



# The Benefits of Academic Coaching on the Student/Instructor Relationship in Higher Education

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# Agenda - Filling the Gap

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BACKGROUND: MY WORK AS AN ACADEMIC  
COACH AND INSTRUCTOR



ISSUES IN HIGHER EDUCATION



DISCUSSION: HOW MIGHT COACHING IMPROVE  
THE INSTRUCTOR/STUDENT RELATIONSHIP?



- Academic Challenges
- Academic Coach
- Doctoral Candidate
- Instructor

# My Background

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# Early College challenges and struggles

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- First-generation college student
- Physical disability
- Low-Income
- Limited direction or guidance
  - Limited beneficial relationships





# Academic Coaching Career: The Plug

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- SpringForward Academic Coach at Ohio State
  - Traditionally marginalized and underrepresented minority students
- Academic Coach intern at UTSA
- Training
- Experience
- Research

Doctoral  
Candidate... *Almost*  
there...

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# Course Experience

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ESEPSY-2059: HOW TO BECOME A SELF-REGULATED LEARNER

Attendance: 20-25 students

\*Voluntary enrollment

\*Ed. Psych inspired

Focus: Self-regulating learning, motivation, growth mindset vs fixed mindset, etc.

EXP-2100: THE SPRINGFORWARD SUMMER EXPERIENCE

Attendance: 20-30 students

\*Required enrollment

\*Similar content to ESEPSY 2059, but with a focus on personal wellness

Student -centered/holistic approach to student success

Focus: Personal wellbeing



- Issues with instructors
  - Issues for instructors
    - Structural problems
  - To adjust or not?

# Issues in Higher Education

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No formalized instructor training (Robinson & Hope, 2013)



Wide range of teaching ability (Silva, 2020)



What to expect? (Wilson, Ryan, & Pugh, 2010)

- The First-Generation conundrum

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## Review: Issues with Instructors

# Majority of New Faculty



ME





# Issues of Implementation

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## Faculty:

- Publish or perish
- Increased demands
- Sense of autonomy
- No institutional emphasis or accountability
- Diverse student populations

# New Direction in Coaching & the Benefits: A Discussion?



# Desired Qualities Faculty

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- Caring, compassionate, understanding
- Knowledgeable, Well taught but challenging
- Encouraging
- Personable
- Helpful

(Clay & Breslow, 2006)

# Course Experience

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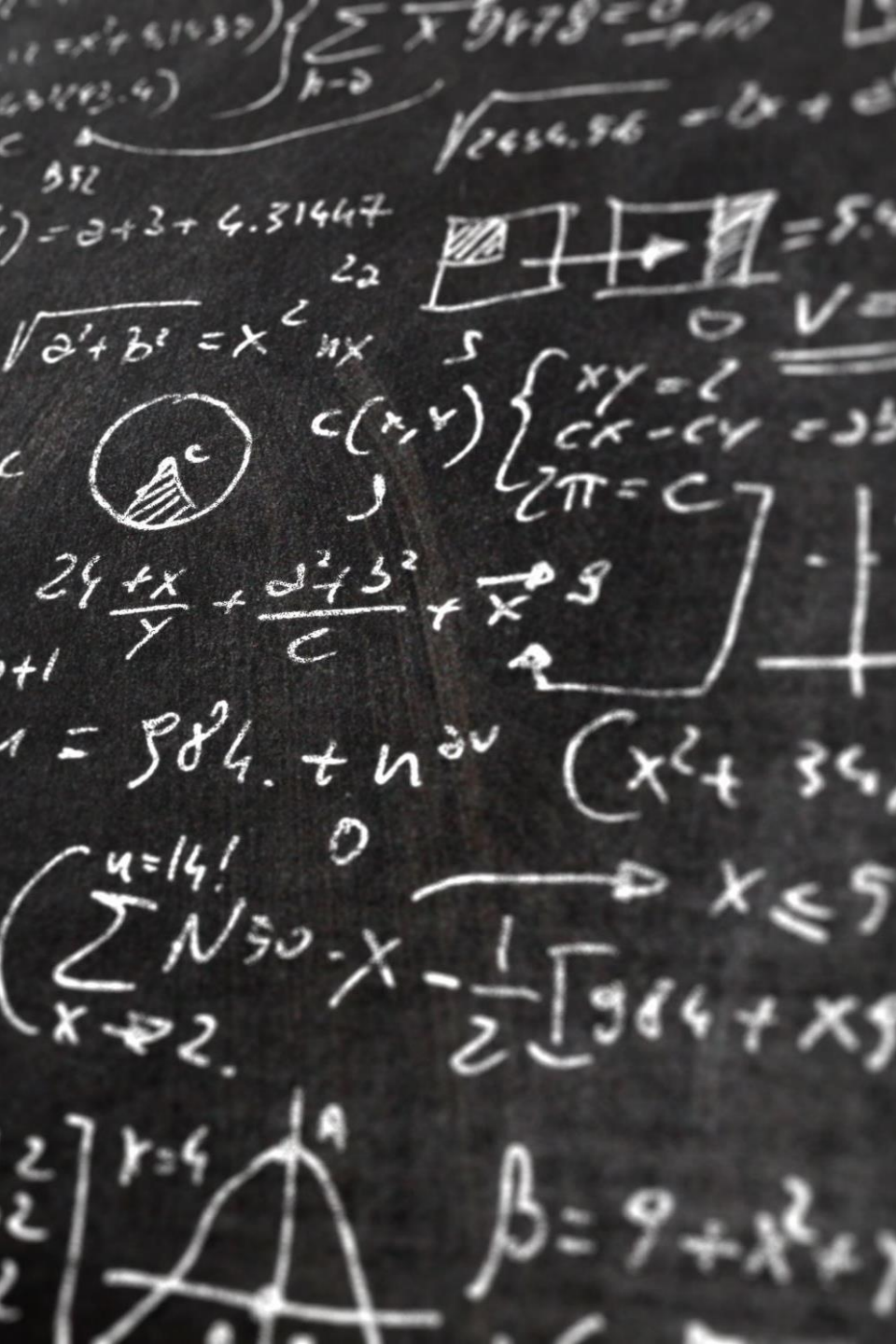
Focus: Personal wellbeing

# ACADEMIC Coaching and BEYOND: The Benefits

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Topics discussed in both classes:

1. Growth mindsets: Practice makes perfect (Dweck, 2006)
2. Planning/Scheduling Days: Both in class and in personal life
3. Motivation: Expectancy/Value, Finding your "why" (Sinek, 2017)
4. Procrastination: What is behind the procrastination, We all do it!

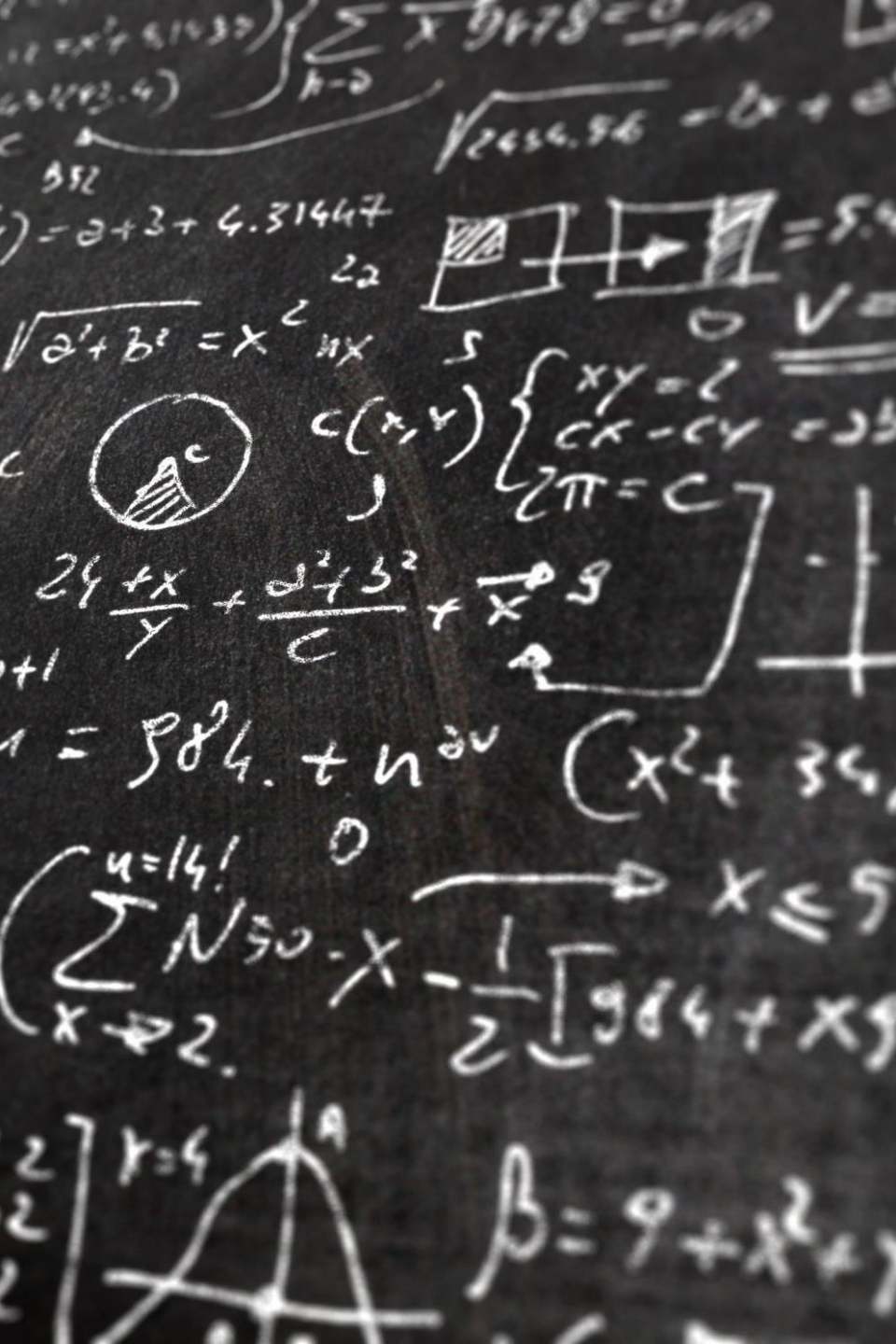




# ACADEMIC Coaching and BEYOND: The Benefits

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Kairotic Space Benefits: (Price, 2013)  
“the less formal, often unnoticed, areas of academe where knowledge is produced and power is exchanged. A classroom discussion is a kairotic space, as is an individual conference with one’s advisor.”



# How might students benefit?

- Faculty study learning theories
- Faculty study academic strategies
- Faculty have better knowledge of student learning and variance in learning
- Faculty feels more of a stake in student success
- Faculty might design class with less barriers and more flexibility
- A person to rely on
- Through one-on-one experiences: Faculty meet more students to learn about challenges both in and outside of the classroom
- Understanding and empathy in Kairotic spaces

# Guided Feedback and Discussion:

- Is there a problem in the classroom?
  - Would a program like this help improve the instructor/student relationship? How?
  - Would students benefit from additional teacher training in general?
- What are some additional barriers to implement this plan?
- I found research regarding specific programs, both requiring and incentivizing, instructor training courses for faculty. **At your institution:**
  - Would this be better as an institution-wide program or at the departmental or college level?
  - Should control, either partially or fully, in the creation of the program?

# Thank you all for coming!

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Contact for feedback/suggestions/kind words ;-):

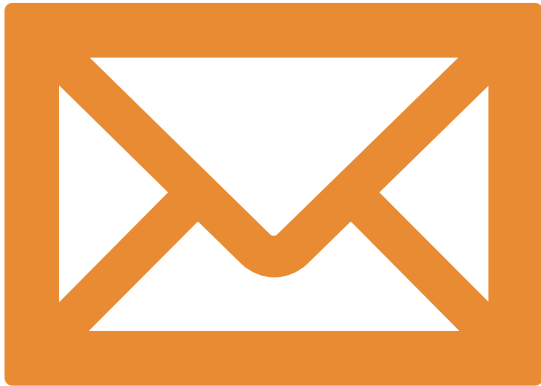
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Check us out!:

SpringForward: <https://u.osu.edu/springforward/>

Dennis Learning Center: <https://dennislearningcenter.osu.edu/>



# References:

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Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House, 2006.

Robinson, T. & Hope, W. (2013). Teaching in higher education: Is there a need for training in pedagogy in graduate degree programs? *Research in Higher Education Journal*, (2), 1-11.