FACULTY ADVISORS: REALIZING THE POTENTIAL

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FACULTY ARE ADVISING

According to the 2011 NACADA National Survey

Approximately 78% of the responding institutions utilize faculty for advising

If you want to go quickly, go alone...
If you want to go far, go together.

African Proverb
Quoted by Al Gore

“In an era when higher education has been challenged philosophically, organizationally and financially, effective advising is more important than ever. Higher education institutions of all stripes can contribute profoundly to student success by ensuring that faculty have the tools necessary to advise students effectively.”

Kennemer & Hurt (2013)
SO, WHAT DO FACULTY NEED TO ADVISE WELL?

Because faculty members play such an integral role in academic advising, they need the information, tools, and resources to engage effectively in the advising process. The importance of quality advisor-development programs has been documented (Brown, 2008; King, 2000), but the data from this survey suggest that limited internal and external training and development opportunities are available to most faculty advisors.”

Stephen Wallace (2011)
Implications for Faculty Advising

1. FACULTY NEED TO UNDERSTAND WHAT ADVISING IS.

If we contact faculty about advising only as registration approaches, faculty will assume that advising = registering for classes.
ADVISING IS NOT JUST REGISTRATION!

Importance of a mission statement and an advising syllabus with learning goals

2. FACULTY NEED TO UNDERSTAND WHAT ADVISING INVOLVES.

- Concern about being a counselor
- Concern about making mistakes
- Concern about “real” experience
- Concern about students’ needs and diversity
- Concern about time commitment
3. FACULTY NEEDS TO KNOW THAT ADVISING “MATTERS.”

“Advising is a critical component of higher education. Faculty advisors are able to not only guide students through increasing knowledge and developing skill in their respective academic disciplines; but faculty advisors hold unique positions in which they are able to guide students in developing overall educational and career plans (Baker & Griffin, 2010; White & Schulenberg, 2012).”

Kennemer & Hurt (2013)

“Teachable Moments: Advising as Liberal Learning”
Liberal Education, Spring 2006

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Kennemer & Hurt (2013)
“An excellent advisor does the same for the student’s entire curriculum that an excellent teacher does for one course.”
Marc Lowenstein, 2005

NSSE 2014 ADVISING MODULE
Positive link between the number of times 1st year students met with advisors and their perception of the campus’ academic, social, and emotional support—a finding consistent across all racial/ethnic groups.

STUDENTS WHO RATE ADVISING AS GOOD OR EXCELLENT
- Are more likely to interact with faculty
- Perceive institution’s environment to be more supportive overall
- Are more satisfied with their overall college experience, and
- Gain more from college in most areas

National Survey of Student Engagement
2014

“It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising.”
Kuh, 2005
Student Success in College
4. FACULTY NEED OUR HELP.

BUILD BRIDGES
- Assume the best
- Connect students with faculty
- Talk with faculty about advising as learning
- Share good news

“CORE” QUALITIES OF EFFECTIVE FACULTY ADVISORS
- Available/accessible
- Knowledgeable/helpful
- Personable/approachable
- Mentor/Coach

EFFECTIVE ADVISORS
- Discuss how students spend their time
- Encourage students to join organizations and become engaged
- Advocate ethical and professional conduct
- Have conversations with their advisees about core values, aptitudes and interests, strengths, areas for improvement and goal setting
ADVISING AS TEACHING

“Advising teaches skills like decision-making and critical thinking, as well as content like curriculum and academic regulations. Advising and teaching are both interactive activities that result in student learning.”

Heidi Koring, 2004

THE LINK BETWEEN ADVISING AND TEACHING

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

BOTH GOOD TEACHING AND ADVISING

- Require appropriate preparation
- Emphasize good rapport building
- Require clear communication
- Emphasize sensitivity to audience
- Require respect for diverse points of view

AND...

- Provide students with various learning models
- Enhance students’ critical thinking skills
- Have long-term influence on students
- Are intrinsically rewarding
- Create interest through enthusiasm/passion
- Assess student progress
5. FOR BUY-IN AND A SENSE OF OWNERSHIP, FACULTY MUST BE INVOLVED IN THE PLANNING, DEVELOPMENT AND IMPLEMENTATION OF A FACULTY ADVISING PROGRAM.

SUCCESSFUL FACULTY ADVISING PROGRAMS STRESS...

- Accountability
  - Clearly defined and consistent faculty advising roles
  - Use of technology to become more student-centered
  - Knowing the needs of the students on campus
  - Shared responsibility for both students and the institution

- Training
  - Explores the link between advising and teaching
  - Contains discussion about the philosophy of advising and the expectations of faculty advisors
  - Contains conceptual, informational, and relational topics

Before offering workshops, sending emails, posting materials, contacting faculty, ask

“How does this activity support advising as learning?”

SO, WHAT SHOULD BE INCLUDED IN TRAINING?
OTHER WAYS TO HELP FACULTY...

- Eliminate as much paperwork as possible
  - Use a degree audit and
  - Post accurate, timely, and appropriate info, for both faculty and students

- Emphasize multiple sources of information and help
  - Internal resources
  - NACADA Clearinghouse
  - NACADA professional development opportunities

- Address concerns that make faculty insecure
- And remember to engage faculty in the process

Topical on Crafting Successful Advisor T&D Programs
Thursday, 10:30-11:45

6. THERE MUST BE A REWARD AND RECOGNITION SYSTEM FOR FACULTY ADVISORS.

REWARD AND RECOGNITION

- Reward faculty for performance as advisors
- Include advising in consideration for promotion, tenure, merit pay, and salary increases
- Recognize outstanding advising as you would outstanding teaching or research
- Submit nominations for NACADA awards at the state, regional, and national levels
EVALUATION

- Obtain both faculty and student perspectives
- Include both formative and summative forms of evaluation
- Use the CAS Standards and Guidelines for Academic Advising as the basis for your evaluation process
- Include the NACADA Statement on Core Values in setting your institutional advising standards
- Create Student Learning Outcomes and Process Delivery Outcomes

WE NEED TO REMEMBER...

“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
RESOURCES

DISCUSSION

• Do you have a professional development program for faculty advisors? How does it work?
• What resources does your campus provide for faculty advisors?
• Are faculty advisors encouraged to use NACADA resources and to become involved in the Association?

I WANT TO HEAR FROM YOU!

Please tell me about my session - Your thoughts and opinions help shape future NACADA Institutes!

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This evaluation will be open until 10:00 p.m. tonight