THE CARING EDUCATOR

HOW TO DEVELOP THIS IDENTITY IN ACADEMIC ADVISING
FACILITATORS

• MADELINE MARSHALL
• JOSE MORALES DIAZ
• SHARON AIKEN-WISNIEWSKI
LEARNING OUTCOMES

• DESCRIBE ATTRIBUTES OF A CARING EDUCATOR.
• DEFINE RETENTION AND PERSISTENCE.
• EXPLAIN THE DIFFERENCE BETWEEN RETENTION AND PERSISTENCE.
• REFOCUS (FLIP) THE NARRATIVE ON DEFICIT THINKING FROM STUDENTS TO INSTITUTION.
• EXPLAIN ONE STRATEGY FOR IDENTIFYING INSTITUTIONAL DEFICITS THAT IMPACT STUDENT SUCCESS.
LITERATURE SUPPORTING PRESENTATION

• Edited volume by Alan Seidman

Chapters from The Handbook of Student Affairs Administration

• TIA BROWN MCNAIR
• SUSAN ALBERTINE
• MICHELLE ASHA COOPER
• NICOLE MCDONALD
• THOMAS MAJOR, JR.
WHERE ARE YOU NOW?
LET'S CHECK-IN
CARING EDUCATOR

EMPATHY, EMPOWERMENT, AND CHANGE AGENT
KNOW YOURSELF
VALUES, INTERESTS, STRENGTHS

- VALUES
- INTERESTS
- STRENGTHS
- NETWORK/CONNECTIONS
- EXPERIENCE
EMPATHY

“THE ABILITY TO UNDERSTAND AND RELATE EMOTIONALLY WITH OTHERS.”
KNOW YOUR CAMPUS

- RESOURCES
- POLICIES
- PROCEDURES
- NAVIGATING THE CAMPUS
CAMPUS MISSION STATEMENT

• THE UNIVERSITY OF UTAH FOSTERS STUDENT SUCCESS BY PREPARING STUDENTS FROM DIVERSE BACKGROUNDS FOR LIVES OF IMPACT AS LEADERS AND CITIZENS. WE GENERATE AND SHARE NEW KNOWLEDGE, DISCOVERIES, AND INNOVATIONS, AND WE ENGAGE LOCAL AND GLOBAL COMMUNITIES TO PROMOTE EDUCATION, HEALTH, AND QUALITY OF LIFE. THESE CONTRIBUTIONS, IN ADDITION TO RESPONSIBLE STEWARDSHIP OF OUR INTELLECTUAL, PHYSICAL, AND FINANCIAL RESOURCES, ENSURE THE LONG-TERM SUCCESS AND VIABILITY OF THE INSTITUTION.

• STRATEGIC GOALS & CORE VALUES: HTTPS://PRESIDENT.UTAH.EDU/UNIVERSITYSTRATEGY/
  
• WHAT DOES THIS STATEMENT COMMUNICATE ABOUT THE STUDENT EXPERIENCE?
  
• HOW DO YOU BRING THIS STATEMENT TO LIFE REGARDING STUDENTS?
KNOW YOUR STUDENTS
BUILD RELATIONSHIPS

• CONNECT & FIND COMMON GROUND
• BECOME INTERDEPENDENT
• CREATE A TRUSTWORTHY SYSTEM
• ENGAGE IN AN HONEST SELF-CRITIQUE
• SEE THE OTHER PERSON’S POINT OF VIEW
• SHARE COMMON VALUES AND A LINKED VISION
• TAKE CARE OF PEOPLE
DATA – QUANTITATIVE & QUALITATIVE

INSTITUTIONAL DATA

- OBIA – STUDENT DASHBOARD
  OFFICE OF BUDGET & PLANNING
- INSTITUTIONAL FAST FACTS
- COLLEGE/DEPARTMENT DATA
### U OF U DATA SET

#### STUDENT POPULATION – ERASED

#### U OF U FAST FACTS

**Percent of Race/Ethnicity by Student Type**

<table>
<thead>
<tr>
<th></th>
<th>First Time Freshmen</th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
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<tr>
<td>White</td>
<td>68%</td>
<td>67%</td>
<td>63%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>14%</td>
<td>13%</td>
<td>7%</td>
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<tr>
<td>Nonresident aliens</td>
<td>3%</td>
<td>5%</td>
<td>16%</td>
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<tr>
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<td>7%</td>
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<td>6%</td>
<td>5%</td>
<td>3%</td>
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<td>1%</td>
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</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
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<td>0%</td>
<td>0%</td>
</tr>
<tr>
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**Headcount Enrollment: Spring 2013-2018**

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<tr>
<th></th>
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<th>Spring 2017</th>
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<td>101</td>
<td>95</td>
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<td>887</td>
<td>882</td>
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<td>849</td>
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<td>147</td>
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<td>124</td>
<td>147</td>
<td>120</td>
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<td>124</td>
<td>147</td>
<td>120</td>
</tr>
</tbody>
</table>

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Extract: End-of-Term
College: All
Department or Program: All
### FAST FACTS – CHANGE IN RESIDENT

#### UNIVERSITY OF UTAH FALL

<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>Male</th>
<th>Female</th>
<th>Full-time</th>
<th>Resident</th>
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<td>47%</td>
<td>73%</td>
<td>84%</td>
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<tr>
<td>Graduate Students</td>
<td>8,125</td>
<td>54%</td>
<td>46%</td>
<td>76%</td>
<td>67%</td>
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<tr>
<td>Total</td>
<td>32,760</td>
<td>53%</td>
<td>47%</td>
<td>74%</td>
<td>80%</td>
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<tr>
<td>First Time Freshmen</td>
<td>4,119</td>
<td>50%</td>
<td>50%</td>
<td>94%</td>
<td>67%</td>
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</tbody>
</table>
“ARE WE UNDERSTANDING OF THE CHALLENGES AND OBSTACLES THAT STUDENTS FACE TODAY, AND DO WE SEE THESE CHALLENGES NOT AS REFLECTING STUDENTS’ DEFICITS, BUT AS REFLECTING THE DEFICITS OF OUR INSTITUTIONS, OUR SOCIETY, OR EVEN OURSELVES?” MCNAIR ET AL. P. 81
RELATIONSHIPS & DATA COMMUNICATE TO A CARING EDUCATOR

OPPORTUNITIES

- Opportunity

OBSTACLES

- Obstacles
EXAMPLE

LISA AYN HUTTON

RESIDENCY POLICY FOR BACHELOR’S DEGREE

• Residency policy for Bachelor’s degree

• At least 20 of the last 30 semester credit hours earned toward a student’s degree must be earned from the University of Utah
ACTIVITY – PAIR SHARE

• ONE OPPORTUNITY YOU BECAME AWARE OF THROUGH YOUR STUDENTS
  • HOW DOES IT IMPACT STUDENT SUCCESS?
  • WHAT DO YOU WANT TO DO WITH THIS OPPORTUNITY?

• ONE OBSTACLE
  • HOW DOES IT IMPACT STUDENT SUCCESS?
  • COULD IT BE CHANGED?
  • HOW?
IMPACT OF OBSTACLES

RETENTION

• THE ABILITY OF AN INSTITUTION TO RETAIN A STUDENT FROM ADMISSION THROUGH GRADUATION.

PERSISTENCE

• THE DESIRE AND ACTIONS OF A STUDENT TO STAY WITHIN THE SYSTEM OF HIGHER EDUCATION FROM BEGINNING YEAR THROUGH DEGREE COMPLETION.
Scenario 1

Jane is a senior on campus. She has been working on her undergraduate courses in hopes of applying to nursing school. She met with you last spring because she failed 2 prerequisite courses putting her under the GPA requirement for the program. She is retaking the courses this year in hopes of raising her GPA. She is heavily involved in campus activities, holds a leadership position in a student organization, and volunteers for 4 hours every other week. Jane comes to you seeking advice of how to make this year her best year ever in college.

- What resources on campus could you give to this student to help retain this student?
- What policies and procedures impact this student's experience?
- How would you respond to this student in a caring way based on your knowledge of the student, and of campus resources, policies, and procedures?
SCENARIO 2

John is a new transfer student at a public, four-year university. Undecided about his major, he struggles to find a sense of belonging on his new college campus. He experiences a “transfer shock,” as he struggles to acclimate himself into his first year as a transfer student. He pulls through with a D+ in one of his upper division writing classes, but he knows he can perform better. So, he decides to speak with an academic advisor for guidance as he considers dropping out of school and working full-time instead.

- What resources on campus could you give to this student to help this student persist?
- What policies and procedures impact this student's experience?
- How would you respond to this student in a caring way based on your knowledge of the student, and of campus resources, policies, and procedures?
WHY DOES IT MATTER?

TAKE A MINUTE TO REFLECT ON WHAT WE HAVE SHARED TO THIS POINT?

WHY IS IT IMPORTANT TO BE A CARING EDUCATOR?

“We do not learn from experience ... we learn from reflecting on experience.”
- John Dewey
“LANGUAGE IS NEVER NEUTRAL” (P. FREIRE)

- Listen to your students to create a relationship
- Identify systemic issues that devalue students
- Identify systemic issues that communicate that the student is deficit
- Identify students who are not seen or are erased

Your actions
- Empower your students
- Encourage goal attainment
CONTINUE TO DEVELOP YOURSELF

• MAKE A HABIT OF REVIEWING THE INSTITUTIONAL MISSION - WHAT DOES IT COMMUNICATE ABOUT THE STUDENT EXPERIENCE?

• WHERE ARE THE DEFICITS IN OUR SYSTEMS THAT IMPACT OUR STUDENT'S EXPERIENCES?

• AFTER ENGAGING WITH STUDENTS, WHO IS NOT INCLUDED IN INSTITUTIONAL DATA?

• AFTER ENGAGING WITH STUDENTS, HOW ARE YOU ADDRESSING POLICIES THAT IMPACT RETENTION, PERSISTENCE, AND COMPLETION?

• AND HOW ARE YOU CONTINUING TO DEVELOP AS A CARING EDUCATOR?
LEARNING OUTCOMES

• DESCRIBE ATTRIBUTES OF A CARING EDUCATOR.
• DEFINE RETENTION AND PERSISTENCE.
• EXPLAIN THE DIFFERENCE BETWEEN RETENTION AND PERSISTENCE.
• FLIP THE NARRATIVE ON DEFICIT THINKING FROM STUDENTS TO INSTITUTION.
• EXPLAIN ONE STRATEGY FOR IDENTIFYING INSTITUTIONAL DEFICITS THAT IMPACT STUDENT SUCCESS.
LEARN MORE . . .

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- MICHELLE ASHA COOPER
- NICOLE MCDONALD
- THOMAS MAJOR, JR.
- (2015)

Chapters from The Handbook of Student Affairs Administration (2016)
THANK YOU

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