

**Concurrent 2:
Validation approach
to advising and
teaching**

Curzan & Moldwin Report: Values (March 2019)

Recommends adopting a set of *shared values* for undergraduate education at the University of Michigan:

<i>Bold Exploration</i>	To expand knowledge and encourage curiosity and discovery, to gain in breadth of experiences and in depth of critical inquiry, and to embrace intellectual and creative risks.
<i>Greater Good</i>	To encourage a sense of responsibility to society, both local and global, and to promote informed, active citizenship focused on creating ideas and outcomes bigger than ourselves to benefit others.
<i>Purposeful Inclusion</i>	To thoughtfully, intentionally, and actively engage in a community that allows all members to thrive by valuing and learning from others' backgrounds, identities, and perspectives, and by striving for equitable treatment.
<i>Collaborative Spirit</i>	To seek and learn effective teamwork across disciplines, with intellectual and cultural humility, integrity, and awareness of the value of diverse contributions for collective achievement.
<i>Well-being</i>	To foster resilience in the face of adversity and challenges and to support the overall health of each individual within the learning community as they pursue their goals.
<i>Self-determination</i>	To promote reflection, explore purpose, and make mindful choices among pathways leading to meaningful work and meaningful lives.

Curzan & Moldwin Report: Recommendations

“As the Strada-Gallup Student Survey suggests, students who thrive after college often identify a specific faculty mentor or an instructor who made them excited about learning.”

Bold Exploration

Greater Good

Purposeful Inclusion

Collaborative Spirit

Design more spaces on campus outside departments to **encourage informal meetings** among faculty and students.

Coordinate advising across the University to improve consistency, quality, and innovation in advising and of a strong network of effective support across units.

Emphasize the importance of teaching during the hiring process. Establish a consistent culture across campus that recognizes teaching as a scholarly activity.

*Well-being &
Self-determination*

Recommendation 3: The expansion of tools to guide faculty in creating course-level policies and practices that support student wellbeing and success.

- Develop a comprehensive Faculty Toolkit with suggestions for a more inclusive classroom environment, **implementing course policies that support student wellbeing** (such as clear and transparent grading policies, policies surrounding late and missed assignments, and policies that encourage a culture of learning from mistakes), and additional faculty resources for student support.
- **Improve instructor awareness** of student mental health concerns.
- Offer and **incentivize instructor training** related to Diversity, Equity, and Inclusion.
- Provide tools to **support instructor course planning**.

Student Academic Success Report (May 2023)

Pilot programmatic activities and initiatives

- Integrate expertise available to **develop trainings** for faculty, advisors, and graduate student instructors **on how to use a validating approach** to work with students, particularly those who are struggling academically and interpersonally, and those in large courses with high DFW rates.
- Develop low-barrier opportunities for **informal faculty-student interactions** at early time points in courses, as an essential step in validation strategies.
- Rethink how large course instructional teams monitor, respond to, and **communicate concerns about student progress** to academic advisors and directly to students.

Student Academic Success Report (May 2023)

Organizational change

- Invest in and **support academic advising staff**, including an expansion of academic coaching.
- Invest in **academic advising technology** and coordinating structures to support it.
- Expand ECoach for academic advisors to provide **personalized feedback to students**, informed by validation theory.

Future Research Directions

- Research the experiences of students on academic probation or warning to understand how these designations support or deter retention and success.
 - Whether and **how validating practices are used to support students' movement forward** after struggling academically.
- Support research that examines the **effects on student success of the consistent use of a validating approach.**

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What is Validation Theory?

*“Validation refers to the **intentional, proactive affirmation of students by in- and out-of-class agents** (i.e., faculty, student, and academic affairs staff, family members, peers) in order to: 1) validate students as creators of knowledge and as valuable members of the college learning community and 2) foster personal development and social adjustment.”* - Laura Rendón

Shift from student’s responsibility to institution’s responsibility to retain at-promise students (racially minoritized, first generation, low income).

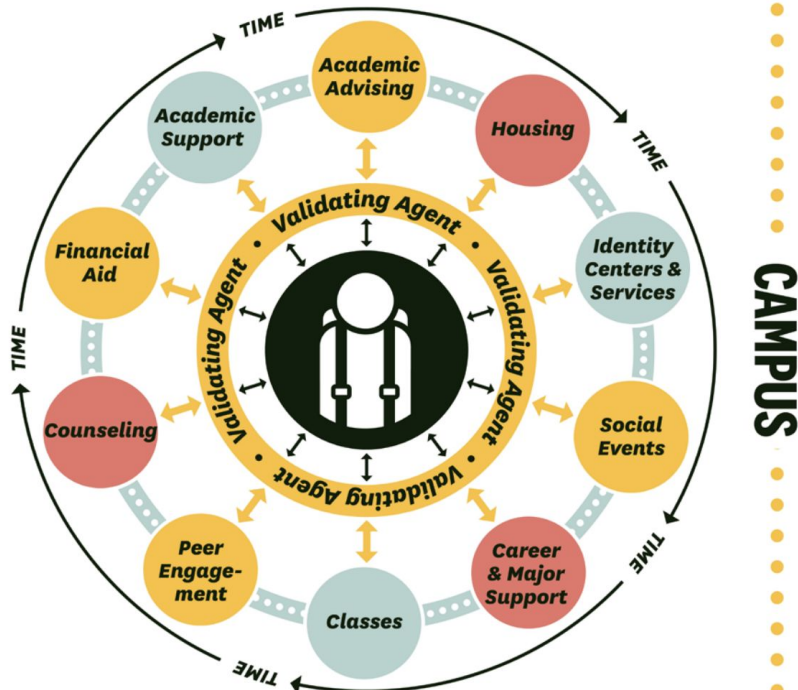
Why Does Validation Matter?

The PASS ([Promoting At-Promise Student Success](#)) Project found that validating approaches can promote the following outcomes, which are associated with improved academic performance and college experience:

- Sense of belonging
- Academic self-efficacy
- Social self-efficacy
- Career self-efficacy
- Mattering

Shift from deficit-based to asset-based thinking. View students' backgrounds, identities, knowledge, and skills as strengths that can help them succeed.

ECOLOGICAL VALIDATION MODEL OF STUDENT SUCCESS



“Offer integrated, high quality programs in a **validating, asset-based, student-centered way**”

“Critical to **align resources** across campus and have **sustained collaboration** between campus partners”

“It’s not just **WHAT** you do but **HOW** you do it that helps students succeed”

Source:

PASS (Promoting At-Promise Student Success) Project
<https://pass.pullias.usc.edu/ecology-of-validation/>

ECOLOGICAL VALIDATION MODEL OF STUDENT SUCCESS

USC Rossier
College of Education
University of Southern California



University of
Nebraska



Validation in Practice: *Comprehensive Studies Program*

- A **holistic academic advising** model where focus is on knowing the scholar as a whole person so as to appropriately advise on goals and needs.
 - 45-min advising appts. to build trust; *required* appointments (1st year)
- **CSP-specific** courses: Intensive sections of gateway courses with more class time, increased access to instructors, smaller class size, structured feedback
- Strong **communication** between CSP faculty and advisors for coordinated support (progress reports are a key tool)
- **Dedicated** financial aid advising team for CSP; working in our suite 1 day/week
- **Embedded** CSP CAPS counselor - appointments and programming
- **Summer Bridge** Scholars Program (courses, advisor-led student success workshops, co-curriculars, community building)

Group Activity Instructions

- Break into small groups and discuss provided prompts
 - See discussion questions on your table
- Generate ideas about how to validate students in advising and teaching settings
- Record your ideas on easel paper for a Gallery Walk of all Provost's Seminar participants during lunch
- Share your top ideas with the group

Discussion Questions

- How do we apply validation theory in **advising spaces**? What can/should we do now?
- How do we apply validation theory in the **classroom**? What can/should we do now?
- How could the validation approach be **coordinated across the multiple contexts** in which our students live, work, and study?
- What **professional development opportunities** should be offered to assist advisors and instructors in promoting a validation approach?
- What **institutional challenges and opportunities** do we need to consider in order to implement a coordinated validation approach at U-M?

References

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Thanks for participating!

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