ADVOCATING FOR ACADEMIC ADVISING: approaches for meaningful campus-wide change

2016 INTERNATIONAL NACADA CONFERENCE – DUBAI
Concurrent Session #9: 15:30 – 16:30
PARTICIPANT HANDOUT

Four approaches to advocate for campus change to transform and empower advising

- Identify institutional and political opportunities for coalition building in advising through the use of campus networks and committees
- Weave advising into an organized community of practice on campus by building upon already existing ecosystems.
- Enhance and advance practice through intentional training, development, and assessment activities.
- Provide focused administrative-level guidance.

Approach #1: Identify institutional and political opportunities for coalition building in advising through the use of campus networks and committees.

- Provide data that shows leadership how advising “matters”
- Provide research showing connections tied with student completion
- Provide research that supports institutional/community/governmental priorities

Approach #2: Weave advising into an organized community of practice on campus by building upon already existing ecosystems.

- Utilize existing advising connections
- Effectively bridge academic and student affairs
- Utilize a common language when defining outcomes and work to be completed
- Formalize advising networks
- Formalize advising communication networks

Approach #3: Enhance and advance practice through intentional training, development, and assessment activities.

- Develop a culture of learning and development
- Make advising visible and recognized throughout campus
- Establish a shared learning network
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- Become a thought leader
- Assess what matters

Approach #4: Provide focused administrative-level guidance.
- Recognize and acknowledge competing campus priorities
- Help administrators make advising a key priority
- Centralize administrative oversight of advising

QUESTIONS FOR FURTHER CAMPUS REFLECTION

**Structure**
Create a campus advising hierarchical map. Identity structural reporting lines across both academic and student affairs. What existing structures encourage communication? What formalized communication and collaboration lines must be created to improve advising? Do advisors report to advising experts or do they report to administrators who may not fully understand advising? Map the formal advising-related committees on campus. How were the committees formed? Who serves on the committees and how long is their service period? Are some committees unproductive due to unclear goals and outcomes or a continually transitional membership? What types of decisions do these committees make (or do they primarily offer information to others)? What committee structures associated with advising seem most efficient and what changes could make these committees more effective?

**Networks & Communication**
How do administrators at your institution hear about challenges and needs related to academic advising? Who are the prime advising advocates in the administration? What mechanisms ensure advocates have regular communication with master advisors on campus? Address issues related to developing a common language for advising. How is academic advising defined by campus stakeholders? What do stakeholders try to achieve through academic advising? What achievements made through academic advising may be achieved better by others?
Existing Partnerships

On which student success initiatives or programs do student and academic affairs work collaboratively? Identify gaps over which additional bridges can be built using existing relationships and programs. Who are the formal and informal campus leaders in the advising community? Are specific advisors or master advisors seen as thought leaders? Do leaders in advising positions interact directly with upper administration? What approaches for more formal connections can be created between advising leaders and upper administration?

Alignment with Broader Campus Efforts

Consider several recent speeches on student success issues given by members of the campus leadership. How does advising relate (or not) to the issues that were discussed? How does the definition of advising communicated through the speech correspond to current practice? What topics would you add to similar addresses? How might in-depth knowledge of the work of advisors have strengthened the leader’s remarks? Identify the most significant initiatives at your institution. What two or three initiatives are most closely associated with academic advising? How are they associated? What connections does the advising community need to make to formalize the potential impact of advising on these initiatives? What programs and professional development opportunities are offered to support the institutional advising community? Does professional development address advisors at all levels? What opportunities for research and scholarly inquiry are related to advising at your institution?

CONTACT INFORMATION

Brett McFarlane
Director of Academic Advising
bmcfarlane@ucdavis.edu
(530) 754-6279

Carolyn Thomas
Vice Provost and Dean for Undergraduate Education
ccthomas@ucdavis.edu
(530) 752-6068
REFERENCE FOR ABOVE MATERIALS


ADDITIONAL SUGGESTED REFERENCE MATERIALS


Strategies that teach students to make the most of college. San Francisco, CA: Jossey Bass.


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