

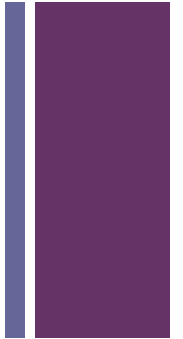


# Intentional Professional Development for Maximum Student Success

Danielle Vegas Kuroski & Ryan Taughrin



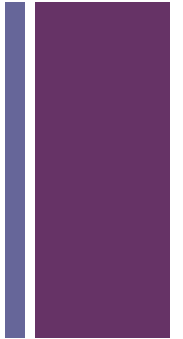
# Learning Outcomes



- Initiate own professional development plan, through a template based on the NASPA and ACPA Professional Competencies.
- Explore research that demonstrates effective advising, and its connection to higher levels of student success.
- Develop an understanding of how these competencies can help individuals grow as a professional, with maximizing student success as an end goal.
- Identify individual methods for advisors to use on their own campus for professional development.



# Competency Frameworks



- ACPA/NASPA
- CAS Standards
- NACADA Competencies
- ASPIRA Competencies





# NACADA Academic Advisor Competencies



- Foundations Knowledge - *conceptual*
  - Advising Philosophy
  - Theoretical Frameworks
- Knowledge of college student characteristics - *informational*
  - General knowledge of college students
  - Specific knowledge of population(s) advised
- Career advising knowledge and skills - *informational*
  - Knowledge of academic major
  - Knowledge of occupational, workplace relationships



# NACADA Academic Advisor Competencies

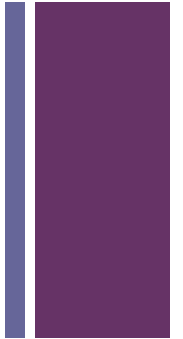


- Communication and interpersonal skills - *relational*
  - Demonstrate the ability to relate to individuals and groups of designated students through the use of basic communication, helping and problem-solving skills
- Knowledge of application of advising at local institution - *informational*
  - Institutional information
  - Referral Resources
  - Graduation requirements
  - Technology use





# ACPA/NASPA Competencies



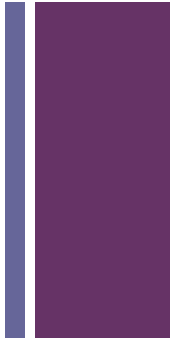
- Advising and Helping
- Assessment, Evaluation, and Research
- Equity, Diversity, and Inclusion
- Ethical Professional Practice
- History, Philosophy, and Values
- Human and Organizational Resources
- Law, Policy, and Governance
- Leadership
- Personal Foundations
- Student Learning and Development

# + Advising and Helping: Beginner



- Exhibit active listening skills
- Establish rapport
- Facilitate reflection
- Use appropriate nonverbal communication
- Facilitate problem-solving and goal-setting
- Know and use referral sources
- Maintain confidentiality
- Actively seek out opportunities to expand one's own knowledge and skills in helping students with specific concerns, as well as working with specific populations
- Identify when and with whom to implement appropriate crisis management and intervention response

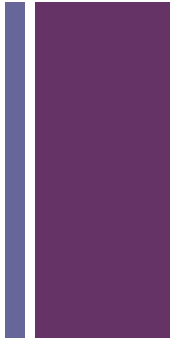
# + Advising and Helping: Intermediate



- Facilitate group goal-setting sessions
- Manage conflict
- Identify patterns of behavior that signal mental health concerns
- Mediate differences among students
- Appropriately mentor students
- Demonstrate culturally appropriate advising, helping, coaching, and counseling strategies
- Initiate crises intervention responses and processes
- Provide advocacy services to survivors of interpersonal violence
- Develop and distribute accurate and helpful mental health information for students, faculty, and staff



# + Advising and Helping: Advanced



- Provide effective counseling services to individuals and groups
- Assess responses to counseling interventions
- Arrange for the necessary training and development for staff to enhance their advising and helping skills
- Exercise institutional crisis intervention skills, and coordinate crisis intervention & response processes
- Collaborate with other departments to address mental health concerns in a comprehensive, collaborative way
- Provide mental health consultation to faculty, staff, and campus behavioral assessment teams
- Develop liaisons with community mental health providers to ensure seamless and coordinated care

# + Advising and Helping Competency Area

## Communication

- Active listening skills
- Seeing and analyzing nonverbal cues
- Starting challenging conversations

## Mentoring

- Facilitate reflection to make meaning from experience
- Coach in the decision making process
- Challenge and encourage students effectively

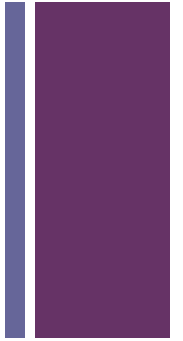
## Mental Health Awareness

- Manage conflict
- Identify when and with whom to implement appropriate crisis management and intervention responses.
- Initiate crisis intervention responses and processes

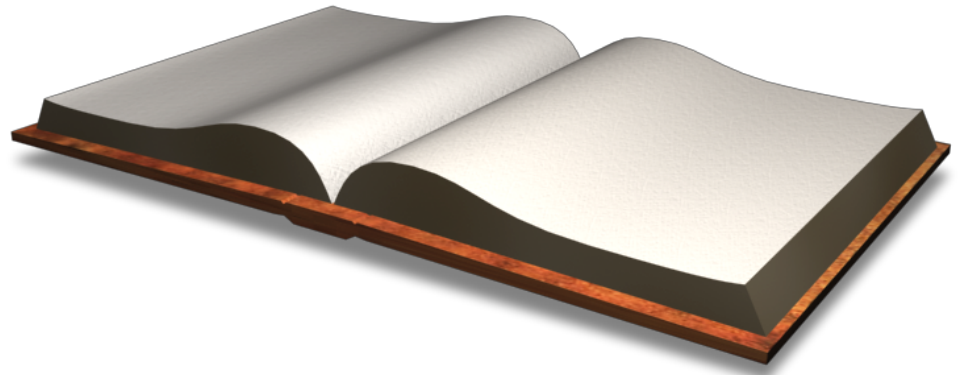
## Knowledge of Campus Resources

- Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.
- Actively seek out opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., suicidal students) and as well as interfacing with specific populations within the college student environment (e.g., student veterans).

# + Research on Advising & Student Success



- Proactive Advising & Other Techniques
- Retention
- Student Success
- Changing Demographics of Student Population
  - Online Students
  - Underrepresented Students
  - International Students
  - Students with Disabilities
  - Non-Traditional Students





# Personal Assessment



## NASPA/ACPA Competencies Personal Assessment

On a scale of 1 to 10, please rank your level of knowledge and/or experience with the corresponding competency.

1 indicates little to no knowledge base and/or experience. 10 indicates a significant knowledge base and/or experience.

*For example, if you have a considerable knowledge base of leadership, but limited experience, you may rank yourself at a 5.*

1. On a scale of 1 to 10, please assess your Advising and Helping competency.  
1   2   3   4   5   6   7   8   9   10
2. On a scale of 1 to 10, please assess your Assessment, Evaluation, and Research competency.  
1   2   3   4   5   6   7   8   9   10
3. On a scale of 1 to 10, please assess your Equity, Diversity, and Inclusion competency.  
1   2   3   4   5   6   7   8   9   10
4. On a scale of 1 to 10, please assess your Ethical Professional Practice competency.  
1   2   3   4   5   6   7   8   9   10
5. On a scale of 1 to 10, please assess your History, Philosophy, and Values competency.  
1   2   3   4   5   6   7   8   9   10
6. On a scale of 1 to 10, please assess your Human and Organizational Resources competency.  
1   2   3   4   5   6   7   8   9   10
7. On a scale of 1 to 10, please assess your Law, Policy, and Governance competency.  
1   2   3   4   5   6   7   8   9   10
8. On a scale of 1 to 10, please assess your Leadership competency.  
1   2   3   4   5   6   7   8   9   10
9. On a scale of 1 to 10, please assess your Personal Foundations competency.  
1   2   3   4   5   6   7   8   9   10
10. On a scale of 1 to 10, please assess your Student Learning and Development competency.  
1   2   3   4   5   6   7   8   9   10



Being  
***“Intentional”***  
about your  
Professional  
Development  
involves  
figuring out  
where you are  
at, before  
moving forward





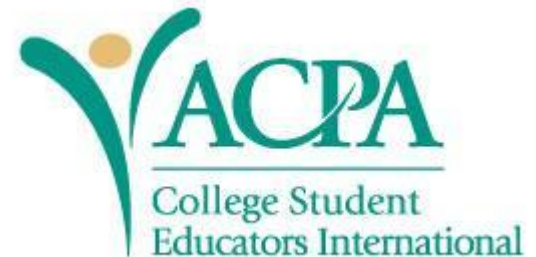
# Professional Development: More Than Just Funding





# So Now What?

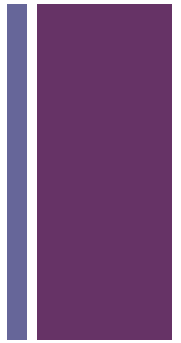
- National:
  - National Academic Advising Association (NACADA)
  - NASPA
  - ACPA
  - National Resource Center (NRC)
  - CAS Standards
- Regional:
  - NACADA Regional
  - NASPA/ACPA Regional
  - CSPA-NYS
  - UAC





# So Now What?

- Institutional:
  - NSSE /Student Opinion Survey data
  - Human Resources trainings
  - Departmental trainings
  - Colleagues
  - Develop a new resource!
- Non-traditional:
  - Inside Higher Ed
  - Google Reader
  - Break Drink
  - Higher Ed Live
  - Twitter

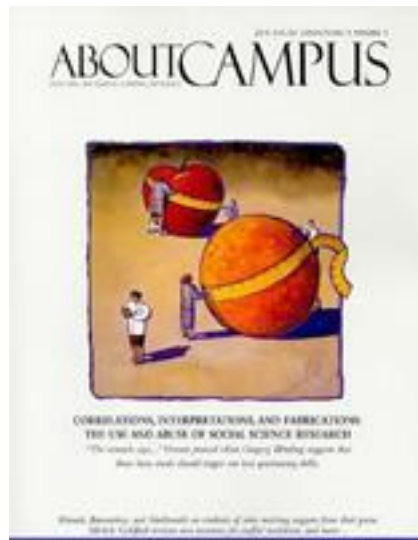






# So Now What?

- Publications:
  - The NACADA Journal
  - Academic Advising Today
  - Chronicle of Higher Ed
  - The Mentor
  - About Campus



The screenshot shows the homepage of 'THE CHRONICLE of Higher Education'. The header includes 'GLOBAL EDITION', 'Log In', 'Create a Free Account', and 'Subscribe Now'. The main navigation bar has links for HOME, NEWS, OPINION & IDEAS, FACTS & FIGURES, TOPICS, JOBS, ADVICE, FORUMS, and EVENTS. A search bar is located on the right. The main content area features a large article titled 'University Globalization Is Here to Stay' by Ben Wildavsky, with a sub-headline 'While education trend lines can shift unexpectedly, international student mobility and other facets of global higher education will continue to expand.' Below this, there are sections for 'Opinion and Ideas' (with an article 'An Assault on Israeli Academic Freedom—and Liberal Values' by Neve Gordon) and 'News' (with an article 'U.S. Group Plans a Digital Library to Aid North African Research' by Ursula Lindsey). A 'JOB CENTER' sidebar on the right lists featured locations: Australia, Canada, Hong Kong, and United Arab Emirates. At the bottom, there is a 'Campus Viewpoints' section with the text 'Find out what's new at' and a logo for 'ROLLING'.



## Advising Ability:

Demonstrate culturally appropriate advising, helping, coaching, and counseling strategies

## Goal:

Gain comfort in advising students of cultures different from my own.

+

## Timeline:

Ongoing, but deadline for completion of both methods is December 2013.

## Method 1:

Attend International Student & Scholar Services session on advising international students

## Method 2:

Read at least one article/month on a specific population that I would like to get more familiar with



# What Should My PDP Look Like?



## PROFESSIONAL DEVELOPMENT PLAN 2005-2006

### PURPOSE

The following plan for development focuses on my personal goals as a professional. These goals fit appropriately with the ethical principles and standards of the Association of Housing and University Officers International, the University of South Carolina, and the University Housing Department. Additionally, it is consistent with my Professional Statement of Character. I will strive to act congruently with these goals and the standards of these constituents in my everyday work. With intentional actions, I will strive for excellence in my life long development.

### GOALS and ACTION PLANS

#### ANTICIPATED COMPLETION of ACTION PLANS; MAY 2006

##### 1. Develop Resident Advisor staff appropriately

- Assist each resident advisor in developing personal, academic, and professional goals and respective action plans
- Help each resident advisor create a group facilitation activity, which will target a different goal of the Resident Student Learning Model of University Housing
- Plan at least one staff gathering outside of the regular meeting time
- Support my resident advisors by staying current on their outside activities and attending an appropriate program in which they are invested

##### 2. Advise a successful Hall Government

- Create a calendar so that the executive board can use long term planning to execute programs
- Educate the hall government on the Resident Student Learning Model and the 5 goal areas (Academics, Character, Community Responsibility, Self-Responsibility, and Leadership), so that they can target their initiatives
- Read 'Advice for Advisors' when the new edition is published

##### 3. Contribute to a living and learning community, including diversity initiatives

- Become better versed on the social experiences of other populations
  - Re-read 'Why Are All The Black Kids Sitting Together in the Cafeteria' by Beverly Tatum and Re-read 'A Hope in the Unseen' by Ron Suskind
- Research 'Dialogue Circles,' which will include student conversations around issues of diversity and create a plan for implementation
- Attend at least one of each floor gathering in addition to my introduction in August in my building per semester
- Use Blackboard and email to communicate with my building regarding community issues, opportunities, and academic affairs updates

##### 4. Recognize peers and students

- Utilize a staff award so that my resident advisors recognize the work of their peers each week
- Create letters of recognition when a resident advisor goes above and beyond
- During the Spring, recognize a student each week (with the help of resident advisors) for a contribution to their community

### Personal Development

- Maintain old relationships and foster growth in new relationships.
- Commit to an exercise routine at least four times per week.
- Read at least three books for leisure, one of which will be "Angels and Demons". May 1, 2006
- Call home at least once a week.

### Academic Development

- Dedicate as much effort as possible to completing timely and quality class assignments. Fall 2005 and Spring 2006
- Contribute to class discussion when applicable. Fall 2005 and Spring 2006
- Maintain an objective and empathetic perspective when teaching University 101. Fall 2005
- Read at least two books throughout the year relevant to student affairs and college issues. May 1, 2006
- Volunteer time in an office on campus unrelated to University Housing, such as: Judicial programs, Career Center, Campus Wellness. Spring 2006

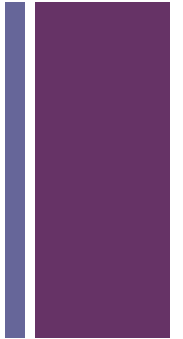
### Professional Development

- While keeping time management in mind, maintain a positive and open attitude when presented with various opportunities. Say "yes", more than "no". Ongoing
- Maintain a high level of professionalism while in the office, and always remember that I am a representative of the university when not in professional settings. Ongoing
- Attend conferences regularly throughout the year. Current plans include: SACSA, SEAHO or FYE, NASPA, and SROW.
  - Prepare a program proposal for every conference that I will attend. Ongoing
- Continue to improve my verbal and nonverbal communication skills. Use my position as Recognition Committee chair to work on these skills. Fall 2005 and Spring 2006
- Utilize my creativity to develop and promote various recognition initiatives and develop a resource guide for others regarding best recognition practices. May 1, 2006
- Develop my skills as a student advisor. Fall 2005 and Spring 2006
  - Create a resource guide for hall government advisors. May 1, 2006
- Establish a guide for professionals to be used when interacting with students interested in pursuing the field of student affairs at the graduate level. December 1, 2005
- Create a presentation based on guidelines developed to assist undergraduate students interested in pursuing the field of student affairs at the graduate level, and submit this presentation to SROW. January 1, 2006
- Research and compile literature regarding experiential learning and motivation. Fall 2005 and Spring 2006
  - Write a professional article on the topic of experiential learning and its benefits and uses in student affairs work. May 1, 2006
- Proactively begin my job search by March 1, and remain positive and energetic throughout the process.
- Successfully take the Higher Education and Student Affairs comprehensive exam and graduate with a Masters of Education. May 2006



# Where do we go from here?

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- Accountability partner
  - Writing or reading groups
- Schedule out time in your calendar to check in
- Be realistic
- Scheduling time to make intentional connections
- See if anyone can reserve meeting space in your Union or academic buildings
- Drive-Ins for Micro-Regional Conferences
- Schedule in or ask for time to search for PD grants





# Thank You!

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