



ASPIRE

THE NATIONAL ALLIANCE FOR
INCLUSIVE & DIVERSE STEM FACULTY

NACADA & NSF Aspire Alliance Partnership: Changing the National Conversation about Faculty Advising

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Presentation Outline

- Fatima's Story
- The Inclusive Faculty Framework
- Exploring the skills Domains
- Incorporating IFF into professional development

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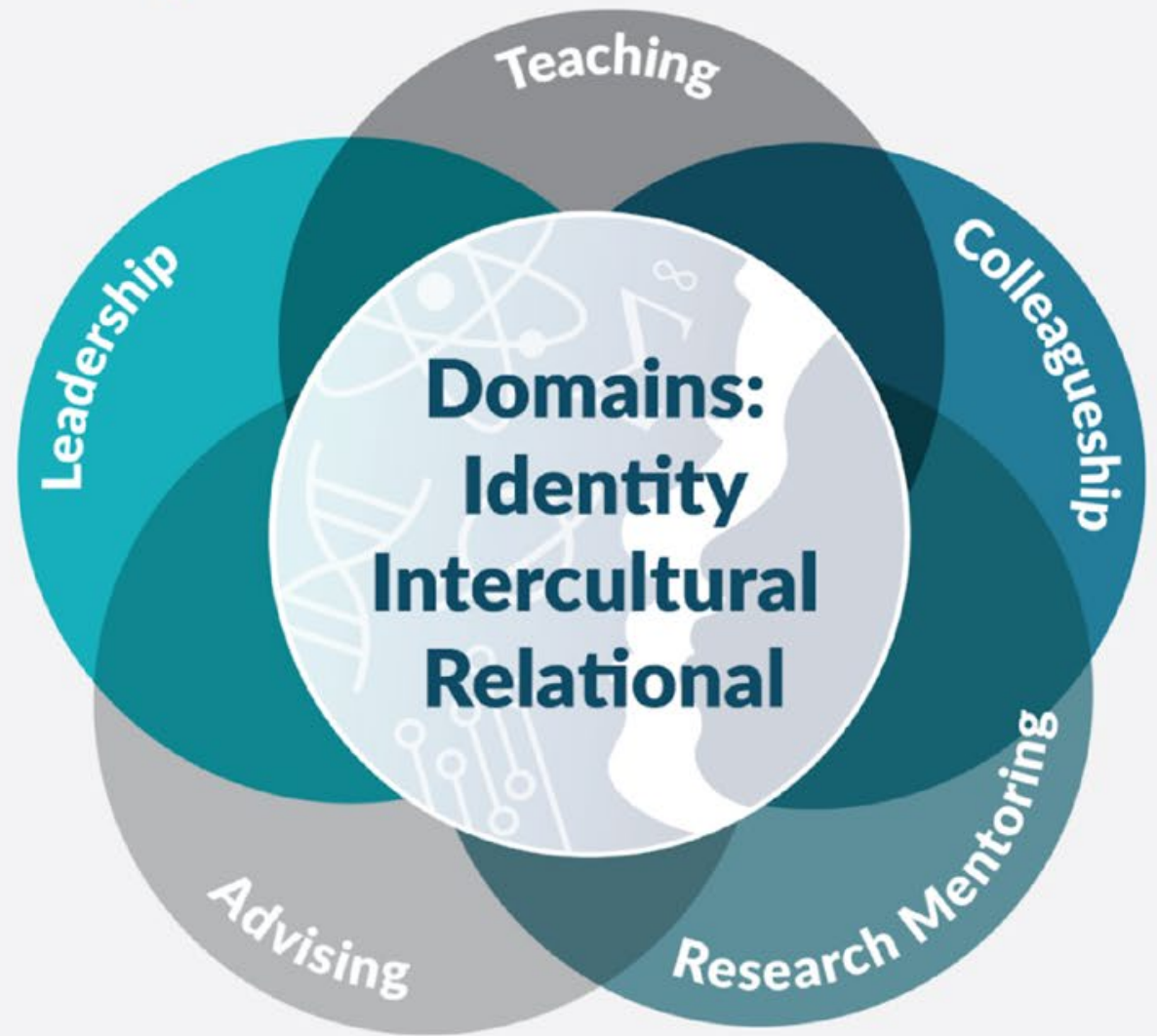
Listen to Fatima's Story

Are you prepared to help
Fatima?

Inclusive Faculty Framework

The National Change team of the Aspire Alliance has identified **Three Core Domains: Identity, Intercultural, and Relational**, which underlie inclusive practices in higher education.

The **Inclusive Faculty Framework** promotes student success by providing a set of skills in these three domains that can be applied to inclusive practices in teaching, research mentoring, advising, leadership, and collegueship. These skills also contribute to health and well-being and inclusive climates within the institution.





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**Inclusive
Teaching**

Identity

Reflection on social identities of self and other builds:

- Awareness of one's own perspectives, biases and privileges
- Understanding of others' backgrounds and experiences
- Recognition of the impact of identity on professional success
- Supports more inclusivity toward students and colleagues in classrooms and other settings.

**Inclusive
Mentoring**

Relational/Communication

Engaging and communicating more effectively with students and colleagues promotes:

- Understanding and working with multiple perspectives and experiences
- Authentic interactions

**Inclusive
Advising**

Interculturalism

Moving beyond passive acceptance of different cultures and cultural identities addresses issues of equity by:

- Recognizing and respecting cultural differences
- Promoting productive dialogue and interaction between cultures

**Inclusive
Colleague**

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Identity Rubric

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Attitudes	Knowledge	Skills
Actively commit oneself to the process of self actualization.	Increase personal awareness of one's own worldview, power, privilege and positionality.	Practice self-reflection and exhibits self-awareness.
Recognition that DEI work, including reflection is hard and requires attention to mental health and well-being	Develop awareness of how one's beliefs, biases, cultures, and privileges influence curriculum and pedagogies and interaction with others .	Recognizing conscious and unconscious bias and using strategies to mitigate it.
	Understand and see the range of identities and how identity impacts experiences of self and others.	
	Understand that certain populations of individuals carry a heavier and invisible burden due to systemic oppression and inequity which results in a greater impact on mental health and well-being.	Explore resources available to support mental health and well-being. These may be campus based, community based, or articles, etc.
	Develop an understanding of intersectionality and its implications	

Relational Rubric

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Attitudes	Knowledge	Skills
Valuing communication that engages multiple perspectives.	Develop effective communication skills.	Listening actively. Validating students' experiences by engaging in empathetic listening and asking questions openly and constructively.
		Create opportunities for interpersonal dialogue where multiple perspectives are honored.
		Exhibit effective written and email communication skills.
		Develop and practice conflict resolution skills.
Recognizes the value of relationships.	Understands the complexity of relationships as they are tied to identities and the need to build trust with students and colleagues.	Employs techniques and strategies to strengthen and build trusting and honest relationships.
		Collaborate effectively with colleagues.

Intercultural Rubric

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Attitudes	Knowledge	Skills
Value unique characteristics of individuals, such as first-generation, minorities, international, returning adults, transfers, gender non-conforming, etc.	Understand demographic characteristics, generational and cultural identities, and their impact on engaging in higher education.	Build opportunities for authentic interactions among students.
		Exhibit the relational skills to engage with students (teach/mentor/advise) effectively across differences.
	Understand how stereotypes negatively impact others.	Employ strategies to mitigate stereotypes, and stereotype-threat, in educational situations.
Believe that a diverse and inclusive environment is important and takes active work.	Understand how equitable and inclusive environments are created and maintained.	Commit oneself to allyship in addressing the inequitable burden placed on URG colleagues in DEI work.
		Employ strategies for recognizing and addressing issues of equity and inclusion.

Incorporating IFF Into Faculty Professional Development

- Improving in these domains will help you in all of your roles as faculty
- Advising is very similar to teaching
 - What do you want your students to know, do, or value as a result of the academic advising relationship?
- Excellent advising can improve:
 - relationships with students in and out of the classroom
 - student engagement

A Guide to Academic Advising for STEM Faculty

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A GUIDE TO ACADEMIC ADVISING FOR STEM FACULTY



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Faculty and academic advising: A focus on student learning

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Session Overview

- Why is academic advising important?
- How is academic advising similar to teaching?
- What is the relationship between student learning and academic advising?
- How do we think about student success?
- What are the foundational concepts and competencies that inform and inform learning-centered advising?
- How do technology and data influence advising practice?
- How do we center equity in academic advising?

“Learning transpires when a student makes sense of his or her overall curriculum just as it does when a person understands an individual course, and the former is every bit as important as the latter”

Lownstein, 2005

LIKE THE EXCELLENT TEACHER, THE EXCELLENT ACADEMIC ADVISOR

- Asks
- Shows
- Clarifies
- Challenges
- Supports



Philosophy of Advising

- What are the purposes of advising?
- Normative vs Descriptive Theories
- The identity of any system is defined by its behavior –
Donella Meadows

“The very principles and practices that promote student retention (persistence) also promote student learning (academic achievement).”

(Cuseo & Farnum, 2011)

Persistence vs. Retention

- Retention is an institutional metric
- Persistence follows the student

(Hagedorn, 2006, Troxel, 2018)



Advisors Know

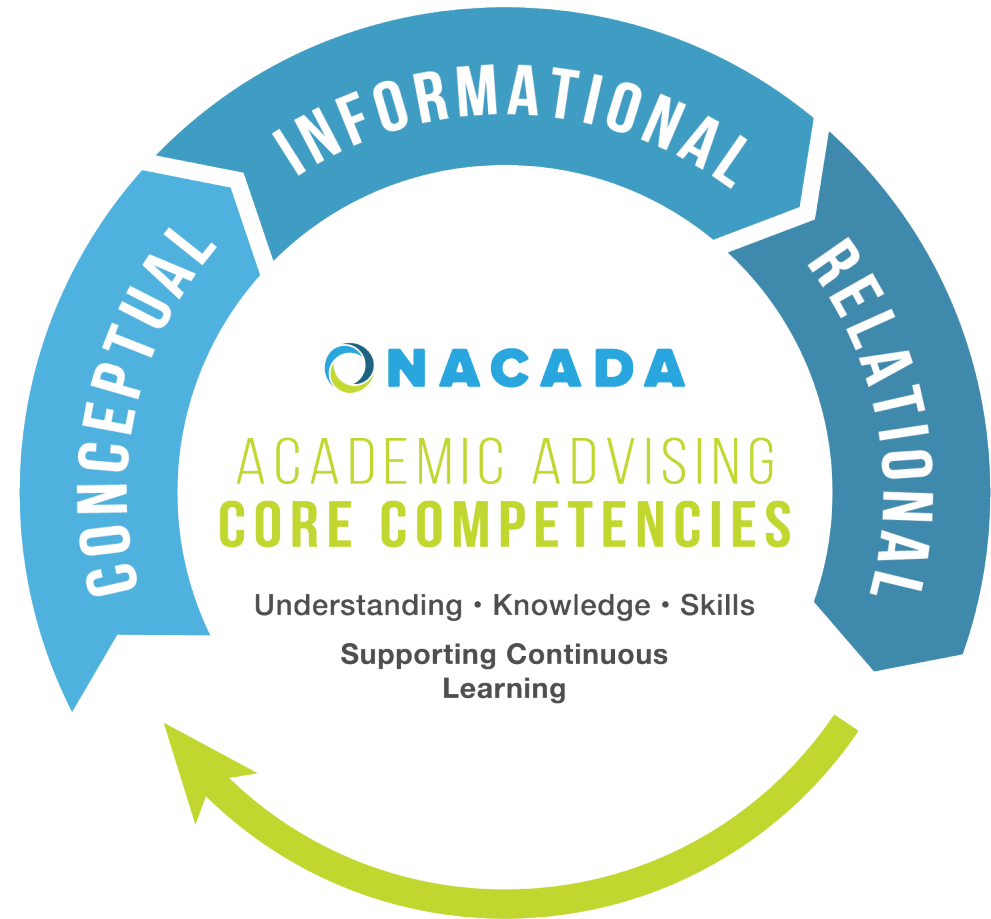
- How students are negotiating their institutions.
- Where the trouble spots are for students.
- Why students have come to the institution
- When students are first thinking about leaving and what might be prompting this desire to leave.
- Why students leave.
- Other issues facing students (troubles at home, difficulties with adjustment to college, relationships, addictions, mental health concerns, financial challenges)

(Steele and White, 2019)

What Issues Are You Seeing?



Concepts and Core Competencies





CORE VALUES



Promoting Excellence in Academic Advising begins with

Commitment to Excellence

Institution-wide mission

Policy and procedures defined that support that mission

Inclusive of all stakeholders

A focus on student learning

Student learning outcomes tied to mission

Assessment of those outcomes

Student Success & Equity

What is working in our students' success?

For whom is it not working?

How do we ensure that those students receive what they need?

Technology has...

Increased Access
Continued Operations
Supported health and safety

Revealed inequities
Become overwhelming
Turned into the quick fix



Data Driven Decisions

- Disaggregate data by student groups
- Employ focus groups, pulse surveys to get data
- Identify leading and lagging indicators
- What stories are the data telling?





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