



Professional Development for Academic Advising at GT

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GTAAN JANUARY MEETING

2017

Objectives

- ▶ Training and professional development
 - Goals, needs
- ▶ Overview of possibilities
 - What others are doing
- ▶ GTAAN's role in professional development
- ▶ Begin the (campus) discussion

Job description/Charge

- ▶ “**Collaborate** to develop and offer professional development and training for undergraduate advisors **across all academic units**, including a certificate program, an onboarding training program for new advisors, the annual best practices conference/summer symposium, and other workshops and programming.”

From my “job talk”: Professional Development

- ▶ **Training**
 - Relevant; defined learning outcomes
 - Onboarding for new hires
 - Collaborative effort (design, delivery, evaluation)
- ▶ **Best-practices and research**
 - Annual conference, symposium, and more on-campus, advisor-led opportunities to share, reflect, and learn
 - Regional/national conferences (NACADA and other fields)
 - Encouraging “scholarship” and leadership
 - Incorporating “career advising” and “at risk” intervention
- ▶ **Campus collaborations = new opportunities**
 - New joint initiatives
 - Committee work to network, learn, and educate others
- ▶ **Overcoming barriers (internal/external)**
 - Special considerations in decentralized models

Training vs Professional Development

For the job/tasks you have now:
Training

- ▶ Specific skills/knowledge
- ▶ May be most relevant for new hires/new professionals

For future job/roles and goals:
Professional Development

- ▶ Often includes philosophical and theoretical concepts
- ▶ Growth

Advising at Georgia Tech*

- ▶ **Vision:** Undergraduate academic advising at Georgia Tech will help students to become successful and responsible global citizens who make meaningful contributions in their communities.
- ▶ **Mission:** Undergraduate academic advising at Georgia Tech provides respectful, responsive, informed support for students to identify and achieve their academic and professional goals. Advisors will clearly communicate and collaborate with students to navigate institutional structures and connect with resources on campus.

*Academic Advising Committee

And advising should

- ▶ Intentionally help GT achieve RPG goals
 - Role in retention, persistence/progress, graduation
 - Support student success
- ▶ Align with and promote goals of dept/program/college/school
- ▶ Be valued/recognized as part of students' learning process

Informing our training and professional development

Five foundational components or key competencies of academic advising (Habley and McClellen)*

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Training-Components.aspx>

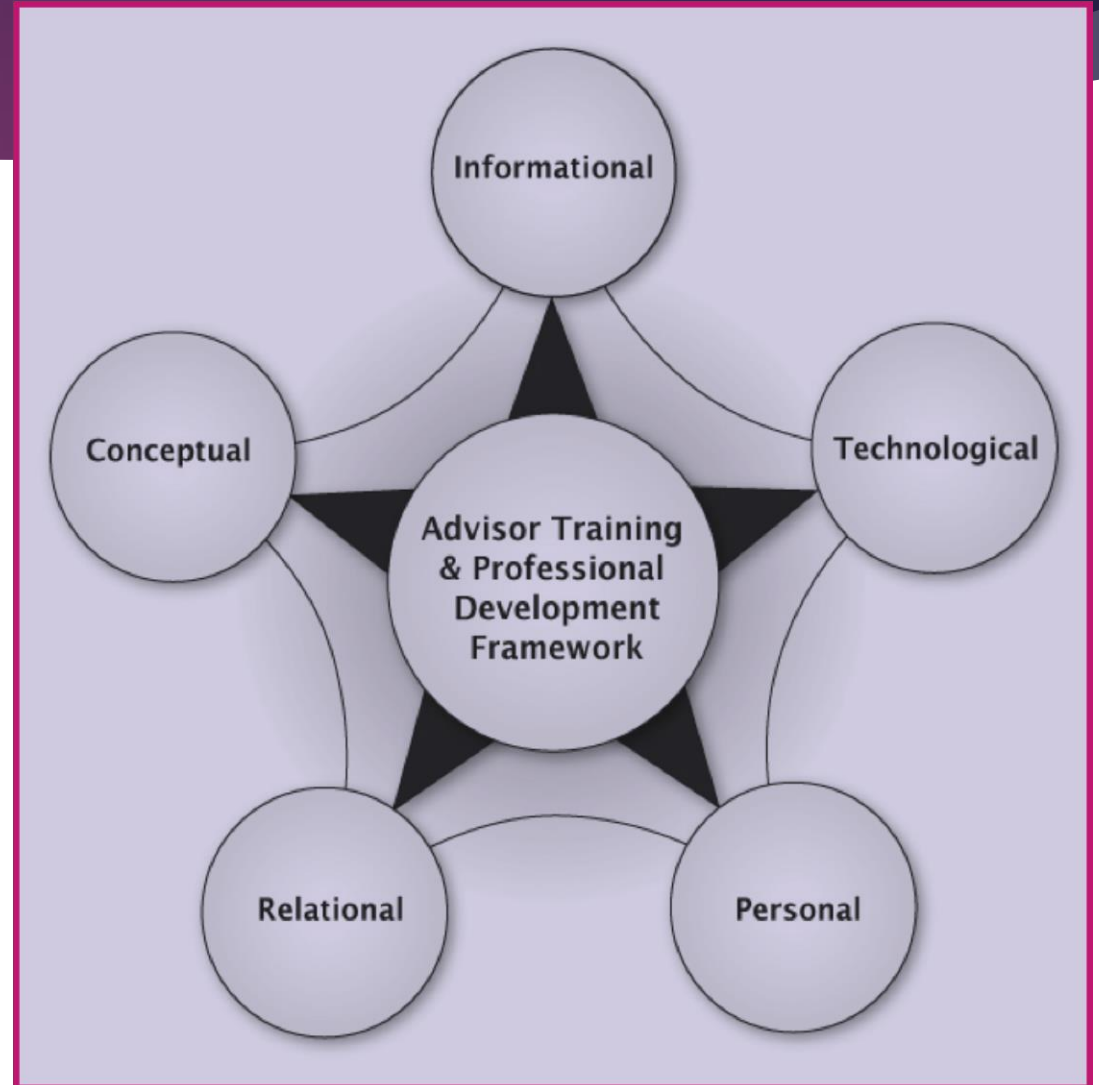
Provides an in depth overview

From University of Wisconsin's Guiding Framework for Advisor Training

<https://advising.wisc.edu/facstaff/?q=content/guiding-framework-0>

See also UC Davis

<https://academicadvising.ucdavis.edu/professional-development/pd-theory.html>



Training our newest colleagues

- ▶ New Advisor Training
 - New to the profession
 - New to Georgia Tech
 - For staff and faculty advisors
 - Possibly other types of advisors
 - ✓ Career
 - ✓ Study Abroad
 - ✓ Student Affairs professionals

Training: what we need

- ▶ Onboarding: What every new advisor needs to know & be able to do
 - ▶ Time-sensitive; online and self-paced; compliment unit trainings
 - ▶ Cover GT policies & procedures, rules & regulations
 - ▶ Campus culture and expectations
 - ▶ Advisor Tool Kit
 - ▶ Resources (contacts, services, deadlines, how things work at Tech)
 - ▶ Technology at Tech
 - ▶ Banner, Degree Works, GradesFirst, Reports
 - ▶ Advising Handbook

How will we do this?

- ▶ Collaborative effort

- AAM, GTAAN (subcommittee), Advising Committee
- Advisors who don't participate in GTAAN
- Stakeholders

(Registrar, Financial Aid, Bursar, OIE, OIT, FASET/NSSP, CAS, Comm Lab, Library, C2D2, OUE, colleges/academic units, HP, etc.)

- ▶ Reflective, input-based

- “What do advisors at Tech need to know?”

- ▶ Input/expertise from OHR, technology, etc.

- ▶ Example: University of Wisconsin

<https://advising.wisc.edu/facstaff/?q=content/training>

Ongoing Training and Professional Development

- ▶ Purpose: to create and sustain a positive and thriving advising culture across a campus
 - Networking, new knowledge/skills, maintain advisor commitment and motivation
 - Format: workshops, GTAAN meetings, webinars
 - A few possible topics:
 - Technology in advising
 - Student decision-making/accountability
 - Appreciative Advising
 - Career Advising
 - Advising as Teaching
 - Effective interventions for at-risk students
 - Mandating advising
 - Advising students returning from Study Abroad
 - Difficult conversations

Professional Development: Certificate Program

Beyond the workshop/meeting

Commitment and recognition

Cohort benefits

▶ Common practice

- ▶ <https://academicadvising.ucdavis.edu/professional-development/advising-certificate.html> (UC Davis)
- ▶ <https://advising.dasa.ncsu.edu/advisor-development-institute-adi/> (NC State)
- ▶ http://www.stonybrook.edu/commcms/stars/_alltools/advcertcourse.html (Stonybrook)
- ▶ <http://advising.sdes.ucf.edu/aep> (Central Florida)
- ▶ <http://u.osu.edu/acadaos/professional-development/> (Ohio State)

Additional Professional Development Opportunities and Support

- ▶ Research and publication
 - ▶ Shanta Hutchins' proposal
- ▶ Presenting at conferences
- ▶ Proposal writing
- ▶ Assessment and evaluation
- ▶ Setting (and achieving) annual prof dev goals
- ▶ Grant writing and application
- ▶ Balancing graduate school and your career
- ▶ Leadership
- ▶ Supervision and management

How will we develop these programs?

- ▶ Methodically
 - Identify and include stakeholders
 - Define learning outcomes
 - Develop assessment
 - Revisit and refine
- ▶ GTAAN Professional Development Committee
 - Exec Board
- ▶ Collaborate across campus
 - Build a “bank” of facilitators
 - Draw on campus expertise
- ▶ Design and conduct needs assessments

Why do these things?

- ▶ Institutional Advising Standardization
 - Consistency, quality, knowledge, access to resources
 - Yes, even in our decentralized model
- ▶ Advisor identity, professional satisfaction
- ▶ Recognize and reward
- ▶ Promote advising as a profession at Georgia Tech