Summary of discussions that followed the 2017-2018 NACADA Webinar Series – Building Advisor Competency

This summary is to assist with planning activities/training, which can occur on an institutional level, and on a personal level. All should be intentional.

Conceptual Training & Development (WHY)

- Is there a mandated “orientation” to the role?
  - Unit specific; info can be shared
  - Understand the programs needed to do the job (functionality of the role)
- Reading Academic Advising Today and Clearinghouse articles
- Watching Ted Talks on breaks (education, motivation, goal setting, mindfulness, positive thought)
- Attending conferences, webinars
  - Do we share this with colleagues in our offices and across campus?
- Student Development Theory and what it looks like and informs interactions with students
  - What are we hearing from our students?
- Discuss core values – create an example of each value
- Implicit Associations Test (online)
- “Advising is an educational activity”
- Letter of Accomplishment (CHERD)
  - Organize thoughts and perspectives
- What are the strategies used with students?
  - Be aware of times in which to use different approaches
  - Is what we are doing generalizable? Can this be shared?
- Awareness of own identities, biases and privilege
- More advising info re: Canada needed – Canadian advising history is different than the U.S. model
- NACADA Core Values – How do you define the values that direct your work?
- Encouraged to be a scholar

Relational Training & Development (HOW)

- Boundaries and individual approaches
- Skills to intentional work with students, e.g., active listening
- Consultation with others in our unit
- Debriefing with others
- Webinars re: giving bad news
- Who is our audience? E.g., mature, high achievers, student athletes, special populations; working with Indigenous students (talk to the experts); use Clearinghouse articles/information
- What are best practices?
- Decolonizing our work – fireside chats, and?
- Develop personal philosophy – Why am I an advisor?
  - A “live” document – changes over time
• Be able to explain the curriculum -- breaks down silos and deepens understanding of curriculum and how student will benefit
• Must be intentional
• Assess: What does/should success look like?
  o Success -- institutional and student-focused
• Links to equity and inclusion (from conceptual competencies)
• Promotes student understanding of all aspects of their education
• Provides a shared language
• Questioning skills (link to conceptual skill of understanding the range of approaches and strategies that are available)
• Assessment – progress and concerns (self and institutional)
  o Use CACUSS competencies to assess self re: core/intermediate/advanced status in advising
  o Assessment of skill acquisition and development not a performance review
• Linked chain idea – awareness of self; communication skills that promote inclusivity (key messages, active listening) and establish rapport; supports on campus; follow-up

Relational Competencies Follow-Up Question: What do we do to acquire more skills?
• Hot topics (FYC)
• Case studies
• Student suggestion boxes
• Website (survey) – Ongoing?
• Use Advisor Exchange to catch up on new developments
• Reflect with someone else
• Use campus resources to create a deeper understanding

Gaps:
• Information for front line people
• Info about D2L and what students see (advisors need to know)
• Program changes (Senate)
• New advisor onboarding/checklist (add to website)
• Advising career ladder

Informational Training & Development (WHAT)
• Share with colleagues in office
• Finding others with similar interests and sharing the information with others
• Learn more about our departments
• Go to first year classes
• Self-guided learning course
• Position descriptions (can be used for assessments) - update
• U1 Advising Handbook
• Attend UMAE (Advisor Exchange) meetings regularly
• Understand campus policies, documentation, e.g., Senate minutes
• Membership on Faculty Council
• Student Affairs PD Day
  o Briefing Day?
• CUCA certificate (transfer credit)
• Intentionally reach out to campus units (experts), e.g., International Centre, Migizii Agamik
• The “ideal” advising appointment
• Refer to online resources on UM advising webpage and NACADA Youtube channel
• Substance of academic advising = institution specific aspects
• Are policies and procedures re: students/advising easy to access on the U of M website?
• Ways to synthesize and apply all conceptual elements in an advising situation
• Who are our students?
• Steps to an effective referral/what is an effective referral?
• Use of technology in advising must be intentional
• Link FIPPA/PHIA information
• The “hook” for continuing professional development
• To help students negotiate institutional bureaucracy
• How do advisors learn about the history, mission, etc.
• Legal issues

**Recognition, Assessment & Scholarship**

• Where does our recognition come from?
  o Intrinsic motivation vs. official recognition
• How do we recognize ongoing development?
• How can we incentivize this institutionally? (the role of the institution)
• Think about assessment practices (is this a future topic?)
  o What are concrete examples?
• NSSE data; CUSC on Student Affairs website (on Student Affairs/Institutional Analysis websites)
  o Inform our work in our units, e.g., FYPG, incorporating the Career Compass into the Guide;
• Keep track of PD and learning opportunities (resume; portfolio)
  o Evidence gathering = assessment of our work
• Keep focused on the student academic cycle and student success
• Be involved in professional organizations (dependent on job description)
• Have advisors develop their own advising philosophy
  o possible future workshop/meeting time to work on this concept – a good way to assess our own personal practice (time to reflect)
  o could be used for a job description and/or resume
• Important books to consider: *Developing as a Master Advisor* (Grites)
• Include advising in the strategic plan for the U of M
• Certificate of Accomplishment as part of a position? (preferred and/or required in a position)
  o Negotiate with department to pay up front so advisor isn’t out of pocket
  o U of M will reimburse up to $ annually
• Involve self in unit or assessment plans as appropriate
Transcript of notes from brainstorming session on opportunities to develop specific competencies from the NACADA Academic Advising Core Competencies Model

NACADA Webinar
May 22, 2018
9:30 AM – 11:30 AM 307 Tier

Relational Component
R2 – Create rapport and build academic advising relationships
- U of M Website (Office of Institutional Analysis)
- Student Supports
- Attend Advising Exchange meetings (speakers, learning)
- MAP/NACADA/CACUSS
- Connection with other departments units
- Unit meetings – regularly and frequently
- LOD workshops
- Warm handoffs (referrals)
- Practice deep listening skills
- Motivational interviewing

R4 – Plan and conduct a successful advising interaction
- Calendar knowledge
- Program planning sheets/UM Achieve
- Listening to student needs
- Follow processes for office
- Recruitment events (Evening of Excellence, Open House, Orientation)
- Partnerships with different offices for educating students (i.e., DYFTS/DYFIS)
- FYPG
- CATL
- Career Compass
- Viewbook
- AIB’s
- Student File/Mtg Notes

R6 – Facilitate problem solving, decision-making, meaning-making, planning and goal-setting.
- Interoffice consultation
- LOD workshops
- Career compass
- Career workshops
- Next 6 weeks
- ALC handouts/Online resources
- Student guide

Informational Component
I3 – Institution specific policies, procedures, rules and regulations
- Senate agendas
- Governing Documents
- FIPPA/PHIA
- R.O. Town Halls
• UMAE meetings
• Advocacy tutorials
• Human rights and conflict management (i.e., sexual assault policies)
• On-boarding processes
• New staff orientation
• Academic integrity website

I4 – Legal guidelines of advising practice, including privacy regulations and confidentiality
• FIPPA/PHIA training, Access & Privacy Office
• AMA Module in UMLearn
• Immigration/Student VISA/work permit – Limitations at disclosure – IRCC
• LOD
• UM Learn – Accessibility Training (Mandatory)
• Legal Office
• Student Advocacy
• NACADA Canadian Interest Group

I5 – The characteristics, needs, and experiences of major and emerging student populations
• Student affairs research reports – CUSC, NSSE
• O.I.A. stats
• R.O. reports
• Access to term grades? (GAP)
• Advising website
• NACADA webinar
• Calendar
• Meet and Greet with Students (GAP)
• Understanding students’ needs from year to year
• Student recruitment
• Mental Health Goals (environmental, physical, etc...)
• MCO publications (social media)
• Let’s Talk Science (student driven initiatives)

Conceptual Component
C3 – Theory relevant to academic advising
• NACADA Clearing House
• Advising Essentials Course
• NACADA – Regional and National Conferences
• CACUSS
• Brigitte 😊
• Student Development Theory Workshops
• In-House Advisors
• MAP
• UM Learn Course (Brigitte Wiebe)
• Scholarly/Academic Records
• NACADA Summer Institute
• Fellow Advisors (Office/Unit/Campus)

C4 – Academic advising approaches and strategies
• NACADA Clearing House
- MAP
- UMAE
- Student Affairs PD
- Brigitte 😊
- Jenny Bloom’s MAP recording
- NACADA Youtube
- Advising website
- Scholarly and academic articles
- NACADA advising books

C6 – How equitable and inclusive environments are created and maintained
- Accessibility Customer Service Training
- New staff orientation
- Diversity & inclusion office
- Responding to sexual assault disclosures
- LOD workshops
- Mental Health First Aid
- Rainbow Resources Training
- Klinic
- Shepell
- Cultural Diversity Measurement of Office
  - Deliberate/targeted improvements

Thank you everyone! 😊