

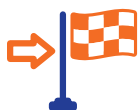
For Us, By Us:

A Student-Inclusive Approach to Redesigning Advising



This proposed research study was developed by a graduate student a part of the Advising Success Network (ASN) to explain and explore the lived experiences of the ASN fellows in conjunction with the impact of their engagement. The significance of this study is to share the benefits of a student-inclusive approach to redesigning advising. Institutions and organizations can value receiving students' direct input, notably when the purpose is to support the targeted student population.

1



Goal and Process of Creating the Research Project

The proposed research study would consist of a mixed-methods, integrated concurrent design, suggesting the question, "How does a student-inclusive approach to redesigning advising explain the impact of student engagement in similar programs?" A holistic or pragmatism approach best fits this study to understand the impact of holistic advising and the incorporation of student engagement with redesigning advising (Biddix, 2018). Also, evaluating the first cohort of ASN would be valuable to organizations, institutions, and students. While exploring the ASN fellows' lived experiences, it is also essential to explain the significance of implementing student-inclusive programs.

2



Reflection

Institutions and organizations designed to be student-focused have the potential to better their practices by incorporating the student's voice but also their engagement. Students find belonging and mattering when they are called upon by other leaders in higher education to share their experiences. If used in the future, institutions and organizations should highly consider creating student-inclusive programs or fellowships that will:

- Create safe and supportive environments.
- Not further exploit the experiences and work of college students.
- Enhance the experiential learning of students.

Additionally, a student-inclusive approach is not limited to redesigning academic advising but can be applied to other functional areas in regard to the decision-making process for students.

As the field commits to finding newer ways to better promising practices, the students' input cannot go unnoticed. Surveys alone will not be able to sustain the amount of feedback and involvement that students want to share with their institutions. Redesigning advising for students by students can best express the positive connections between students, faculty, staff, and other partnering organizations. The journey to advancing higher education must consist of various individuals, including the student, to solve problems in a collaborative approach.

Biddix, J. P. (2018). *Research methods and applications for student affairs*. John Wiley & Sons, Incorporated.

Carnaje, E. G. (2016). *Advising Across Race: Providing Culturally-Sensitive Academic Advising at Predominantly White Institutions*. *The Vermont Connection*, 37(1), <https://scholarworks.uvm.edu/tvc/vol37/iss1/4>