

# **One-to-One Teaching and Advising: Developing Effective Relationships With Students**

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**This session will consider...**

**What those advising students  
need to do and be in order to  
establish more meaningful,  
effective, and rewarding  
advising relationships.**

# Advising Issues at RIT

- Academic interventions, early alerts
- Communicating academic standards to students
- Role of professional and faculty advisors
- Building partnerships with faculty
- Strategies for outreach to students
- Strategies for working with at-risk students
- Assessment
- Others??

**There are within us  
seeds of who we  
might become.**

**Thich Nhat Hanh**

**There comes that mysterious meeting in life when someone acknowledges who we are and what we can be, igniting the circuits of our highest potential.**

**Rusty Berkus**

**The more interaction students have with faculty and staff, the more likely they are to learn effectively and persist toward achievement of their educational goals.**

# **Increasing Concern for Students**

- **The ideal of a faculty that is more attentive to students is a rising priority on many campuses**
- **Increased interest in undergraduates**
- **Easier for students to see faculty outside of office hours**
- **Increased faculty interest in students' academic and personal problems**

*The American College Teacher*

**UCLA Higher Education Research Institute, 2002**

**Teaching includes any  
experience in the learning  
community that contributes to  
individual or community  
growth and development....**

**Professor Burns B. Crookston  
University of Connecticut  
“Advising as Teaching.” 1972**



**Although faculty are formally designated as teachers, there are many circumstances where others in the campus community are also teachers....**

**Professor Burns Crookston,  
University of Connecticut**

**I assumed that the most important and memorable academic learning goes on inside the classroom. The evidence shows the opposite is true.**

**When we asked students to think of a specific critical incident or moment that had changed them profoundly, four-fifths of them chose a situation or event outside the classroom.**

**Richard Light, Harvard University  
*Making the Most of College*, 2001**

# **2005 National Student Satisfaction Report**

**Conducted by Noel-Levitz, Inc.**

- **389 and four-year private institutions**
- **267,140 students responded**

***What do students expect from their  
colleges?***

# **National Student Satisfaction Report**

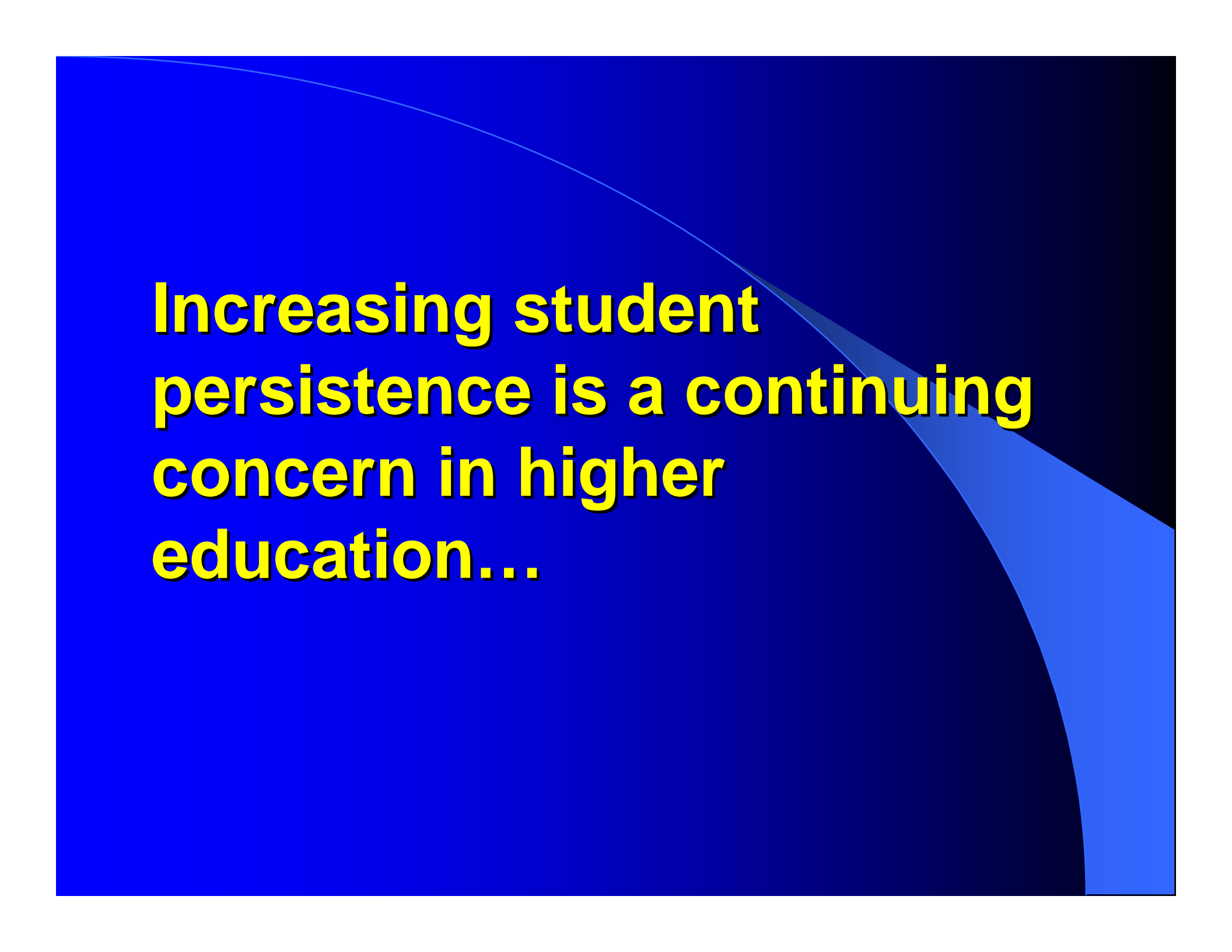
## **Four-year Private Institutions**

- 1. Instructional effectiveness (6.31)**
- 2. Academic advising (6.25)**
- 3. Safety and security**
- 4. Registration effectiveness**
- 5. Recruitment and financial aid**
- 6. Student centeredness**
- 7. Concern for the individual**
- 8. Campus climate**
- 9. Campus support services**
- 10. Service excellence**
- 11. Campus life**
- 12. Responsiveness to diverse populations**

## **Goal B3**

**Effective and easily accessible academic support and advising will be available to all students.**

**RIT Strategic Plan 2005-2015**

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**Increasing student  
persistence is a continuing  
concern in higher  
education...**

**RIT's academic weaknesses  
include....**

**Lack of a comprehensive  
institutional approach to  
retention and graduation of  
students....**

**RIT Strategic Plan 2005-2015**

**No student service is mentioned in retention research more often as a means of promoting student persistence than academic advising.**

***The Strategic Management of College Enrollments*  
Hossler and Bean, 1990**



**Institutions are far more likely to attribute attrition to student characteristics than they are to attribute attrition to institutional characteristics....**

***What Works in Student Retention, 2004***

**Some institutions seem to be more effective in helping students from a wide range of abilities and backgrounds succeed in college. [They] recognize that what students bring to college is less important than what they do when they get to college.**

***How College Affects Students*  
Pascarelli & Terenzini, 2005**

**There is a relationship between  
advising and student retention.**  
(n=197)

**Strongly agree/agree      89%**

**Disagree                      3%**

**Neutral                        8%**

**Teaching Professor Conference, 2005**

**There is a relationship between  
advising and student retention.**  
(n=18)

**Strongly agree 72% (13/18)**

**Agree 22% (4/18)**

**Survey of RIT Faculty, 2002**

# **Relationship between advising and retention?**

**Without advising, students  
would be lost in the crowd....**

**Survey of RIT Faculty, 2002**

# **Relationship between advising and retention?**

**I know the answer is yes,  
because the Retention  
Committee keeps telling me so;  
however, I believe that retention  
is related to the student having  
some tie to the institution**

**Survey of RIT Faculty, 2002**

**RIT advising staff also play a vital role in advising our students, but they should not be expected to play a sole or even primary role.**

**Report of the RIT Retention Task Force, 2000**

**Advising a responsibility of  
the faculty?**

**Faculty advising is our  
responsibility...**

**It can also be shared with  
others.**

**Survey of RIT Faculty, 2002**



**At colleges and universities  
committed to student success,  
academic advisors are partners  
with faculty and other staff in  
enhancing educational  
effectiveness....**

**Thinking DEEPlY About Academic Advising  
and Student Engagement,  
George Kuh, 2006**

**Teaching and advising need to be part of a seamless process, sharing the same intellectual sphere, informed by a relatively consistent educational philosophy.**

**Robert M. Berdahl, Historian and President  
University of Texas at Austin  
“Teaching Through Academic Advising:  
A Faculty Perspective,” 1995**

**Good teachers communicate their ideas to students in a framework students understand.**

**They sense when they're not getting through and then modify their approach.**

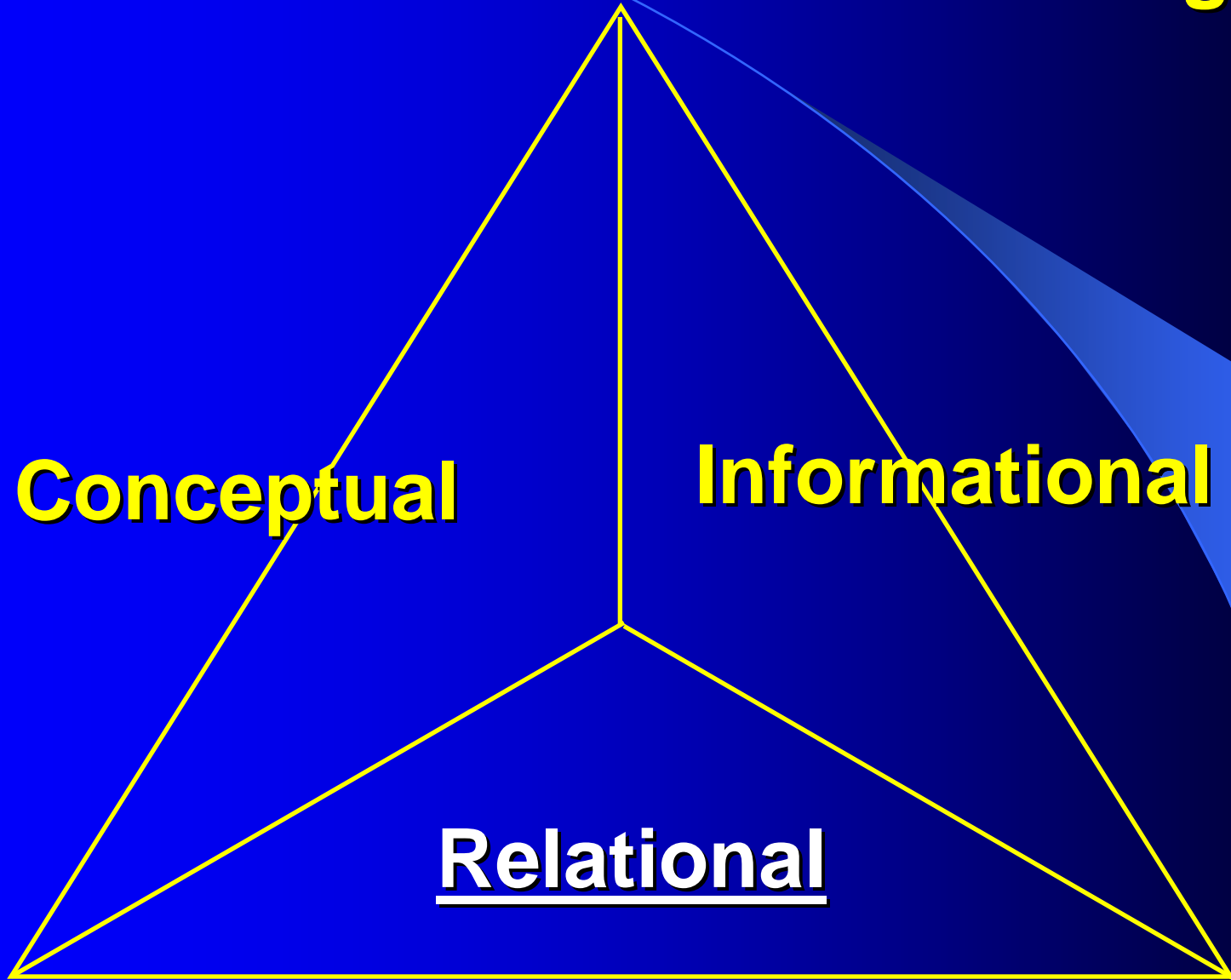
*Giving Advice to Students*  
**Schein, Laff, and Allen, 1987**

# Elements of Academic Advising

**Conceptual**

**Informational**

**Relational**



# Relational Elements

- Interview Skills
- Communication Skills
- Rapport Building
- Referral Skills
- Decision-making process
- Multicultural Advising Skills  
(ethnicities, gender issues, disability issues, etc.)

# **Student Expectation of Advisors**

**Availability**

**Knowledge**

**Care and Concern**

**Establishing rapport...**

# **Influence Theory**

**Why do we listen to others?**

**Where do we go for our information?**

**What influences our decisions?**

**Hovland, Janis, & Kelley, 1953**



# **Three Keys to Influence**

**1. Attractiveness**

**2. Expertness**

**3. Trustworthiness**

**Hovland, Janis, & Kelley, 1953**

**Trustworthiness is based on the student's perception of the advisor's intentions; if there appears to be an agenda or vested interest, then there will be loss of trust.**

**The prerequisite skill in any helping relationship is effective empathic communication.**

**Good communication skills are key to developing a positive advisor/advisee relationship.**

**Peggy King, 1997**

**Advisors must listen and communicate effectively with their advisees. Such behavior skills builds rapport and makes advisees aware that the advisor cares about them...**

**Susan Barnett, Scott Roach, Martha Smith**  
**“Microskills: Advisor Behaviors that Improve Communication with Advisees”**  
***NACADA Journal*, Spring 2006**

# Communication Skills

- **Nonverbal Communication**

**When we think of communication, we frequently think only of verbal communication. Yet our nonverbal communication (gestures, appearance, expressions, environment) can be of equal or greater importance in terms of the messages we convey.**

**Peggy King, 1997**

**About 80% of communication is nonverbal, and when verbal communication is ambiguous we usually trust the nonverbal message. So skill in reading nonverbal communication is key. Even more important is awareness and control of our own nonverbal signals.**

**Arthur Chickering, 1994**

# **Nonverbal Communication**

## **Physical behaviors**

- Smiling, frowning, laughing, signing
- Proxemics
- Tone of voice
- Attitude, mannerisms

## **Body language/attending behavior**

## **Preparedness for advising sessions**

## **Physical environment**



**The advisee will be aware of the advisor's body language, so the advisor must be aware of her or his body language.**

**Barnett, Roach, & Smith, 2006**

# S.O.L.E.R.

- Squarely face
- Open posture
- Lean toward
- Eye Contact
- Relaxed

Egan, 1998

# Verbal Communication

## Questioning

- Open vs. closed questions
- Clarifying questions
- Continuing (key word) questions

## Reflecting and paraphrasing

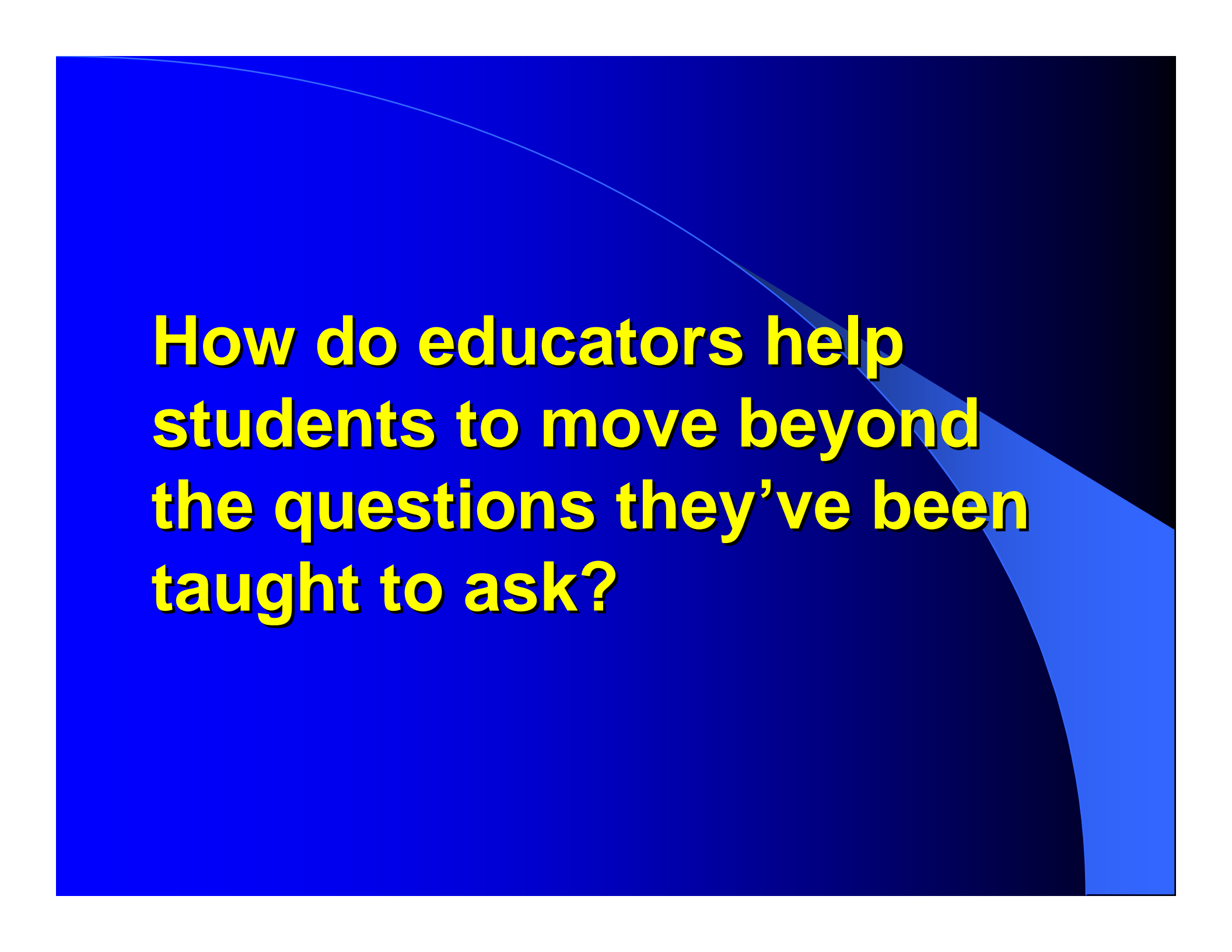
## Challenging and supporting

## Effective listening

**Listening exercise...**

**At the heart of advising is listening, the experience of being heard and accepted that enables growth and change.**

**Toler, 1999**

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**How do educators help  
students to move beyond  
the questions they've been  
taught to ask?**

# **HIERARCHY OF ADVISING**

**Life goals, values, abilities, interests, limitations**

**Vocational/career goals**

**Academic programs/*Field of Study***

**Selection of courses**

**Scheduling classes**

**Terry O'Bannion, 1972**

# Some things we can say...

- Your major won't determine your career or your success in life.
- Failure can be an important part of learning.
- Use criticism to strengthen your skills and abilities.
- Your academic past doesn't always equal your academic future.



## Some things we can say...

- Learning isn't about grades it's about developing the ability to think and solve the problems of life.
- Working harder won't always bring success; learn to work smarter.
- *Making it* on the journey is sometimes easier when you travel with others.
- Faculty usually want you to succeed and will help you do so, especially when you ask.

# Referral Skills

**Students rarely turn first to professional counselors to solve their problems. Academic advisors, faculty [and others] are often seen by students as the logical first choice for advice and support.**

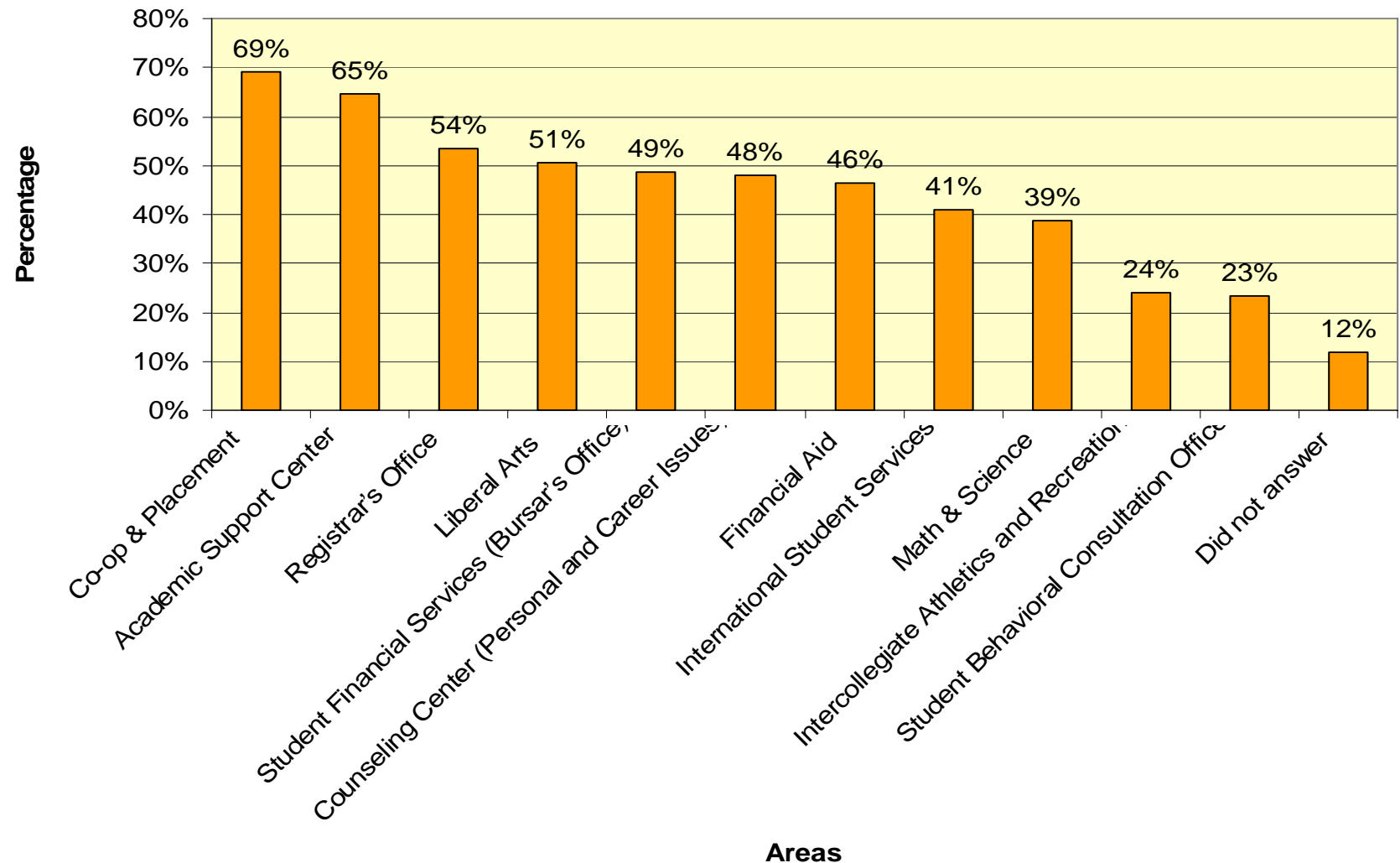
***Giving Advice to Students*  
Schein, Laff, and Allen, 1987**

**At high performing schools, the educational and personal developmental goals of advising are shared across multiple partners....**

**Faculty, student affairs staff, and professional advisors comprise multiple early alert and safety systems for students.**

**George Kuh, 2006**

# Do you know who (a name, phone number, etc.) to refer students to in the following areas?





# Referral Skills

- Know how to refer and when
- Don't refer too quickly
- Know referral resources
- Clarify reasons for referral
- Explain what referral resource will provide
- Refer to a specific person
- Assist in making the appointment
- Follow-up

**Treating everyone the same  
may be equal treatment,  
but it may not be equitable  
treatment.**

**Quality interaction with faculty seems to be more important than any other single college factor in determining minority student persistence.**

**Levin and Levin  
1991**



**Two thirds of RIT's enrollment growth over the last five years has come from African American, Latino/a, Native American, Asian, and international student populations.**

**RIT Strategic Plan**

# Dispositional Barriers

- Undermining attributions
- Ego involvement

K. Patricia Cross

**No amount of spending,  
curriculum reform, national  
testing, or learning technology  
will solve our education  
problem as long as teachers  
believe that the majority of  
students can't learn.**

**Access Denied: Race, Ethnicity, and the Scientific Enterprise  
Campbell, Denes, and Morrison, 2000  
Page 30**

# **Ability or Effort?**

**By the time students reach high school, they generally believe that ability is a relatively fixed, unchangeable capacity.**

**British Journal of  
Developmental Psychology  
1983**

# **Attributions**

**When something happens  
in life, to what do we  
attribute the cause?**

# **Academic Achievement Attributions**

- **Ability**
- **Time and Effort**
- **Task Difficulty**
- **Luck**

**Bernard Weiner, 1972, 1977, etc.**

**Shift attributions from  
ability to background.**

**Students' attributions and  
those of faculty and staff.**

# Dispositional Barriers

- **Undermining attributions**
- **Ego involvement**



**Much of what can go wrong with achievement—e.g., irrational goal setting, overweening anxiety—is the product of *ego involvement* brought on by *normative comparisons to others*.**

**Nichols, 1978, 1984**

# **0 – 100% Competence Teaching/Advising Method**

- **Review student's academic record and learning history, looking for strengths and weaknesses.**
- **Help student to define personal, educational, and career goals and skills needed to achieve these goals.**
- **Assess the student's skill level in areas identified as essential to achievement**

**(0-100%)**

**Mario Rivas, 1988, 1990**

# **0 – 100% Competence Teaching/Advising Method**

- **Establish competency level student will seek to achieve (0-100%).**
- **Identify curricular, co-curricular, experiential, and community learning experiences (strategies) that will enable student to develop skills.**
- **Review and evaluate progress toward goal achievement and skills development.**

**Mario Rivas, 1988, 1990**

# **Dispositional Barriers**

- **Undermining attributions**
- **Ego involvement**

**K. Patricia Cross**

# **Pluralistically Appropriate Developmental Interventions**

- **Directive**
- **Concrete**
- **Tangible**
- **Responses to Immediate Needs  
or Problems**

**Brown & Rivas, 1994**

**Reaching out to students...**

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**Intervention programs that depend on student-initiated contacts tend not to be used advantageously by at-risk students.**

**Academic services may be available, but if we wait for students to come for assistance, attrition may be the result. Students inexperienced in the ways of college—and certainly most first-year students—need to be reached out to with intrusive programs and services.**

**Levitz and Noel, 1989**



# Intrusive Advising

Intrusive advising does not mean “hand holding” or parenting. Rather, it does mean active concern with the student’s academic preparation and a willingness to assist them explore programs and service to improve their skills and motivate them to complete their program.

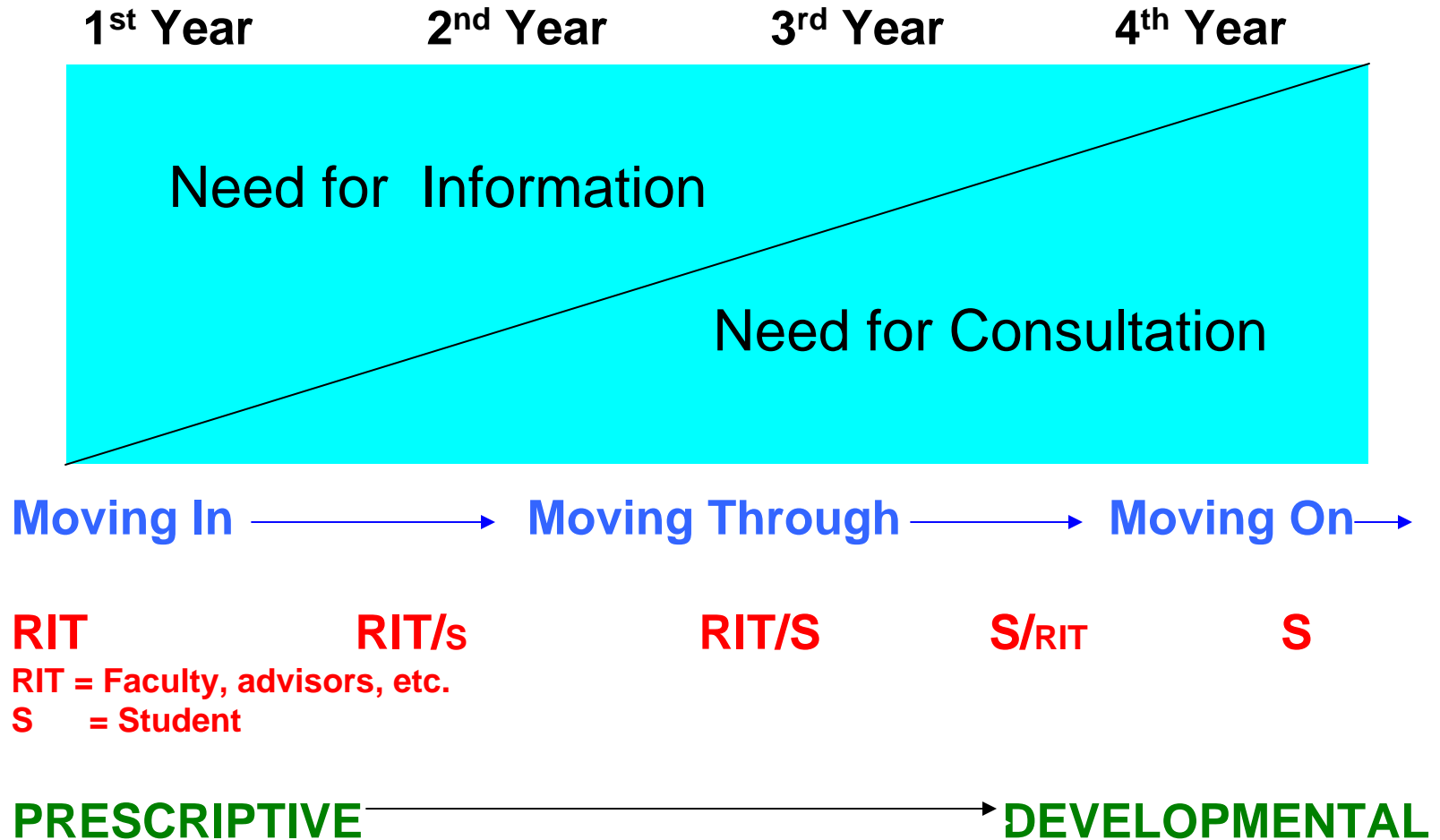
**Developmental advising requires the establishment of a caring human relationship...wherein both parties take responsibility for sustaining the relationship *but the advisor must take the primary responsibility for its initial establishment.***

**Ender, Winston, & Miller, 1982**

**Academic advising is assisting students to share the responsibility for academic planning with faculty, with students finally being able to find their own answers and use their advisors as sounding boards.**

*Academic Advising for Student Success*  
Susan Frost, 1991

# Changing Environment & Changing Students



Lynch, 1989; Brown & Rivas, 1994; Creamer, 2000; Brown, 2006

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**Assessment in advising...**

# Federal Employee Evaluations

- He sets low personal standards and consistently fails to achieve them.
- If two people are talking and one looks bored, she's the other one.
- Got a full six pack, but lacks the plastic thing that holds it all together.
- The gates are down, the lights are flashing, but the train isn't coming.
- The wheel is turning, but the hamster is dead.

**Assessment in advising:**

**That which is important gets  
measured....**

**Robert Reich**

**Student affairs educators are (unfortunately) often evaluated on the basis of student satisfaction with their work, rather than [by] their success in advancing student learning and enhancing the student experience....**

**“Enhancing Professional Development”  
Susan Borrego, Cynthia Forrest, Jane Fried  
*Learning Reconsidered 2, 2006***



**Learning organizations develop the capacity to gather feedback on their own effectiveness, absorb new information into the decision making structure, and compare the outcomes of their activities to espoused goals.**

**Borrego, Forrest, Fried, 2006**

# Advising Outcomes

- Cognitive: what is it we expect advisees to know?
- Behavioral: what is it that we expect advisees to be able to do?
- Affective: what will advisees come to value?

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