Engaging & Learning from/for Faculty Advisors

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SESSION OUTCOMES
Participants will

• Examine the role of administrators in promoting effective advising.

• Define similarities between effective advising practices and teaching practices.

• List specific strategies for valuing and rewarding faculty advising.

• Construct ways to elicit faculty feedback on the role and practice of advising.

FACULTY AS ADVISORS


ADVISING & TEACHING

“Shifting to a learning model of academic advising . . . allows academic advising to be discussed in a way that is consistent with the faculty members’ other responsibilities.”


“The excellent advisor helps the student to understand, and indeed in a certain sense, to create the logic of the student’s curriculum.”

**POSITIVES FACULTY MEMBERS BRING TO ADVISING**

- Curricular knowledge and responsibility
- Networks of resources
- Responsibility for and commitment to learning & teaching
- Desire for success
- Individual teaching practice and pedagogy

**ADVISING CHALLENGES FOR FACULTY MEMBERS**

- Discipline-focus in interests and teaching
- Emphasis on expertise
- Multiple responsibilities: teaching, research/publication, service
- Limited time
- Distrust of teaching theory or student development theory
- Introversion
- Limited advising knowledge and experience

**WHAT DO STUDENTS NEED FROM FACULTY ADVISORS?**

- **Accurate Information:** “Do they know?”
  - At the right time; Not data dump
- **Accessibility:** “Are they there?”
  - Posted office hours and around campus
- **Caring Attitude:** “Do they care?”
  - Genuine concern and champion

**RESPONSIBILITIES OF FACULTY ADVISORS**

- Be accessible
- Communicate university policy and procedures clearly
- Help students define and develop realistic goals
- Match students’ needs with available resources and make appropriate referrals
- Assist students with planning courses, majors, minors, consistent with their abilities and interests
RESPONSIBILITIES (cont.)

• Assist students in understanding decision-making skills
• Monitor students’ progress
• Encourage
• Discuss linkage between academic preparation and world of work
• Maintain confidentiality

HOW CAN WE BEST SUPPORT FACULTY ADVISORS?

• Advising syllabus
• Use forms
• Advising handbook
• Accurate and timely information
• Professional development: theory, information, & practice
• Advising awards and recognition


COLLABORATION & SUPPORT

• Develop faculty advisors’ expertise
• Make their work more efficient & effective
• Acknowledge their work & the value of it

EMPHASIZE THE VALUE OF ADVISING AS TEACHING

• Educate students, faculty, staff and administrators about the nature and value of advising
• Connect advising to the institution’s mission statement
• Invite core advisors to serve on Advising Council
• Establish an advising curriculum
• Differentiate between “scheduling” and advising
FOSTER A TEACHING & LEARNING ADVISING CULTURE

- Establish an ongoing Advising-as-Teaching Professional Development Program
- Include conceptual, informational, and relational pieces
- Conceive of a process, not a “one-time event”
- Follow up with electronic newsletter to keep advising in front of the campus
- Make use of NACADA resources

APPRECIATE & AFFIRM

Build in Recognition and Rewards for Quality Faculty Advising

- Awards (i.e., NACADA awards program)
- Promotion and tenure consideration; course release
- Share advising successes and contributions to retention and graduation rates

WE NEED TO HEAR FROM YOU!

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