

NACADA ANNUAL CONFERENCE 2019, LOUISVILLE

GLOBAL ISSUES IN ACADEMIC ADVISING

Monday, 21 October, 2019

09.15-10.15, LO16

You will find below information about the panellists and their universities, together with their thoughts on the subject of Student Success. Attenders are warmly invited to submit questions in advance of the session; these may be addressed to individual panellists or to the panel as a whole. This is much appreciated and helps panellists to prepare most effectively. Questions may be e-mailed to Penny Robinson at

penny1497@gmail.com

by **Monday, 14 October**.

Attenders may, of course, ask questions during the session without submitting them in advance.

Facilitators

Oscar van den Wijngaard, Maastricht University, The Netherlands
Mehvash Ali, American University of Sharjah, UAE
Penny Robinson, UKAT

Panellists

Viví Consta, American College of Greece, Greece
Colum Cronin, Dublin City University, Ireland
Louise Jenkins, Monash University, Australia
Yoshinobu Onishi, Chiba University, Japan
Neftalí Rodríguez Santiago, Universidad del Este, Carolina, Puerto Rico
Regina Tobi-David, Covenant University, Nigeria
Yisi Zhan, Tsinghua University, China

Viví Consta

Viví Consta joined Deree – The American College of Greece (ACG) – in December 2006 and is currently the Registrar and Dean of Academic Administration, reporting to the Provost. She is responsible for the Offices of the Registrar, Academic Advising, and (Open University UK) Validation as well as Institutional Research and Academic Quality Assurance within the Academic Affairs Unit. She is the Chair designee of the Committee on Academic Standards and Policies and a member of the Academic Council and other academic committees. Before joining ACG, she worked for thirteen years in the Market Research Sector as a data analyst, statistics manager and data processing manager in both Greek and multinational companies. She holds an MPhil in the field of Medical Statistics from the College of Cardiff – University of Wales in the UK and a BSc Honours in Mathematical Sciences from the University of Bath, also in the UK. She is also a Pierce College (the High School division of the ACG) graduate.

- ‘Student success’ in my institution means helping students to fulfil their educational dreams and ultimately their professional goals. In Greece, all parents want their children to attend a prestigious university.
- My institution does not explicitly include ‘student success’ in its mission statement, but the whole of that mission statement embraces ‘student success’ in all its aspects.
- Academic advice helps students to become independent active learners. It gives students the opportunity to decide for themselves. ACG offers a completely student-centered experience.
- There is a very fine line between ‘wellbeing’ and ‘burnout’. There must be a balance, both within and outside the curriculum.

Colum Cronin

Colum Cronin is Senior International Officer at Dublin City University and has worked with international students for almost 15 years. Alongside his work in advising and student services, Colum has worked in study abroad and also has experience in cultural orientation, integration, and immigration.

Having previously worked at Trinity College Dublin and University College Dublin, Colum recently joined Dublin City University (DCU) in the role of Senior International Officer.

Known as Ireland’s University of Enterprise, DCU has been designated as a ‘Changemaker Campus’ by Ashoka for its work in social innovation in higher education. Ashoka is a global organisation that identifies and invests in leading social entrepreneurs, individuals and institutions with innovative and practical ideas for solving social problems. <https://www.ashoka.org/en-IE/about-ashoka>. DCU was the first university in Ireland to introduce work placements as part of its degree programmes. DCU was also the first university in Ireland to offer academic credits for extra-curricular activities.

- The focus at a national level is on completion and retention figures, and to that end a Student Success Toolbox was created by The National Forum for Teaching and Learning Enhancement, with DCU a lead contributor. On an institutional level, DCU goes further and looks at student engagement, and there is a strong focus on Access (not traditional) students. DCU recognises participative learning 'outside the classroom'.
- While Dublin City University does not explicitly include 'student success' in its mission statement, the first goal listed in its strategic plan is to 'provide a transformative student experience'. There exists a recognition that student success means supporting the full student life-cycle from transition into university life all the way to the alumni stage.
- Traditionally there has not been a history of proactive advising in Irish institutions, but that is beginning to change. A 'Pathways to Success' programme has been established at DCU.
- As far as wellbeing and burnout are concerned, we are seeing significant issues across higher education in Ireland. There is concern that a tiered system is emerging. A recent national survey highlighted a significant rise in the number of students skipping lectures in order to go to work because of financial struggles. A new national campaign called 'Break the Barriers' has just been launched to tackle the rising costs of fees and student accommodation.

Louise Jenkins

Dr Louise Jenkins is the Director of Student Engagement in the Faculty of Education at Monash University in Australia. Monash is a large university with 6 campuses in Australia and 4 international campuses across Malaysia, China, India and Italy. The Faculty of Education has approximately 7,000 students and offers courses which range from initial teacher education degrees and graduate teacher entry education programs (Master of Teaching) through to postgraduate coursework and research degree programs in education.

In her role as the Director of Student Engagement Louise is responsible for the overall experience and welfare of students as they progress through their course. Her main foci are health and wellbeing, social inclusion and employability. Louise works with a team of Education Success Advisors to implement programs and offerings in the faculty which provide opportunities for the students to engage with the concepts of health and wellbeing and how this impacts their ability to achieve academically. The Student Engagement team works to nurture socially inclusive attitudes and behaviours in the faculty which support the students' sense of belonging and their understanding of the complexities of challenges such as racism, sexism, ageism, LGBTIQ prejudice and religious intolerance. Students are encouraged to think about their longer-term future while they study, including their graduate employability and how this relates to the opportunities they engage with both within and outside their studies. On a more individually focused level, each student in the faculty is allocated an Education Success Advisor who provides

support and guidance throughout that student's entire journey through the faculty. The advice is targeted specifically to the individual student's needs and concerns

rather than being a more general level of advice provided to all students no matter what their circumstances.

- In Australia 'student success' is about the whole journey of a student through their course as well as how they choose to impact society once they leave the university. Our university's overall ethos is 'Make change. To the way you think. To the path you take. To the lives of people all over the world.' Student Success in Australia encompasses positive academic achievement, the development of relevant professional skills and the willingness to use your skills and knowledge to contribute positively to the local and global community after graduation.
- Monash University does not have a core statement which relates specifically to student success but frames the purpose of studying at Monash through Sir John Monash's statement 'equip yourself for life, not solely for your own benefit but for the benefit of the whole community'. Students are encouraged to think beyond themselves and to gain an appreciation of the world beyond their own individual experience. The Faculty of Education supports students to develop a sense of purpose about their education work and a passion for teaching as this leads to future workforce success. The Faculty of Education at Monash University has a specialised Student Engagement team which consists of a Director of Student Engagement, a Manager of Student Services and Student Engagement and a team of Education Success Advisors. Each student in the faculty is allocated one of these Education Success Advisors who works with and supports the students during their time in the faculty. This support system is managed through JUVU, an online platform which provides a direct line of contact between academics and Education Success Advisors in relation to student progress and welfare. This enables an efficient and effective process which quickly engages the Education Success Advisor with the student to plan a way forward, whatever the circumstances. This approach to student experience supports 'student success' by offering students access to individual advice about what the faculty and university can offer to support them. The student can then manage their personal circumstances more effectively and attend to their academic commitments more easily, resulting in higher retention rates and lower student grievances. The Student Engagement portfolio has a 3-year strategic plan which encompasses 4 priority areas – Health and Wellbeing, Social Inclusion, Employability and Language and Literacy Development. This sits alongside the Education Success Advising model to drive the development of students who have good health and wellbeing, perceive themselves as employable, are able to access language and literacy support on an on-going basis and who feel included in the faculty community. Each of these aspects of student life is viewed as pivotal to 'student success'.
- In Australia the mental health of our population, including our tertiary students, is a priority. Student success is significantly affected by mental health issues as the ability to attend to academic commitments becomes very challenging when one's mental health is fragile. In the Faculty of Education at Monash University we are currently beginning to develop a specific response to student Mental Health to complement our overall Student Engagement support provisions. We plan to structure a comprehensive Mental Health framework which will work alongside our advising program to manage more effectively the

impact of mental health on our students' success. The impact of mental health challenges is seen via the reasons cited by students for Academic Progress Committee attendance, special consideration and task extension requests, intermission and withdrawal from courses. Our faculty is responding to this current context by encouraging students to seek help early and to communicate their mental health challenges to their Education Success Advisor before they begin to impact significantly on their academic work.

Issues around 'student success' and academic advising in the Faculty of Education at Monash University

- Student health and wellbeing, particularly mental health
- Language and literacy development
- Social inclusion – cultural, religious, gender, LGBTIQ, Indigenous Australians
- Employability of international students upon graduation
- Challenges in the transition from school to university

Yoshinobu Onishi

Yoshi Onishi, Professor at Chiba University, Japan, studied at Japan's Keio University for a BA, at Columbia University for an MA, and at Thailand's Chulalongkorn University for a PhD. Since June 2018, he has been Advisor to the Rugby Football Club of his university. He was previously Deputy Director and Professor at the International College at Osaka University, Japan, where all courses were taught in English. He also served as Sales Representative at NHK or the Japan Broadcasting Corporation and as Program Officer, an international public servant, at the United Nations University, headquartered in Tokyo.

Unlike US universities, where tens of thousands of academic advisors work enthusiastically with pride, Japanese universities employ few people with advanced academic advising skills and specializations. In fact, there are simply two kinds of staff at Japanese universities: instructors and administrators. These individuals sometimes act as admissions officers, or academic advisors, and at other times as research assistants, or financial managers.

However, the Japanese education ministry and many Japanese universities and colleges have begun nurturing specialized staff in more in-demand areas, such as IR and financial management, because competition between universities has intensified domestically and globally. Although the statistics indicate that only 25.5% of Japanese universities have academic advisors and another 7.6% want to employ skilled academic advisors, many university staff, mostly younger employees, are now interested in the academic advising field.

Japanese universities must consider two key areas in which to acquire more academic advisors who fulfil vital roles at their institutions. One such area is study abroad advising. The Japanese government, universities, and major industries have been encouraging local students to study abroad for the last decade. For example, last fall, Chiba University announced for the first time in Japan its new policy, which specifies

that undergraduate and graduate students who enter the university after 2020 must study abroad at least once before they graduate. Therefore, students feel pressure on a daily basis and desperately need advice from professionals.

The other area is advising aimed at student athletes. In March 2019, UNIVAS, the Japanese equivalent of the NCAA, was established after carefully examining the NCAA's successes and failures over the last couple of years. UNIVAS now has over 100 member universities, mostly private institutions with competitive teams, and they will soon need more academic advisors who can help student athletes succeed in the classroom and on the field.

Neftalí Rodríguez Santiago

I am Academic Program Coordinator at Ana G. Méndez University, Carolina Campus. For the last two years, I have worked with the Faculty and Peer Advising Program of the Title V Project. Also, I am a student of the Doctoral Program in the Curriculum of Education in Spanish at the University of Puerto Rico, Río Piedras Campus. Finally, I have a Master's degree in Educational Leadership and a Bachelor's degree in Teaching Spanish at Secondary Level.

Ana G. Méndez University is a higher education institution with 70 years of service in Puerto Rico. Founded by Ana González de Méndez, a visionary woman with the mission of providing educational opportunities to poor people, dropout students, the Hispanic community and women. This institution has one main campus (Carolina) and branches in Florida, Texas and Washington, DC. There is also one online campus and more than 12 locations (in Puerto Rico and the United States). AGMU has more than 148 academic programs, from Technical to Doctoral (17 specialized accreditations), and has been accredited by the Middle States Commission on Higher Education since 1959.

In an effort to create ways to achieve good student retention, Ana G. Méndez University has developed a special project on working with the student's needs through the Faculty and Peer Advising Program, to provide support and direct company to freshman students. This project, subsidized by the Federal Funds of Title V (g10150012), has five objectives: to increase the teaching skills of faculty through a General Education Faculty Development Program (FDP), focusing on topics and strategies of the General Education component; to increase the student support services by implementing additional services aimed at student engagement and retention; to increase the assessment processes by implementing assessment plans for the General Education component and the student engagement component; to increase the information and technological resources to support the General Education component; and to renovate the General Education instructional facilities for faculty and students to support teaching and learning processes.

- Population decrease: overview issues in academic advising in Puerto Rico.
- Recuperation efforts and student retention after Hurricane María.
- Student persistence and engagement: objectives and results of a Special Project of Title V in the Ana G. Méndez University, Carolina Campus.

Regina Tobi-David

Regina Tobi-David holds an MA in Counselling Psychology and is a pioneer staff member of Covenant University, having joined in 2002. She is currently the Assistant Registrar, Vice-Chancellor's office. She reports directly to the Vice-Chancellor and carries out administrative duties. She co-ordinates various meetings, both internal and external, and interacts with students, faculty, staff and the university's guests on academic matters and other inquiries. Before being deployed to the Vice-Chancellor's office, she had worked in various units and academic departments (Admissions Office, Student Affairs, Quality and Academic Standards, Academic Planning, Department of Political and International Relations, Economics and Development Studies and Banking and Finance). Her interaction and experience with students at these levels has driven her passion for student success. She has given various presentations on 'Student Success', 'Academic Success Plan' and the need to involve Administrators as 'Professional Advisers'. Covenant University is in the process of introducing 'Professional Student Advising' to complement the existing Level Advising by faculty. She is attending the NACADA conference to gain more knowledge about student advising in order to develop a more robust model of Advising that will enrich students' experience in Covenant. Regina's graduate work focused on a '*Comparative Study of Academic Advising in Private and Public Universities in Nigeria*' and her research interest is on 'Student Academic Advising'.

Covenant University is a fast growing, dynamic, vision-birther, vision-driven private university, founded in 2002 by Dr David Oyedepo, the presiding Bishop of Living Faith Church Worldwide. It is driven by the compelling vision of raising a new generation of Leaders for the African continent on the platform of an holistic, human development and integrated learning curriculum, in order to raise the 'Total Person' who will go out to develop their world. The University's Core Values of ***Spirituality, Possibility Mentality*** (a mindset that as an individual/institution/group you can accomplish whatever you wish to achieve in life, no matter what the obstacles or challenges), ***Capacity Building, Integrity, Responsibility, Diligence and Sacrifice*** are what define her commitment to excellence. The goal of Covenant University since 2012 has been to become one of the ten leading world-class universities in ten years. This vision is christened as ***Vision 10:2022*** (1 of 10 in 10).

- 'Student success' in Covenant University is assisting students to achieve their full potential through their integration into the Covenant community, culture, high-quality learning environment and rigorous academic study.
- Covenant works on the basis of core values and a mission statement which is to revolutionize the educational landscape of Africa, driven on the platform of the Christian ethos and life-transforming values which promote student success in all areas of engagement.
- Academic advice provides the necessary guidance to assist students to take independent decisions, engage in critical thinking, set achievable educational and personal goals and remain focused towards the attainment of these goals.
- Student wellbeing is key to student success. Burnout could be positive and negative. Covenant has an enriched culture and curriculum that combines the

training of the total person (Spirit, Soul and Mind) designed to help students to overcome burnouts.

Regina's perspective is informed by the culture of her institution which believes in the development of the total person.

Yisi Zhan

PhD in Education, Associate Professor, Associate Director of the Center for Student Learning and Development, Tsinghua University. Since 2013 she has been a member of the Global Initiatives Committee of the Global Community for Academic Advising (NACADA). Yisi has 1,100 hours' experience of academic advising, with certifications: Global Career Development Facilitator (GCDF, 2012-), National Psychological Counselor (NPC, 2017-), Board Certified Coach (BCC, 2015-), Myers-Briggs Type Indicator (MBTI, 2016-). Yisi's counseling areas include major/career decision and application; learning strategies, learning motivation, research on education.

Founded in 1911, Tsinghua University is a major comprehensive and research university in Beijing. It has graduated numerous Chinese leaders in politics, business, academia, and culture, such as the current Party General Secretary Xi Jinping, and Nobel Prize winner Chen-Ning Franklin Yang. Tsinghua University is consistently recognized as one of the top two universities in mainland China. Internationally, Tsinghua was regarded as the most reputable Chinese university in the 2019 *Times Higher Education World Reputation Rankings*, where it was ranked 14th globally.

Tsinghua University Learning and Development Center was founded in November 2009 and is the first of its kind in China. It provides one-to-one academic advising, drop-in tutoring for STEM courses, Chinese writing tutoring, workshops and a Build a Habit program. Over 120,000 students visited our center and used our services last year, and 20,000 of them are offline users.

Issues around 'student success' and academic advising in Tsinghua University include:-

- Adaptation to college, including challenges students face, strategies to cope with changes, and resources and support available to students.
- Ways of improving students' learning motivation.
- Learning ability and study skills, such as time management, research and writing skills, etc.
- Student health and wellbeing, particularly mental health.
- Interpersonal relationships; relationships with their professors, classmates or tutors.
- Major choice through self-exploration, career exploration and decision-making strategies.
- Guidance and support to low-achieving students.

