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Reimagining Academic Advising to Support The Scholarly Advisor and Student Success

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According to the Merriam- Webster Dictionary

REFORM

- **To put or change into an improved form or condition**
- **To amend or improve by change of form or removal of faults or abuses**
- **To become changed for the better**

I ENCOURAGE QUESTIONS.

I ENGAGE STUDENTS.

I SUPPORT CRITICAL THOUGHT.

I BOOST SPIRITS.

I INSPIRE DREAMS.

I CULTIVATE LEARNING.

I ADVISE

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*We are all faced with a series
of great opportunities –
brilliantly disguised as
unsolvable problems.*

(John W. Gardner, Secretary of
Health, Education, and
Welfare under President
Lyndon Johnson)

Our Shared Goal: Student Success

“Retention is a by-product of a good educational experience.”

Vincent Tinto

Leaving College: Rethinking the Causes and Cures of Student Attrition, 1993.

What is “a good educational experience”? That is the role of the “Scholarly Advisor” –

- To Ask this Key Question
- To Research the Key Answers
- To Reframe the Learning of Primary Advisors
- To Reframe the Institutional Response

Advisors are interpreters who help students navigate their new world. As such, academic advisors have to make connections.

Nancy King
Kennesaw State University

Principles for Advising: What The Scholarly Advisor Provides

- Informational Guidance
- Intellectual Mentorship
- Developmental Relationships

Brett McFarlane, Ed.D – Executive Director of Academic
Advising UC Davis

Key Issues

- Robert Berdahl (1995) - Advising should be at the core of the institution's educational mission rather than layered on as a service.
- Academic Advising, therefore, is NOT a service – it's an educational activity – which must include teaching, learning, and scholarly inquiry
- Reframing Personal and Institutional Professional Development

In his recent work “Academic Advising In Higher Education: A Place at the Core” (2015), Eric White, former President of NACADA:

“the purposes of academic advising accommodate all students so that they can make reasoned demands as they set and enact the goals of their lives”p. 270

The Journal of General Education: A Curriculum Commons of the Humanities and Sciences, 2015

Advising Teaches Students to:

- Craft their own education
- Understand the path they have chosen
- Create a culture of learning – not compliance - around their undergraduate experience
- Engage in their education, transforming the educational experience to reach passions – not just jobs

In the new text *The Undergraduate Experience: Focusing Institutions on What Matters Most* (2016), the editors state that for institutions wanting to enhance the undergraduate education, we have all we need – **optimism, patience, teamwork, and muscle – there are no quick fixes, gimmicks or magic bullets**

Felton, P., Gardner, J., Schroeder, C., Lambert, L., Barefoot, B. (2016) Jossey Bass

What Matters Most?

- Everyone should be motivated to learn – students, faculty, and administrators – creating a culture of learning – not compliance
- Relationships of all kinds
- Clear and high expectations that are intentionally set and clearly communicated
- Alignment of resources, policies, and practices
- Assessment of learning in all areas
- Leadership at all levels (not just at the top) share a common vision and purpose

What is Leadership?

“Leadership is an influence relationship among leaders and followers [constituents] who intend real changes that reflect their mutual purposes” (p. 102).

Rost, 1993

A person is holding a black sign with a blue border. The sign features the text 'WE ADVISE. YOU DECIDE.' in white, bold, sans-serif font. Below the text is the ONACADA logo, which consists of a blue circle with a white 'O' inside, followed by the word 'ONACADA' in blue and 'THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING' in smaller blue text. The background of the sign is a collage of grayscale images of people and documents. The person holding the sign is wearing a dark gray long-sleeved shirt and is standing in front of a white brick wall.

**WE
ADVISE.
YOU
DECIDE.**

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**"Without data you're
just another person
with an opinion."**

**W. Edwards Deming,
Data Scientist**

Reframing the Scholarly Advisor

- What measurements are developed to assess the impact of new strategies? Who is involved in developing these measures? Are these institutional wide or unit by unit?
- How are the results of the measurements communicated?
- How are the results utilized? Who is involved in this process?
- What changes are made based on the results? Are these changes incorporated into future analysis?

Reframing the Scholarly Advisor

- What institution data is utilized in measuring student engagement with academic advising? Institution wide? Unit by Unit?
- How are Primary advisors involved? Faculty advisors? Institution wide? Unit by Unit?
- How are students involved? Institution wide? Unit by unit?
- How is institutional data communicated?
- What role do cabinet level administrators play in the analysis and utilization of institutional data? What other administrators are included?

Reframing the Scholarly Advisor

- How do you define student success? How do you define retention? How do you define student persistence?
- The literature continues to support an important role for academic advising in student success and retention. In what ways is academic advising considered important to your campus plan for student success and/or retention? As an administrator, how might you add support to or make the case for academic advising as a scholarly activity – not a service?

Recent Form Movements Affecting Academic Advising

- Gates Foundation IPASS Projects with have funded:
 - Achieving the Dream projects
 - The Drive to Degree Survey – Tyton Partners, Boston
 - American Public Land Grant Association Initiative
- Game Changers: College Complete America Initiatives, including the recent CCA/NACACA 15 to Finish Shared Principles
- NACADA/JNGI Academic Advising Project
 - **Conditions of Excellence for Academic Advising**

WHEN YOU ENTER THIS OFFICE

YOU ARE RESPECTED

YOU ARE VALUED

YOU ARE HEARD

YOU MATTER

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