

*Advising like a Jedi: Using  
The (ory) "Force"!*

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*Special thanks to Ryan  
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- For introducing a young Padawan to the Jedi way and willingness to share his idea!

- Who is your favorite Star Wars character?
- What is it about your favorite Star Wars character that makes them your favorite?



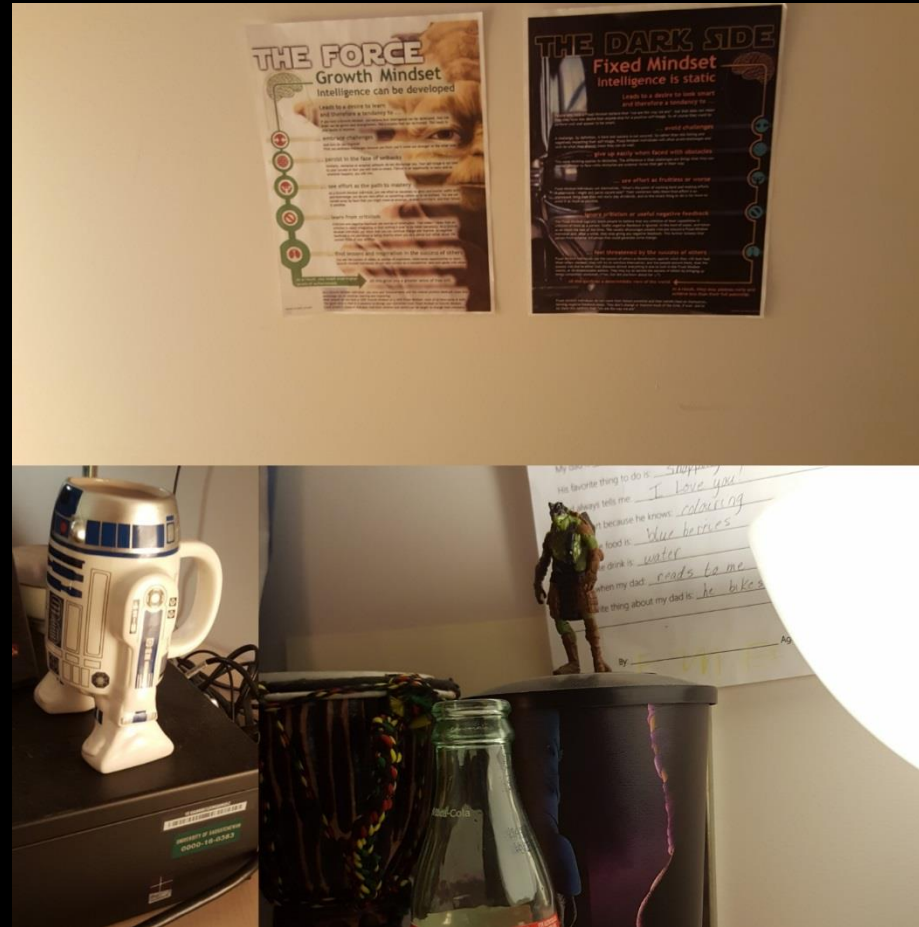
- What is going on here?



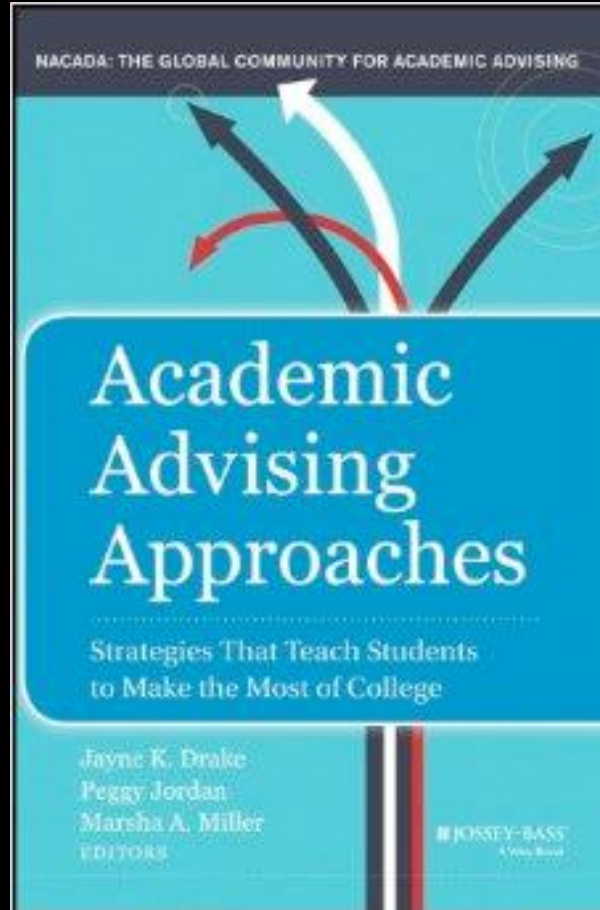
- Think about how long have you been in your current role and why it is a good thing.
- Do you have a favorite advising theory or one you're particularly curious about? Why that one?

# Why? There is no Why.

1. I'm a closet geek.
2. Value of theory



# *Academic Advising Approaches*



# *Academic Advising Approaches*

- PART I: Foundations
- PART II: A New Light
- PART III: New Lenses
- PART IV: A New Path



# *Advising like a Jedi!*

- Don't just wait for something to happen....
- Spring the trap....
- Be mindful of your focus....
- Ask the question....

*Don't Just Wait*



# *Don't Just Wait*

- Formerly known as “intrusive advising”
- First appeared in Glennen’s work in 1975
- Earl (1988): “a deliberate, structured student intervention at the first sign of academic difficulty”

**Table 9.1.** Factors that affect retention and proactive advising strategies

Retention Factor	Proactive Advising Strategy
Students need to feel integrated into the program and school.	Find connection points with students that are not exclusively academic and connect them with support services and social organizations and opportunities.
Pedagogy and instructor training affect retention efforts.	Develop relationships with faculty members and share academic insights with their students.
Family obligations may interfere with school priorities.	Encourage students to share relevant information in a safe space, help them manage school and family obligations, and refer them to counseling services if needed.
Students need support throughout their academic careers.	Provide support from preenrollment through graduation; connect with relevant support services as appropriate.
The nature of interactions between students and the institution exerts influence on student decisions to stay.	Student interaction begins long before the first class meeting; be the link to support services and promote positive student interactions.
Students satisfied with the institutional environment are more likely to remain enrolled.	Be vigilant and responsive to students' needs; anticipate challenges through relationship-based, proactive advising.
Specific student situations and behaviors create barriers to retention.	Use student relationships to help them develop positive habits and strategies to overcome academic, social, and family challenges that may impede their academic performance.
Best practices encourage students to stay in school.	Encourage students to engage in their education and help them to find ways to be a proactive part in their own learning experience.

*Note:* Retention factors from Hill (2010), pp. 10–11.

# *Don't Just Wait*

Beatty's (1994) 4 barriers:

- Student characteristics
- Faculty and staff issues
- Curricular matters
- Family concerns

# *Don't Just Wait*

Boylan's 3 phases:

- Introduction and (pre-)intervention
- Monitoring
- Acting based on information collected

# *Don't Just Wait*

## Non-negotiables

- Personal contact
- Development of student responsibility
- Identifying resolvable causes of poor performance

# *Spring the Trap*





## *Spring the Trap*

- “To offer great advising support, they [Advisors] need to take the initiative in ‘engaging students in reflective conversation about educational goals,’ addressing ‘the nature of higher education, academic decisions, and the significance of those decisions,’ and ‘encouraging student change toward greater levels of self-awareness and responsibility’ (Schulenberg & Lindhorst, p. 27, as cited in Drake, Jordan, Miller ).

# *Spring the Trap*

## Appreciative Advising

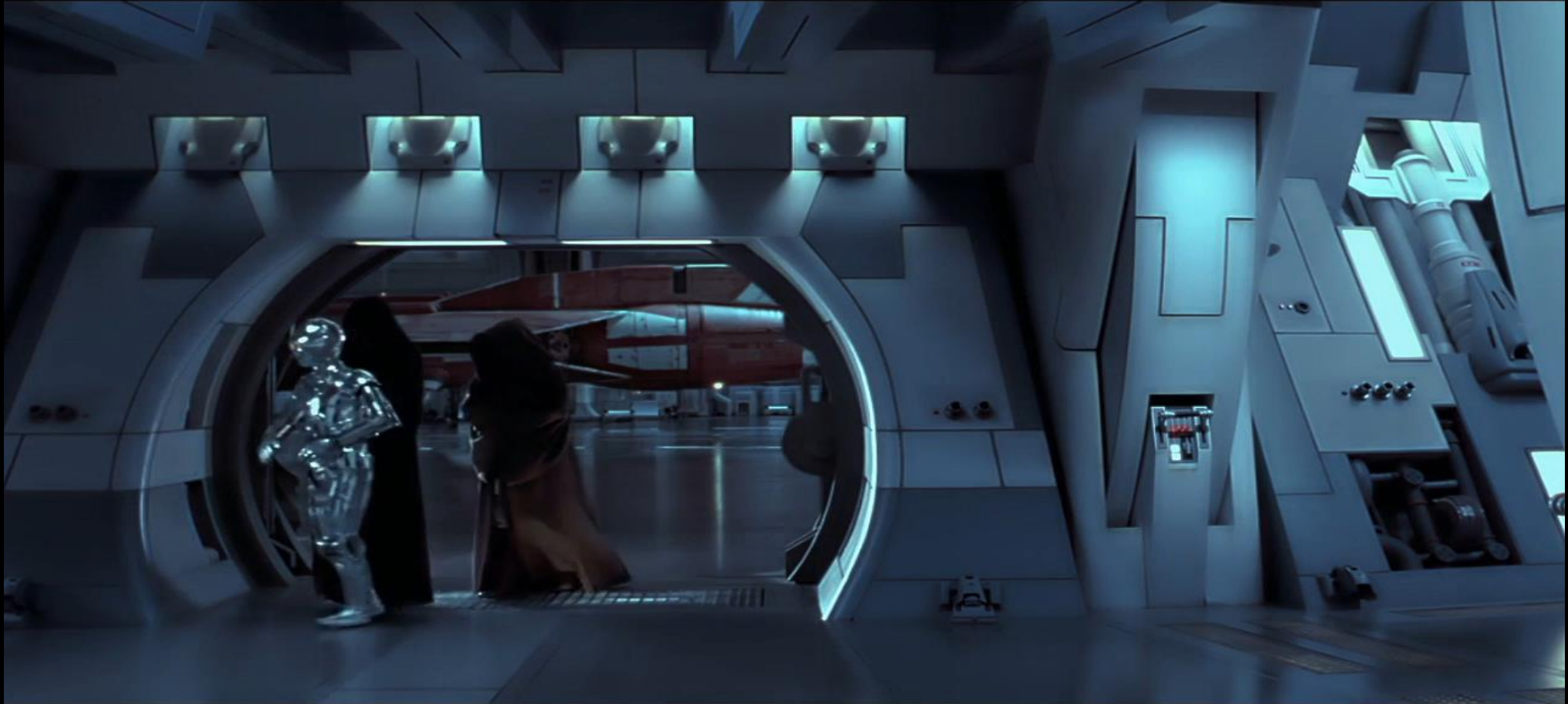
- Social constructivist framework
- Rooted in appreciative inquiry
- Demonstrated impact in the scholarship

# *Spring the Trap*

## The Six Phases of Appreciative Advising

- Disarm
- Discover
- Dream
- Design
- Deliver
- Don't Settle

*BE Mindful of Your Focus*



# *BE Mindful of Your Focus*

- Theory is becoming ever more essential because it provides a framework of ideas to make sense of shifting situations.
- Constructivism:
  - a way of thinking about knowing
  - Piaget: the original constructivist
  - Vygotsky: social constructivism

# *BE Mindful of Your Focus*

- Systems theory:
  - Philosophical lens through which one can understand phenomena by looking at patterns
  - Provides a conceptual, visual way to consider the elements of practice
  - Tukey (1996) argued that a systems theory approach was the best way to integrate advising with the central mission of the institution.

Figure 11.1. The advisor mind map

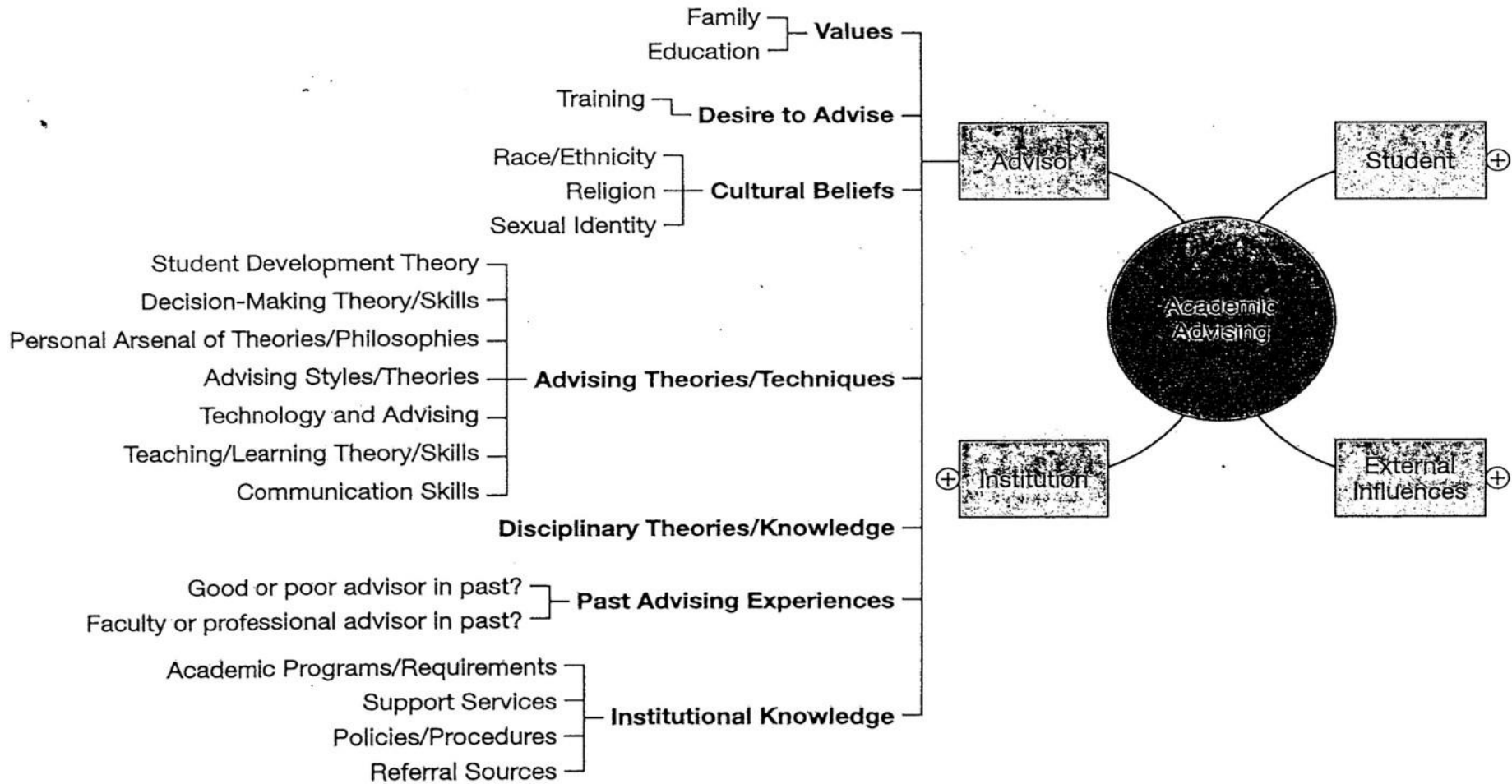


Figure 11.2. Mind map for advisees

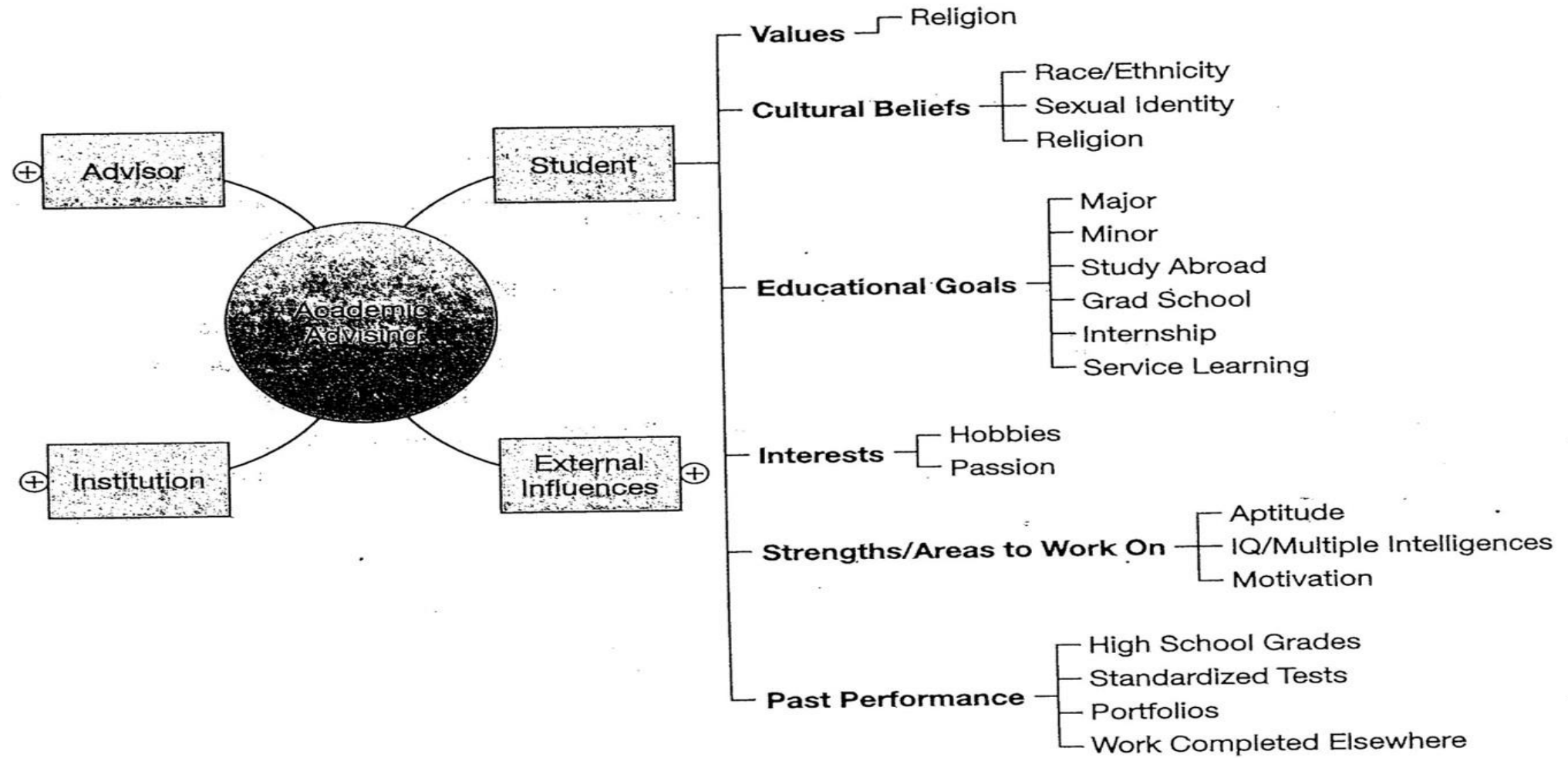




Figure 11.3. Mind map for the institution

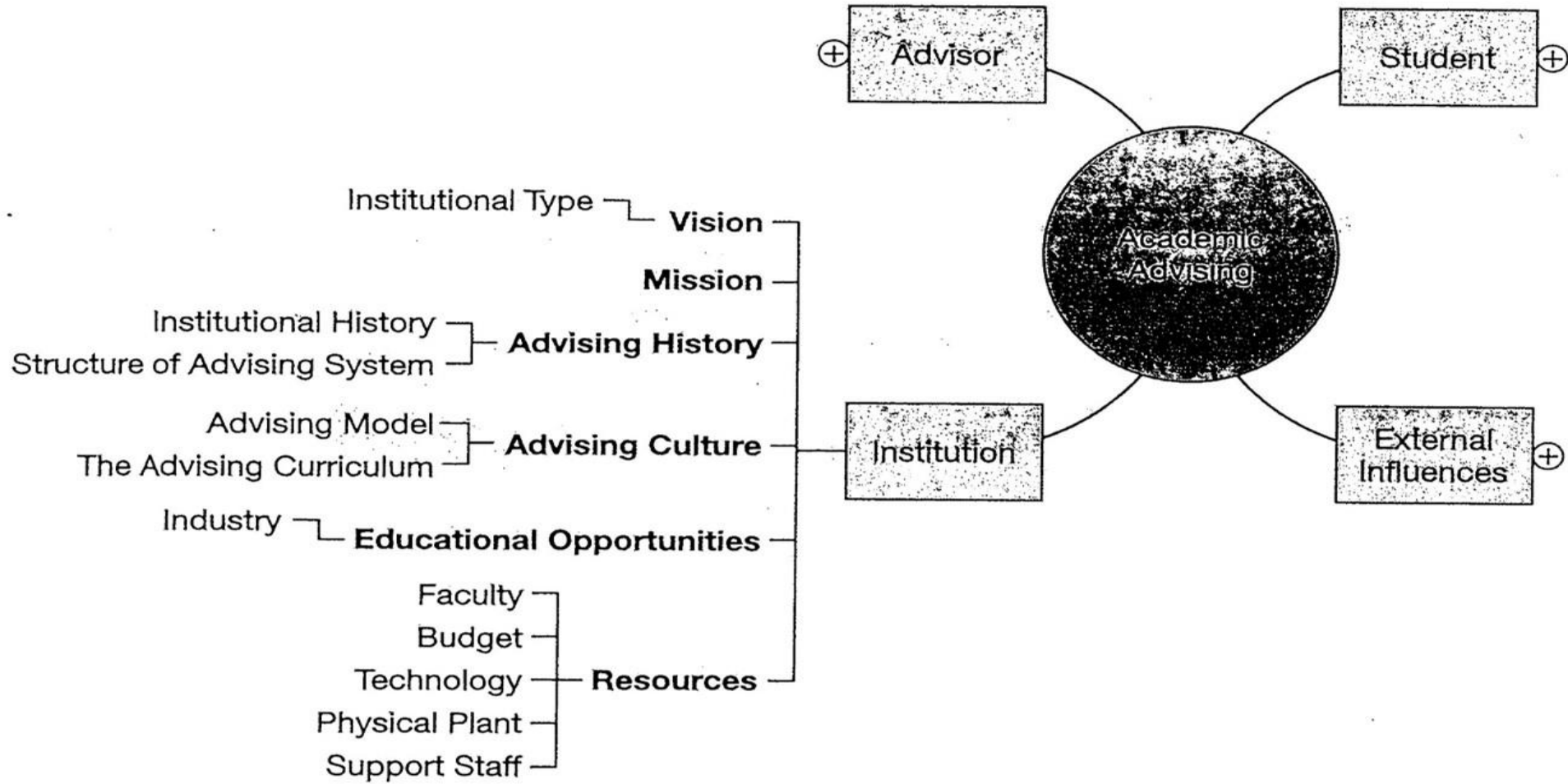
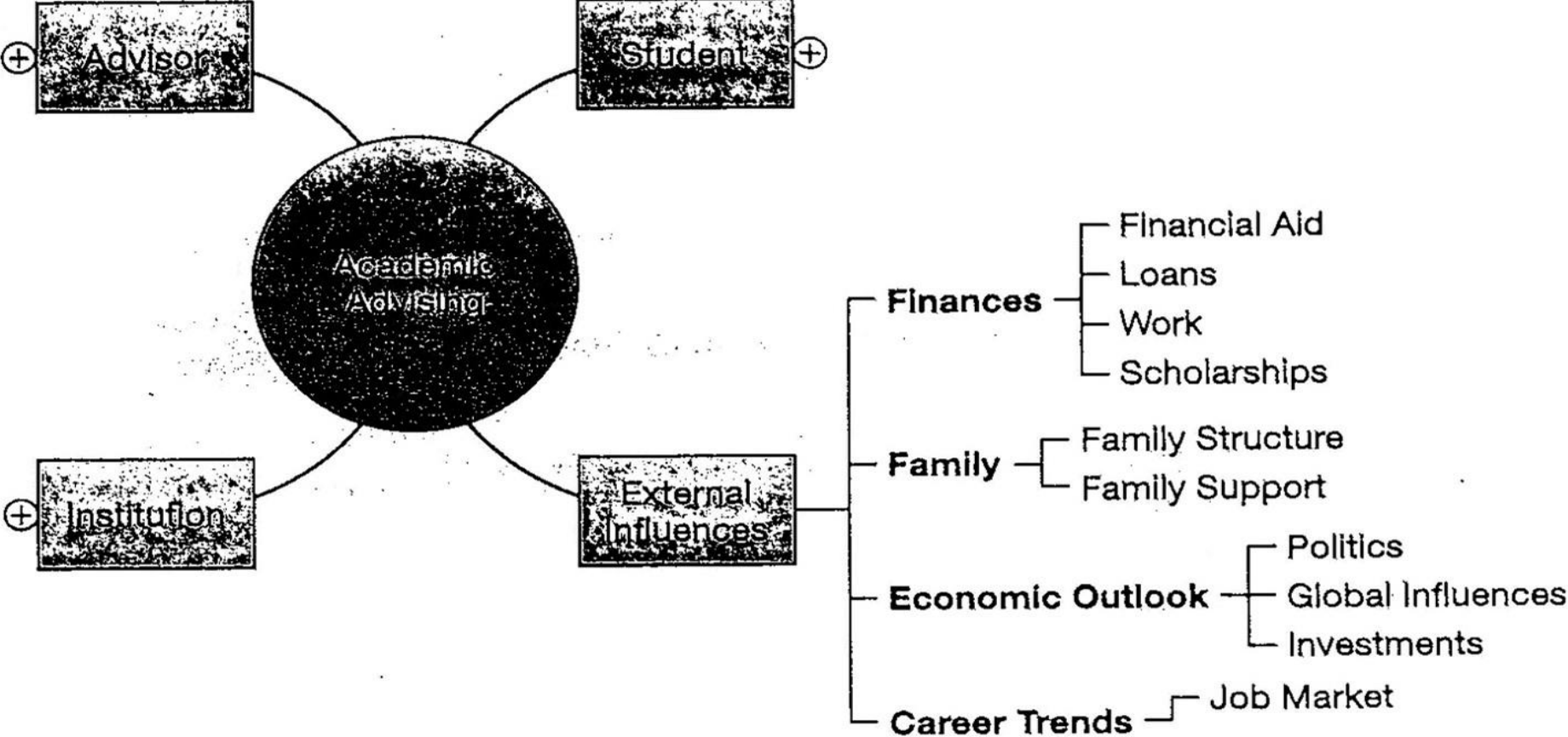
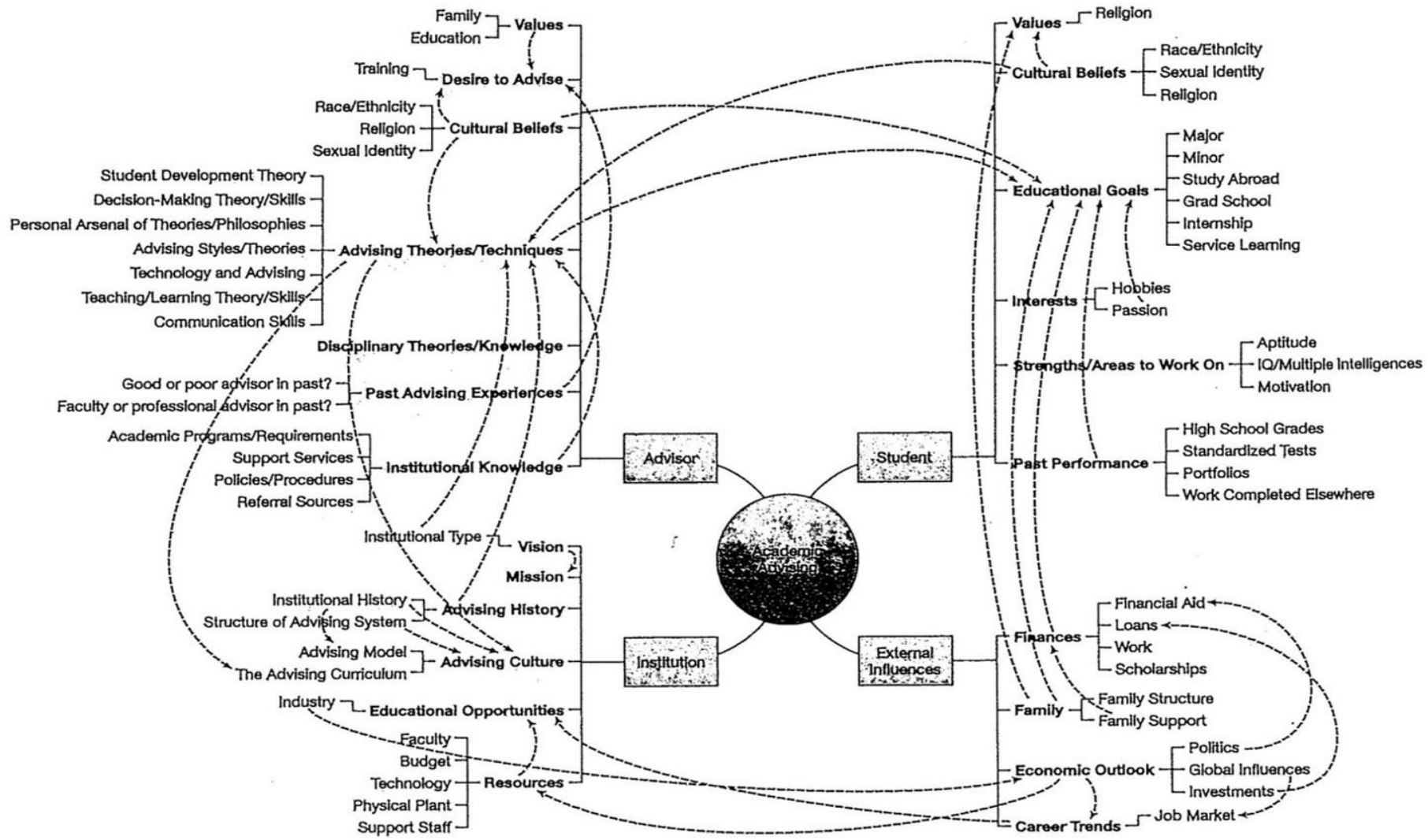


Figure 11.4. Mind map for external influences on advising





*Ask the question*



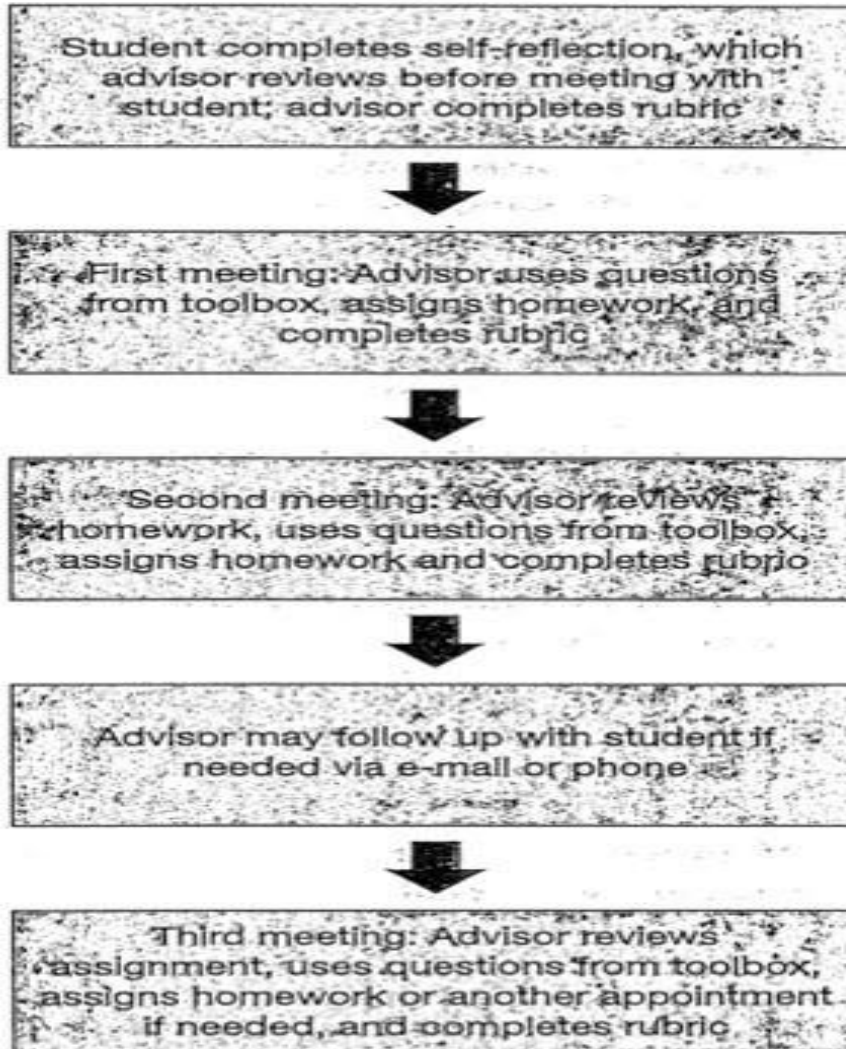
# *Ask the question*

“The challenge to examine one’s life is a difficult one. It requires a balance between solitary thought and intentional dialog with others. Socratic advising involves a series of questions asked not only to discover individual answers, but also to encourage insight into who we are, what motivates us, what is the basis for our decisions. (McIntyre, 2011, p.1, as cited in Drake et al.)

# *Ask the question*

- A critical thinking framework
- An assessment of student thinking
- Socratic questioning
- A proactive advising style
- Helping techniques
- A teaching and learning approach

Figure 12.5. Socratic advising process



Source: Academic Improvement Model Cohort I (2010). Used with permission.

## *When approaching Theory*

1. Start with a working/workable definition.
2. Explore its philosophical heritage.
3. Understand its foundational assumptions.
4. Inspect its core concepts.
5. Connect with what/who you already know.
6. Enjoy yourself!



Thank you!

MAY THE (ory)  
ADVISING FOR CE  
BE WITH You....  
ALWAYS