IUP Faculty Workshop

Facilitator

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When you know your why your what has more purpose!

https://www.youtube.com/watch?v=LZe5y2D60YU

Types of Advising

- **Prescriptive**

- **Developmental**

- **Intrusive (proactive)**

- **Appreciative**

Prescriptive

- **Prescriptive advising** is linear communication from the advisor to the advisee and places most of the responsibility not on the student, but the advisor

Developmental

- A developmental academic advising model presumes that the advisor does not function in a prescriptive role, rather, she or he serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic

- progress review, and an agent of referral to other resources

- partnership with his/her advisee and go beyond ensuring that the student is choosing correct courses

Intrusive (Proactive)

- Proactive advising was defined by the work of Robert Glennen. Glennen took developmental advising theory one step further to help advisors reach out to students.

- Programs utilizing proactive academic advising build structures that incorporate intervention strategies mandating advising contacts for students who otherwise might not seek advising.

Appreciative

- The heart and soul of Appreciative Advising is the organizational development theory of <u>Appreciative Inquiry</u> that was developed in 1979 by David Cooperrider at Case Western Reserve University

- Academic Advising and appreciate advising introduced by Bryant L. Hutson, Ye He, and Jennifer L. Bloom

THE APPRECIATIVE ADVISING REVOLUTION

Jennifer L. Bloom
Bryant L. Hutson
Ye He

6 Phases of Appreciative Advising

1. Disarm - making a positive first impression with students and allaying any fear or suspicion they might have of meeting with the advisor.

2. Discover - Spent continuing to build rapport with students and learning about the students' strengths, skills, and abilities through utilizing effective and positive open-ended questions that encourages narratives.

3. Dream - involves uncovering students' hopes and dreams for their futures.

4. Design - Spent co-creating a plan to make their hopes and dreams come true.

5. Deliver - Implementation phase where students carry out their plan and the advisor's role is to support them as they encounter roadblocks.

6. Don't Settle - Involves challenging students to achieve their full potential and supporting them along their journey.

Advising Structures

1. Faculty-only

2. Split model – advising center for designated groups (freshman, exploratory, etc.) and rest in their academic departments

3. Supplementary – assigned faculty advisors with a general advising center

4. Total intake – professional advisors for all students for designated period of time then students transferred to departments

5. Satellite model – each department responsible for their own

Advising Preferences

1. Identify which advising type is typical when meeting with students.

2. Identify which advising type you wish to utilize in your advising sessions and why.

3. How has your current advising style or type provided you with the ability to build trust, connect, and promote student engagement with the IUP community?

4. What is one "thing" you will change in advising your students if any?

Advocating for Advising

- Bridge the gap for students between academic, administrative, student affairs, and student services offices.
  - Share common language, define it
  - Formalize campus advising networks
  - Include students
  - Create visability

Learning-centered advising raises questions like

- **What should students learn through advising?**

- **How might they learn these things?**

- **Why is this learning important—for students <u>and</u> our institutions?**

☑ **learning-centered advising aims to**

- **help students make connections among courses and experiences and integrate their learning**

- **help students articulate the skills they are developing**

- **help students identify realistic goals & pathways to reach them**