BREAKOUT SESSION MINUTES

Session: Advising
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Presentation: Reconceptualizing Academic Advising Using the Full Range Leadership Model

Transformational advising

Document - given to parents at freshman orientation: Talk with the Dean
   P6 and 7 – adviser advantage – description – meet with advisers early and one-on-one
   Coordinate with state fair
   Candidacy status – page 20 - checks to make sure they have met all requirements at beginning of senior year

Transformational advising

Background: Leadership faculty – transformational leadership research predicts positive outcomes in wide areas – could it affect advising outcomes?

Initiative for teaching excellence – grant proposal

Co-curricular program for faculty and professional advisers (in college – 100% faculty)

Adviser behavior – student perception: faculty self-rating and student ratings differ – advisers use all – may use middle ones more that you think

Laissez-Faire – not involved

Management-by-exception passive – action when there is a problem – no message until a problem – “putting out fires” – not monitoring situation

Management-by-exception active – look for problems – may foster dependence

Contingent rewards – focus on expectations and rewards can be formal or informal, includes contractual readmissions

Most effective forms of leadership and advising – these next behaviors build on contingent rewards behaviors
Transformational behaviors

Intellectual stimulation – change happens – stimulate thinking about assumptions and alternatives – prepare students for change

Inspirational motivation – get student to be more visionary

Individualized consideration – what we think of as how adviser should act

Idealized influence – role model for students

Parental involvement - need to see if student has signed FERPA agreement

Talk about FERPA during orientation – how things have changed since when parents were in college and difference between college and high school

Adviser.unl.edu – will be open for 2 weeks – will send out password

20-30 advisees/faculty on average, but wide variation and they don’t have large enough sample

Their study – adviser behavior – positive advising outcomes: student extra-effort, student satisfaction and advisor’s effectiveness

Adviser number/adviser – not looked at

Other institutions could buy into this

Others could collaborate on a multi-institutional follow-up study