

EDUC 771-002: ADVISING APPROACHES AND SKILLS

Center for the Study of Higher and Postsecondary Education

University of Michigan

Winter Term 2022

Nikhil Gupta, PhD
Advisor, Engineering Advising Center
ngup@umich.edu
Virtual office hours by appointment

Wednesdays, 4-7 PM
Location: SEB 2346
3 credit hours
[EDUC 771 Canvas Site](#)

OVERVIEW

Academic advising entails careful listening, explaining, sympathizing, and reflecting, but it also carries with it notions and perceptions of power, understandings of access and equity, and a recognition of the changes that can accompany an individual's path through college. What are the foundational skills and knowledge that advisors need to have when working with college students? What is the role of theory in informing the practice of advising? How do advising approaches vary depending on student population, institution type, and functional area? What are the higher education career paths related to advising, and what does the future of advising look like? In this course, we will consider these questions and more by exploring theory, research, and professional competencies; engaging with professional advisors; practicing advising skills; and reflecting on your own life experiences with advising. We will also think about how to cultivate empathy, both over the course of months and in a matter of minutes, when working with students at different paces and at different scales.

LEARNING OBJECTIVES

As a result of this course, students will be able to:

- Understand academic advising core competencies and demonstrate a basic level of proficiency with them
- Plan and execute advising sessions, adapting their approach based on the characteristics and needs of the student, institution, and context
- Integrate course concepts (research, theory, best practices) and personal experiences to construct an advising philosophy
- Articulate the role of advising in higher education as well as current issues in the field
- Identify advising-related career paths in higher education and reflect on their interest in them

CLASS FORMAT

This course utilizes a flipped classroom approach; you will read about that week's topic in advance, and class time will be spent engaged in active learning (e.g., group activities, case studies, student-led discussions). As such, it is important that you attend every class session and arrive fully prepared, having completed the readings so that you are ready to actively participate in the planned activities.

ASSIGNMENTS

Individual

- Participation (10 points): The participation part of your grade will be determined by your class attendance, participation in class, and participation in Canvas discussions (e.g., submitting questions for guest presenters). Given that this is an in-person course, there are many ways that you can participate in class: responding to your peers or to me, raising questions, pointing out absent voices in the course content, and engaging guest speakers.
 - *No due date; based on your engagement with the course throughout the term*
- Advisor Interview Paper (20 points): This individual assignment will involve interviewing an advisor (does not have to be an academic advisor) and writing a reflection paper connecting what you learned to concepts we have covered in the course. Be prepared to share highlights in class. Aim for a 5-6 page paper (excluding cover sheet, interview protocol, and references). You should have at least 4 references.
 - *Email to me by Wednesday, February 16 at noon Eastern Standard Time (EST)*
- Advising Philosophy Paper (25 points): This individual assignment will involve developing a personal advising philosophy, informed by course concepts as well as your own values and experiences, to guide you in future advising interactions. Be prepared to share highlights in class. Aim for a 7-8 page paper (excluding cover sheet and references). You should have at least 5 references.
 - *Email to me by Wednesday, March 23 at noon EST*

Group

- Class Facilitation (15 points): This group assignment will involve working in teams of 2-4 to facilitate discussion of the assigned readings one week. Share an outline of your proposed activity with Nick for feedback one week in advance. Then design and execute an engaging, interactive 30-minute class activity that will help students make meaning of the weekly readings. The same grade will be given to all members of the group.
 - *Due in class on the date you choose to present (complete the Google Form to sign up for a date).*
- Advising Consultation Proposal/Presentation (30 points): In this final group assignment, you will play the role of advising consultants on teams of 3-4 and integrate what you have learned throughout this course to research, write, and present a proposal on a current issue related to advising in higher education. Aim for a 10-minute presentation (followed by 5 min of Q&A) and 7-8 page proposal (5-6 pages if you are doing an individual project) excluding cover sheet and references. You should have at least 5 references. The same grade will be given to all members of the group.
 - *Present in class on Wednesday, April 13. Upload proposal to Canvas by Wednesday, April 13 at noon EST.*

Detailed instructions and grading rubrics for each assignment are available on the [EDUC 771 Canvas site](#). Assignments are due at the date and time listed unless otherwise noted. Papers should be double-spaced, 12 pt font, one-inch margins, with your last name and the assignment in the file name (e.g., Gupta Philosophy Paper.pdf). Please adhere to [APA Style guidelines](#). You may view assignment grades on Canvas. The grading scale for this course will be:

94-100: A
90-93: A-
87-89: B+
84-86: B
80-83: B-
77-79: C+
74-76: C
70-73: C-
Below 70: D

Feel free to propose alternative assignments in the same spirit that better suit your learning style, interests, and goals.

READINGS

The required text for this class is below:

- Folsom, P., Yoder, F., & Joslin, J. E. (Eds.). (2015). *The new advisor guidebook: Mastering the art of academic advising*. San Francisco, CA, US: Jossey-Bass.
- You can read it online for free through the Michigan Library [here](#).

Additional readings are available on Canvas.

The New Advisor Guidebook is the first in a series of three books. If you want to learn more, I recommend perusing the second and third books as well:

- Drake, J.K., Jordan, P., & Miller, M.A. (Eds.). (2013). *Academic advising approaches: Strategies that teach students to make the most of college*. San Francisco, CA: Jossey-Bass.
- Grites, T. J., Miller, M. A., & Voller, J. G. (Eds.). (2016). *Beyond foundations: Developing as a master academic advisor*. Hoboken, NJ: Jossey-Bass.

I subscribe to weekly email updates from [The Chronicle of Higher Education](#) and [Inside Higher Ed](#) to stay informed about higher education news, and I encourage you to explore these and other relevant news sources.

POLICIES

The following policies will guide our work together. The intent of these policies is to be fair and consistent and to create a productive learning environment.

- Academic Deadlines: You can find all academic deadlines on the [Office of the Registrar calendars](#).
- Attendance: It is important that you attend class on time and participate actively. In the event that you need to be late or miss class, please let me know in advance if possible and be proactive about finding out what you missed. You may have points deducted from your participation grade for unexcused absences.
- Assignments: Notify me as soon as possible (ideally before the deadline) if your work will be late. You may have points deducted from your assignment grade for unexcused late assignments.
- Inclusive Classroom: We will discuss community guidelines during our first class to create an inclusive and respectful learning environment. It is my intent to create a learning environment where all students can fully participate. Please notify me as soon as possible if you have any concerns about the inclusiveness of this course. We will adhere to university-observed holidays, and I am happy to work with you if you need to miss class for other holidays that are more meaningful to you.
- Accommodations for Students with Disabilities: If I can make this course more accessible for any students, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. I am happy to make accommodations throughout the semester as changes arise over the next few months. As soon as you make me aware of your needs, we can work out a plan; it is often helpful to work with the [Services for Students with Disabilities](#) (SSD) office to help us determine appropriate academic accommodations. SSD typically recommends accommodations through the Accomodate platform. Any information you provide to me is private and confidential and will be treated as such.
- Well-Being: Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers many resources, some of which are listed at [Resources for Student Well-being](#) on the Well-being for U-M Students website. You can also search for additional resources on that website.
- Academic Integrity: It is my expectation that all work you submit for this course be your own. To ensure fairness and equity, your written assignments may be checked for evidence of

plagiarism. Be sure to properly cite all references using APA format. For more information, read the [Rackham Academic and Professional Integrity Policy](#).

- Recorded Lectures: Class sessions may be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact me by the first week of class to discuss alternative arrangements. You may not record or distribute any class activity without written permission from me, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for your own private use.

SCHEDULE

NOTE: This schedule may change based on the interests and needs of our learning community. Advanced notice of any changes will be provided. Articles have been uploaded to Canvas.

Class #1: Introductions to the Course and our Learning Community (January 5)

- Who are we, and what should citizenship in our learning community look like?
- What is this course about, and what do we hope to accomplish?
- What experiences have you had with advising, and how have they shaped you?
- If advising is teaching, what is the content being delivered?

Class #2: The Discourse of Advising - Conceptual Component 1 (January 12)

- What are the three essential components of advising knowledge and skills, and what are the professional competencies associated with each?
- How did the advising profession emerge, and what are the roles and responsibilities of advisors within higher education?
- What are the primary ethical issues related to advising college students?
- How do we characterize the discourse around advising compared to the discourse happening in the moment of advising?

READING DUE:

- Folsom, Yoder, Joslin: Chapters 1-3 (pp 1-66)
- [Foucault, Michel. \(1973\). From *The History of Sexuality, Part I* \(53-73\)](#)
- [CAS Standards for Academic Advising Programs](#)
 - Look for surprising or reassuring inclusions in this document.
- [NACADA's Pillars of Academic Advising](#)
 - What kinds of language does NACADA care most about?

Class #3: Rhetorical Positions and Advising Delivery - Relational Component 1 (January 19)

- What are the most effective communication skills that new advisors need to learn?

- How do individual and group advising differ, and what are the benefits and challenges of each structure?
- What are the rhetorical moves that impact advising's effect and an advisee's affect?

READING DUE:

- Folsom, Yoder, Joslin: Chapters 11, 13-15 (pp 213-230, 251-266, 273-288)
- Hughey, J. K. (2011). [Strategies to enhance interpersonal relations in academic advising.](#)
- Kyte, S. B., Collins, E., & Deil-Amen, R. (2020). [Mindset messaging: Fostering student support and confidence through micro-messaging in advisor communication.](#)

Class #4: Praxis and Memory - Informational Component 1 (January 26)

- What do new advisors need to know about their institution, the external environment, their students, and themselves?
- How can advisors effectively acquire and organize this information?
- What types of information do faculty advisors and career advisors need to master?

READING DUE:

- Folsom, Yoder, Joslin: Voices from the Field (Career Advising: A New Paradigm, pp 83-89), Chapters 5-7 (pp 105-158)
- [Freire, Paulo. "The Banking Concept of Education"](#)
- Hart-Baldrige, E. (2020). [Faculty advisor perspectives of academic advising.](#)
- Ledwith, K. E. (2014). [Academic advising and career services: A collaborative approach.](#)

Class #5: Advising and Identities - Informational Component 2 (February 2)

- Which legal guidelines are most relevant for academic advisors to know?
- How can new advisors learn about the student population on their campus and their individual advisees?
- What strategies can advisors use to develop cultural competence?

READING DUE:

- Folsom, Yoder, Joslin: Chapters 8-10 (pp 159-202)
- Lawton, J. (2018). [Academic advising as a catalyst for equity.](#)
- Lee, J. A. (2018). [Affirmation, support, and advocacy: Critical race theory and academic advising.](#)
- [James, C.L.R. \(1984\). "Black Studies and the Contemporary Student" from *At a Rendezvous with Victory* \(186-201\).](#)

Class #6: Philosophies and Praxis - Conceptual Component 2 (February 9)

- What are the most notable developmental theories that inform advising practice?
- How do these theories translate to academic advising approaches?

READING DUE:

- Folsom, Yoder, Joslin: Chapters 4, 12 (pp 67-82, 231-248)
 - Bloom, J. L., Hutson, B. L., & He, Y. (2013). [Appreciative advising](#).
 - Hughey, J., & Pettay, R. (2013). [Motivational interviewing](#).
-

Class #7: Citizenship in the Academy - Student Populations I (February 16)

- What do we know about advising specific populations of students?
- What role does advising play in achieving DEI-related outcomes?
- Who has a voice in shaping DEI values on campus?

READING DUE:

- Folsom, Yoder, Joslin: Voices from the Field (Advising International Students, pp 203-210)
- Brecht, A. A., & Burnett, D. D. (2019). [Advising student-athletes for success: Predicting the academic success and persistence of collegiate student-athletes](#).
- Glaessgen, T. A., MacGregor, C. J., Cornelius-White, J. H. D., Hornberger, R. S., & Baumann, D. M. (2018). [First-generation students with undecided majors: A qualitative study of university reacculturation](#).
- Hayes, S., Lindeman, L., & Lukszo, C. (2020) [The role of academic advisors in the development of transfer student capital](#).
- [Joyce, James. \(1959\). "Ireland at the Bar" \(197-200\).](#)

ASSIGNMENT DUE: Advising Interview Paper (submit by noon EST on Wed 2/16)

Class #8: Citizenship in the Academy - Student Populations II (February 23)

- What do we know about advising specific populations of students?
- What role does advising play in achieving DEI-related outcomes?
- Who has a voice in shaping DEI values on campus?

READING DUE

- Lockman, T. J. (2020). [Allies in PreHealth advising: Effectively supporting an increasingly visible LGBTQ population](#).
- Museus, S. D., & Ravello, J. N. (2010). [Characteristics of academic advising that contribute to racial and ethnic minority student success at predominantly white institutions](#).

- Parks, R., Walker, E., & Smith, C. (2015). [Exploring the challenges of academic advising for student veterans.](#)
 - Zilvinskis, J., Barber, R. E., Brozinsky, J. L., & Hochberg, S. R. (2020). [Measuring the differential effects of behaviors of academic advisors for students with disabilities.](#)
-

Class #9: Difficult Advising - Assessment & Student Success (March 9)

- What are the expected outcomes of advising, and how do we assess progress toward those outcomes?
- What is the relationship between advising and student success?
- Is there an alternative to success that is not also failure?

READING DUE:

- Drake, J. K. (2011). [The role of academic advising in student retention and persistence.](#)
 - White, E., & Schulenberg, J. (2012). [Academic advising - A focus on learning.](#)
 - Young-Jones, A. D., Burt, T. D., Dixon, S., & Hawthorne, M. J. (2013). [Academic advising: Does it really impact student success?](#)
 - Zarges, K. M., Adams, T. A., Higgins, E. M., & Muhovich, N. (2018). [Assessing the impact of academic advising: Current issues and future trends.](#)
-

Class #10: Difficult Advising - Student Success and Student Struggle (March 16)

- Is there an alternative to success that is not also failure?
- How do we sit with difficulty in the room with another?

READING DUE:

- [Butler, Judith. \(2003\). "Violence, Mourning, Politics."](#)
-

Class #11: Personal Techniques and Systematic Tools - Advising Technology (March 23)

- What does the advising technology landscape look like?
- What are the key factors to consider related to online advising?
- How are data analytics transforming the field of academic advising?
- How does advising technology shape the relationship between advisor and advisee?

READING DUE:

- Folsom, Yoder, Joslin: Chapter 16 (pp 289-298)
- [Foucault, Michel. \(1975\). From *Discipline and Punish* \(195-228\)](#)
- Hu, X. (2020) [Building an equalized technology-mediated advising structure: Academic advising at community colleges in the post-COVID-19 era.](#)
- Richard, L. (2020, March). [Utilizing course management software in academic advising.](#)
- Steele, G. E. (2018). [Student success: Academic advising, student learning data, and technology.](#)

ASSIGNMENT DUE: Advising Philosophy Paper (submit by noon EST on Wed 3/23)

Class #12: Building Expertise - Advising Training, Management, and Research (March 30)

- How should advisor training and professional development be structured?
- What are the key considerations involved in academic advising management and research?

READING DUE:

- Folsom, Yoder, Joslin: Chapter 17 (pp 301-316)
 - [Benjamin, Walter. \(1968\). “Unpacking My Library” \(59-67\).](#)
 - Joslin, J. E. (2018). [The case for strategic academic advising management.](#)
 - Troxel, W. G. (2018). [Scholarly advising and the scholarship of advising.](#)
-

Class #13: The Future of Advising (April 6)

- Where is the advising profession heading?
- How might technology continue to influence advising approaches?
- What does advising mean for the Academy at large?

READING DUE:

- Ireland, M., & Joslin, J. (2018, November). [Three ways advising has evolved.](#)
 - Thomas, C., & McFarlane, B. (2018). [Playing the long game: Surviving fads and creating lasting student success through academic advising.](#)
 - White, E. R. (2020, June). [The importance of academic advising during and after the pandemic.](#)
-

Class #14: Final Presentations (April 13)

- Final project presentations

ASSIGNMENT DUE: Advising Consultation Proposal/Presentation (present in class on Wed 4/13; submit project by noon EST on Wed 4/13)