Pre-Webcast Activity Suggestions

- Think about your own philosophy of advising. Jot down your beliefs and practices related to advising.
- Recall the theories you studied in your educational journey. How have those theories influenced your work as an adviser, or how might they?
- Begin the process of creating your own advising portfolio to include your personal statement or philosophy of advising, articles or descriptions of the theories you apply to your practice, your accomplishments and samples of your work, and the work you do outside of your home unit (departmental committees, university-wide work, NACADA, etc.). Be sure to include the professional development activities you have been involved in, including this Webinar. Read this article from the NACADA Clearinghouse of Academic Advising Resources about developing your professional portfolio. [http://www.nacada.ksu.edu/clearinghouse/advisingissues/portfolioexamples.htm](http://www.nacada.ksu.edu/clearinghouse/advisingissues/portfolioexamples.htm)

Post-Webcast Activity Suggestions

- Consider *who and what else is joining us at the advising table?*
- Discuss advising philosophy with a colleague(s).
  - Advisors: read and discuss the historic advising-related documents with others in your office, and then discuss how those concepts and theories might be used in your particular setting.
  - Advising administrators: create opportunities to bring advisers together to discuss the unit’s philosophy of advising.
- Draw a concept map of advising; include the connections between nodes on that map. If there are gaps in your map, perhaps those are areas where you could do more reading and thinking.
  - Revisit and refine map annually.
  - Ask colleagues to draw their own maps and then share your maps with each other.
• Read NACADA Clearinghouse of Academic Advising Resources articles related to the conceptual component of advising.

• If you are not part of an advising office, connect with others either in person or electronically.
  o utilize the NACADA website (Region pages, Commissions, Interest Groups, listervs, etc.) to find others with similar interests
  o build a wiki of advising resources and concepts
  o create a Facebook page to share resources and ideas
  o exchange AIM or other instant messaging screen names and set aside time to “chat” about these ideas
  o have a telephone conversation

References and Recommended Resources


Eugenie Scott quote: ThinkExist.com, n.d.

Lee Knefelkamp quote:


Penn State Resources

Goal Sheet – [http://www.psu.edu/dus/students/Goal-setting%20worksheet.pdf](http://www.psu.edu/dus/students/Goal-setting%20worksheet.pdf)
Holland Personal Strengths and Interests - [http://www.psu.edu/dus/students/Holland.pdf](http://www.psu.edu/dus/students/Holland.pdf)


Other University Tools and Resources

Rogue Community College Holland Code Quiz - [http://www.roguecc.edu/Counseling/HollandCodes/test.asp](http://www.roguecc.edu/Counseling/HollandCodes/test.asp)

University of Texas at Dallas Website - primer for student development theory - [http://www.utdallas.edu/dept/ugraddean/theory.html](http://www.utdallas.edu/dept/ugraddean/theory.html)
NACADA Clearinghouse of Academic Advising Resources


Multicultural Awareness section - overview article written by Leigh Cunningham - http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Multicultural.htm


Academic Advising Today Articles


Other NACADA Resources


Advising Special Populations: Adult Learners, Community College Students, LGBTQ Students, Multicultural Students, Students on Probation, Undecided Students - http://www.nacada.ksu.edu/Monographs/M17.htm

Pocket Guide Understanding Cultural Identity and Worldview Development - http://www.nacada.ksu.edu/Resources/Publications/pocketguide.htm#PG03 and the CD from which it was developed - http://www.nacada.ksu.edu/Videos/index.htm#cultural

Pocket Guide Academic Advising Delivery Models - http://www.nacada.ksu.edu/Resources/Publications/pocketguide.htm#PG02

The Conceptual Component of Advising:
Developing the Purpose, Values, and Framework for Why We Do What We Do

Three essential components
• Conceptual
• Informational
• Relational

All are necessary for a high quality advising program

Today’s Goals
• Discuss foundational conceptual components
• Encourage investigation of associated resources
• Share practical ideas on how to convert theory to practice
“Without understanding [conceptual elements] there is no context for the delivery of service. Without information, there is no substance to advising. And without interpersonal skills [relational], the advisee/advisor interaction is left to chance.”

Wes Habley
Advisor Training: Exemplary Practices in the Development of Advisor Skills

Conceptual Component

What an adviser must UNDERSTAND about:

• the student
• the institution
• her/himself as the adviser
• the environment

Informational Component

What an adviser must KNOW about:

• the internal environment
• the external environment
• student needs
• advisor self-knowledge
Relational Component

What an adviser must be able to do

the skills that we need to effectively connect with our students

Importance of Theory and Philosophy

Theories explain things

Theories serve as a common language allowing us to collaborate
Think of advising as broadly as possible.
What are my biases?
What is my motivation?

**Foundational Theories**
- Psychosocial theories
- Cognitive developmental theories
- Maturity models
- Typology models

*Building the Framework: Advising as a Teaching and Learning Process (Webinar, September 2010)*
What are my disciplinary underpinnings?

Examples

English Literature
• Analysis
• Analogy
• Character development

Education
• Learning theory
  ➢ constructivism

Engineer
• Problem solving
• Analytical skills
Examples
Vygotsky’s Zone of Proximal Development Theory

Education
• Learning theory
  ➢ constructivism

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

Marc Lowenstein (2006) NACADA Journal

What tools have I been trained to use?
Student Development Theory

Chickering’s Seven Vectors of Student Development

- developing competence
- managing emotions
- moving through autonomy toward interdependence
- developing mature interpersonal relationships
- establishing identity
- developing purpose
- developing integrity

Student Development Theory

- Chickering & Reisser’s 7 Vectors
- Eric Erickson’s Stage of Psychosocial Development
- Daniel Levinson’s Theory of Adult Development
Daniel Levinson’s Theory of Adult Development

Seasons of Life:
- Early adult transition (17-22)
- Entering the adult world (22-28)
- Age 30 transition (28-33)
- Settling down (33-40)
- Mid-life transition (40-45)
- Entering middle adulthood (45-50)
- Age 50 transition (48-53)
- Late adulthood transition (60-65)
- Late adulthood (65+)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---
Penn State Goal Sheet
What motivates this student?

External influences
- Family
- Career Trends and Counseling
- Economic Outlooks
- Finances
- Student
- Values
- Cultural Behaviors
- Mission
- Vision
- History

Advancing Higher Education: Building an Academic Vision and Supporting Learning Environments That Work (pages 11-12, Volume 10, Number 3, June 2010)
What is our advising history?
How is advising structured?

What is our vision and mission?

What educational opportunities are available?
### Is advising valued?

Importance of Theory and Philosophy

*Theories explain things*

Practical Application

*How can we use advising theory to make us better advisors and to improve our advising skills and knowledge?*
Theories serve as a common language allowing us to collaborate. Theory is helpful in our interactions with students. It sets a broad context that allows us to analyze and understand student behavior.
What advising is: 
How advising fits into our mission 
How our work affects and guides students

Advise!
What is our vision and mission?

Karen Thurmond

National Academic Advising Association

Concept of Academic Advising

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members strive to improve the quality of advising and to create greater academic success among students.

In 2020, NACADA President Ruth Taylor and Eileen Atchison hosted the committee for developing an association statement of academic advising. The scope of the Task Force was developed at the NACADA Region Conference in spring 2019 and the committee, led by Atchison, were presented with the NACADA Academic Advisor Standards at the Board of Directors in October 2019. Therefore, the association statement is a result of extensive research, member input, and involvement. It is the intention of the association to provide a portal document to its constituents, reflecting as many of the current issues and philosophy of our members as possible.
Differing advising situations

Common Concerns

Different Challenges

It is easy to allow information acquisition and transfer to become the focus of training
Almost all current advising theories are built around the idea that advising should be a holistic effort.

Early theorists focused on stages of development.
Effective Academic Advising integrates academic and institutional knowledge with developmental theory

Knowledge of advising theory gives advisors:

- a framework to guide their practices and responses
- a means of assessing student development
- a context for understanding advisees as developing adults

In what concrete ways can advisors incorporate learning into advising?

- Maura Reynolds

A student’s question becomes...

A teaching/learning opportunity
Perry's Theory of Intellectual Development

Cognitive structures are shaped by how people view their experiences.

Perry's Theory of Intellectual Development

• Basic duality
• Multiplicity pre-legitimate
• Multiplicity legitimate but subordinate
• Multiplicity coordinate
• Relativism subordinate
• Relativism
• Commitment foreseen
• Evolving commitments

Perry Simplified

Dualism

• dichotomous view
• knowledge is quantitative
• authority figures have the answers
• learning is receiving information
  ➢ transition initiated by cognitive dissonance
Perry Simplified

Multiplicity
• accept diversity of view
• all opinions are valid
• analytical thinking improves
  ➢ transition initiated by the need to support opinions

Perry Simplified

Relativism
• opinions are not all equally valid
• knowledge is viewed qualitatively and contextually
• based in evidence and supporting arguments
• able to accept reality and focus on possibilities

An increasingly complex, ambiguous, and paradoxical world
When faced with cognitive dissonance, students either retreat and withdraw or they begin to move through developmental stages.

Advising is a process.

Experiential Learning Model
David Kolb

- Concrete Experience
- Reflective Observation
- Abstract Conceptualisation
- Active Experimentation
Example: “Brian”

Adult Learner returning to college after ten years in the work force
Experiential Learning Model

- Concrete Experience
- Active Experimentation
- Reflective Observation
- Abstract Conceptualization

Vygotsky’s Zone of Proximal Development Theory

“Scaffolding”

- Learning theory
  - constructivism
Vygotsky’s Zone of Proximal Development Theory

“Scaffolding”

Why? What? How?

Coach, Teacher, and Guide
Daniel Levinson’s Theory of Adult Development

Seasons of Life:
• Early adult transition (17-22)
• Entering the adult world (22-28)
• Age 30 transition (28-33)
• Settling down (33-40)
• Mid-life transition (40-45)
• Entering middle adulthood (45-50)
• Age 50 transition (48-53)
• Late adulthood transition (60-65)
• Late adulthood (65+)

Share the Dream

Questions

Terry Musser
Frank Yoder
Suggestions for engaging in the conceptual component of advising

Reflection in Advising

(Dec 2009) Academic Advising Today

NACADA Webinars 2010-2011

The Conceptual Component of Advising: Developing the Purpose, Values, and Framework for Why We Do What We Do

Terry Musser
Pennsylvania State University
txm4@ag.psu.edu

Franklin Yoder
University of Iowa
franklin-yoder@uiowa.edu

National Academic Advising Association
Copyright 2010
All Rights Reserved

The contents of all material in this Webinar presentation are copyrighted by the National Academic Advising Association. All rights are reserved by NACADA, and content may not be reproduced, downloaded, disseminated, published, or transferred in any form or by any means. Copyright infringement is a violation of federal law and is subject to criminal and civil penalties. NACADA and National Academic Advising Association are service marks of the National Academic Advising Association.