Overview

Historically Black Colleges & Universities (HBCUs) have been positioned at the forefront of conversations surrounding social justice, equity, and racial identity development for traditionally marginalized students in higher education. Administrators, alumni, faculty, and students are unabashedly vocal about the cultural benefits associated with these institutions. HBCUs are noteworthy in their ability to provide a culture of care, academic excellence, and social upliftment. While Black colleges represent only 3% of postsecondary education in the US, they have maintained a significant role in producing mass amounts of Black graduates (Arroyo & Gasman, 2014). Despite limited resources, many HBCUs are able to claim strong retention and graduation rates of students from diverse backgrounds that would in other spaces be deemed academically underprepared or incapable of degree attainment (Williams, et. al., 2019). While these gains have commonly been attributed to campus culture and culturally competent pedagogy, it is important to acknowledge the role of academic advising as a key component to the gains in student success at HBCUs.

While models vary across the HBCU landscape, many institutions have adopted primary role advisors that can provide dedicated service to students’ academic needs and holistic development. HBCU advisors, primary role and faculty alike, employ advising approaches and practices that go beyond the traditional scope of advising concepts and norms. The value of Black colleges lay in their ability to use strengths-based and culturally centered approaches to enriching the college experiences on their campuses. As academic advisors continue to serve as frontline personnel in many respects, it is important that the advising profession 1) remain committed to understanding the interconnectedness of HBCU advising to the fabric of student success, and 2) engage deeply in the expertise and knowledge of HBCU advisors to identify approaches to supporting traditionally underserved students.

In this NACADA Historically Black Colleges & Universities Advising Community sponsored webinar, by exploring theoretical concepts of other-mothering (Giuffrida, 2005; Strayhorn, 2014) and the village pedagogy (Harris III, 2012), the presenters will highlight how the work of advisors at HBCUs is distinctly different from other institutional types and provide effective strategies that PWI advisors and fellow HBCU advisors can employ to enhance our advising toolkits. Presenters will also provide insight into the challenges faced by HBCU advisors including burnout, limited resources, and balancing large caseloads with increasing amounts of responsibilities.
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**IT TAKES A VILLAGE**

The Role of Academic Advising & Support on HBCU Campuses

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**STRATEGIES USED BY HBCU STAFF TO SUPPORT STUDENTS**

- Appreciative Advising
- Village Pedagogy
- Other-Mothering/ Other Fathering
- Developmental Advising
- Intrusive Advising

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**ENGAGING STUDENTS**

- Get to know your students before the semester begins
- Understand where your students are
  - Why are they here?
  - What is their background?
  - What do they want from the college experience?
- Provide reassurance that we care & want them to succeed
- Connect with students beyond the meetings by being present at campus events and in the community
- End the semester with a positive and personal message
"HBCUs are more than halftimes and homecomings. Attending an HBCU is a life changing experience that prepares you to take on the world"
RESOURCES

TELEVISION & FILM
- Drumline
- Stomp the Yard
- Them We Are Rising: The Story Of Historically Black Colleges And Universities
- Homecoming: Concert Film
- School Daze
- Stomp the Yard
- The Great Debators
- A Different World
- The Quad

ORGANIZATIONS & NON-PROFITS
- The Thurgood Marshall College Fund (TMCF)
- The United Negro College Fund (UNCF)
- The HBCU Foundation
- The National Association for Equal Opportunity in Higher Education (NAFEO)
- HBCU First

LITERATURE & READINGS


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Mr. Jerome Perry,
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It Takes a Village: The Role of Academic Advising & Support on HBCU Campuses

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Dr. Kweneshia Price, North Carolina Central University
Ms. Antja Dionne Caldwell, North Carolina Agricultural & Technical State University
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Presentation Outline

- Provide a brief background on HBCUs
- Highlight some information associated with HBCU student outcomes
- Describe the unique experiences of HBCU academic advisors and academic support staff
- Share best practices used at HBCU to holistically support students

What is an HBCU?

The Higher Education Act of 1965, as amended, defines an HBCU as:

“...any historically Black college or university that was established prior to 1964, whose principal mission was, and is, the education of Black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary of Education to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation.”

HBCU Historical Facts

- Prior to the creation of HBCUs, there was no structured higher education system for Black students. The education of Black Americans was prohibited in most Southern states and often discouraged in Northern states.
- Founded in 1837, Cheney University of Pennsylvania holds the title as the oldest HBCU in American history.
- There are over 100 HBCUs located within 20 states and the District of Columbia and the U.S. Virgin Islands. Alabama has 14, making it the state with the highest number of HBCUs.
- Based on 2016 data from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS), HBCUs awarded, on average, 32 percent of STEM degrees earned by black students.

Source: https://www.naacap.org/6-reasons-hbcus-are-more-important-than-ever
Focuses on social and academic integration in relation to a student's commitment to the institution and/or outside efforts

Students are more likely to remain enrolled in an institution if they become connected to the social and academic life of that institution.

HBCU community contribute to student feelings about college experience and impact student path to persistence

The HBCU culture and legacy are embodied and students that are able to embrace and navigate this benefit most from the HBCU village.

Outsized impact, low cost “best buy” in education.

Meeting the needs of low-income, first generation students

Lower costs narrow the racial wealth gap

Campus climate fosters success

Addresses the nation’s under and unemployment crisis

HBCUs offer a true value/values proposition

Preparation for post grad life

Academic & Social Safety

Social mobility & social capital

A human natural response to size up others to arrive at a conclusion

A human emotional need to feel accepted, included, and identify with a group
On Campus

- Faculty
- Staff/Advisors
- Campus Life (Peers)

Role of an Advisor

- Provide students with reassurance that they are here for them if they need them.
- Encourage and inspire as they embark on this journey of higher education.
- Serve as an Advocate, Confidant, Resource, and guide to Academic Excellence.
- Be available, accessible, and reliable.
- Go the extra mile to ensure that students get what they need
- Be familiar with university policies and procedures.
- Listen to them, hear their wants, needs and desires.

Appreciative Advising

The Philosophy of Advising

- A six-phase model that optimizes advisor interactions with students in both individual and group settings.
- Advising Professionals who use the Appreciative Advisor Model, practice what they preach by reflecting on their own hopes and dreams to assist their students.

Various Approaches to Advising

Developmental Advising: “Help them do it for themselves” Model
Advisors ask questions that lead students to formulate their own ideas, decisions and actions.

Prescriptive Advising: Often equated to a “Doctor/Patient” Relationship Model
Focused on providing students with information directly related to their academic program and progress.

Intrusive/Proactive Advising: Always initiated by the Advisor and not the student
Developing a caring beneficial relationship that leads to increased academic motivation and persistence initiated at critical periods throughout a student’s academic career.

The Importance of Encouragement

Overcoming Challenges

Students are accustomed to being given a lot of attention when improvements are made.

Sending congratulatory messages to students when they:
- Improve their midterm grades
- Get off of Academic Probation
- Prevent Suspension
- Placed on Chancellor’s or Dean’s Lists
- Inducted into an Honors Society
- Sent positive quotes & motivational videos throughout the semester to keep students motivated.
North Carolina Central University Institutional Landscape

- Durham, North Carolina
- Number of Students: 8,207
  - Undergraduates: 6,434
  - Graduate / Professional: 1,773
- Student Profile:
  - 75% African-American
  - 10% White
  - 6% Hispanic
- Number of Degrees Offered: 81

NCCU High Impact Programs

- Academic Advising
- Academic Coaching
- African American Male Initiative (AAMI)
- Aspiring Eagles Academy (AEA)
- Cheatham-White Scholars
- Eagles Centered on Success
- Tutoring & Supplemental Instruction
- University Community Service Graduation Requirement
- UNN 1100
- Undergraduate Teaching Fellows

Intervention Strategies Living Learning Communities

- Aggie Success Academy
- Early Alert Campaign (Academic Progress Reporting)
- Freshman Seminar College Success Course
- Free Tutorial Services (Group & Individual Appointments)
- Provide Academic Coaching Services and support for Special Populations (Band, SGA, Mentoring Programs, etc.)
- Student Athlete Academic Enhancement Program
- Supplemental Instruction

North Carolina A&T State University Institutional Landscape

- Greensboro, North Carolina
- Number of Students: 13,322
  - Undergraduates: 11,328
  - Graduate / Professional: 1,726
- Student Profile:
  - 88% African American, Hispanic, Native American, Two or More Races
  - 12% Non-Underrepresented Minorities
- Number of Degrees Offered: 95

NC A&T High Impact Programs

- Aggie Success Academy
- Early Alert Campaign (Academic Progress Reporting)
- Freshman Seminar College Success Course
- Free Tutorial Services (Group & Individual Appointments)
- Provide Academic Coaching Services and support for Special Populations (Band, SGA, Mentoring Programs, etc.)
- Student Athlete Academic Enhancement Program
- Supplemental Instruction
When White Folks Catch a Cold, Black Folks Get Pneumonia

- Higher student compliance with institutional guidelines
- Effective strategies to return to campus and COVID-19 monitoring.
- Alternative instructional strategies (in-person, hybrid, virtual)
- Weekly alerts/COVID-19 education

How can we sustain our villages?

Advisors & Related Student Support Staff

- Continue supporting and engaging students in their holistic development toward degree completion
- Ensure that you are engaging in personal care so that you are not pouring from an empty cup
- Implement approaches to advising that are innovative and efficient to manage your caseload
- Remember your why

How can we sustain our villages?

Administrators

- Identify innovative ways to assist advisors with student support strategies to ensure efficiency.
- Invest in resources allocation toward academic advising and related high impact retention initiatives.
- Support the professional development of team members.
- Avoid policies and practices that contribute to burnout.

How can we sustain our villages?

Alumni & Advocates

- Invest financially in HBCUs through financial giving to support efforts of students and administrators.
- Invest time by volunteering at HBCUs and serving informally or formally as a mentor.
- Avoid rhetoric or behaviors that perpetuates the idea of HBCUs being less than other institution types.
- Promote the relevance and positive outcomes of HBCUs in various settings to help decrease biases toward HBCU graduates and assert their importance across the higher ed landscape.

Conclusion
It Takes a Village: The Role of Academic Advising & Support on HBCU Campuses

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