**The Office of Academic Advising**

**Faculty Learning Community -- Spring 2022**

A Faculty Learning Community (FLC) will be established to provide academic advisors with the knowledge, tools, and advising strategies to support their advising efforts.

Rationale:

Research indicates that academic advising is key to student persistence. In fact, advising and degree planning, have the biggest impact on persistence for vulnerable students compared to those students who are least at risk. At Baldwin Wallace University, we believe that academic advising is central to our teaching/learning and to student retention/completion. To this end, a formal learning community and training program will offer advisors an opportunity to advance their knowledge and develop confidence in their role as an advisor, with the goal to better support student success.

The **National Academic Advising Association** **(NACADA)** holds that “well trained advisors add significant value to institutions in terms of learning, persistence, and overall student satisfaction. Advisors need well-planned and comprehensive training and development programs that span their careers.”

NACADA has identified three foundational components of advising that serve as the foundation for effective advising practice. This Faculty Learning Community will be organized according to the three content categories, or the Core Competencies Model. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising. In addition, an understanding of these three areas provides advisors the knowledge and skills to be effective guides for their students.

* **Conceptual** **component** -- the theories that advisors must understand to effectively advise their students.
* **Informational** **component** -- the knowledge advisors must gain to be able to guide the students at their institution.
* **Relational component** -- the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

FLC Details:

**NeedS ASSESSMENT**

Academic advisors generally care about the quality of their advising and want to be able to -- help answer questions successfully, find resources quickly, and use software effectively. The recent faculty/advisor survey was designed to determine how advisors gather academic advising-related information and to learn what information faculty would find helpful. The results indicated that advisors are highly interested in learning more about advising tools, resources, and forms. Advisors are also interested in learning more about the concept of advising as teaching. Overall, the data supports the need for more targeted advising information.

**Objectives**

Advisors will learn:

* Ways to develop the advising section for P&T
* Ways to maximize advising sessions
* Ways to help students with goal-setting
* Where to find advising resources, forms, and information

**Location**

Three (3) two-hour sessions will occur in-person (February, March and April); the location will be determined/announced at a future date.

**Assessment/Deliverable**

Upon successful completion at the end of the 2022 spring term, each participant will be expected to complete an evaluation and provide feedback about his/her experience in the FLC.  Additionally, a 5-minute Panopto video incorporating a takeaway from each session must be shared with all participants and emailed to two additional non-participating faculty. Upon submission of this artifact, each faculty member will receive a stipend ($300) for his/her participation.

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| Module # | Material to be Learned | Details |
| Module 1  *In-person* | INTRODUCTION OF CORE COMPETENCIES MODEL | **Ways to Document Your Advising:**  Learn about the Core Competencies Model and how it can inform the assessment of your advising. Explore the concept of advising and refine your advising philosophy. Discuss ways to develop your advising section for P&T. |
| Module 2  *In-person* | CONCEPTUAL & INFORMATIONAL | **Ways to Help Students with Goal-Settings:**  Baldwin Wallace University students indicated in a recent survey that they want their academic advisor to help them set goals. This module will provide advisors a framework to support their advisees’ goal setting process. Advising and registration tools and resources will be explored. |
| Module 3  *In-person* | RELATIONAL | **Ways to Maximize Advising Sessions:**  Are you an introvert or an extravert? This likely impacts the way you approach your advising. Learn ways to prepare for advising sessions and ways to focus/maximize your energy. |
| Module 4  *Self-directed* | ARTIFACT | **Pay it Forward:**  Create a 5-minute Panopto video incorporating a takeaway from each session. Share with all participants and email your video to two additional non-participating faculty. |

*Respectfully submitted by Julie Miller and Dianna Spycher.*

If you find this Faculty Learning Community opportunity intriguing and you wish to be considered for participation, please respond to the following prompts:

**Name:**

**Department/School:**

**Number of Years Teaching:**

**2-3 goals I have set for my academic advising practices:**

**Participation in the FLC will support these goals in the following ways (about 200 words):**

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Submit your responses to bwfacultycenter@bw.edu no later than **11:59pm, Monday, November 15.**

Selected faculty will be notified by **Friday, December 3.**