Developing Academic Advisers

South African Professional Development

What is academic advising

The national landscape
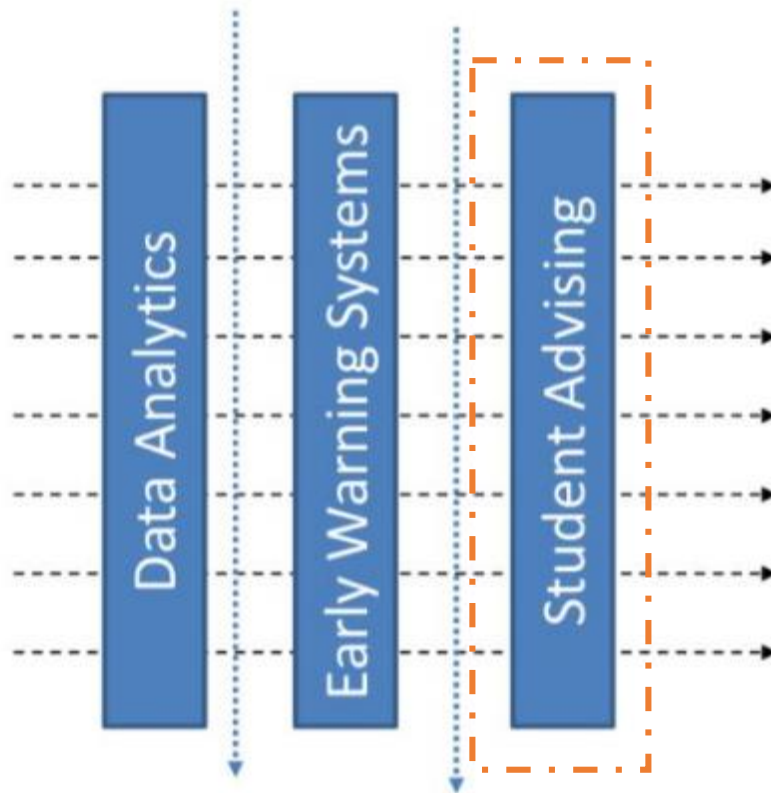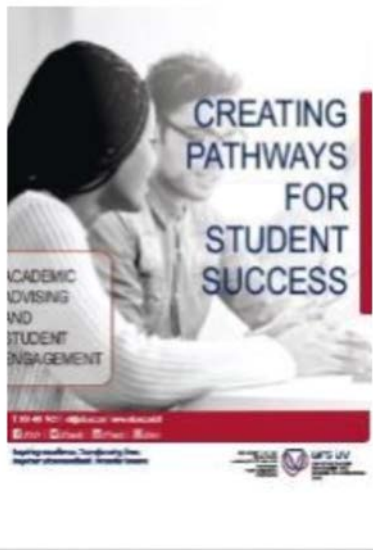
Probability of passing modules in relation to academic advising
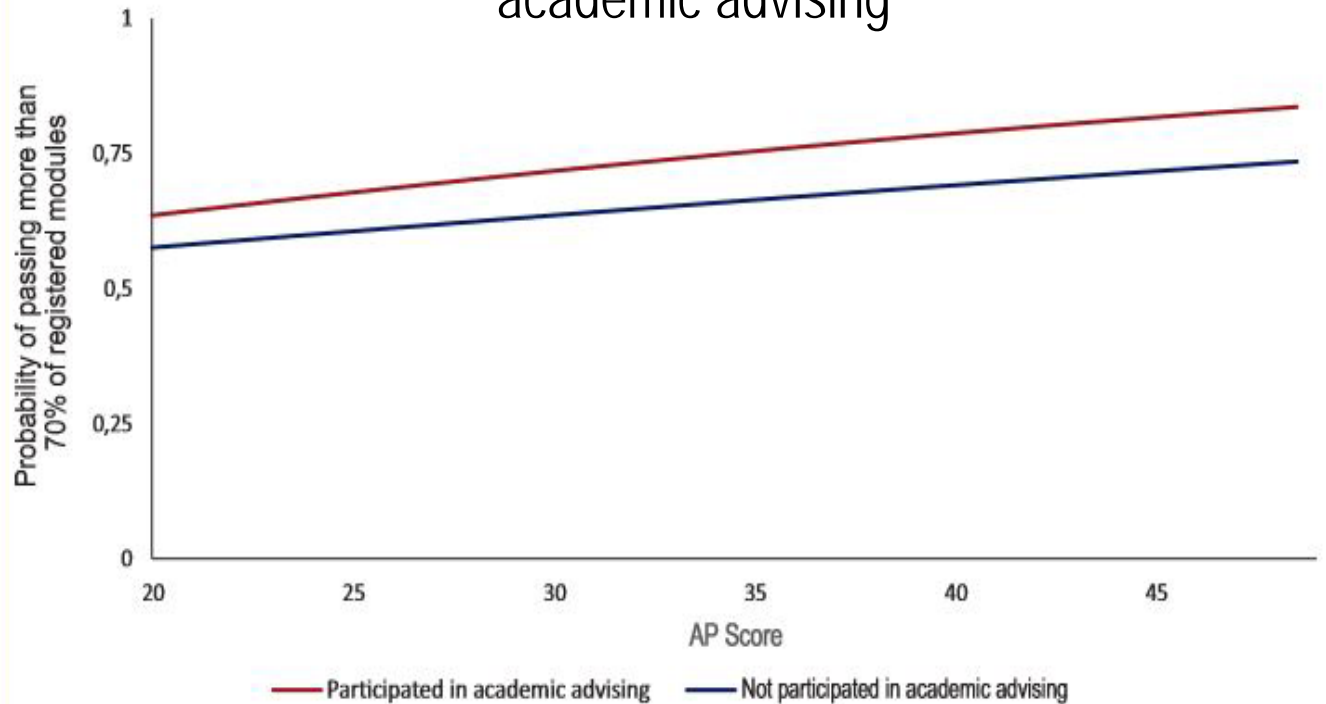
NATIONAL DEFINITION

Academic advising is an **ongoing and intentional** teaching and learning practice that empowers the student in their learning and development process to explore and align their **personal, academic and career goals**. As a **shared responsibility** between the advisor and advisee, advising aims to maximise the students' potential by facilitating a conceptual understanding, sharing relevant information and developing a relationship focused on **promoting academic success**. The envisaged result is that students have a **meaningful academic experience** while in higher education and feel a **sense of belonging** to the institution.

Siyaphumelela Advising Workstream,2017

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NATIONAL COMMON PRACTICES

- Advising during student recruitment (i.e. Marketing)

- Advising during annual registration (i.e. curriculum conversation)

- First-Year Orientation/First Year Experience (Seminar)

- Peers as advisors (e.g. Tutors/mentors/residence committees)

- Advising as a collaborative practice (advising network/referrals/student counselling)

- Database and monitoring/evaluation

Siyaphumelela Advising Workstream,2017

National Deliverables:
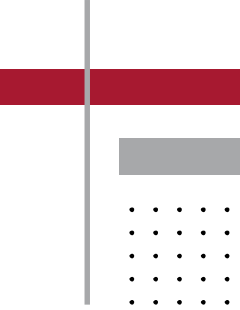
1. Expansion of dedicated institutional Academic Advising capacity;

2. Baseline investigation of institutional Academic Advising practices;

3. Training and Development of advisors (professional and peers);

4. Enabling collaboration between Academic Advisors and Institutional Researchers;

5. Pilot and share of academic Advising practices;

6. Reporting on monitoring and evaluation of practices; and

7. National sharing through an Academic Advising Seminar.

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AAPD1502
in action

ACADEMIC ADVISOR CATEGORIES:
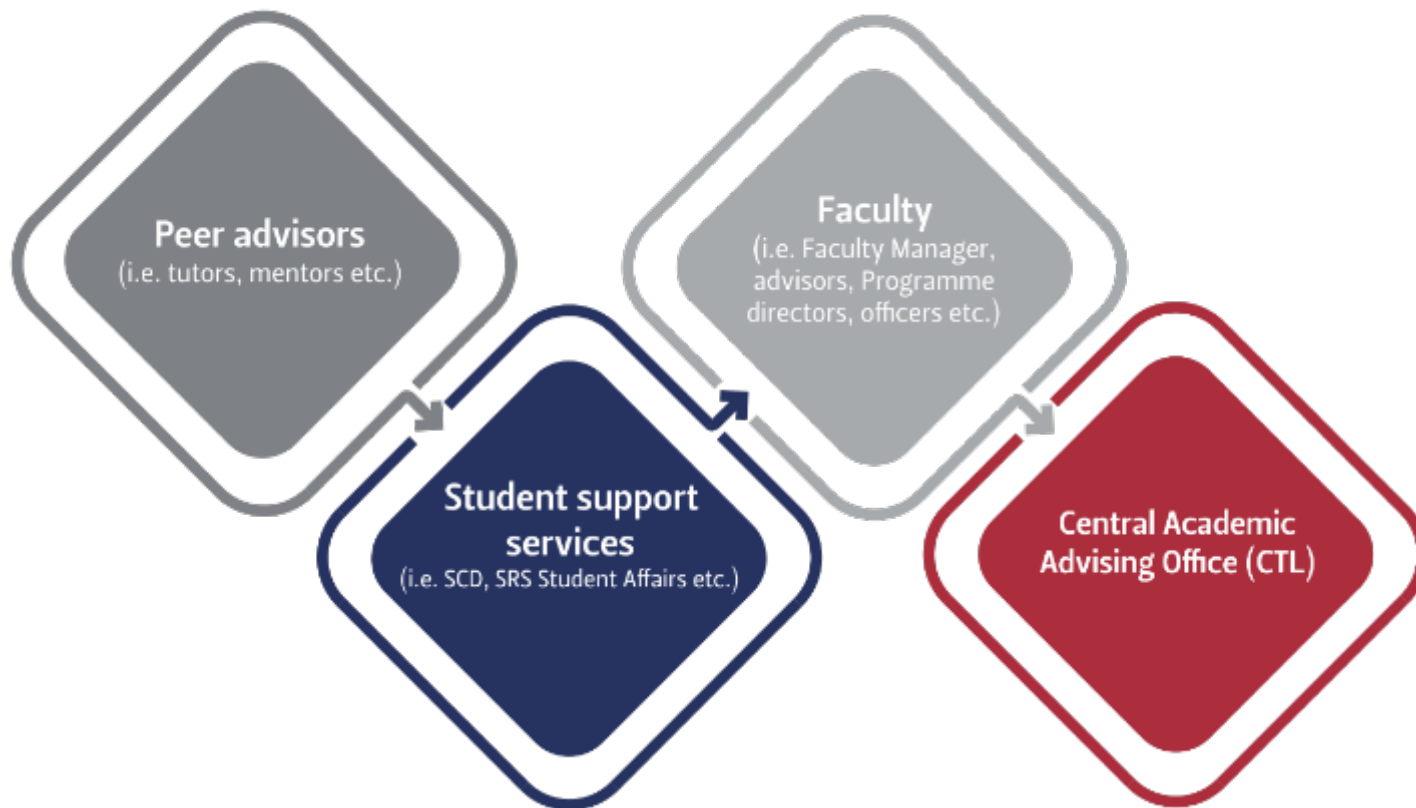
"Learning is the process whereby knowledge is created through the transformation of experience"

Kolb, 1984

THE EXPERIENTIAL LEARNING CYLCE

Concrete Experience

(participate in an experience)

Reflective Observation

(make sense of the experience)

Active experimentation
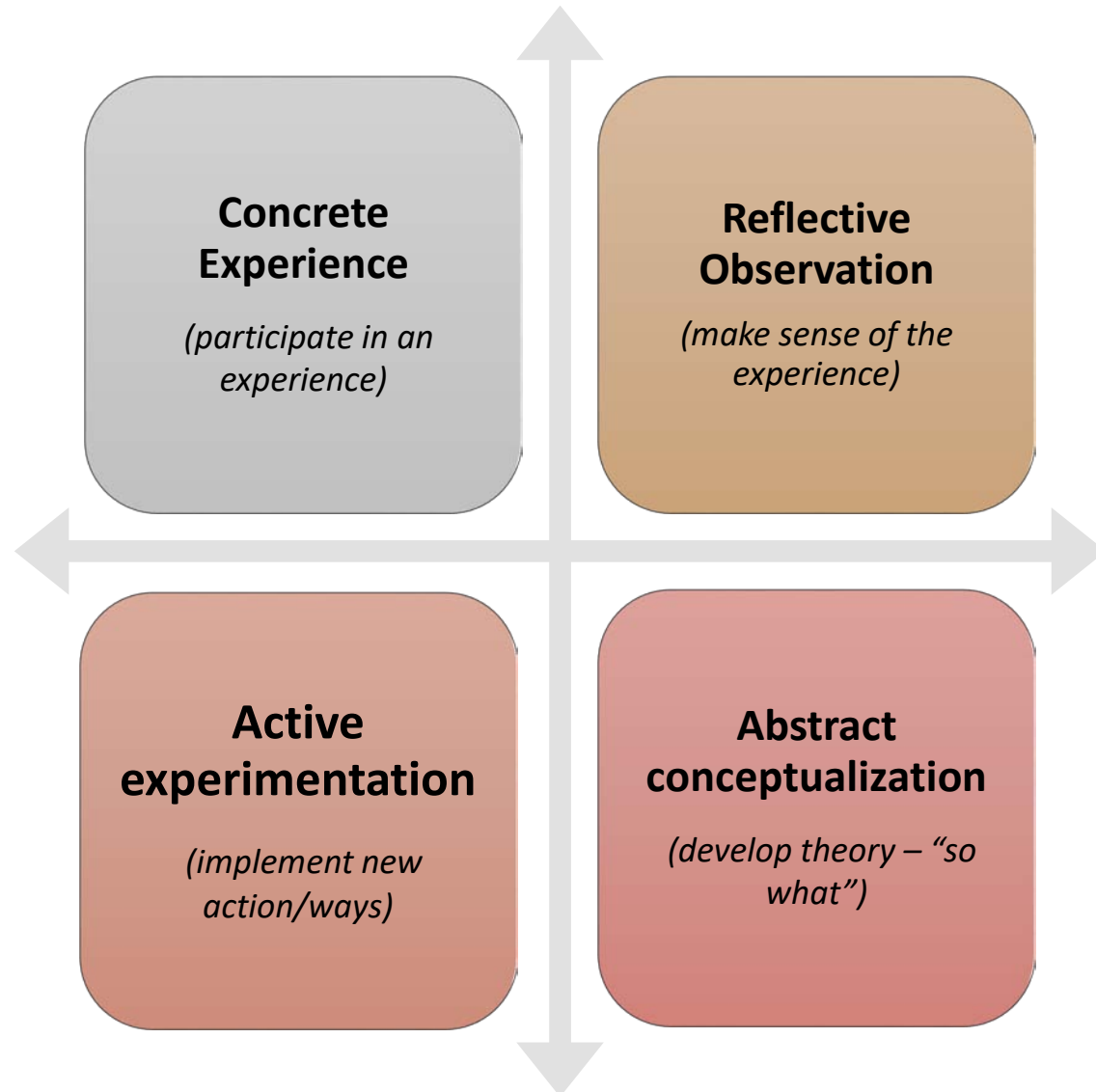
(implement new action/ways)

Abstract conceptualization

(develop theory – "so what")

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ADVISER CORE COMPETENCIES

Conceptual
- Understanding Academic Advising
- Academic Advising as a teaching and learning process
- University advising vision, mission and objectives
- The UFS advising cycle
- The UFS advising network
- Roles and Responsibilities of Peer Advisiors
- Student responsibilities

Informational
- University policies and procedures
- University calendar
- University resources and support services
- Knowledge about student populations
- Technology used in advising (E.g. Blackboard, webpage)

Relational
- Self-knowledge
- Interpersonal Skills
- Self-Management
- Referral skills

Unit 1: Conceptual	Unit 2: Relational	Unit 3: Informational	Unit 4: Technology	Unit 5: Personal
Conceptual understanding of academic advising	Advisor and advisee roles and responsibilities	Why the informational component is important	Technology in higher education Introduction: Engaging the millennial generation	Reflection on and integration of previous units
A brief history of AA Defining AA Place of AA (the hub) The concept of AA Core values of AA Why AA is important for various stakeholders Institutional context for AA Models of AA	Advising approaches Prescriptive and developmental advising Advising as teaching	The information that advisors need to know to disseminate to students Academic advising cycle Orientation Simplified University hierarchy	Generation Z Technology-enhanced learning Digital Identity Survey The use of technology in the AA process Group discussions	Cultural competence and awareness Defining cultural competence Cultural awareness Dimensions of diversity
Conceptual understanding of students Fostering motivation Conley's multidimensional model of university readiness Relevant theories of student development in general Students with specific advising needs South African students specifically	The advising- counselling continuum A comparison between advising and counselling Referring students for counselling How to respond in a helpful way Emergency situations Additional information about student counselling and development Emergency situations	University lingo NQF levels General admission requirements NBTs Faculty-specific admission requirements Registration process UFS101 Campus resources Financial aid Who's who at UFS	Technology and advising in practice The advising cycle and technology General education technology tools that can be used to enhance academic advising UFS-specific technological tools to use in the AA process (Blackboard and Facebook page)	Stress and burnout identification and management Further professional development suggestions Developing an intentional approach to advising On-going support for advising activities
Additional reading material Assessment: Case study	Mapping a contextualized advising network Legal and ethical aspects in advising Relevant South African acts Ethical principles Ethical dilemmas Record-keeping Basic rapport-building skills Assessment: Role plays throughout session	General rules and regulation Soft skills embedded in advising Mindset Reminder of signs and symptoms indicating need for counselling Career advising Assessment: Case study	Ethics and boundaries related to the use of technology in advising Practical instruction: Tools Summary of resources Assessment: mock advising session using technology platform	Suggested resources for academic advising Assessment/ evaluation of advising Assessment: personal reflection activity on continuous development

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Materials

- Training manual and slides
- Portfolio of Evidence
- BlackBoard

Data reflections

- 7 institutions (UFS, NMU, Wits, MUT, DUT, UP, UCT)
- Qualitative (form and interviews)
- N=13
- Evaluation forms per unit
- Interviews (approx. 3 per day)

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Unit 1

- Positive overall (100% relevance)

Unit 2

- 89% engaged throughout the unit
- "..allowed for reflection on my day-to-day encounters with students…"
- "This unit helped me reflect on my own beliefs in relation to academic advising."
- 44% learned something new

Unit 3

- 100% reflected that through the unit they learns something new

Unit 4

- 71% of the participants felt that the unit equipped them with knowledge to incorporate technology in advising

- 14% alluded to having learnt something new when it comes to the incorporation of technology in advising.

Unit 5

- 15% of the participants were inspired and learnt something new with regards to their professional development

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Reflective Voices from the AAPD....

- *"It's very relevant I wish I had received this information before my appointment, as if I had I would have been better prepared to receive the students instead of learning the role of the job the hard way as my appointment was in late second semester (August)."*

- *"It highlighted the need for theoretical framework, the importance of institutional theoretical framework to some extent that if you're dealing with stakeholders as we're all working on a baseline theory on understanding our students. The importance of an institutional baseline and theory was highlighted for me and the flexibility to see students in different lenses. "*

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Reflective Voices from the AAPD....

- *"No. it would've been interesting for other institutions to share what they are doing and get a holistic picture of what we'd like to incorporate from them."*

Understanding, knowledge and skills

There is a blend of what advisors need to know, do and value. Knowledge is translated practice, thus a gradual capacitation of the sector.

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Academic advising is a

"

way to **connect** students to the campus and help them feel that someone is looking out for them".

– George Kuh (2005)

QUESTIONS?

THANK YOU