Faculty and academic advising: A focus on student learning

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NACADA: The Global Community for Academic Advising

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Session Overview

- Why is academic advising important?
- How is academic advising similar to teaching?
- What is the relationship between student learning and academic advising?
- How do we think about student success?
- What are the foundational concepts and competencies that inform and inform learning-centered advising?
- How do technology and data influence advising practice?
- How do we center equity in academic advising?



"Learning transpires when a student makes sense of his or her overall curriculum just as it does when a person understands an individual course, and the former is every bit as important as the latter"

Lownstein, 2005



LIKE THE EXCELLENT TEACHER, THE EXCELLENT ACADEMIC ADVISOR

- Asks
- Shows
- Clarifies
- Challenges
- Supports





Philosophy of Advising

What are the purposes of advising?

Normative vs Descriptive Theories

The identity of any system is defined by its behavior –
 Donella Meadows



"The very principles and practices that promote student retention (persistence) also promote student learning (academic achievement)."

(Cuseo & Farnum, 2011)



Persistence VS. Retention

- Retention is an institutional metric
- Persistence follows the student

(Hagedorn, 2006, Troxel, 2018)





Advisors Know

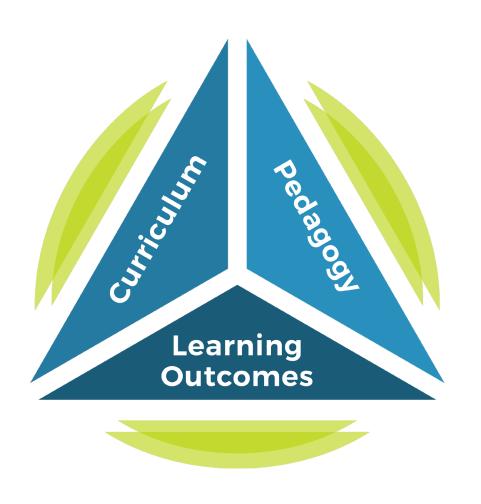
- How students are negotiating their institutions.
- Where the trouble spots are for students.
- Why students have come to the institution
- When students are first thinking about leaving and what might be prompting this desire to leave.
- Why students leave.
- Other issues facing students (troubles at home, difficulties with adjustment to college, relationships, addictions, mental health concerns, financial challenges)

(Steele and White, 2019)

What Issues Are You Seeing?



Concepts and Core Competencies











Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.





PROFESSIONALISM Academic advisors act in accordance with

the values of the profession of advising for the greater good of students, colleagues,

institutions, and higher

education in general.

INCLUSIVITY

Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.



EMPOWERMENT

Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect and express individuality.



VALUES

INTEGRITY

Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.



CARING

Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.

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COMMITMENT

Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.



Promoting Excellence in Academic Advising begins with

Commitment to Excellence Institution-wide mission

Policy and procedures defined that support that mission

Inclusive of all stakeholders

A focus on student learning

Student learning outcomes tied to mission
Assessment of those outcomes

Student Success & Equity

What is working in our students' success?

For whom is it not working?

How do we ensure that those students receive what they need?



Technology has...

Increased Access
Continued Operations
Supported health and safety

Revealed inequities
Become overwhelming
Turned into the quick fix





Data Driven Decisions

- Disaggregate data by student groups
- Employ focus groups, pulse surveys to get data
- Identify leading and lagging indicators
- What stories are the data telling?







