Formal Request for the Creation of a Flipped Advising Community

Rationale

The Flipped Advising Community (FAC) rationale is focused on using multiple means to structure student learning with curated content, to enhance students’ understanding and preparation both synchronously and asynchronously outside of the advising session, so to enhance their critical thinking interactions with advisors during the advising session. In short, the FAC seeks to advance the framework of the NACADA Concept of Advising for the 21st Century. The goal to have students better engaged and prepared for the advising encounter so more time can be focused on students’ narrative and higher-order cognitive and affective critical thinking, as it pertains to the development of their academic and career plans and other topics related to their success. The FAC’s goal is not to duplicate other communities but to ingrate elements of their work into a comprehensive whole. The FAC will have our members producing curated content that will be available to all NACADA members.

Clearly, the FAC shares an overlapping interest in topics associated with existing NACADA Communities. The Technology Community is interested in the general use of technology in advising. The Appreciative Advising Community supports a specific approach, among many, for advising. The Theory, Philosophy, and History Community examines the use of ideas behind the practice and delivery of advising. The Administrative Community seeks to provide more effective ways to manage advising programs. The Flipped Advising Community shares elements of all of these topics, but will unify these into offering content and strategies for advising practice. The FAC will produce content, using the Creative Commons license, to share activity-based lesson plans that address topics such as student’s creation of their academic and career plans; decision making; campus policies, and procedures; and issues and challenges related to student success. Conceptually, The FAC will be a horizontally integrated community in the vertically arranged existing community structure.

The Flipped Advising Approach has several key elements that it shares instructional with the Flipped Classroom Approach or also described as blended learning. The Flipped Advising Approach seeks to: 1) have learners engage in focused curated activities prior to meeting with their advisor; 2) use sources and media designed to advance learning, by providing advisors a platform to structure curricular and instructional content, with design activities tied to learning outcomes; 3) and collect evidence of students’ learning based on students’ critical thinking.

The FAC will create a community where issues related to curricular and instructional design, learning theory, student evaluation, program assessment, and supportive technologies will find a home, so members can carry on deeper conversations as they produce sharable content. We seek this to have NACADA member quality produced content available to all NACADA members so that we can reduce reliance on expensive vendor produced content. By doing so, we will be creating a new means of professional development through a new means of professional publication. In this regard, the FAC will be at the forefront of creating new standards for this professional endeavor.

Diversity

The FAC will accessible to all advisors regardless of ethnicity, gender, gender identity or sexual orientation. We will also strive to be a global community. Members of our community have presented on flipped advising topics nationally and internationally.
Our goal for the FAC is that advisors from any institution, no matter the size, can find resources to help promote student engagement and learning.

**Advancement of Research**

One of the primary goals of the FAC is to advance the availability of resources for anyone interested in this topic. We hope to have a collection of resources, guides and templates from flipped advising programs from the global advising community.

Several members of the FAC are already working on articles to publish in NACADA journals.

The FAC steering committee is currently made up of Matt Williams, Joel Parker, Diana Thompson and George Steele.

**Activity and Membership**

At the recent NACADA Annual Conference in Louisville, there were six sessions addressing issues related to our community. Over 40 people attended our FAC community meeting on the last morning of the conference. Over ten individuals expressed interest in participating on the steering committee.

We had 35 respondents to our post-conference survey. Thirty-five of those said they were interested in participating in the FAC if it is approved.

Thirty-four of those 35 respondents said they were willing to opt out of one of their current advising communities to join the FAC if it is approved.

**Conclusion**

The FAC allows for input from multiple advising philosophies. We encourage student engagement and learning over many platforms. The FAC ties together several existing advising communities and provides a clearinghouse for the sharing of ideas and encouragement. We believe our community would be a valuable, viable addition to NACADA.