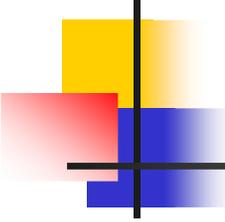


*Academic Advising: Teaching,  
Learning, & Engagement*

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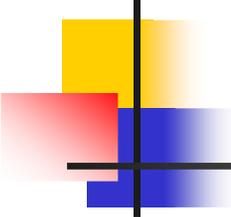
Dr. Susan M. Campbell  
University of Southern Maine



# The Context for Conversation

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- # Education More Important than Ever
- # Changing Demographics
- # Resource Constraints
- # Student Retention and Degree Completion Concerns
- # Conversations about the Role of Academic Advising in Supporting Student Success
- # Conversations about Accountability



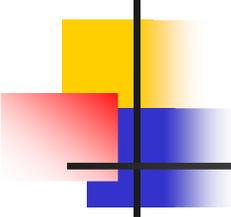
## Shared Goal

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- Commitment to the Education of Students

*"Retention is a by-product of a good educational experience."*

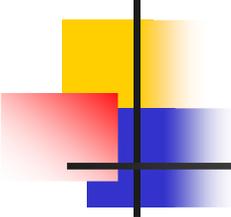
Vincent Tinto  
*Leaving College*  
1993.



# Shared Commitments

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- # To the Whole Student
- # To the Recognition and Appreciation of Individual Differences and Diversity
- # To Facilitating Student Development, Success, and Learning
- # To Providing Quality Services to Meet Student Needs
- # To Providing Access and Opportunity



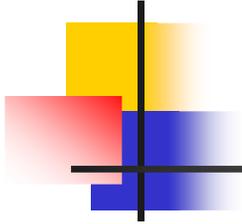
## Shared Belief:

# Advising as a Bridge

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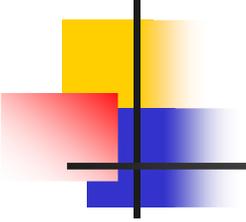
- Personal tutoring [academic advising] can provide information about higher education processes, procedures and expectations....Personal tutoring can provide guidance and structure, especially in those early days.

Liz Thomas, Widening Participation and the Increased Need for Personal Tutoring, *Personal Tutoring in Higher Education*, 2006.



- [Academic Advising] provides assistance mediating the dissonance between student expectations and the realities of the educational experience.

Habley, *NASPA Journal*, 1981

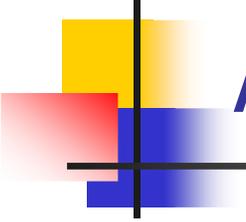


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## • Advisors Aid Students in Understanding

- the amount of time needed to study vs. their expectations
- what a particular program of study or course involves vs. their perception
- The college culture vs. their high school experience

Nancy King, Vice-President for Student Success,  
Kennesaw State University

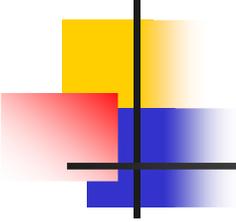


## Shared Belief: Advising as Teaching

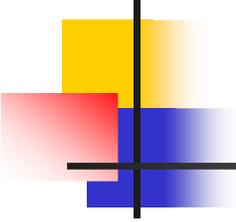
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- Higher learning provides an opportunity for developing persons to plan to achieve self-fulfilling lives. *Teaching includes any experience that contributes to individual growth and that can be evaluated.* The student should not be a passive receptacle of knowledge, but should share responsibility for learning with the teacher.

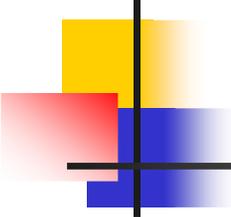
Crookston, 1972

- 
- 
- Just as the university curriculum should be about more than knowledge and skills (Barnett and Coate, 2005), *teaching involves engaging with students as persons* rather than simply depositories of learning.

Bruce Macfarlane  
*The Academic Citizen*  
2007

- 
- 
- Advising *is that part of teaching which stretches beyond instruction*, beyond lectures and seminars. Its words reach students during moments of reflection when they are pondering the future and their place in it.

Berdahl  
*Educating the Whole Person*  
1995

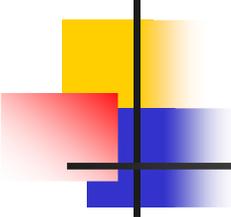


## Shared Belief: Advisor as Teacher

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

Marc Lowenstein, 2005



# Academic Advising Promotes Retention

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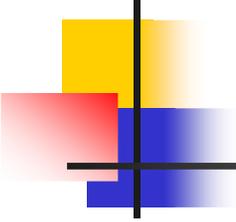
- Good advising is one of the **key** conditions that promotes retention for it reflects an institution's commitment to the education of students.

Vincent Tinto

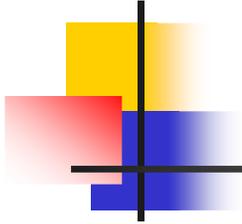
*Taking Student Retention Seriously*

Retrieved April 24, 2007 from

<http://soeweb.syr.edu/Faculty/Vtinto/>

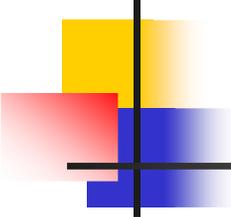
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- 
- What is clear from this research...is that the tutor [academic advisor] is the most significant 'actor' in determining whether students persist (Gibbs, 2004).

Bruce Macfarlane  
*The Academic Citizen*  
2007



- ✚ Advising is viewed as a way to connect students to the campus and help them feel that someone is looking out for them.

George Kuh  
(Indiana University Bloomington)  
*Student Success in College*  
2005



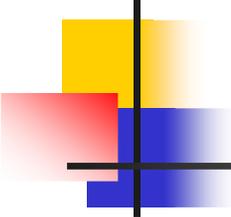
# Advising and the College Experience

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- + Two Dimensions of the College Experience:

- + Student Behaviors

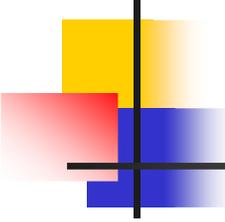
- + Institutional Conditions



# Student Behaviors

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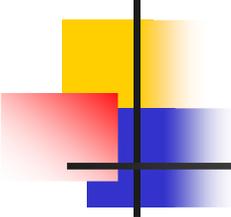
- What matters most is what students do and the effort they expend, not who they are



# Institutional Conditions

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- Educationally effective institutions channel student energy toward the right activities

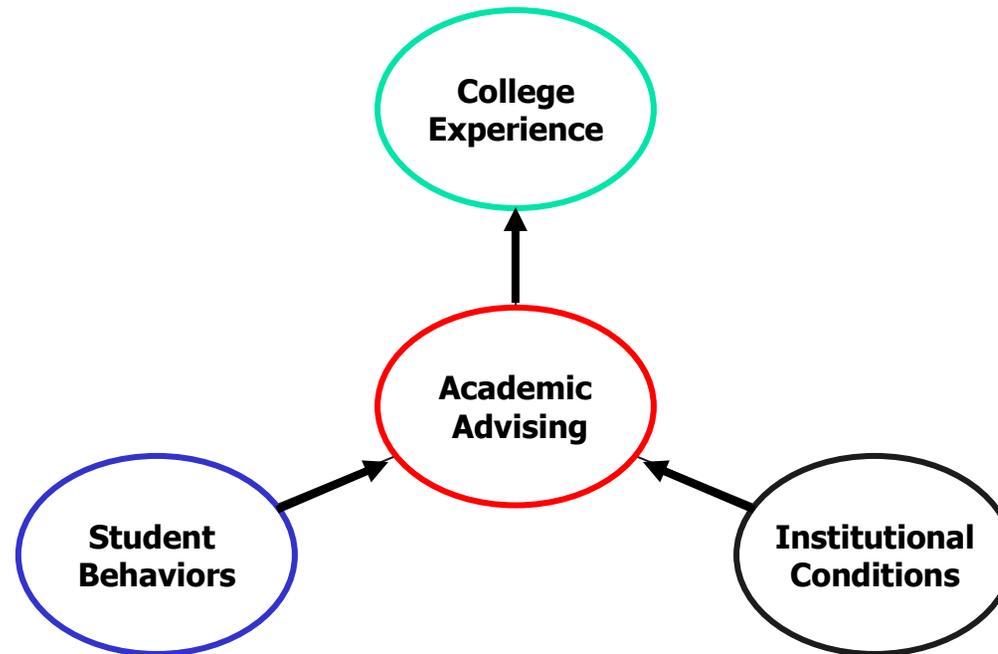


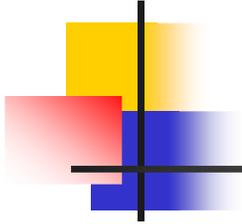
# Engagement

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- The **intersection** of student behaviors and institutional conditions over which colleges and universities have at least marginal control (*Kuh, et al, 2007*)

# Academic Advising at the Intersection

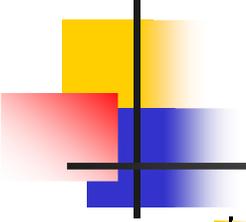




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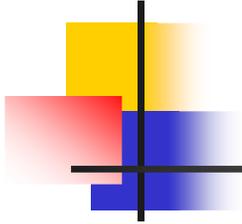
✚ **Academic Advising** helps students:

- ✚ make sense of their experiences
- ✚ derive meaning from their experiences
- ✚ make decisions about their experiences

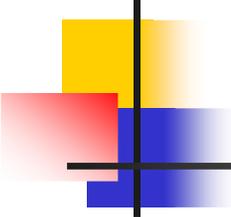


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**Academic Advisors** have the opportunity and the responsibility to help focus student behavior toward the 'right' activities—those that will enhance and support their learning and development.



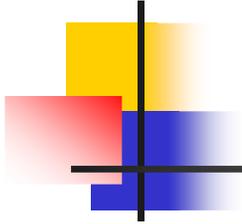
*Academic Advising is key to engagement.*



# NACADA Concept Statement on Academic Advising

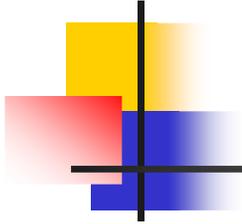
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- ✦ Academic advising is essential in fulfilling the teaching and learning mission of higher education.
- ✦ Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society.



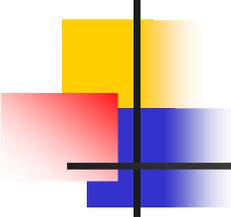
- ✚ Academic advising engages students beyond their own aspirations, while acknowledging their characteristics, values, and motivations as they enter, move through, and exit the institution.

NACADA Concept Statement on  
Academic Advising, 2006



- ✚ Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

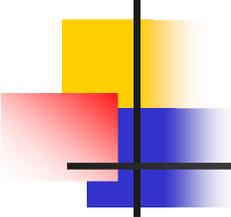
NACADA Concept Statement on  
Academic Advising, 2006



# Academic Advising...

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- ✦ Is **integral** to fulfilling the teaching and learning mission of higher education.
- ✦ Is a series of **intentional interactions**.
- ✦ Has a **curriculum**, a **pedagogy**, and a set of **student learning outcomes**.

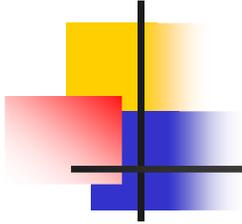


# Academic Advising is Integral

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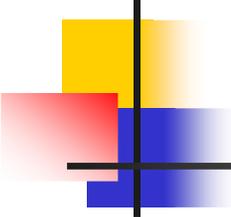
- Academic Advising is not just “nice to have”
- Effective retention programs have come to understand that academic advising is at the very core of successful institutional efforts to educate and retain students.

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



✚ Advising should be at the core of the institution's educational mission rather than layered on as a service."

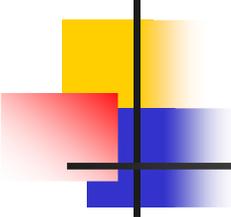
Robert Berdahl  
New Directions for Teaching  
and Learning



# Academic Advising is Intentional

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- # Not Serendipitous
- # At the Intersection of Student Behaviors and Institutional Conditions
- # It is one of the key institutional conditions that supports student success



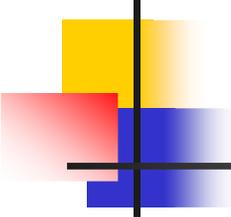
# Key Institutional Conditions

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- # High Expectations
- # Support
- # Academic Advising
- # Involvement
- # Student-Learning Focused

Vincent Tinto

Taking Student Retention Seriously  
Retrieved April 24, 2007 from  
<http://soeweb.syr.edu/Faculty/Vtinto>

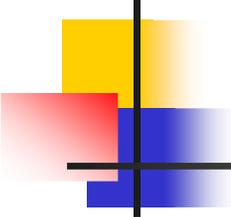


# Advising has a Curriculum

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- ✦ Academic advising promotes learning and development in students by encouraging experiences which lead to:
  - ✦ intellectual and personal growth
  - ✦ the ability to communicate effectively
  - ✦ appropriate career choices
  - ✦ leadership development
  - ✦ the ability to work independently and collaboratively

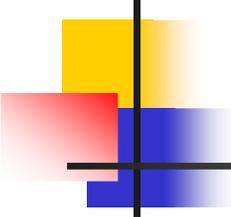
**Council for the Advancement of  
Standards in Higher Education**



# Advising has a Pedagogy

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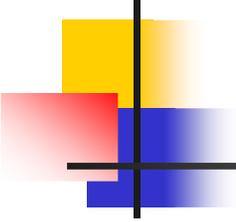
- ✦ Actually, multiple pedagogies



# Advising Has a Set of Student Learning Outcomes

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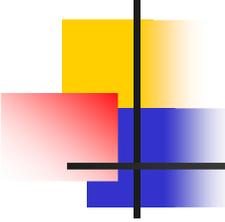
- While Contextually-Specific, among these are:
  - To *use complex information* to set goals, reach decision, and achieve those goals
  - To *craft a coherent educational plan*
  - To *articulate the meaning of higher education* and the intent of the institution's curriculum
  - To *assume responsibility* for meeting academic program requirements
  - To *behave as citizens* who engage in the wider world around them



# Translating the Concept Statement into Practice

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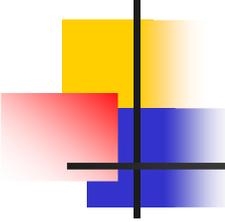
- ✚ For Advisors
- ✚ For Advising



# Effective Advisors

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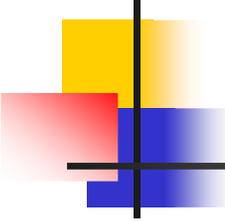
- ✦ Understand the purpose of academic advising and their roles in creating intentional contexts for student learning.
- ✦ See themselves as critical links and part of a collective whole.
- ✦ Understand those factors that are known to contribute to student persistence and success and translate those into practice.



# Effective Advising Systems

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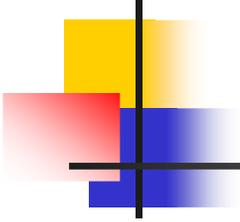
- Have a collectively developed and widely shared philosophy/mission for academic advising that links it to the teaching & learning mission of the institution
- Have clearly identified outcomes for student learning, derived from the philosophy/mission and linked to institutional goals, that guide the development of educational opportunities



# Effective Advising Systems

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- Have clearly identified outcomes for advising delivery that inform professional development
- Have systemic and systematic processes of assessment to inform and support changes in philosophy and practice
- Have recognition & reward structures that acknowledge the role of advising in student engagement



 ***Thank you for inviting me!***