

NISTS 2023

BE A CONNECTOR FOR TRANSFER STUDENT SUCCESS

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The following presentation was given at the 21st Annual Conference for the National Institute for the Study of Transfer Students. Please cite responsibly and direct questions to the original presenter(s).

Educational Partner/Sponsor Session

2869 - Building Bridges between Academic Advisors and Faculty: Inspiring a Culture of Excellence in Faculty Advising

Matriculation Trends and Issues, Transition Programs and Supports

Building bridges between advisors and faculty advisors is essential for student success by developing a culture of excellence in advising to move beyond competence and courtesy to compassion. This culture centers the work we do with and for faculty advisors, along with ensuring that equity is at the center of advising. Examples of topics covered include advising session observations, faculty advisor-to-professional advisor chat support, self-care and emotional labors, and community building.

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BUILDING BRIDGES BETWEEN
ACADEMIC ADVISORS AND FACULTY:
INSPIRING
A CULTURE OF EXCELLENCE
IN FACULTY ADVISING

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ABSTRACT

The building of bridges between academic advisors and faculty advisors is essential for student success. Faculty are hired as experts in their disciplines but quickly discover they need to advise. With no previous training in advising, faculty can struggle. Connecting with faculty partners has the potential to develop a culture of excellence in advising that inspires faculty advisors to move beyond competence and courtesy to compassion. This culture centers the work we do with and for faculty advisors, along with ensuring that equity is at the center of advising.



THE REALITY
FOR
FACULTY
WHO ADVISE

- Hired as experts in their disciplines
- Central:
 - Teaching
 - Scholarship
 - Service
- Department models
 - Ideal
 - Good luck
 - Don't worry

“The demand to know everything can leave a faculty member feeling overwhelmed” (Wallace & Wallace, 2015).

FACT AND FICTION FOR TOO MANY FACULTY WHO ADVISE

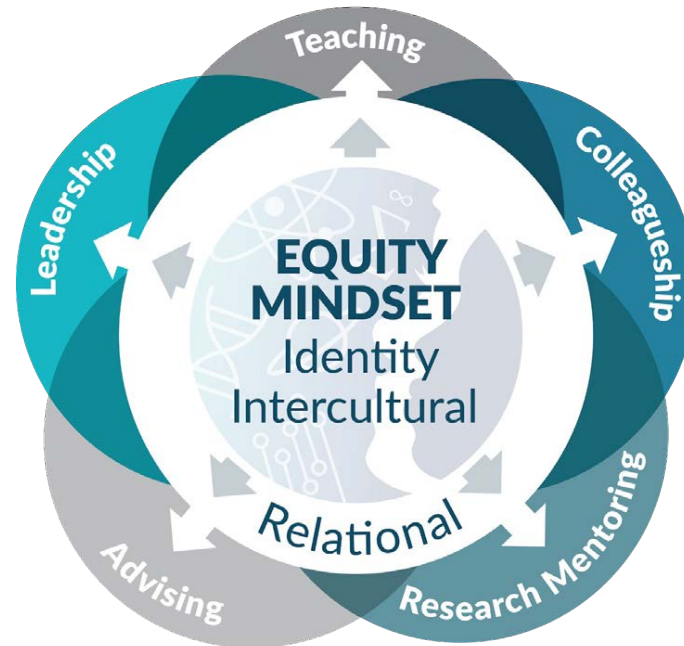
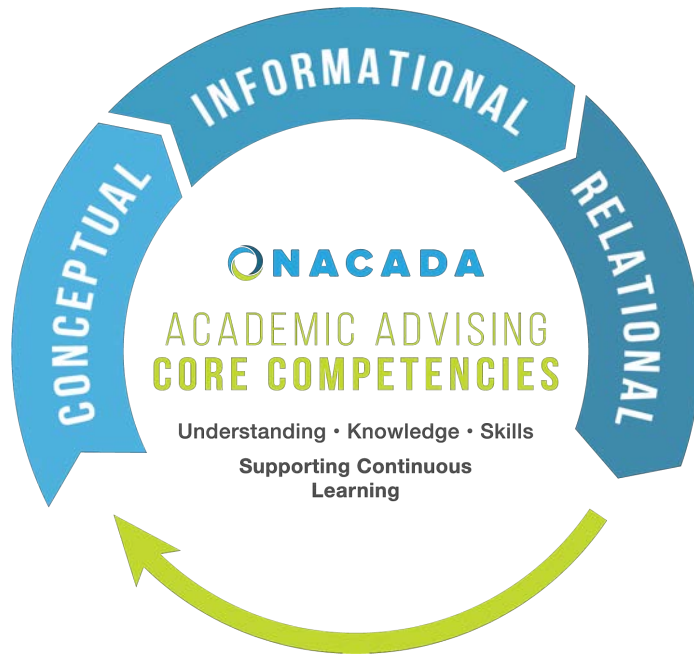
FICTION

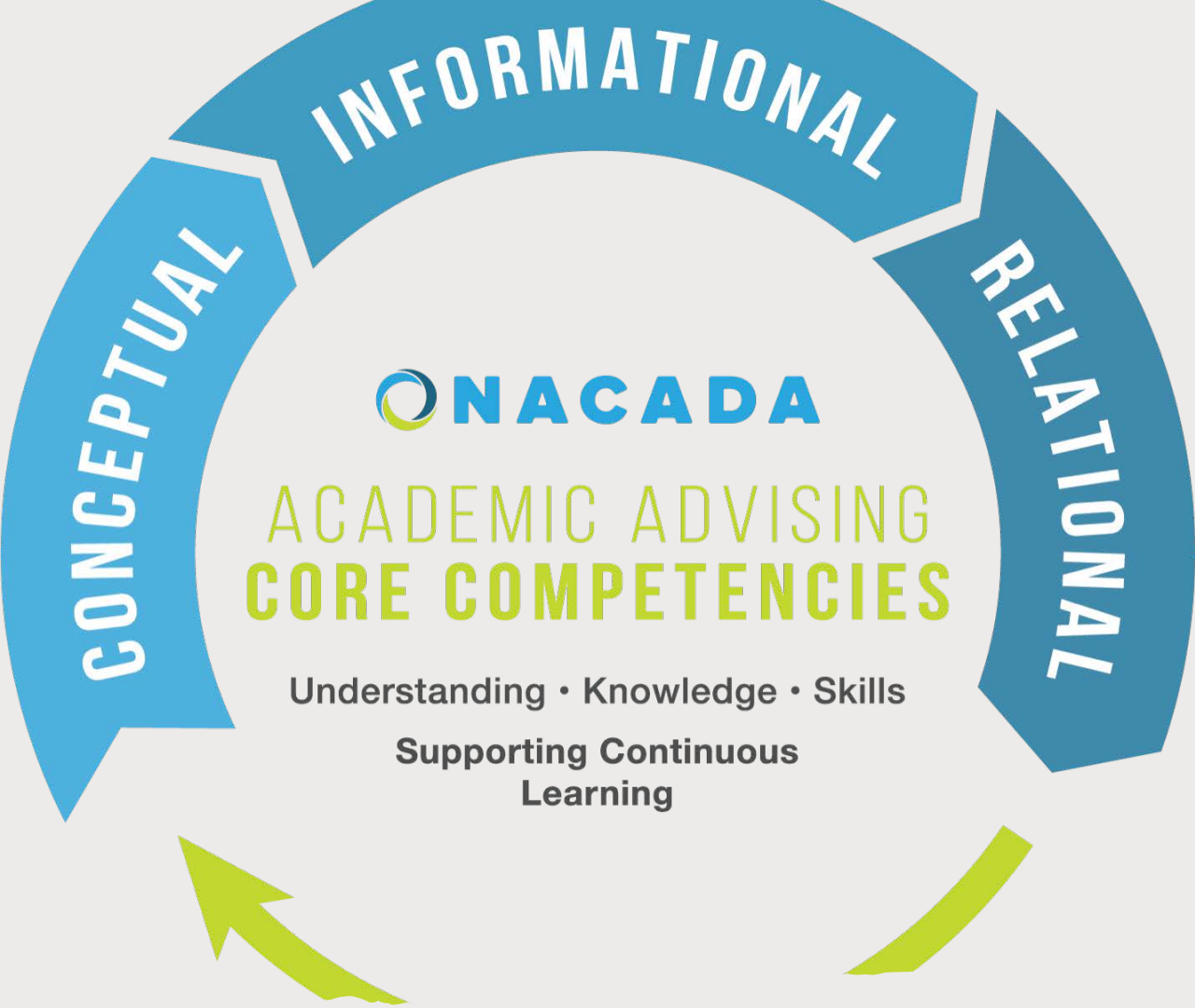
- transactional and clerical
- a role that requires no training or preparation.
- good for students but is not necessary for success
- not as important as teaching and scholarship

FACT

- teaching and transformational
- a profession that requires training and ongoing professional development
- essential for students
- teaching, which means it is as important as teaching and scholarship

BUILD A CULTURE OF EXCELLENCE





BEGIN WITH THE FOUNDATION

DEVELOPING AGENCY

1. Advising is a field of scholarly inquiry.



Incident 2: "The Contract of Vagueness: How Can We Destroy It?"
The Scene: a seminar on the teaching of writing at Beaver College in the summer of 1977. *The Speaker:* Rexford Brown, from the National Assessment for Educational Progress. Brown used the term *contract of vagueness* to describe the relationship between teachers and students when teachers give writing assignments. The teachers are often rather vague about what they expect, but *students expect* English teachers to be vague, so they complete their part of the contract by not complaining.

DEVELOPING AGENCY

2. My mistakes cost students time and money.

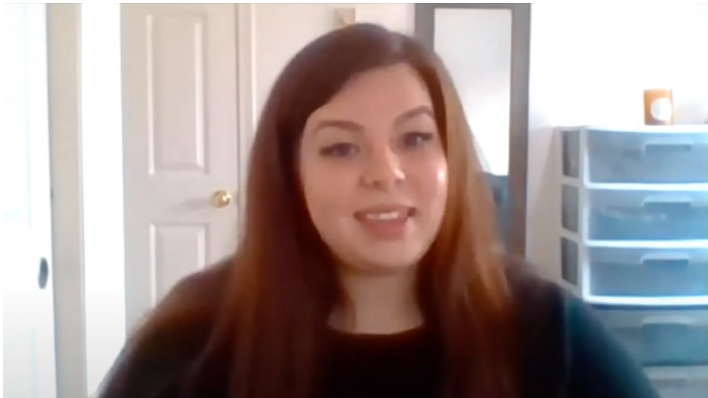


DEVELOPING AGENCY

3. This mantra is not only okay but should be required: “I don’t know, but let’s find out together.”



LEVELS OF CARING

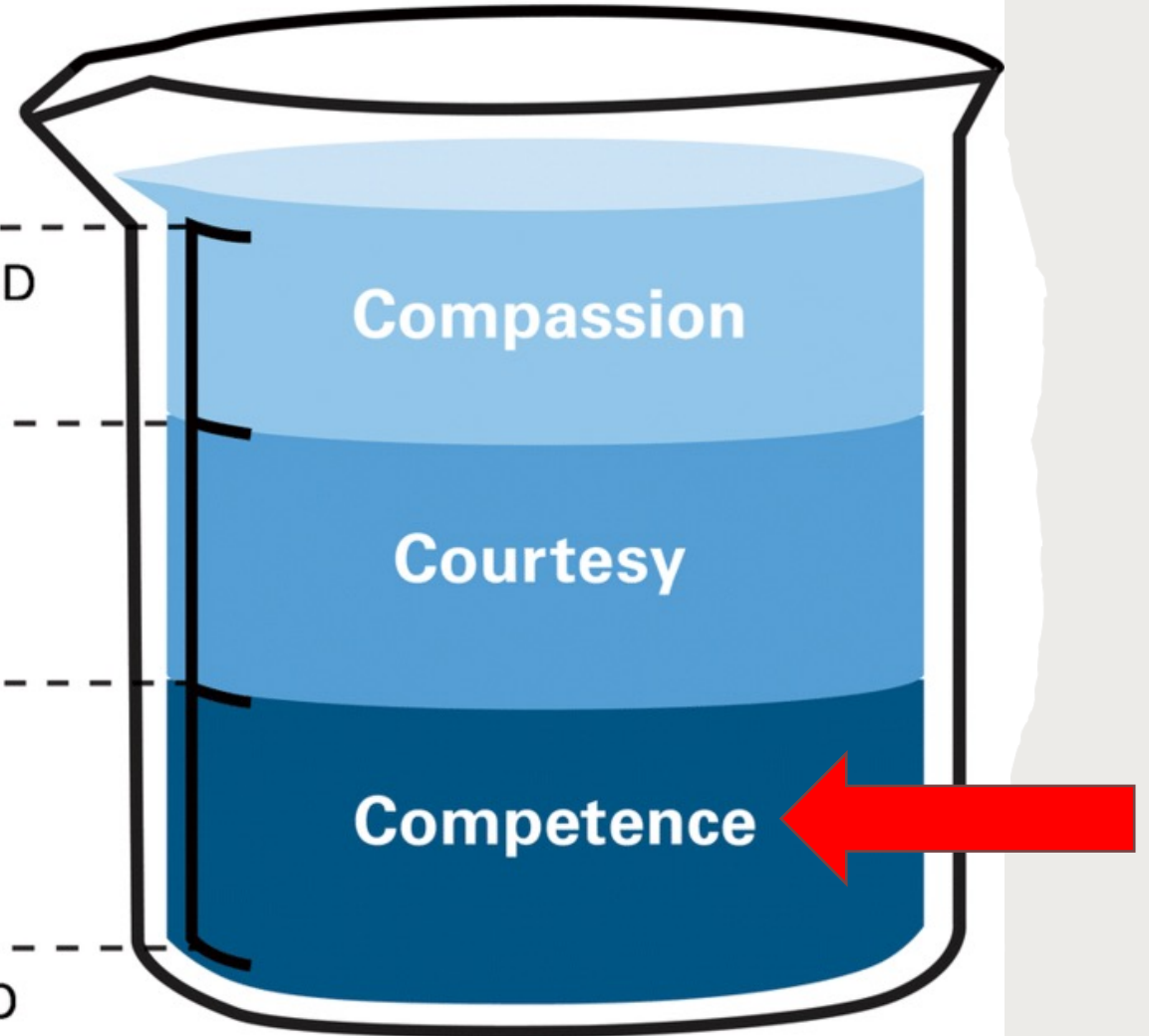


5 VERY SATISFIED

4 SATISFIED

3 NEUTRAL

1-2 DISSATISFIED



LEVELS OF CARING

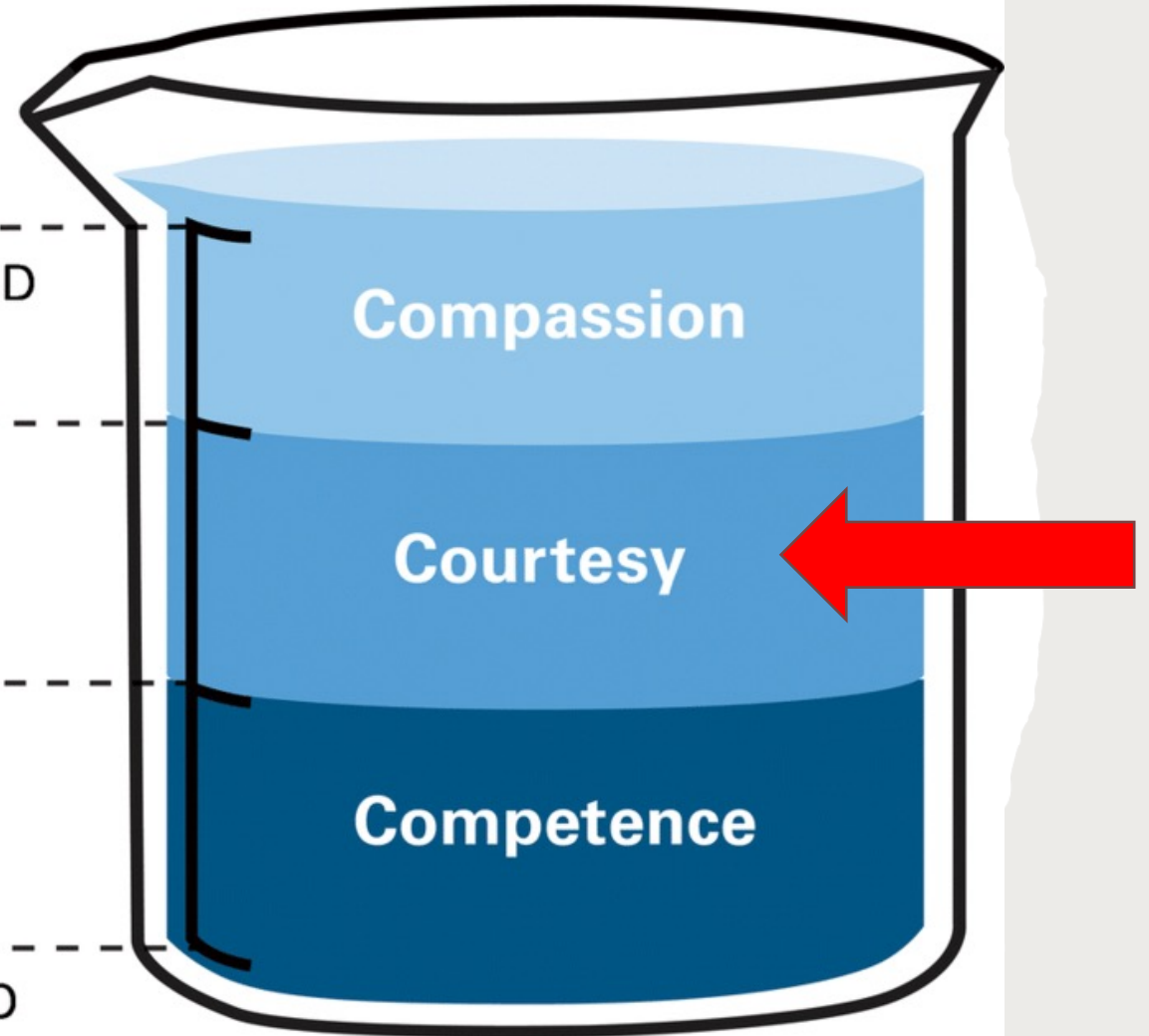


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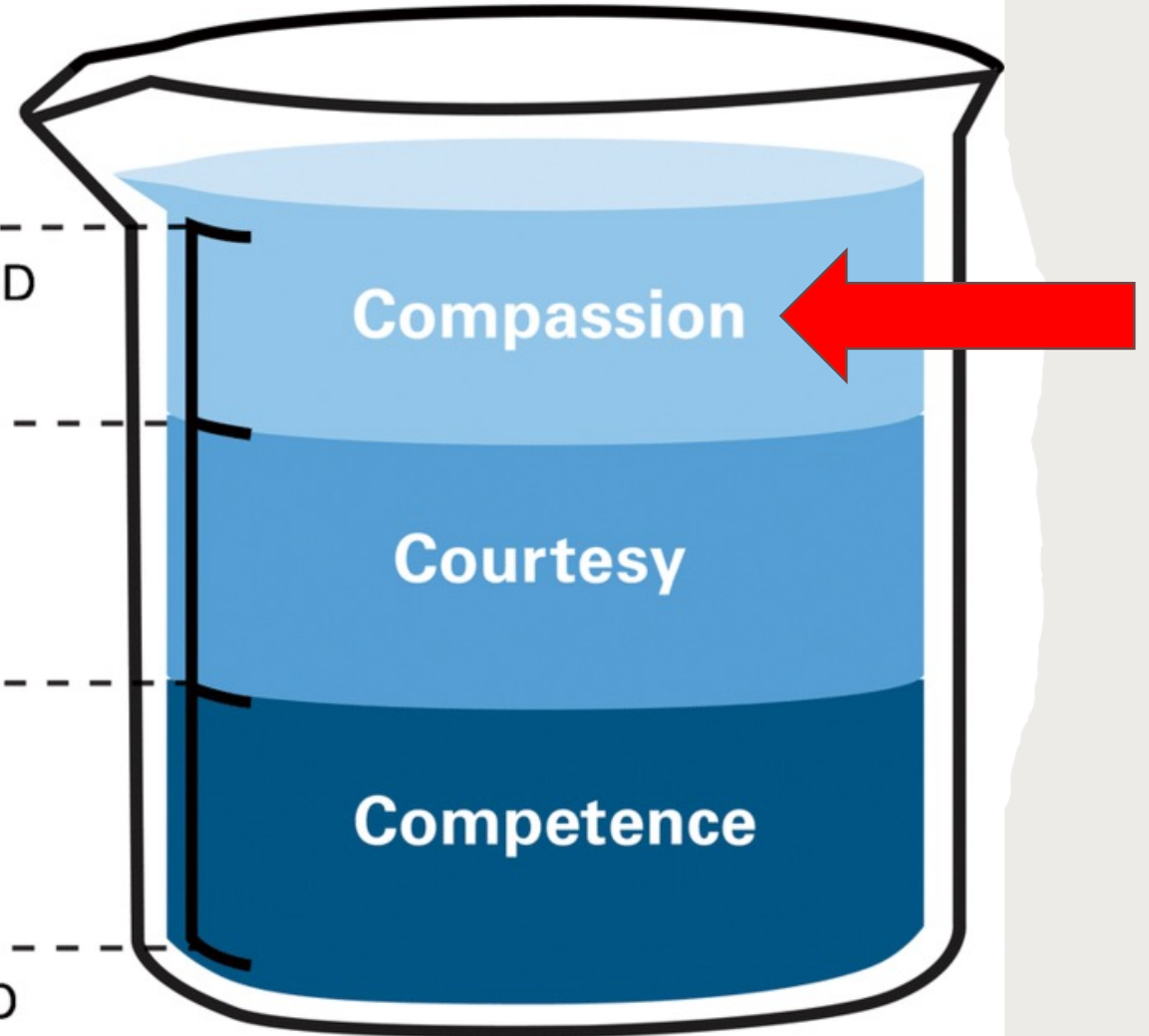


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NEW INSIGHTS INTO MILLENNIALS & GEN Z

- *Connected but Alone.*

Despite being a hyper-connected and globally minded generation, many young adults say they feel lonely. Fifty-seven percent of 18–35-year-old respondents sense a connection to people around the world, but just one in three (33%) says they feel deeply cared for by those around them.

- *Age of Anxiety.*

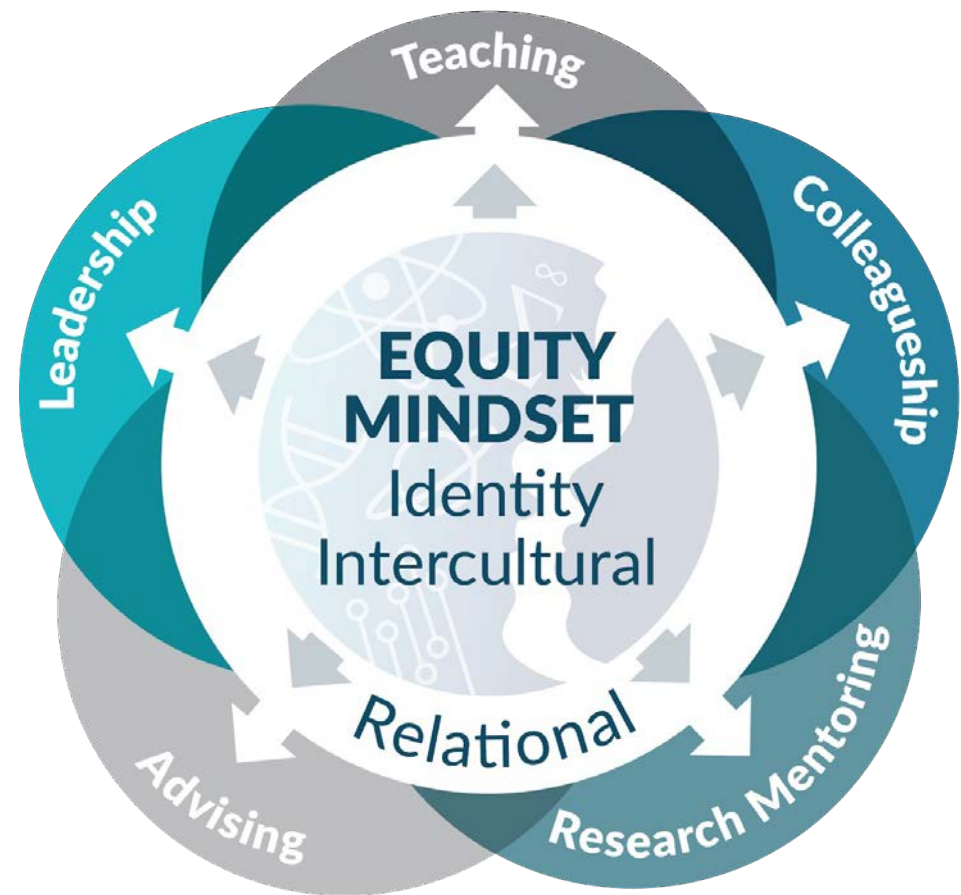
Worry and insecurity, often tied to finances and vocation, are prominent. Four in 10 young adults are anxious about important decisions, uncertain about the future or afraid to fail (40% each).

TRANSFER STUDENTS

- Forty-nine percent of students who completed a bachelors attended a community college at least once within the ten years leading up to graduation (National Student Clearinghouse, 2017).
- May lose credits in the transfer process, potentially increasing time to graduation and student debt
- Highly motivated to complete their degree
- Have less time to build relationships and may miss out on opportunities
- May struggle to navigate a new environment and have expectations for higher quality advising than they receive (Allen et al., 2014)
- Previous experiences in higher education may increase or lower their expectations around faculty advising

INCLUSIVE PROFESSIONAL FRAMEWORK FOR FACULTY

Infuse the framework
into the culture.



DOMAIN-BASED SKILL SETS



Identity

Developing an awareness of self and student social and cultural identities, the intersectionality of those identities, and examining the role that identity plays in creating effective learning environments.

How does my position and power impact how my advisees hear what I am saying?

DOMAIN-BASED SKILL SETS



Intercultural

Developing an understanding of cultural differences in ways that enable effective interactions with others from different racial, ethnic, or social identity groups in both domestic and international contexts.

Do I have advising appointments available at times and modalities (online, phone, in person) to accommodate students who have a variety of personal and familial responsibilities?

DOMAIN-BASED SKILL SETS

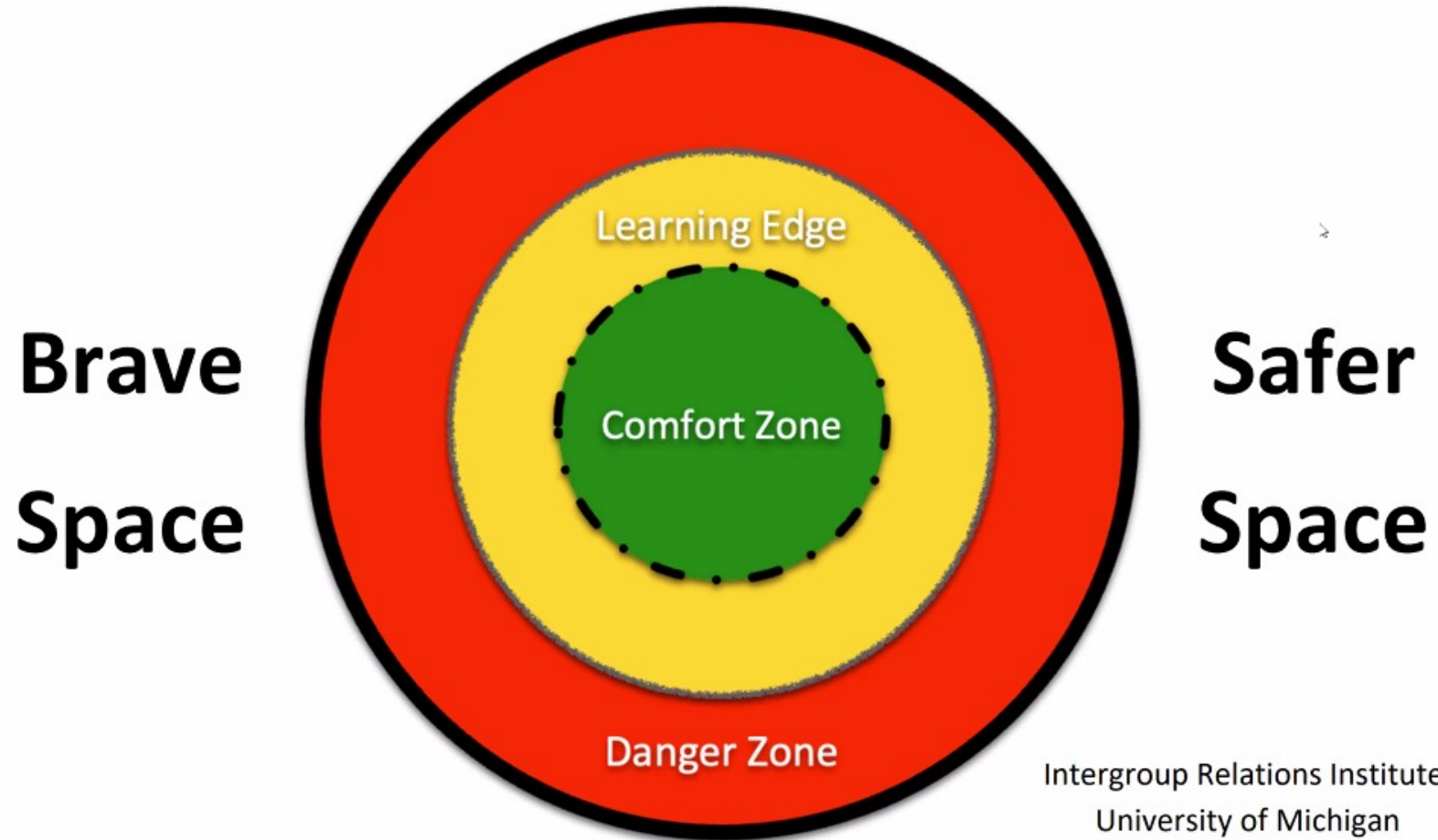


Relational

Building one-on-one connection, trust and relationship through effective communication and relational skills, which support effective interpersonal interaction.

Have I created a physical space that reinforces the diversity of individuals who are scholars in my discipline?

MOVE INTO BRAVE/R SPACES



INFUSION PRACTICES

“Pedagogical research has found that creating a learning community requires emphasizing the overall positive interdependence among members and having them work cooperatively with each other” (Johnson & Johnson, 2017, p. 291).



SESSION OBSERVATIONS

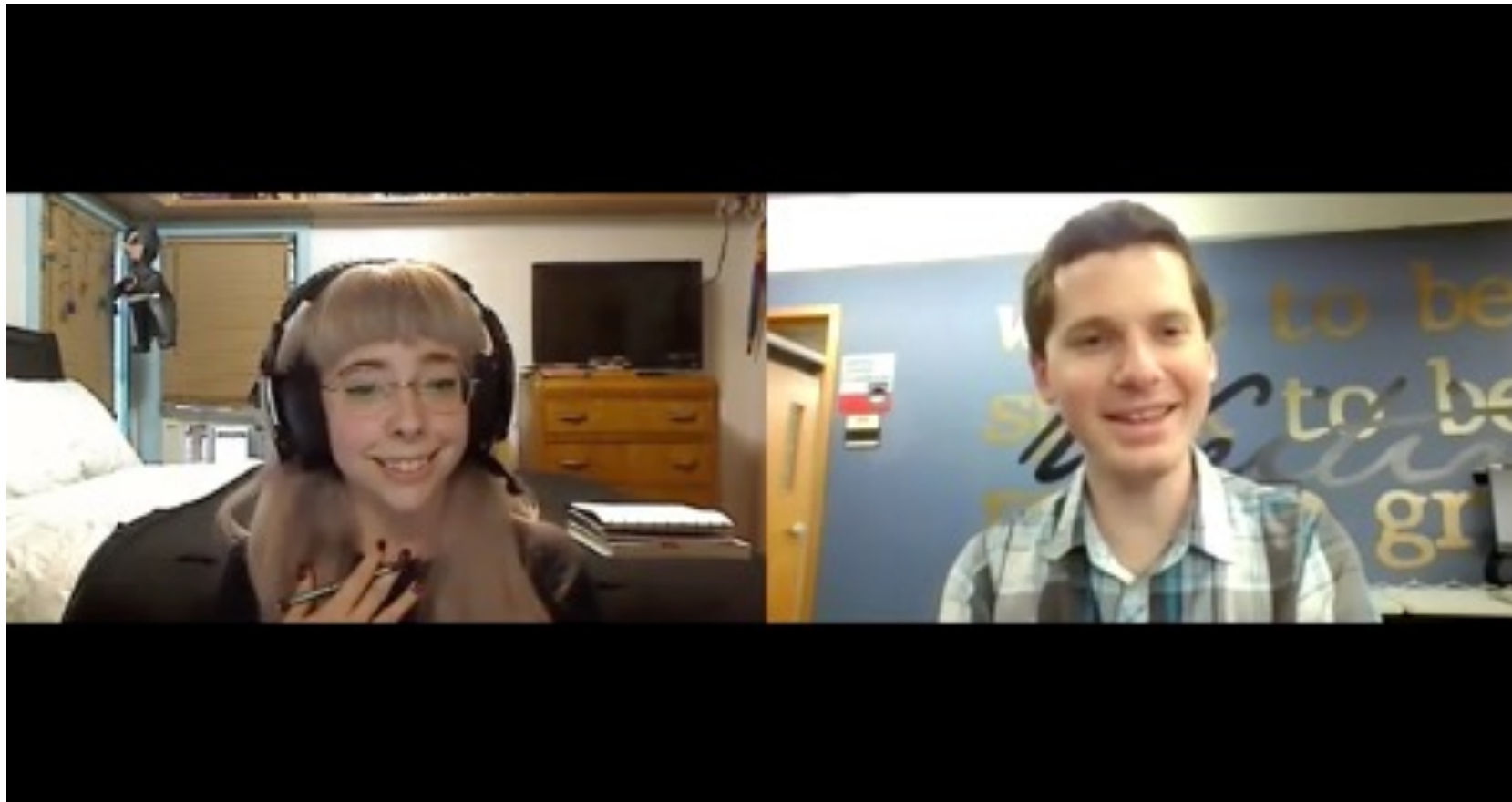


SCRIPTS

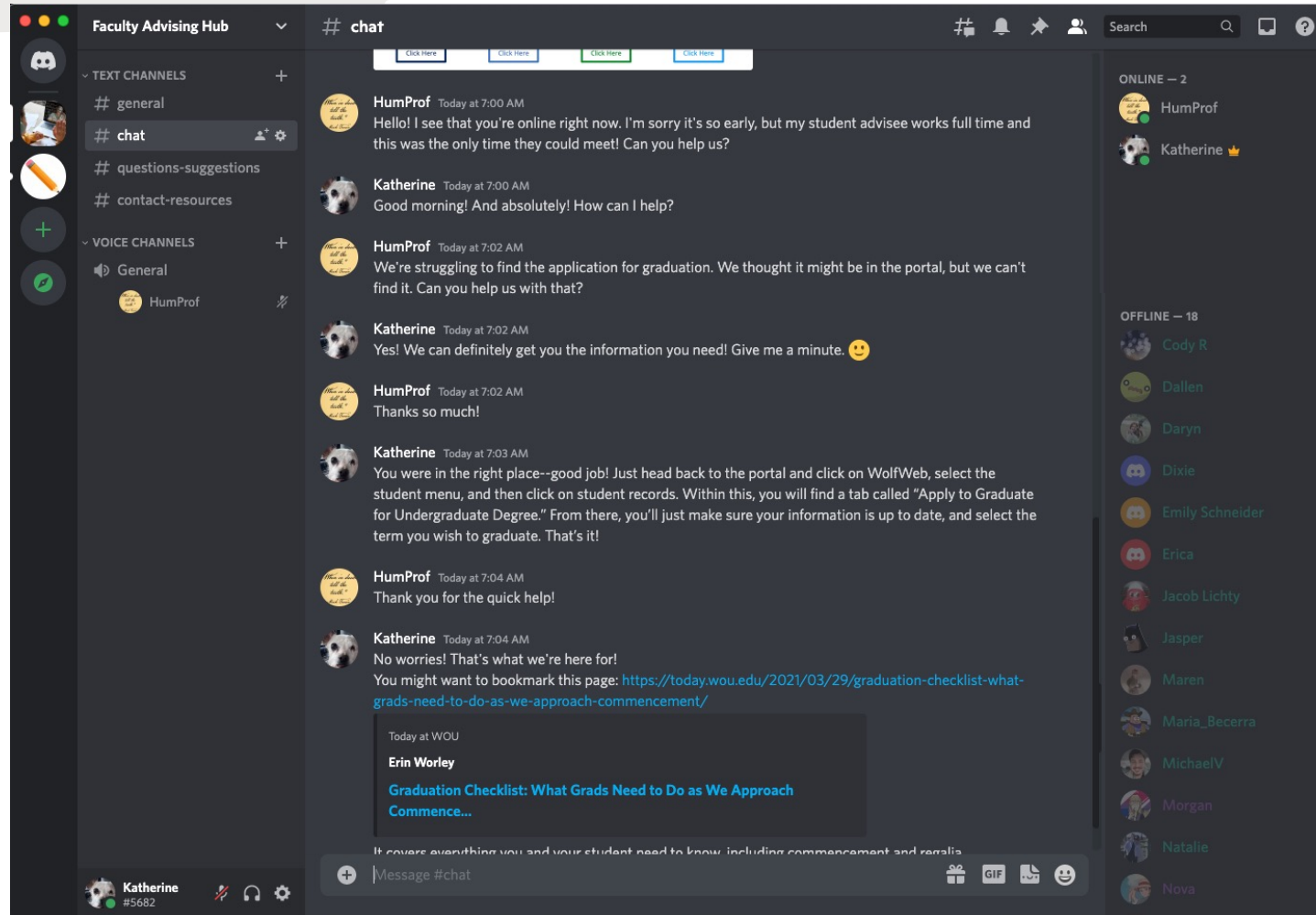


FACULTY-TO-PROFESSIONAL
ADVISOR CHAT SUPPORT

360° SESSION OBSERVATIONS



LIVE ADVISOR-TO-FACULTY CHAT SUPPORT



TRAINING AND DEVELOPMENT FOR FACULTY

INSTITUTIONAL

- Develop training which can be done in person or online through the academic department or open to everyone
- Scaffold training and development: introduce advising and student development theory and use real-life examples and student panels
- Utilize academic staff “Champions” those who know the impact of good academic advising
- Nominate for professional awards
- Develop assessment protocols

DEPARTMENTAL

- Encourage department and division chairs to make advising conversations a regular part of meetings, with a focus on eliminating program barriers for students
- Set up feedback mechanisms for personal tutors/advisors



THE ELEPHANT IN THE ROOM



FACULTY WHO
ADVISE

COMPASSION
INTERDEPENDENCE
COMMUNICATION

FACULTY
ADVISORS

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COMMENTS OR QUESTIONS?

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