers, advisors

- Ask
- Show
- Clarify
- Challenge
- Support

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

Marc Lowenstein
Lowenstein’s quote begs the questions:
What is it that the excellent teacher does for one course?
What is it that the excellent advisor does for the student?

Advising as Teaching focuses on students’ academic and personal growth.
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

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 just to an individual advisor, 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)
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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

ADVISING APPROACHES

- Appreciative Advising
- Strengths-Based Advising
- Proactive (Intrusive) Advising
- Coaching
- Career Construction (Life Design)
- Group Advising
- Peer Advising

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

APPRECIATIVE ADVISING

Appreciative Inquiry

- Disarm
- Discover
- Dream
- Design
- Deliver
- Don’t settle
APPRECIATIVE ADVISING

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)

APPRECIATIVE ADVISING

The Six Phases of Appreciative Advising

• **Dream**
  ➢ Elicit hopes and dreams
  ➢ Discussions that make them think of the future

• **Design**
  ➢ Create plans together for the future
  ➢ Students take ownership

APPRECIATIVE ADVISING

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

APPRECIATIVE ADVISING

Has anyone used this approach in your advising practice?

How is it different from other approaches you might use?
**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, Academic Advising Approaches, p. 105

**STRENGTHS-BASED ADVISING**

“A strengths-based approach encourages students to capitalize on their unique gifts to become the best version of themselves and gain the most they can from their college experiences.”

Laurie Schreiner, Academic Advising Approaches, p. 117

**STRENGTHS-BASED ADVISING**

Step 1. Identify Students’ Talents

- What did you learn with the greatest ease in high school?
- What fascinates you?
- What are you like when you are at your best?
- How have you used your talents to succeed in the past?
- What brings out your best or helps you thrive in college?
- What do you see yourself doing as a result of being a college graduate that you cannot do now?
- How would you describe the person you want to become? What is that person like? What is that person able to do?

Step 2. Affirm Students’ Talents and Increase Awareness of Strengths

Step 3. Envision the Future

Step 4. Plan Specific Steps for Students to Reach Goals

Step 5. Apply Students’ Strengths to Challenges
PROACTIVE ADVISING

• Deliberate, structured student interventions
• Purposeful, structured involvement with students
• Efforts to reach out to students before they ask for help
• Inquiries into causes of the students’ concerns/difficulties

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?
• What strategies do you use on your campus?
• What strategies do you think would work?

ADVISING AS COACHING

“Advising as coaching is about understanding where a student wants to go and creating an action plan and accountability to get them there.”
Nealy, 2008

Students Success Depends on

• Caring
• Proactive management
• Frequent feedback
• Sense of purpose
• Mentoring
• Recognition
ADVISING AS COACHING

Common Stages of Coaching
- Relationship Building
- Assessment
- Feedback
- Planning
- Implementation
- Evaluation and follow-up

Results in
- Self-awareness
- Confidence
- Improved performance
- Self-authorship

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Applying the approaches
Please help Riley and Ali find their way

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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
  “Students 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 which all students have the opportunity for an on-going, one-on-one interaction with a concerned representative of the institution.”

Wes Habley

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Group Advising
Peer Advising

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


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Group Advising is...
• A student-centered, participatory process in which advising is a shared responsibility
• An extension of teaching
• An efficient, prescriptive method of sharing information with advisees
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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

Venues for Delivering Group Advising
• Orientation programs
• First-year seminar courses
• Learning Communities or Freshman Interest Groups (FIG)
• Residence Halls
• Senior Capstone courses
• Examples

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Peer Advising is...
A service provided by trained peer student advisors that is intentionally designed to help other students to adjust to college life, assist in their satisfaction with the college experience, and help in their persistence toward achieving their goals.

Benefits for the Peer Advisors
• Enhance leadership, problem solving, and communication skills
• Actively engage in the college environment
• Contribute to the intellectual and personal growth of other students
• Great for building the resume
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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 institute-wide
  - Used for certain majors or sub-sets of students

Do’s and Don’ts for Peer Advisors
- Peer advisors should not be considered professional advisors or counselors
- Peer advisors need to know the limits of their authority/responsibilities
- Peer advisors should advise rather than tell advisees what they should or should not do
- Peer advisors need to refer, refer, refer

ADVISING DISTANCE LEARNERS
- Establish solid, meaningful student-advisor relationships
- Have a single point of contact for students
- Assign dedicated advisors and staff – Distance Learners are the primary responsibility
- Maintain ongoing, regular contact

Advising Distance Learners
- Create a sense of community and engage learners
- Provide the same attention that face-to-face students receive, if not more
- Invest in technology to support Distance Learners
- Be proactive to communicate upcoming events and deadlines to DL students
- Keep track and provide outreach at various checkpoints
New Advising Approach on the Horizon...

Career Construction (Life Design)
Career Construction is a comprehensive theory of vocational choice and adjustment that addresses the what, how and why of a career decision.

Adapted from: Dr. Kevin Glavin and Dr. Mark Savickas
Career Construction Institute – 2016

Career Construction
Stories reveal patterns
Patterns reveal themes
Themes reveal purpose

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 What Approach You Use, Remember – it’s a collaboration
No Matter What Approach You Use,
Remember~it’s about our students
“The questions we raise, the perceptions we
share, the resources we suggest, the short-
term decisions and long-range plans we help
[students] think through, all should aim to
increase their capacity to take charge.”

I want to hear from you!

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and opinions help shape future NACADA
Institutes!

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