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Theory and Practice in Academic Advising in the United States: Role Of NACADA

Charlie L. Nutt, Ed.D.
NACADA Executive Director
Kansas State University

**We are all faced with a series
of great opportunities –
brilliantly disguised as
unsolvable problems.**

**(John W. Gardner, Secretary of
Health, Education, and
Welfare, 1964)**

The Professionalization of Academic Advising: Where Are We in 2010?

- *Leigh S. Shaffer, West Chester University*
- *Jacqueline M. Zalewski, West Chester University*
 - *John Leveille, West Chester University*
- ***NACADA Journal Volume 30(1) Spring 2010***

STUDENTS – AND THEIR SUCCESS IN ACHIEVING

Academic Goals

Career Goals

Life Goals

Dreams and Passions

**ARE IMPORTANT AND WHY WE DO WHAT WE
DO!**

Complexities Facing Higher Education Today

- Mission Shift and/or Change
- Shifting Student Demographics
- Rapidly increasing Classroom-Student and Advising-Student Ratios
- Incomplete data on student completion but increased focus on student completion
- Rapidly increasing number of student success initiatives without the campus community involvement or understanding – and with little connection to each other

Complexities Facing Higher Education Today

- Utilization of data to make decisions and to assess the effectiveness of decisions
- Growing distance between institutional decision makers and those at the ground level implementation
- Building bridges as students arrive, move through, and leave the institution

I ENCOURAGE QUESTIONS.

I ENGAGE STUDENTS.

I SUPPORT CRITICAL THOUGHT.

I BOOST SPIRITS.

I INSPIRE DREAMS.

I CULTIVATE LEARNING.

I ADVISE

In his recent work “Academic Advising In Higher Education: A Place at the Core” (2015), Eric White, former President of NACADA:

“the purposes of academic advising accommodate all students so that they can make reasoned demands as they set and enact the goals of their lives”p. 270

The Journal of General Education: A Curriculum Commons of the Humanities and Sciences, 2015

Advising Relationships Teach Students to:

- Craft their own education
- Understand the path they have chosen
- Use the skills and knowledge in work
- Create a culture of learning around their undergraduate experience
- Engage in their education, transforming the educational experience to reach passions – not just jobs

Being Learning Focused Involves Understanding

- Is the learning liberating or transactional?
- What the student is learning
- How is the student learning?
- Is he/she applying his/her learning
- How the current learning positions the student for future learning?



**WE
ADVISE.
YOU
DECIDE.**

Principles for Advising : What Students Deserve

- **Informational Guidance**

- **Intellectual Mentorship**

- **Developmental Relationships**

Brett McFarlane, Ed.D – Executive Director of Academic
Advising UC Davis

Academic Advising Core Competencies and Core Values

<http://www.nacada.ksu.edu/Portals/0/Resources/documents/Core%20Competencies%20BASIC%20Flyer%20%28update%205-10-17%29.pdf>

<http://www.nacada.ksu.edu/Portals/0/Resources/Pillars/Core%20Values%20Handout.pdf>

What Academic Advising Communities Must Do To Demonstrate our Passions

- Develop definitions for student success, retention, and persistence at the institutional, system, and state.
- Develop strategic collaborative partnerships across the state. The partnerships between faculty and primary advisors/counselors are critical
- Identify the key players you must have involved in any initiative development, implementation, and support.
- Develop a plan for leadership which has authority and a communication plan that crosses all systems in the state.

- Investigate, study, and analyze the literature and research in retention and persistence
- Take an active participatory role in the scholarly inquiry of our field – research, analysis, and publication – **The NACADA Center for Research. The NACADA Review** – new on-line advising publication focusing directly on theory and practice
- Make the discussion of our discipline, skills, and strategies an expectation and a requirement on our campuses – not a luxury
- Utilize data to analyze the key issues:
 - Populations which are need in support or assistance
 - Risk factors affecting populations
 - What institution, system, and states are or are not doing that negatively or positively affects student retention and persistence

- Academic Advising Communities must be actively involved in the development of “student pathways” and all completion initiatives across the institution
- Academic Advising must be clearly tied to the student pathways to success and completion
- Student Learning Outcomes must be developed for the academic advising experiences of all students
- Student Learning Outcomes must be sequential for student completion

**WHEN YOU
ENTER THIS
OFFICE**

YOU ARE RESPECTED

YOU ARE VALUED

YOU ARE HEARD

YOU MATTER