

Aiming for Excellence questions – Chapter 1 Advising Strategies to support student learning success

- 1) How do your efforts contribute to student success? What actions do you intentionally take to help students delineate and meet their goals?
- 2) Do you believe that the actions you and students take result in change? How does the work of pragmatists such as Lauer & Handel and Weinberg (cited on page 5) affect your advising practice? Why? What hypotheses do you form about advisees? How do you test the accuracy of those hypotheses?
- 3) Authors Kimball and Campbell maintain that academic advising draws from the interactionist theory of sociology that “individual views are modified or reinforced through interactions with others” (p.5). How do the advisors’ physical, ideological and social environments influence our interactions with students?
- 4) How do you determine the meaning behind students’ actions? Which of the five senses (sight, hearing, taste, smell, touch) play the biggest role in helping you determine an advisee’s meaning? How is your ability to determine meaning affected if that sense is disrupted (i.e., what changes in distance advising when you can’t see a student’s facial expressions or hear their voice)? What other sensory cues do you find helpful in making meaning?
- 5) How do your values, beliefs, and assumptions color the way you approach a new advisee? What questions do you use to determine an advisee’s values, beliefs, and assumptions? Do you believe that it is the advisor’s responsibility to test a student’s values, beliefs, and assumptions? Why or why not?
- 6) Which theorists influence your advising practice the most? Why? How do you connect theory to everyday practice? Give examples. Think of times when your “go to” theories and approaches did not fit the situation. Look through the chapters in this book to see if one of the approaches included is a better fit for the situation you noted. Seek out more information (e.g., the *NACADA Clearinghouse of Academic Advising Resources*) regarding the theories that serve as the foundation for the approach.
- 7) In which situations would group advising be a viable alternative advising strategy? Read more about group advising in *The New Advisor Guidebook* and the *NACADA Clearinghouse* then set up a group advising opportunity for students. Critique the process and results.
- 8) Use the article “High school rigor and good advice: Setting up students to succeed” <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/High-school-rigor-and-good-advice-Setting-up-students-to-succeed> as a common reading for an advisor brown bag lunch or discussion board. Discuss the role advisors play in helping students persist to completion. What additional resources would be helpful in “setting students up to succeed”?
- 9) Look at your institution’s NSSE or CSSE results. What student and/or institution challenges are illustrated in the report? What can advisors do to address the issues noted?
- 10) What one article or book has made the biggest impact on your advising practice? Ask the same question of other advisors and share excerpts from your favorite resources.