

Navigating the Choppy Seas of Professional Development

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Navigating WIU's Choppy Seas...

→ Decentralized Campuses

- ◆ Macomb Centralized Advising Offices - UAASC, BGS, CBT, COEHS
 - Advising Administrators
 - Professional Advisors
 - Graduate Assistant Advisors
- ◆ Macomb Decentralized Advising Offices - CAS, COFAC
 - Advising Administrators
 - Professional Advisors
 - Faculty Advisors
 - Graduate Assistant Advisors

...Batten Down the Hatches

→ Decentralized Campuses

- ◆ Quad Cities Campus Decentralized Offices
 - Professional Advisors
- ◆ Supplementary Advising Offices - Athletics, Honors, Study Abroad, Veterans Resources
 - Professional Advisors
 - Graduate Assistant Advisors

Our Compass (the why)

- Legitimize our profession to students, faculty, staff, and administrators
- Provide a strong training and mentoring model
- Standardize advising skills
- Create a culture of life-long learning
- Protect our jobs in challenging economic times
- Set up promotional levels

Charting the Course (the plan)

- First 5 (NACADA, St. Louis, October 2017)
 - ◆ Core competencies and core values unveiled
- Expanded to entire campus advising community with one representative from each college - Advising Leadership Team (ALT - June 2018)
 - ◆ Autonomous advising structure
 - ◆ Council of Academic Advisors (COAA) only tie to all advisors on campus
- Model schools we looked at UC-Davis, UC-Berkeley, The Ohio State

Piloting the Ship (part 1)

→ Spring 2018

- ◆ Core competency and professional development plan created by ALT
- ◆ Sought buy-in from provost and deans
- ◆ Purchased books and webinars for advising community
- ◆ Unveiled at COAA and expanded ALT
- ◆ Developed component for the all-campus advising workshop in August 2018

→ Featured at workshop (August 2018)

- ◆ Distributed folders and books
- ◆ NACADA core competency background
- ◆ History of academic advising
- ◆ History of WIU advising
- ◆ Introduction to the advising philosophy

Piloting the Ship (part 2)

→ Fall 2018

- ◆ Session 1 - Advising Styles/Models Part I - Appreciative, Strengths-Based and Developmental
- ◆ Session 2 - Digital Civility and Communicating in an Inclusive and Respectful Manner
- ◆ Session 3 - Articulation of Advising Philosophy Part I

→ Spring 2019

- ◆ Session 4 - Advising Styles/Models Part 2 - Intrusive (Proactive) and Prescriptive
- ◆ Session 5 - Motivational Interviewing
- ◆ Session 6 - Advising Philosophy Part 2

End goal of year 1: Each advisor has created their own advising philosophy

Avoiding Walking the Plank (our challenges)

- Limited resources
 - ◆ Budgets were reduced, not approving travel, no travel reimbursement
- Advisors are at all different levels in careers
 - ◆ Graduate students, new advisors, faculty advisors, seasoned advisors, advisors close to retirement and advising administrators
- No real documentation of our history
 - ◆ Hard to plan for the future if you don't know your past

Shiver me Timbers (what we learned)

→ Limited resources

- ◆ Utilized the advising community and other campus resources (ie. motivational interviewing, digital civility and communication)

→ Advisors are at all different levels in careers

- ◆ Conducted a needs assessment at all-campus advisor workshop
- ◆ For consistency we had a structured plan

→ Important to have the history of advising at your institution documented

- ◆ Invited advising OG's back to present on the history

Looking Through the Spyglass (our future)

→ WIU Campus

- ◆ WIU lending library
- ◆ Additional trainings

→ Statewide possibilities

- ◆ ILACADA video library
- ◆ Illinois speakers bureau