Beyond Foundations: Developing as a Master Advisor

Chapter 11 - Advocating for Academic Advising

Reader Learning Outcomes

Readers will use knowledge gained about student success to

- Understand the complex mechanisms, structures, and drivers that influence advising advocacy efforts;
- Utilize four approaches to advocate broadly for academic advising on campus;
- Identify key issues related to advising important to upper level administrators;
- Get involved as a campus thought leader and key member of the broader higher education learning network;
- Appreciate advisor training and development as a mechanism for coalition building around academic advising;
- Know the key roles and communication networks necessary to advocate for advising enhancement at the institutional level.

Aiming for Excellence discussion questions and activities

- Conduct an informal analysis of the educational and experiential backgrounds of your advising staff. Review past positions; work experience outside the department, unit, and institution; formal and informal education; and specific areas of expertise. Utilize Habley's (1987) model or McClellan's (2007) enhanced model to identify gaps that could be addressed through additional professional development or targeted hiring.
- 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?
- 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?
- 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?
- 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.
- 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?

- 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?
- 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?
- 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 positions interact directly with upper administration? What approaches for more formal connections can be created between advising leaders and upper administration?