



Workshop: Conceptualizing and Contextualizing Academic Advising

Note:

These materials were developed by CREATES for the [CREATES Toolkit for Faculty Advising](#).

For more information and additional educational tools, visit: <http://europe-creates.eu>

Workshop *Conceptualizing and Contextualizing Academic Advising*

1. LEARNING OUTCOMES OF ACADEMIC ADVISING / PERSONAL TUTORING

Academic advising is often seen as having outcomes, similar to learning outcomes for an educational module or an entire academic programme. This would imply that (partly) as a result of academic advising, students have developed certain knowledge, skills or attitudes. Please read the learning outcomes below, and **prioritise in two stages:**

- Firstly, in relation to your **ideals (the orange boxes)** - which outcomes would you like to be most / least important in your role?
- Secondly, in relation to the **reality (the green boxes)** - what are you actually able to achieve with your students?

Use this scale: 1=very important/achievable, 2=moderately important/sometimes achievable, 3= not important/not achievable

Has articulated and acts according to personal values	<input type="checkbox"/> <input type="checkbox"/>	Is an active and responsible member of the social and academic community	<input type="checkbox"/> <input type="checkbox"/>
Acknowledges own successes and has an enhanced self-esteem	<input type="checkbox"/> <input type="checkbox"/>	Communicates effectively , in writing and in meetings; listens	<input type="checkbox"/> <input type="checkbox"/>
Articulates personal and educational goals and uses these to guide decisions	<input type="checkbox"/> <input type="checkbox"/>	Assumes responsibility for their physical and psychological health	<input type="checkbox"/> <input type="checkbox"/>
Is independent , takes initiative and is proactive, also when it comes to seeking help and advice	<input type="checkbox"/> <input type="checkbox"/>	Appreciates the importance of diversity and inclusion	<input type="checkbox"/> <input type="checkbox"/>
Displays intellectual growth and appreciation for their own and other areas of inquiry and creativity	<input type="checkbox"/> <input type="checkbox"/>	Is engaged with peers, the institution and the academic community in meaningful ways	<input type="checkbox"/> <input type="checkbox"/>
Collaborates well with others, assumes responsibility for group work, listens to and engages others	<input type="checkbox"/> <input type="checkbox"/>	Balances academic work and leisure time	<input type="checkbox"/> <input type="checkbox"/>
Connects career and educational goals	<input type="checkbox"/> <input type="checkbox"/>	Has developed leadership skills	<input type="checkbox"/> <input type="checkbox"/>
		Is realistic in assessing, and acting based on, their own abilities, strengths and interest	<input type="checkbox"/> <input type="checkbox"/>

2. CAPTURING ADVISING NARRATIVES

▪ **The ideal**

Based on your 'orange' priorities from the previous exercise, describe your personal perspective on advising in small groups (3-4). What do you see as its purpose and why is it relevant? Your perspective on advising is likely to be informed by your ideas about the role and purpose of higher education, as well as by broader cultural influences. Take a few minutes to reflect on this in small groups

These prompts may help you start the conversation:

- a. For me, the purpose of advising is...
- b. Advising is relevant / important because...
- c. Students get the most out of advising when...

▪ **The reality**

Use your 'green' outcomes to discuss your institution's perspective on advising. How do your ideas about the purpose of higher education, and advising within that, compare to those of your institution? How are your institution's ideas about advising shaped by broader cultural contexts? This is not always easy to discern, as many 'ideas' at the institutional level have hidden or background manifestations: leadership culture, content of the curriculum, mission statements, and even architecture. Nonetheless, it is useful to reflect on how the institutional context you are in may support or interfere with your ideas about advising.

These prompts may help you start the conversation:

- a. My institution values...
- b. My institution sees advising as...
- b. My institution prevents me from / enables me to...

3. BRIDGING THE GAP: ADVISING AS TEACHING?

Discuss in small groups and be prepared to share your ideas with the whole group:

1. Choose a learning outcome where there is a gap between your ideals (orange) and the reality (green) is large.
2. Discuss how you could close that gap, seeking input from your partners.
3. Finally, discuss whether approaching advising as a form of teaching, as opposed to student guidance, could help reframe your aspirations in more realistic ways.