

# ON TEACHING

## Advising as Teaching

by Lisa Burger, Director, Student Success Center

*“Excellence is not an act, but a habit. The things you do most are the things you will do best.”*

—Marva Collins

### Inside This Issue:

Advising as Teaching	1
SIDP awardees	2
WAC Extended Workshop	3
Teaching with Technology Workshop	3
OFAC Award Winners	3
April Events	4

Dating back to 1877 and Johns Hopkins University, academic advising has been a key component to the success of the higher educational system. The notion of advising as teaching surfaced as educators began to recognize and examine the positive correlation between the interactions students and faculty were experiencing in and out of the classroom.

The concept of advising as teaching can be simply defined as pulling together the critical learning and engagement components that take place in the classroom and incorporating them into the advisement process which occurs outside of the classroom. The knowledge, skills, and characteristics displayed by effective teachers are essentially the same as those exhibited by effective advisors (Ryan, 1992), for advising and teaching are both interactive processes that promote and focus on student learning. Many positive relationships and interactions occur between faculty and students in the classroom environment. The same

constructs that produce positive experiences in the classroom can be created outside the classroom in the advising environment when advisors employ the advising as teaching model. Advising occurs naturally for many faculty, but for those who struggle with giving shape and meaning to academic advising, the idea of examining advising as teaching will help to provide a framework and direction.

The concept of advising as teaching began to really come alive with the work of Burns Crookston who first framed academic advising as a teaching function in 1972 when he published the article, “A Developmental View of Advising as Teaching.” In his work, Crookston argued that the facilitation of learning is the duty of teachers and advisors and that both of

these roles involve working with students to improve their problem-solving and decision-making skills. He challenged faculty to rethink the importance of academic advising, as he stated that most faculty do not view advising as teaching, but rather as an extra-curricular, non-teaching burden (Crookston, 1972). The teacher/advisor role introduced by Crookston focused on encouraging students and faculty advisors to conceptualize a positive, shared, active approach to intellectual and interpersonal learning (Kramer, 2003). In “The Craft of Teaching: Mastering the Professor’s Art,” Eble (1988) stated that advising should be considered by faculty as an extension of their teaching role in which they can demonstrate genuine concern for their students’ welfare by being available and approachable not only inside, but outside the classroom as well.

*“The power of positive academic advising relationships should not be underestimated.”*

As Crookston (1972) further defined his work, he emphasized the notion that good teaching and advising share the same

general guiding principles. For advising to be effective, faculty should 1) engage students; 2) provide personal meaning to students’ academic goals; 3) collaborate with others – use the full range of institutional resources; 4) share in the responsibility; 5) connect academic interest with personal interest; 6) stimulate and support student academic and career planning; 7) promote intellectual and personal growth and success; 8) assess, evaluate, and track student progress; and 9) establish rapport with students. These principles are arguably also at the center of a successful classroom experience. Their application to advising prompted Crookston to coin the term “advising as teaching” (Kramer, 2003).

*Continued on page 2*

Continued from page 1

Interwoven in his examination of advising as teaching, Crookston (1972) introduced the concept of developmental advising – a holistic learner-centered approach to advising. In the developmental advising model or framework, advisor and student share responsibility for growth and problem solving outcomes. At about the same time that Crookston introduced advising as a form of teaching along with his concept of developmental advising, O'Banion (1972) proposed a vision for academic advising in general. Like Crookston, O'Banion set the tone by moving advising beyond just information dissemination and class scheduling. He proposed that advising begin with exploring the needs of the student and helping them to connect personal, academic, and career goals. Only after those conversations have occurred, according to O'Banion, is the student positioned to select a program of study, select courses, and schedule classes to align with their larger personal, academic, and career aspirations (Kramer, 2003).

The power of positive academic advising relationships should not be underestimated. Research shows that a quality shared advising experience, as developed using the concepts outlined here, enhances motivation to succeed in college; involvement in the institution; satisfaction with college, academic, and career connections; academic achievement; persistence to graduation; and personal success. (Research on these outcomes is referenced below.) As demonstrated in the literature, a strong and positive advisor/advisee relationship will aid students in discovery, inquiry, intellectual growth, and cognitive development (Kramer, 2003).

As emphasized throughout this article, the academic advising relationship formed between the student and faculty member has the potential to positively influence the overall success of the students' educational experience. By focusing on the advising as teaching concept and using

a developmental framework, faculty advisors can further help create an environment which fosters positive student growth and enrichment.

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### 2008 SUMMER INSTRUCTIONAL DEVELOPMENT PROFESSORSHIPS ANNOUNCED

**Jodi Bergland Holen**, Assistant Professor, Teaching & Learning: "Introduction to Education 250"

**Mark L. Johnson**, Assistant Professor, Aviation: "New Course Development of Airline Bidding Simulation Models, Representation of Prototypical Collective Bargaining Agreements and Formation of Scenario Modules"

**Katherine Mehl**, Assistant Professor, Biology: "Developing Active Learning in the Classroom through Problem Based Learning"

**Krista Lynn Minnotte**, Assistant Professor, Sociology: "Discovering How Gender Shapes Social Life: Active Learning Using Mixed-Methods Research"

**Monika Pawlowska**, Assistant Professor, Communication Sciences & Disorders: "Creating Opportunities for Students to Practice Language Transcription and Analysis Skills Using the SALT Software"

**Rebecca Simmons**, Assistant Professor, Biology: "Development of a Companion Laboratory for Evolutionary Biology"

**Timothy Young**, Associate Professor, Physics: "Developing a Modular Course for Physics 402 Computers in Physics"

## Congratulations to Recipients of Outstanding Faculty Awards

UND Foundation/McDermott Award for Excellence in Teaching, Research or Creative Activity & Service

**Don Sens**, Pathology

UND Foundation/Saiki Award for Individual Excellence in Teaching

**Ryan Zerr**, Mathematics

UND Foundation Award for Individual Excellence in Teaching

**Mark Guy**, Teaching & Learning

UND Foundation/Saiki Award for Graduate or Professional Teaching Excellence

**Jeffrey Sun**, Educational Leadership

UND Foundation/Clifford Faculty Achievement Award for Outstanding Faculty Development & Service

**Janice Goodwin**, Nutrition & Dietetics

UND Foundation/McDermott Award for Departmental Excellence in Teaching

**Sociology Department**

Fellows of the University Award for Departmental Excellence in Service

**Honors Program**

## Extended Writing Across the Curriculum Faculty Workshop

In the Extended WAC Workshop, John Bean's book, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, will be read and discussed by faculty as they think about developing or redeveloping courses. The group will discuss ideas that can be applied to the courses of all participants—from undergraduate to graduate level—from disciplines across campus. Faculty who are revisiting writing in new or existing courses as they consider how to address the new Essential Studies Advanced Communication goal might be especially interested in this workshop.

If you are interested in participating in this workshop, please send an application of not more than one page in which you describe the course (who takes it

and why, how many students are expected to enroll, if it's required for students in particular majors, etc.) and the role writing will play in the course. If this is an existing course, you might also say something about how and why it is changing. Please apply early; there is space for 10 participants, and qualified applicants will be accepted as applications are received. Stipends of \$600 (subject to standard deductions) will be awarded to participating faculty.

This workshop will be held in six morning sessions, May 16 (F) and 19-23 (M-F), 8:30-12:00 daily.

*For more information about this workshop, or to submit an application, please contact Kimberly Crowley (777-6381 or kimberly.crowley@und.nodak.edu) as soon as possible.*

## Teaching With Technology Workshop

From cell phones to iPods to computers, technology has become a part of everyday life for most students. Understandably, many faculty members are interested in capitalizing on technology to enhance student learning as well as increase student interest and interaction in their classes. How to effectively implement technology, however, can present some challenges.

In the Teaching with Technology workshop, participants who are new to using technology in the classroom, who've been thinking about using technology, or who want to rethink their use of technology in classes, will get hands-on practice and share ideas about using instructional technologies purposefully and effectively. A variety of technologies, including Blackboard, social software such as blogs and wikis, and "clickers" will be addressed. Those who attend the workshop will also plan a technology component for a course to be taught in the coming year.

Steven LeMire, who attended the workshop last year, was both optimistic and cautious about using technology in his introductory statistics course this semester. Last year he talked to his students about using instructional videos in class. When asked if this technology would "be beneficial to my learning," 100 percent of the students agreed; 94 percent of them agreed that the videos would "improve the overall quality of the class." For faculty who've heard similar responses from students about using technology in the classroom, this workshop is a great opportunity to explore the best ways to implement that technology.

The workshop will be held May 16, 19, 20, 21, 22, 23 from 9:00am-12:00pm. Registration is limited to 10 faculty, and a \$600 stipend is offered. To find out more, or to find out how to apply for the workshop, contact Lori Swinney (CILT/ITSS) at loriswinney@mail.und.edu. *Applications are due April 1, 2008.*

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## Deadlines

### Mini-project Grant Applications due March 14

Grants range from \$750-\$1500, depending on the size of the project, and are paid as salary stipends. More information is available on the OID website at <http://www.und.edu/dept/oid/index.htm>

### FIDC Grant Proposals due

Tuesday, April 1, 2008 by noon

## April Events

### Essential Studies (ES) Transition Summit

Friday, April 11, 2008

8:30-10:00

GERC Revalidation Workshop

River Valley Room

*How to Get Your Course(s) Validated or Revalidated (And, What to Do to Fit Your Course into the ES Transition)*

10:00-11:00

The Nuts and Bolts of ES for Advisors, Staff, and Faculty

Lecture Bowl

*What Faculty, Programs, Advisors, and Support Staff Need to Know About Essential Studies*

11:00-12:00

Essential Studies Program Goals and Special Emphasis Courses

Lecture Bowl

*The Development of the ES Program and its Goals for Student Learning*

12:00-1:00

Essential Studies Roundtable Discussions

Swanson Hall 10-12

*An informal lunch and table conversation about various aspects of the program*

**Please be sure to RSVP to [oid@und.edu](mailto:oid@und.edu) by March 31 to reserve a box lunch**

### ***On Teaching* Box Lunch**

Wednesday, April 2, 2008

12:00-1:00

Using Technology to Facilitate Student Learning in Large Introductory Courses

River Valley Room

**Please be sure to call Jana Hollands at 7-4998 by 12:00 on Monday, March 31 to reserve a box lunch**

Thursday, April 24, 2008

12:30-1:30

Sharing Opinions in Class: Encouraging Dialogue, Not Diatribe

Swanson Hall 10-12

**Please be sure to call Jana Hollands at 7-4998 by 12:00 on Tuesday, April 22 to reserve a box lunch**