A GUIDE TO ACADEMIC ADVISING FOR STEM FACULTY

Prepared for the NSF INCLUDES Aspire Alliance

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INTRODUCTION TO THE GUIDE

WHY: Faculty who have advising responsibilities play a critical role in a student's progression through their undergraduate education. This is especially important for students from underrepresented minorities (URMs) such as first generation students or students from low socio-economic backgrounds (LSEBs). While academic advising in higher education has been professionalized and its importance in student success has been recognized, faculty advising has not experienced the advancement in scholarship, theory and practice that is needed. Therefore, this project is an attempt to address that need and train the future generations of faculty who can serve the needs of a diverse population of students and improve their own repertoire of skills as effective faculty for students from all backgrounds.

HOW: We plan to engage future and current faculty in both face to face and synchronous online professional development training. Using applied improvisation approach and established conversational techniques designed specifically for advising scenarios, we intend to teach skills for effectively engaging advisees, making our approach unique in the current landscape of training faculty for a portfolio of roles. This is a resource to help faculty begin to understand the skills and competencies that can help faculty to be good advisors. This is not intended to be a comprehensive advising text, but a starting point for new faculty. We will cover some of the important topics and provide self-reflection activities. At the end of each section, we have listed a few recommended resources for those who are interested in developing a deeper understanding and improving advising practice.

WHAT: This guide is intended to serve as a beginner's guide for new and future faculty. As part of the CIRTL INCLUDES pilot project, 2016-2018 (ICER-1649199), the Strategic Goal 1 team created a framework grounded in research and theory that identifies key competencies for faculty with advising roles. We aim to use that framework to design face to face and synchronous online professional development events that explore the landscape of advising in different institutional settings and engage participants in learning how to have an effective conversation with their advisee(s). We will also build a case study guide to be used in training individuals who will in turn train faculty. A case study guide to be used by current and future faculty is also being developed as a part of the project.

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What is the Aspire Alliance ?

The Aspire Alliance builds on earlier NSF INCLUDES pilot projects by APLU and CIRTL, awarded in 2016. APLU examined many of its member institutions' and expert partner organizations' institutional efforts and practices to recruit, hire, and retain diverse STEM faculty. The association also worked to identify and begin a series of transformative institutional activities aimed at increasing participation along the STEM pathways toward a doctorate. CIRTL focused on creating an alliance to prepare future STEM faculty to use teaching practices that increase the learning, persistence and degree completion of underrepresented students in STEM fields. This guide is a product of the National Change Initiative within the NSF Aspire Alliance.

APLU is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico. Its membership of 237 public research universities, land-grant institutions, state university systems, and affiliated organizations, includes 46 Hispanic-serving institutions and 23 HBCUs. APLU's agenda is built on the three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement. Annually, member campuses enroll 4.8 million undergraduates and 1.3 million graduate students, award 1.2 million degrees, employ 1.3 million faculty and staff, and conduct $44.9 billion in university-based research.

The Center for the Integration of Research, Teaching, and Learning (CIRTL) Network seeks to enhance excellence in STEM undergraduate education through the development of a national faculty committed to implementing and advancing evidence-based teaching practices for diverse learners. The goal of CIRTL is to improve the STEM learning of all students at every college and university, and thereby to increase the diversity in STEM fields and the STEM literacy of the nation. CIRTL uses graduate education as the leverage point to develop a national STEM faculty committed to implementing and advancing effective teaching practices for diverse student audiences as part of successful professional careers. The CIRTL Network now includes 40 major research universities. CIRTL was founded in 2003 as a National Science Foundation Center for Learning and Teaching in higher education. CIRTL is housed in the Wisconsin Center for Education Research, within the School of Education at the University of Wisconsin - Madison.

The National Change team of the Aspire Alliance identified three foundational domains, Identity, Intercultural, and Relational, which underlie inclusive practices in higher education. These domains create a foundational framework for student success, and through a set of skills, can be applied to inclusive practices in advising, as well as teaching, research mentoring, and being an inclusive colleague. All three domains intersect to promote health and well-being and contribute to inclusive climates within the classroom, research areas, department, and institution.

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1. FACULTY ADVISING: GETTING STARTED

1.1 Why is academic advising important?

At many institutions, academic advising is focused on course scheduling. It is important to recognize that course scheduling is a byproduct of academic advising, not a primary focus of the field. As advisors, faculty help students learn to value the learning process, evaluate information, set priorities, develop higher order thinking skills and tackle complex choices. As faculty who advise, it helps to have a clear sense of purpose regarding advising as faculty do for teaching.

An advising curriculum can offer students a space for reflecting on the meaning of their course choices, connect what they are learning in the classroom and beyond and help students navigate the academic curriculum with a clearer understanding of their choices. Faculty advisors may focus on:

- How advising can teach students to clarify their educational goals, personal values and aspirations.

- How to guide students in their decision making

- Gathering helpful information, and

- Help students in reflecting on their strengths and weaknesses, and how these can affect their academic plans.

Academic advising when approached as opportunities for students learning aligns with the mission of teaching. Understanding how these roles overlap can help faculty to draw upon tools and techniques from advising and teaching to improve and develop skills as educators to better support students in their academic, personal and educational experience.

In fact, to promote the success of students from underrepresented groups in STEM, faculty and staff need to be able to develop inclusive practices in their advising as well as in their teaching and research mentoring. In their roles as colleagues and as departmental, disciplinary and institutional leaders, faculty and staff also play a key role in promoting an inclusive climate in higher education. Across all of these roles, faculty and staff have a central impact on the recruitment, persistence, and success of URG students (Heisserer & Parette (2002), Pfund et al. 2016, and Aragón, Dovidio, & Graham,

2017). and in supporting the retention of URG colleagues (Whittaker, Montgomery, & Acosta, 2015). Taken as a whole, these inclusive practices will contribute to a higher education system that is more inclusive and diverse and will enhance U.S. leadership in STEM by by focusing on broadening participation in these fields (NSF INCLUDE, 2019).

Source: A Faculty Guide to Academic Advising (NACADA, 2016)

1.2 What is academic advising?

Creating a single definition of academic advising has been an elusive task (Schulenberg and Lindhorst (2008); Himes, 2014; Lowenstein, 2005; Bridgen, 2017; McGill, 2019). In this section, we offer offer several different definitions that might help us understand what advising for faculty could look like.

In 2006, the National Academic Advising Association (NACADA) assembled a group of scholars to accomplish this task. The result of their work was the "Concept of Academic Advising", the preamble to which defines academic advising thusly:

"Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes."

Ideally, those who engage in the work of academic advising ought to have the same goals in mind. It is the responsibility of advisors to develop a philosophy of academic advising that is based in the advising literature, much like faculty members are often required to provide teaching philosophies as part of hiring, promotion, and tenure materials. According to Schulenberg and Lindhorst (2008), drawing "distinctions often drawn between advisor and faculty member are false and counter- productive."

O'Banion (1994) writes that, "Advising is a process in which advisor and advisee enter a dynamic relationship respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment."

The University of Arizona has a full description of what academic advising means on their campus: "Academic advising is a collaborative relationship between a student and an academic advisor. The intent of this collaboration is to assist the student in developing meaningful educational goals that are consistent with personal interests,

values and abilities. Although many individuals on campus, including academic advisors, may assist the student in making decisions and accomplishing goals, the academic advisor is granted formal authority by an academic unit (college, school, department) to approve the student's academic program of study and assist the student in progressing toward the appropriate degree. Effective academic advising also helps the student utilize the extensive network of academic support services available on campus, and empowers the student to realize the full undergraduate experience at the University of Arizona. Achievement of this end requires the ongoing involvement of the student, one or more academic advisors, and the institution. Each of these has unique roles and responsibilities."

For more definitions on advising see NACADA (2003).

1.3 Academic Advising Needs of Students

The importance of advising by faculty can also be understood by looking at the range of issues that students bring to faculty, some of which are highlighted in the table below. The survey data represents approximately 29,000 students across various institutions and different states across the United States. The survey was carried out between 1995 and 1999 by American College Testing's Survey of Academic Advising, and published in Faculty Advising Examined by Kramer (2003).

Situations	Not Discussed. No Need.	Not Discussed. Should Have.	Have Discussed.
Academic progress	17.1%	16.5%	60.7%
Scheduling/Registration	10.8%	7.4%	75.9%
Meeting requirements for graduation, student teaching etc.	19.5%	18.5%	56.4%
Clarifying my life/career goals	38.5%	21.6%	35%
Coping with Academic difficulties	49%	19.4%	26.3%
Dealing with personal problems	71.1%	7.7%	16.2%

The situations presented in this section only present a limited range of issues that faculty may have to help students with. Section 9 of this guide presents some cases as opportunities to explore advising scenarios and different approaches can faculty take in their advising practice.

While students may approach faculty for issues ranging from career advice to personal problems, the needs of the students might go beyond the abilities and responsibilities of the faculty. In those cases, it is critical that the faculty understand how to make referrals in Section 7 of this guide.

1.4 NACADA's Core Competencies for Academic Advising

NACADA is a non-profit organization with a mission to promote student success through advancing academic advising globally and its vision is outlined in their website as "Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education."

NACADA has put forward three core competencies for academic advising that serve as foundational elements for effective training programs and advising practices - the conceptual, informational, and relational in their Core Competencies website (NACADA, 2017):

"An understanding of these three major areas provides advisors the knowledge and skills to be effective guides for their students.

- **The Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.

- **The Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.

- **The Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

To achieve excellence in their work, regardless of the specifics of their individual campus' advising mission, all advisors must understand all three components, and be able to synthesize and apply them as needed in advising interactions."

1.5 The CIRTL INCLUDES Faculty Advising Framework for Faculty Advising

1.5.1 What is the Faculty Advising Framework?

The [Faculty Advising Framework (2017)](#) is an organized array of advising core competencies and best practices synthesized from existing guidelines from The National Academic Advising Association (NACADA), University of California, Berkeley (UCB), the University of Wisconsin-Madison (UW-M) and academic literature on advising undergraduate students. The framework includes knowledge, roles, and skills which have been deemed necessary for effective advising. Our literature search to date indicates that the lack of focus on faculty advising seems to be in stark comparison to the abundant theoretical, conceptual and empirical body of work on academic advising in general. Therefore, while our framework draws heavily on academic advising, we have attempted to ensure that the competencies and skills most relevant to faculty advisors remain in focus.

1.5.2 Navigating the Faculty Advising Framework

The [Faculty Advising Framework](#) is first divided into *Advisor* and *Advisee*, similar to the division of *Mentor* and *Mentee* within the Undergraduate Research Mentor Framework. Also like the Undergraduate Research Mentor Framework, the *Advisor* and *Advisee* sections are then further divided into increasingly more specific practices which can strengthen the advisor and advisee relationship.

Both the *Advisor* and *Advisee* sections are divided into the same five Competencies, which describe broad areas in which specific knowledge, roles, and skills are needed to be an effective advisor or prepared advisee. Within each *Competencies* heading, the framework divides these broad areas into more specific *Skills*, which have some but not complete overlap between the *Advisor* and *Advisee* parts of the framework.

Each of the *Skills* headings represent a multitude of *Concepts, Knowledge, and Practices*. Within this section, the framework lists more specific ideas, erudition, and applications for each of the *Skills*. The right-most section of the Faculty Advising Framework are specific examples of best practices directly linked to primary literature, case studies, and higher education advising resources. However, not every category has a listed *Examples of Advisor/Advisee Success*, since this framework is still in progress. References to primary literature and academic literature on advising undergraduate students are referenced to indicate overlaps in content from more than one source. Additionally, extra resources in advising have been collected in order to provide case study examples. This case study resource is available in Appendix C.

1.5.3 Further resources on Academic Advising

A. NACADA Clearinghouse, a list of NACADA resources and links
https://www.nacada.ksu.edu/Resources/Clearinghouse.aspx

B. NACADA Pillars of Advising
https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Pillars-of-academic-advising-index.aspx

C. NACADA Journal https://www.nacada.ksu.edu/Resources/Journal.aspx

D. NACADA REVIEW: Academic Advising Praxis and Perspectives journal
https://nacada.ksu.edu/Resources/NACADA-Review.aspx

E. The Mentor: Innovative Scholarship on Academic Advising journal
https://journals.psu.edu/mentor/index

Relevant Advising Competencies: Conceptual (NACADA), CIRTL INCLUDES
Faculty Advising Framework, Seek and Share Advising Knowledge

2. HOW DO ADVISING ROLES VARY ACROSS INSTITUTIONS?

It is important for faculty to be aware that there is no universal model for how advising responsibilities are structured and organized in higher education institutions. Habley ([1983](#), [1987](#)) proposed seven organizational models for advising in colleges/universities and they are:

a) Faculty Only : Faculty advise all students and there is no advising office on campus.

b) Supplementary: All students are assigned to faculty for advising and an advising office provides general academic information and referral for students. However, all advising transactions need approval from the student's faculty advisor.

c) Split: An advising office handles specific groups, such as underprepared students or with undecided majors etc. Academic units or faculty advise all other students.

d) Dual: Each student is assigned a faculty advisor for matters related to their major in addition to an advisor from an advising office for matters of general requirements, procedures, and policies.

e) Total Intake: All students are advised by staff from an administrative unit for a specified period of time or until specific requirements are met. After the requirements are met, students are assigned to a faculty member for advising.

f) Satellite: Advising offices are housed and maintained within academic subunits(schools, colleges). Faculty may or may not be responsible for advising Each school, college, or division within the institution has established its own approach to advising.

g) Self-contained: A centralized advising office is responsible for advising for all students from point of enrollment to point of departure.

Faculty in a new institution would benefit from understanding how advising is organized at their particular university/college. What role faculty play in advising students can also vary across and within institution types. There are a multitude of organizational models in academic advising, and no one model is ideal. According to [Pardee (2004)](#), in academic advising there are three academic advising structures: Centralized, Decentralized, and Shared. Each of these categories also entail sub-categories. An important question that must be answered when considering the organization of academic advising is "Who is advising which students?" Many institutions use both faculty and primary role advisors. Institution size and mission often drive the way that academic advising is organized and staffed. Large research institutions often have advising centers staffed with dozens of primary role advisors, and smaller institutions may use a faculty only model.

ADDITIONAL RESOURCES:

A. Dr. Sean Bridgen (University of Pittsburgh) provides an overview of how advising roles vary across institution types, including liberal arts colleges, community colleges, and research institutions. https://youtu.be/MhuPyaR68KY

B. Dr. Sean Bridgen (University of Pittsburgh) provides an overview of how a student's experience might vary across different institutions and the role of advisors in helping them navigate that experience. https://youtu.be/j8Y3RkM0XNQ

Relevant Advising Competencies: Informational (NACADA), and CIRTL INCLUDES Advising Framework, Navigating the institution

3. ADVISING CHECKLIST FOR NEW FACULTY

This section provides a checklist based on the NACADA Core Competencies Informational Component, that a new faculty member might find helpful when advising students. For the first checklist, designate which of the following institutional characteristics do you already know (yes) and which characteristics you should seek out more information (no).

3.1 Informational Knowledge about your Institution (NACADA, 2017)

NACADA Competency	Do you know this information about your Institution?	Mark Yes or No
I1	Vision, Mission and History	
I2	Campus Culture	
I3	Strategic Planning initiatives	
I4	Policies and Procedures	
I5	Campus Resources (Counselling centers, learning support, financial aid etc.)	

The next checklist based on the INCLUDES Faculty Advising Framework, designate which of the following information about your students do you already know (yes) and which characteristics you should seek out more information (no).

3.2 Building Interpersonal Competencies (INCLUDES Advising Framework)

INCLUDES Advising Framework	What information do you know about your students?	Mark Yes or No
Create rapport and build academic advising relationships.	Student's reasons for attending college, and how they feel about what they are doing.	
Communicate effectively across cultural differences	Family background, Socio-Economic background cultural influences, essentially all aspects of diversity in worldview and lived experience. For more information, see RESPECTFUL Model and this chapter.	
Encourage student reflection	Ask for assessment for their Cognitive Dimensions, which can include high school GPA, and high school test score, and current grades in college.	
Create rapport and build academic advising relationships.	Interests, values and perceived abilities	
Empower students to develop educational and career planning skills	Student motivation level for college work, including attitudes regarding asking for help and growth or fixed mindset. For more information on growth and fixed mindset, see this book by Dr. Carol Dweck or this TED talk.	

Relevant Advising Competencies: Informational (NACADA), and CIRTL INCLUDES Advising Framework, Interpersonal Competency and Navigating the institution

4. ADVISOR IDENTITY AND SELF-REFLECTION

In addition to getting to know your institution and your students, academic advisors should think about how their own experiences may affect interactions with their advisees. When helping others, it is often difficult not to immediately respond with advice which would have helped you as a student, but may not fully take into account your advisee's specific goals and aspirations.

The purpose of this section to provide you with activities and tools that will allow you to:

- Engage in personal reflection into your identity that might help you in understanding how your identity can influence your interactions with students of different backgrounds
- Navigate conversations with students with varying backgrounds, perspectives and situations.
- Demonstrate self-awareness in your advising interactions (relevant to teaching)
- Reflect on your personal advising philosophy and help your articulate it
- Recognize your strengths and limitations in your advising practice

Understanding your students and the challenges they face is key in informing your advising interactions. Although we might be limited by our own personal experiences in understanding others, it is possible to learn how to try and understand those who have different life experiences. It entails recognising our biases, prejudices and assumptions and actively listening to our students that can help you be thoughtful and informed in your responses.

Both NACADA's Core Competencies (2017) and the INCLUDES Faculty Advising Framework (2017) list self-reflection as key aspects of excellence of academic advising. Additionally, Littlejohn and Domenici (2007) argue that "reflexivity denotes having a critical perspective of one's interaction with others. When we are being reflexive, (1) we are aware of the ways in which our interpretations and actions are influenced by others, (2) we become conscious of the rules that guide our context, and (3) we are able to explore other contexts and rules for interpreting an action in a situation".

Ethnicity

Race

Socio-Economic
Status
⊞

Religious
or Spiritual
Affiliation

Gender
⊞

1. **Identities you think about most often**

2. **Identities you think about least often**

3. **Your own identities you would like to
   learn more about**

Sex

Age

4. **Identities that have the strongest effect
   on how you perceive yourself**

5. **Identities that have the greatest effect
   on how others perceive you**

Sexual
Orientation

Physical,
Emotional,
Developmental
(Dis)Ability

First
Language

National
Origin
⊞
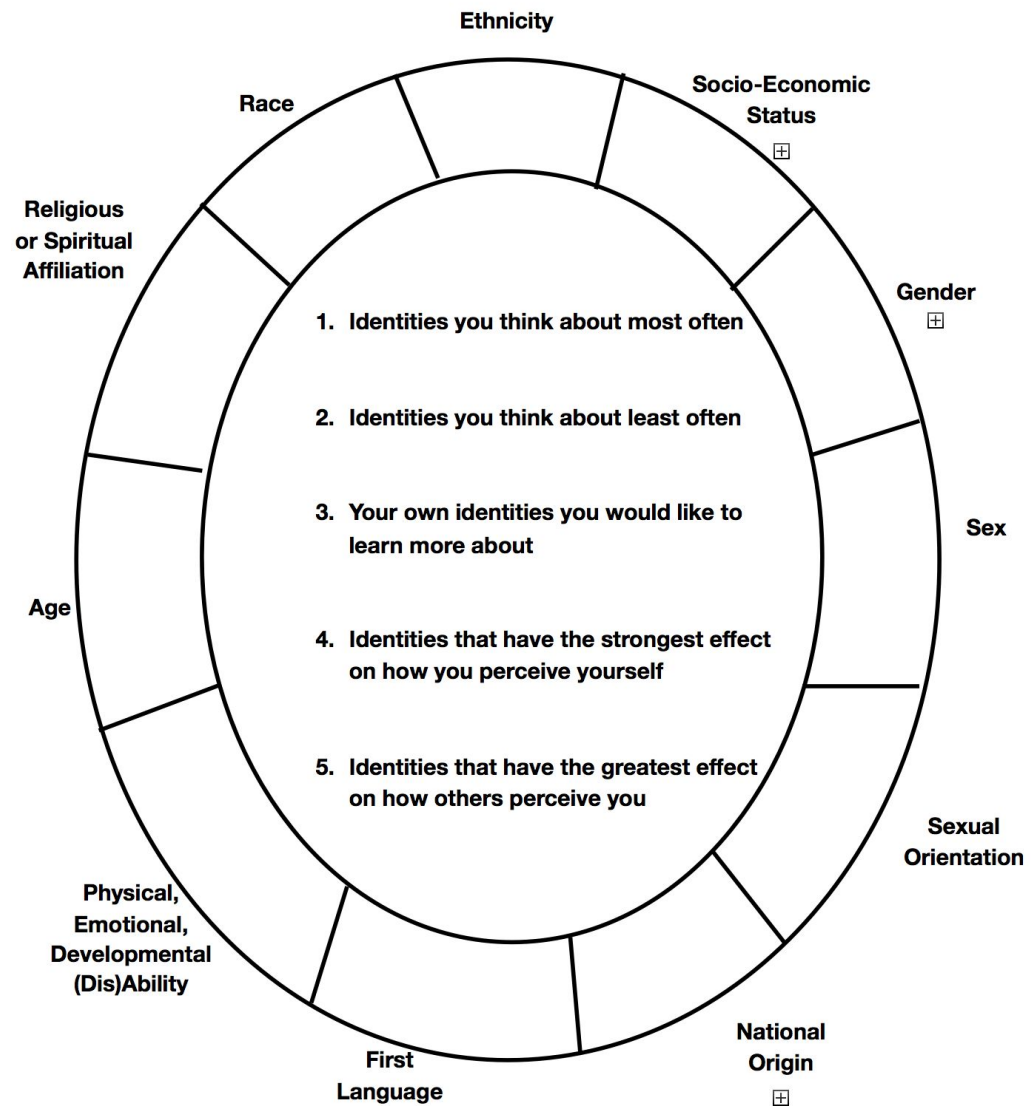
Self- Reflection Exercise:

Step 1: Click on the link provided and read about the Social Identity Wheel (SIW)

Step 2: Take a few minutes to fill out the wheel

Step 3: After filling out the wheel for yourself, think about the questions below:

Guiding Questions:

A. Which identities are most important to you?

B. Which ones do you think about the most? - From the SIW

C. Which ones do you think about the least? - From the SIW

D. Do the identities that you are most aware of change with who you interact with/ what circumstances are you are in?

E. **OPTIONAL Activity:** In a group of peers or with an advisee, discuss question D.

    a. Objective: To create a dialogue around whether identities are constant or mutable. This discussion improves self-awareness and understanding of how our identities can play out in varying situations.

4.2 Using the RESPECTFUL model to reflect on power and privilege

The RESPECTFUL model was developed by D'Andrea and Daniels (2001) to help mental health professionals understand the multiple dimensions or "factors" of diversity. While faculty academic advisors are not mental health professionals, this model is a powerful tool that can help us understand our students and ourselves. Each letter of RESPECTFUL represents a specific dimension of diversity, and each dimension has implications for the ways that we experience the world based on our identities. By reflecting deeply on each of these dimensions, faculty academic advisors can develop a deeper, richer understanding of our own identities. The following questions will help to guide your reflection and consider ways to incorporate this model into your faculty academic advising practice.

Guiding Questions:

A. What factors of this model do you think about the most?

B. Did the RESPECTFUL model help you to understand aspects of your identity that you had not considered?

C. Have any of these factors helped you or held you back in your life?

THE RESPECTFUL MODEL

R-eligious/spiritual identity
E-conomic class background
S-exual Identity
P-sychological Maturity
E-ethnic/racial identity
C-hronological/developmental challenges
T-various forms for trauma or threats to well-being (No overlap/equivalent in the social identity wheel)
F-amily background and history - Relational? - Daughter/Mom/Sister?
U-nique physical characteristics
L-ocation of residence and language differences

4.3 Case Study for Social Identity Reflection

Michelle sets up a meeting to receive some advice on improving her study habits. She states that she would like to take this opportunity to get some feedback, because she is feeling discouraged. She mentions that when she approached one of her professors, they had responded to her request for a meeting by saying: "Oh, you made a 89%. That's a really great score for a girl. I don't think there is really anything you need help with. Thanks for stopping by."

Guiding questions:

A. Ask the student - how did it make them feel?

B. How might this scenario affect the student's emotions and motivation?

C. How might this scenario alter the student's perception of their identity as a STEM student?

D. How might rushing to give advice affect the student's ability to handle future difficult situations?

E. What steps can you take to support the student?

There are multiple strategies linked to literature on developing rapport with advisees. For additional information on different ways to frame conversations with a student dealing with a difficult problem, see the sections on Active Listening and OATS.

4.4 Notes on Self Identity and Advising Practice

What did I learn about my identity through these self-reflection exercises?	
How can I be a better advisor through understanding my own identity?	
How can understanding a student's identity help my advising practice?	

A. Take the Harvard Online Implicit Bias Quiz at
https://implicit.harvard.edu/implicit/takeatest.html

B. Reading: Peggy McIntosh's essay on understanding white privilege at
https://www.racialequitytools.org/resourcefiles/mcintosh.pdf

C. Reading: Unpacking Teachers' Invisible Knapsacks: Social Identity and Privilege in Higher Education
https://www.aacu.org/publications-research/periodicals/unpacking-teachers-invisible-knapsacks-social-identity-and

Relevant Advising Competencies: Relational (NACADA), CIRTL INCLUDES Faculty Advising Framework, Interpersonal and Social & Cultural Competencies

5. INTERCULTURAL ADVISING

Students entering higher education institutions today come from much more varied backgrounds and cultures than they have previously. While this diversity presents many opportunities for rich exchanges, faculty are generally not prepared or trained in working with the cultural complexities that students inhabit. While there is no broadly accepted definition of the term multicultural, which provides a challenge in developing a multicultural campus (Cheatham, 1991), we have drawn from across the literature on multicultural and intercultural skills and presenting useful ways of thinking about reaching across and working with students from diverse backgrounds.

5.1 Guiding Principles

Cunningham (2016) proposes "two guiding principles that advisors must keep in mind during the process of developing cultural competency awareness, knowledge, and skills:

(1) cultural identity is made up of a myriad of aspects, and
(2) while there is much that can be learned from generalizations about cultures, care must be taken to avoid applying stereotypes or over-simplification of these ideas.

It is crucial that advisors preface any discussion of diversity issues with firm declarations that all people have cultural identity and that all forms of diversity are valued, whether they be majority or minority."

Cunningham later goes on to say, "Culturally competent advisors are willing to admit that they have biases and stereotypes, and they seek understanding of what these are and where they come from. They have the desire to be continually working to look beyond their worldview and the dedication to gaining the knowledge and developing the skills that will aid them in doing so. Culturally competent advisors recognize that while it will not ever be possible to completely erase the effects of enculturation and experiences—and that it is unlikely, and perhaps even undesirable, to ever come to equally value or appreciate every possible means of cultural expression—they can come to the place where, for the most part, they seek to comprehend before they judge, offer thoughtful, responsive understanding, and show respect more often than demonstrate reactive judgment."

5.2 Multicultural competence in student affairs

Pope and Reynolds (1997) have argued that multicultural competence is a necessary prerequisite to not only effective and affirming students affairs work, but also for an ethical one. They offer a list of multicultural competencies in helping and advising students. In order to develop culturally competent skills, a practitioner should:

A. Begin to realize that some of their miscommunication with students and colleagues are being influenced by cultural differences;

B. Recognize that most of their relationships are with people who are culturally similar and that they sometimes feel uncomfortable forming relationships with others who are different from them;

C. Recognize that they need more experience working with and advising diverse student groups.;

D. Are worried that their lack of experience in dealing with various cultural groups affects their ability to deal with them in intense situations such as a personal crisis or interpersonal conflict. They fear they are less able to effectively discern what is going on and is unsure how to deal with emotions in a genuinely supportive manner.

E. Understand that their supervisory relationships vary with the type of people involved. They are concerned that they act differently with those supervises who are culturally different from him.

Step 1: Watch the talk by Dr. Dorinda Carter Andrews Associate Professor of Teacher Education Michigan State University

Step 2: Take a few minutes to think about the following questions:

Who am I?	
Who is my student?	
Who are we in this learning space?	
What are my biggest strengths in being culturally inclusive?	
What are my biggest challenges in being culturally inclusive?	
What am I doing to be more or less culturally inclusive?	

Lastly, It is important to keep in mind that "cultural competence development is a lifelong, gradual process of learning to be aware of, understanding, and acquiring the necessary skills to work across differences" (Cunningham, 2016).

5.4.1 Student with Parental Pressures

A student requests for extension on a deadline as they are having issues with the medications they are taking. They have a doctor's note to support their claim. You grant them an extension and the student meets the extended deadline.
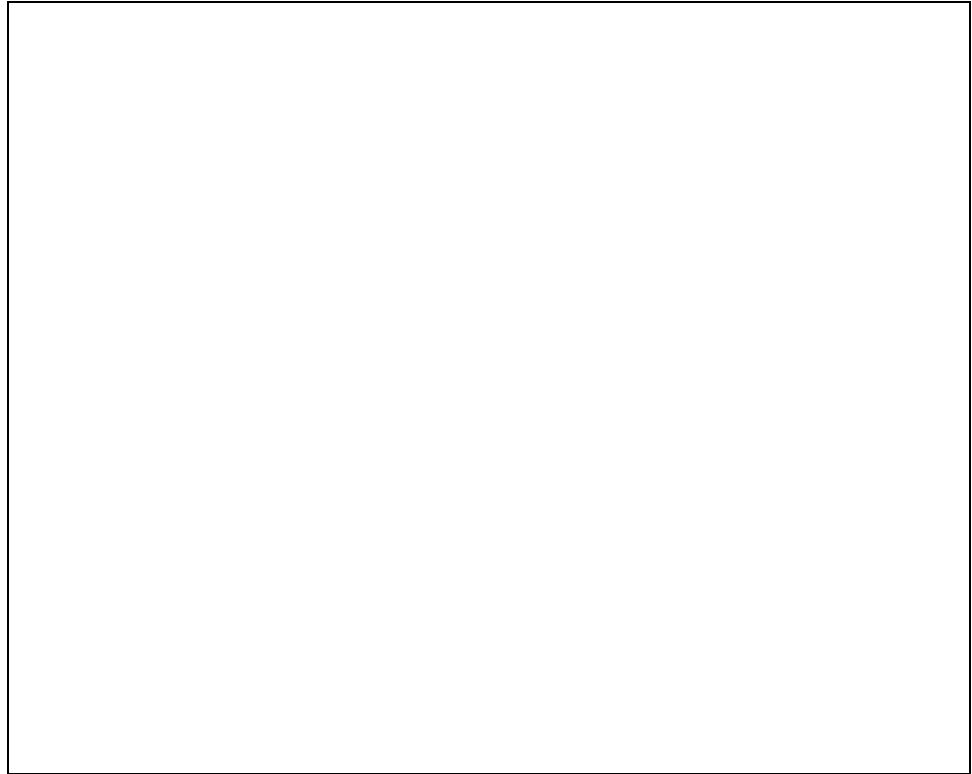
Three weeks later, they ask for another extension without providing any justifiable reason for you to grant one. You let the student know that according to your stated late assignment policy, they will need to submit documentation, and so without further documentation, you cannot allow another extension. The next day, you receive an angry email from the student's father questioning why you did not grant the request for an extension given the problems the student has been having.

How do you respond to the situation?

Guiding questions:

A. How do frame questions for the student without making them feel like they're not on the spot?

B. What can you find out about the student's situation that will help you understand them better?

C. What aspects of the situation will you discuss with the student?

D. What are the teaching and learning opportunities in this scenario?

Write out an email response to the parent.

5.4.2 Career choices determined by family pressure

It is not uncommon to meet students who have chosen their major or career paths according to what their parents or families expect of them. If students share this reason with you for choosing their major, how would you respond?

Reflection questions:

A. Do you understand their reason to please or follow their parents expectations?

B. Can you relate to the student's situation?

C. Will this information change/alter the way you advise or what you advise? Why?

D. Should having this information change what and how you advise?

5.5 Further Reading and Resources on Multicultural Practice

A. Hungry to Learn - Five students describe their struggles with food and housing insecurity and what colleges can do to help.
https://www.chronicle.com/interactives/insecurity

B. Empirically Validated Strategies to Reduce Stereotype Threat
https://ed.stanford.edu/sites/default/files/interventionshandout.pdf

C. Cunningham, 2016.

Relevant Advising Competencies: Relational (NACADA), and CIRTL INCLUDES Advising Framework, Social & Cultural and Interpersonal Competency

6. TECHNIQUES FOR ADVISING SESSIONS

6.1 The OATS techniques: Open Ask Task Summary

OATS (Open, Ask, Task, Summary), at its core, is a method of increasing the overall effectiveness of helping interactions. OATS provides a structured and client-driven conversation framework designed to filter out helping barriers such as judgment, assumption and a lack of focus in favor of maximizing problem identification and, ultimately, the likelihood productive action leads to positive outcomes for those being supported.

In this video (https://youtu.be/3h6sbT818Yc), Dr. Louis Macias (University of Wisconsin-Madison) describes the OATS technique for academic advising, with Open, Ask, Task, and Summary components. We have used the OATS method in our workshops, and our participants have found it to be very helpful in framing how to structure their advising sessions with students.

For an example of the OATS method using roleplaying by Dr. Louis Macias and Emily Dickmann (University of Wisconsin-Madison), please see the video available at https://youtu.be/EpsGtGFDiPY.

Below is an example of a sentence starter sheet that we have found useful in guiding conversations using the OATS method during our workshops.

6.1.1 Sentence starter examples for OATS:

Stage	Sentence Starter(s)
Open	• The purpose of our meeting today is... • I'd like to tell you a bit about myself and my role... • Here are some [insert commitments, values, principles etc. here] I'd like to drive our conversations moving forward. What are your thoughts?
Ask	• What's new? • What are some important things on your mind right now? • Is there anything taking up more of your time/energy than anything else?
Task	• I'm hearing that [insert gap here] is on your mind the most right now. Is that accurate? • Have you thought about the most effective way(s) to address this? Any ideas? • Would it be helpful for me to propose some ideas for addressing [insert gap here]? • Can you walk me through some of the ideas you might have for addressing [insert gap here]?
Summary	• How do you anticipate feeling once [insert gap here] has been addressed? • When do you think the solution/strategy we discussed can be completed by? • Mind if I follow up with you [insert reasonable timeframe here] on this? • Is there anything keeping you from getting this done? If so, what?

Active Listening is a technique used mostly in counseling, training and solving conflicts that requires the listener to fully pay attention to the speaker. An active listener is not passive during the conversation, instead they listen and reflect back what was said in order to ensure that the speaker felt heard and valued. This technique can be particularly helpful when a student seems angry or frustrated. Active listening can also be a helpful tool to develop rapport with your advisees in general. This section presents some helpful tips and resources to begin your Active Listening practice.

6.2.1 Active Listening

There are 6 skills which can contribute to active listening:

- *Provide undivided attention to the speaker.* Be focused on what the speaker is saying and doing. Keep track of your own emotions while listening.

- *Avoid judgment and put aside your own viewpoint.* Keeping an open mind is essential in active listening. Do not interrupt with any criticism or arguments while the speaker is talking. Do not minimize the speaker's feelings and avoid comparisons to other people's experiences (including your own).

- *Reflect and summarize.* Restate the speaker's shared information and name emotions you interpret from the speaker's words and body language. This gives the speaker the opportunity to correct any misinterpretations.

- *Use open-ended questions to clarify.* During natural breaks in the conversation, use open-ended questions to get clarity or further insight into the speakers thoughts, motivations, and actions

- *Use appropriate body language and gestures.* Avoid appearing bored or distracted. Maintain comfortable eye contact with the speaker, try to keep a neutral or smiling face (as appropriate), and a relaxed but present posture.

- *Focus on the student's words, emotions, and reactions.* Try to understand any hidden meanings behind the words and emotions. Use open-ended questions to help the speaker bring these unconscious thoughts to the surface.

6.2.2 Positive Reframing

After listening attentively and ensuring understanding through open-ended questions and summarizing, you can help the student reframe negative experiences by identifying and disputing irrational thoughts and turning bad experiences into a growth opportunity. Helping students look at their situation differently will not change their situation, but will help students practice thinking about challenges from a healthier perspective- a perspective from which they have more control over their own emotional health and cognition.

6.2.3 Additional Resources on Active Listening

A. Self-Assessment: Active Listening Skills Inventory
    https://tools.mheducation.ca/college/mcshane4/student/olc/4obm_sa_08.html

B. Robertson, K. (2005). Active listening: more than just paying attention.
    Australian family physician, *34*(12), 1053-5.
    https://www.ncbi.nlm.nih.gov/pubmed/16333490

C. Video: Carl Rogers on Active Listening
    https://www.youtube.com/watch?v=5RdDWIlBTE8

6.3 Advising via E-mail

Advising students can take place in various places and through different media. Advising via email or other technology is becoming increasingly common, and when used correctly, can enhance the advising experience for students (Leek, 2016). Emails can be especially helpful to introduce yourself to new advisees, communicate expectations for upcoming advising meetings, and provide follow-up information after an advising session (Leek, 2016). This section provides three different scenarios of advising interactions through email and space to thoughtfully practice drafting emails to students.

As a faculty member, you are likely more familiar with students asking you questions about academic or career advice in your role as their instructor. So, in the scenarios below, you are encouraging students who are taking one of your classes to come see you in your office/during office hours.

6.3.1 Faculty is proactive and asks students to come to office hours.

You, their professor, receive your first email from a student taking your class.

> Hi Professor X,
>
> I am really enjoying your class, Social Work 200. As we have been progressing in class, I have realized that this may be a field of social work I am interested in pursuing, and I have a few questions about what you do. I have some questions prepared and I was hoping to come to your office hours this week and possibly asking you some questions about your career as well as graduate school. Looking forward to hearing from you.
>
> Thank you,
> Emily

Write out a response to the student.

Hi _____ ,

6.3.2 Student with a lot of questions approaches you.

Hi Professor X,

I am really enjoying your class. As we have been progressing in class I have realized that this may be a field that I am interested in pursuing, and have a few questions about what you do. I have some questions prepared and I was hoping you could help with some advice.

1) By taking an extra semester to finish the degree, can you start grad school in the spring or do I wait till fall? What are the issues that might come up as a result of that?
2) What do you like about your work?
3) Is any places that he can recommend for summer work?
4) Have you ever thought about changing who you work with?
5) Your field seems to have high burnout rates. Do you think it's a big problem?
6) Do you have recommendations for field world or next year?
7) Can I get financial aid if I have to go away for a semester abroad?

Looking forward to hearing from you.
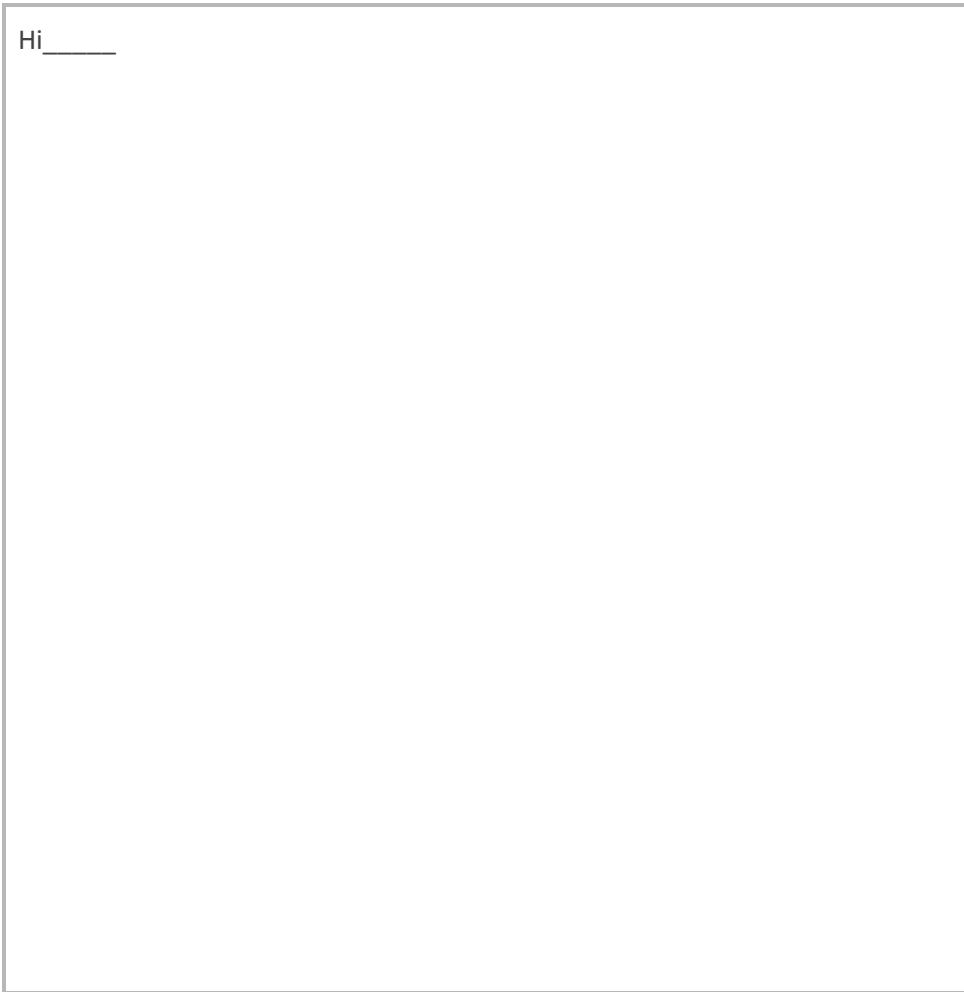
Thank you,
Zainab

Guiding questions:

A. What advising opportunities are inherent in this situation?

B. Do you have the knowledge to answer all the questions? If not, how would you go about replying to the questions you don't have answers to?

C. Is email the best way to address all of these questions?

Write out a response to the student.

Hi_____

6.3.3 The skittish student

You spot a student in class who seems lost and hesitant to approach you after class. A quick look at their grades reveals that this student definitely has room for improvement. You decide to e-mail the student and ask them to drop in during office hours.

Guiding questions:

A. How do you express concern without alarming or intimidating the student?

B. Do you ask your students to come prepared before meeting you?

Write out your first e-mail to this student.

Hi_____

Reminder: When you were writing to a professor as an undergraduate or a graduate student, what worries did you have? How much time did you spend drafting an e-mail? How nervous did you get when you received a reply to a request of question?

"Piled Higher and Deeper" www.phdcomics.com by Jorge Cham

Relevant Advising Competencies: Relational and Informational (NACADA), and CIRTL INCLUDES Advising Framework, Interpersonal, Seek and Share Advising Knowledge and Health and Wellbeing Competencies

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7. INSTITUTIONAL RESOURCES

While faculty might know a great deal about their institutions, they are not experts in all the areas students need help. The professionals who work in those areas are much better equipped to help students who need support and it is critical that faculty are aware of the resources offered by their institutions. Some examples of helpful centers include personal counseling, career counseling, learning disabilities, learning support (e.g. tutoring, writing center, math labs, study skills), multicultural center, LGBTQIA+ resource centers, international student services, education abroad, experiential education, financial aid, academic departments and research centers, libraries, student clubs and organizations.

7.1 Template for important campus unit contact information

While some institutions might provide new faculty with a guide or directory, some may not. Below is a sample of a template we will create that faculty can use to fill in some of the most important reference information, which can help faculty members to find contact info for certain types of referrals.

Tip: Fill in the table on the next page, and print it out. You can place it on a board or somewhere in your office where it is easily visible.

Relevant Advising Competencies: Informational (NACADA), and CIRTL INCLUDES Advising Framework, Navigating the Institution and Seek and Share Advising Knowledge Competencies

Resource	Phone	E-mail	Address	Contact Person
Counseling Services				
Disability Resources and Services				
Title IX office				
Writing Center				
Financial Aid Office				
International Student Services				
Student Health Services				
Teaching and Learning Center				
Food Security				
Campus Police				

8. STUDENT MENTAL HEALTH AND WELL-BEING

8.1 Mental Health and Well-Being in Higher Education

The incidence of mental health among students in higher education has seen an alarming increase in recent years. It is important that faculty members know how to respond to a student in need of support. In a survey by the American College Health Association in 2018, there is a high number (approximately 50%) of undergraduate students which report serious symptoms of depression or recent feelings of depression which effect their daily life. On average, URGs are at a higher risk for having or developing mental health issues, up to as high as 2x as likely for LGBTQIA+ individuals (Medley, et al., 2016). In a survey of college students on mental health (Gruttadaro and Crudo, 2012), students report lack of faculty and staff support and education on mental health as a major reason why students struggle with their own mental health. In addition to the general societal stigma associated with people who struggle with mental health disorders, students are not always aware of campus or local resources and accommodations which could support them while pursuing their degrees. While faculty members are not counselors, they could provide the needed service of connecting students with the mental health support that they need.

The Health and Wellbeing Competencies from the CIRTL INCLUDES framework includes a few skills that faculty can learn and/or request training from their institution.

- Understanding the link between health & wellbeing and academic performance

- Familiarity with Health/Well-being Issues

- Assessing Health and Well-being (Know the signs of distress in students described from NAMI and UW-Madison)

- Appropriately refer students to mental and physical health resources

- Exhibit personal behaviors that promote a healthy lifestyle

8.2 Responding to at-risk students via email

It is important to acknowledge that although faculty are often witness to signs of students at-risk and therefore, should be trained in the basic skills in how to help the students while professional help can be provided. When you have identified a student who might be exhibiting signs of distress, and you have determined that the student needs help, establishing communication with the student is the next step. Faculty should be trained on how to appropriately respond to students who might need help. Below is an example of helpful directions prepared by UW-Madison Health Services.

- Sincerely express concern/empathy.

- Direct the student towards appropriate resources.

- Always include the mental health crisis line at your institution

- Encourage the student to continue reaching out.

- Request that the student respond to your email so you know they received it.

- Be transparent about your actions. Tell the student that you want to ensure they receive the most comprehensive services available at institutional, so you have reached out to the health services

- Inform the student that they are not in trouble. For samples of email responses, see below.

The **University of Wisconsin-Madison Student Health Services** also provides a description of how to respond to emails from students who have expressed concern regarding their mental health. According to the UW-Madison Faculty & staff suicide prevention resources, "If you receive such a message, it is important to send a sincere, compassionate, and informative reply that is appropriate for your relationship with the student and the level of distress expressed in the email. If the student is at risk for self- or other harm, forward the email to the Dean of Student's Office."

8.2.1 Sample E-mail responses to at-risk students - Acute Risk
(from UHS.wisc.edu)

> Dear _____ ,
>
> I received your message and am deeply concerned about you. Please come to my office, call, or email me so I can be sure you are okay. I have contacted the Dean of Students Office and _____(Name of the health services center at your institution) so they can assist us both with making sure you are safe. Please note that the Health services mental health crisis line is available 24/7 at _____ (phone no.)
>
> Your name.

8.2.2 Sample E-mail responses to at-risk students - Moderate Risk
(from UHS.wisc.edu)

> Dear _____ ,
>
> I am so sorry that you are struggling with such serious issues. Please do not worry about the missed exam for now; spend the time that you need taking care of yourself and your mental health. If you are not already connected to help, (Name of the health services center at your institution)) has very comprehensive counseling services. You can drop in any time during business hours for an initial consultation. If you ever feel unsafe or just want someone to talk to, you can also call the mental health crisis line 24/7 at _____(phone no.)
>
> To help you with some of your academic concerns, I have reached out to the Dean of Students Office. I promise you are not in trouble in any way. The folks there are really invested in student well-being and can help you navigate the different support services available to you. I encourage you to stop in during their on-call hours.
>
> Please keep in touch and let me know if there is anything else I can do to help.
>
> Take care,
> Your name

8.2.3 Sample E-mail responses to at-risk students - Non-Acute Risk
(from)

Dear _____ ,

I was just reflecting on our advising appointment today and am concerned about some of the things you said to me. It seems like you have a lot going on right now and are feeling overwhelmed. I am here to support you in whatever capacity I can, but I think it would also be helpful for you to talk to a mental health professional.

The counseling center at (Name of the health services center at your institution) offers a wide range of free services for students, including stress-reduction, group sessions, and individual therapy. They are great at working with students who have never been to a mental health counselor before. You can go in to the (Name of the health services center at your institution) Monday-Friday between 9 am-4 pm (change if applicable) for an initial consultation. There are also less formal Let's Talk sessions available at a variety of times and locations around campus.

(Name of the health services center at your institution) also has a 24/7 mental health crisis line at (Phone number). Please call this number if you ever feel so overwhelmed that you are concerned about your safety or well-being.

I know that classes at such a demanding university can be extremely stressful. You are not alone in the anxiety you have been experiencing and the professionals at (Name of the health services center at your institution) can help.

Sincerely,
Your name

8.3 Further Resources on Health and Well-being

A. Suicide Prevention Resource Center http://www.sprc.org/resources-programs

B. List of resources from the Substance Abuse and Mental Health Administration (SAHMSA) https://www.samhsa.gov/ebp-resource-center

C. Mental Health First Aid https://www.mentalhealthfirstaid.org/

D. The Trevor Project to assist LBGTQIA+ students https://www.thetrevorproject.org/

E. Assisting The Emotional Distressed Student: A Resource for Faculty and Staff. (2017)

F. NACADA: Resources for Counseling and Mental Health Issues https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Counseling-resource-links.aspx

G. Gruttadaro and Crudo (2012)

Relevant Advising Competencies: Informational, Relational (NACADA), and CIRTL INCLUDES Advising Framework, Interpersonal, Navigating the Institutional and Health and Wellbeing Competencies

9. CASE STUDIES

We have been developing case studies for faculty to practice effective advising sessions. Based on the feedback we received from our in person workshop at UW Madison and an online synchronous CIRTL workshop, we have edited and hopefully, improved the cases and the prompts that should be helpful for current and future faculty who want to practice their advising skills.

The case in this section has been divided into three parts/advising sessions. Case A is tailored for readers who have no or very little advising experience. Case B has been edited for readers who have had some experience as advisors and would prefer to practice scenarios that are more challenging. Case C is even more challenging, in that navigating this case requires the application of more knowledge and skillsets as described in NACADA's core competencies and the INCLUDES Advising Framework.

Please use NACADA's core competencies as a guide to begin thinking about your approach to each advising session. With ongoing practice, we hope that using the core competencies in advising practice will become a tool available to future faculty for improving your advising skills.

Sonequa, a first generation college student, has been highly successful in her classes. She has achieved A's in most of her classes in her major, and is known within the department not only as a hard worker, but also as a creative, critical thinker. She writes papers that are unusually well organized, she develops interesting ideas, and her exposition is clear. She is often the leader in class discussions and demonstrates a level of understanding more typical of graduate students. Sonequa makes an appointment with her faculty advisor (you) to ask for suggestions about finding a summer job. She has a lead on a job from a relative back home as a clerk for a store.

9.1.1 Case A, Advising Exercise 1

1. Underline or highlight the words that provide key information that you think is important for this advising session.
2. List 3 questions that you would like to ask Sonequa in order to better understand her situation?
Q1 (Hint: If using the OATS method, what would be a good OPEN or ASK?)
Q2
Q3

Guiding questions for Case A, Exercise 1:

A. What advising opportunities are inherent in this situation?

    a. Hint: How would you encourage the student to think deeper about their choices and options?

B. Can you think of different consequences for the student, as a result of different approaches to how you advise the student?

C. What can you learn about the student that will help advise better?

Please think of ways in which each of NACADA's core competencies can guide you to think about conducting your advising session. Please read the brief descriptions below and the full descriptions of [NACADA's competencies](#) before writing down your answers.

Reminder of NACADA Core Competencies

● The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.

● The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.

● The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other components to their advisees.

9.1.2 Case A, Advising Exercise 2

Conceptual	
What do you think good advising would mean in the situation above?	
Informational	
What kind of information/ resources would you need?	
Relational	
How would you encourage Sonequa to be mindful in her decision-making?	

Sonequa is back for her second advising session. She has looked at some options you suggested (for e.g. Research Experiences for Undergraduates), and she seems hesitant to pursue opportunities that will require her to be away from her family for the majority of the summer.

9.2.1 Case B, Advising Exercise 1

1. Underline or highlight the words that provide key information that you think is important for this advising session.
2. List 3 questions that you would like to ask Sonequa in order to better understand her situation?
Q1
Q2
Q3

Guiding questions for Case B, Exercise 1:

A. What would the aim of this advising session?

B. What advising/teaching opportunities are inherent in this situation?

C. Can you think of different consequences for the student, as a result of different approaches to how you advise the student?

Please think of ways in which each of NACADA's core competencies can guide you to think about conducting your advising session. Please read the brief descriptions below and the full descriptions of NACADA's competencies before writing down your answers.

Reminder of NACADA Core Competencies

●   The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.

●   The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.

●   The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other components to their advisees.

9.2.2 Case B, Advising Exercise 2

Conceptual	
What do you think good advising would mean in the situation above?	
Informational	
What kind of information/ resources would you need?	
Relational	
How would you encourage Sonequa to be mindful in her decision-making?	

Sonequa, a first generation college student, is a high achiever in her major. You (her faculty academic advisor) believes that she has the potential to pursue a graduate degree.

Just prior to her final semester before graduating, Sonequa explains that she plans to take a job as a manager of the small Cash Advance store where she was employed over last summer. She says that she likes the fact that she has been promised a promotion and will be making $33,000 a year, which is more than her mother makes. Sonequa mentions that graduate school is way too expensive, anyway. She asks you to write a letter of recommendation supporting her application for full-time employment and promotion.

9.3.1 Case C, Advising Exercise 1

1. Underline or highlight the words that provide key information that you think is important for this advising session.
2. List 3 questions that you would like to ask Sonequa in order to better understand her situation?
Q1
Q2
Q3

Guiding questions for Case C, Exercise 1:

A. What do you think should be the aim of this advising session?

   a. For example, might you want to ensure that Sonequa has thought about at least a few options and the consequences of those options before she commits to a course of action?

B. How would you lead Sonequa through this discussion?

We have selected some examples of interpersonal competencies from the CIRTL INCLUDES Faculty Advising Framework that might be relevant for this situation. Please select four of the examples and write down how would you employ these competencies area in this scenario.

The next activity is designed to encourage you to think about how to translate advising competencies and skills into case-specific practice or actions. See Appendix B for CIRTL INCLUDES Faculty Advising framework-Interpersonal Competency, which is 1 of the 6 competencies found in this resource.

9.3.2 Case C, Advising Exercise 2

1. Check and rank the *4 most appropriate* examples of advising competences that would benefit the advisor/advisee relationship in Case C.
2. Reflect and write the rationale for selecting those specific examples. What criteria did you use to rank them?

✓ and Rank	Examples of Advisor's Interpersonal Competencies	Rationale
	Demonstrate personal care for student success.	
	Make appropriate and effective referrals.	
	Encourage student reflection.	
	Empower students to develop educational and career planning skills.	
	Communicate in an inclusive and respectful manner.	
	Employ active listening techniques.	
	Ask effective questions.	
	Articulate a personal advising philosophy.	

Guiding questions for Case C, Exercise 2:

A. To fully explore this case, reflect and write one action or statement for each ranked example which would demonstrate your applying this advising competency.

   a. For example, if the Advising Competency was to "Balance challenge and support with students," you could demonstrate this competency by saying to the student, "I want to support you in whatever decision helps you achieve your goals. So, in order for us to have a complete discussion regarding your long-term goals, I am going to push you to think about how your future might be different if you choose to enroll in a graduate program."

9.4 Further case study practice

The INCLUDES team collected student cases from various sources and categorised them based on the information available in the cases. Each case is numbered and organized in an array in which the row and column headings describe features that represent the case. For example, case no. 5 describes a situation where student's gender or sexual identity might of relevance in addressing the academic issues they might be facing.

We hope that this case grid will a) serve as a resource for facilitators/trainers and faculty in selecting cases to practise their advising skills, and b) help future faculty in appreciating and recognising the diverse nature of the student population and the challenges they might encounter. The case study guide can be found in Appendix C.

For practice, you can look up these case studies, and use the exercises from Case A, B, and C to practice honing your skills to further develop these academic advising competencies.

Relevant Advising Competencies: Conceptual, Informational, Relational (NACADA), and CIRTL INCLUDES Advising Framework, Interpersonal, Social & Cultural, Seek and Share Advising Knowledge and Navigating the Institution Competencies

10. CONTINUING YOUR PROFESSIONAL DEVELOPMENT AS FACULTY

Faculty are expected to keep up with new advances and trends within their disciplines. Keeping up with best practices in teaching, research mentoring, and advising should also be an ambition for faculty members who want to be successful in the many roles faculty have to play within their institutions. Participation in professional development can be a critical component of NSF or NIH grant applications and can be included in promotion and tenure-track packets.

For academic advising, self-assessment can help propel an individual's development of the competencies over time. Below, we describe one way in which faculty members can use the INCLUDES Faculty Advising Framework to track their own gains in the academic advising competencies.

10.1 Self-Assessment of Advising Competencies

Step 1: Access the CIRTL INCLUDES Faculty Advising Framework

Step 2: Start from the top left corner with *Interpersonal Competencies* and move towards the right, line by line.

Step 3: Mark the skills you feel confident about and take note of the ones you would like to learn more about or take further training.

Step 4: Once you have determined which skills/areas you would like to pursue additional training, look for training events held on campus, at nearby institutions, and online. Use the chart below to track skills that you'd like to develop and to track training sessions that you attend.

Step 5: Set a reminder (every few months) on your calendar to review and assess skills for faculty professional development.

Step 6: Find online or on campus learning communities to refine your practice. For example, this site Building Faculty Skills (Stanford University) has a list of skills and upcoming sessions.

Step 7: Ask your students, advisees, and mentees for anonymous feedback.

Advising Competencies	Skills	Self-Assessment (Rating from 1 to 4)*	Training Need? Yes/No	Relevant Training Centers/Learning Communities
E.g. Health and Wellbeing	E.g. Appropriately refer students to mental and physical health resources	E.g. 2	Yes	Mental Health First Aid

* Rating Scale 1 to 4

    1-beginning to develop skill

    2-developing skill

    3-mastered skill

    4-I could teach this skill to others

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12. APPENDICES

12.1 Appendix A- NACADA's Core Competency Areas

CONCEPTUAL:
Core competencies in the Conceptual component (concepts academic advisors must understand) include understanding of:

C1- The history and role of academic advising in higher education.
C2 - NACADA's Core Values of Academic Advising.
C3 - Theory relevant to academic advising
C4 - Academic advising approaches and strategies
C5- Expected outcomes of academic advising
C6- How equitable and inclusive environments are created and maintained

INFORMATIONAL
Core competencies in the **Informational component** (knowledge academic advisors must master) include knowledge of:

I1- Institution specific history, mission, vision, values, and culture
I2 - Curriculum, degree programs, and other academic requirements and options
I3 - Institution specific policies, procedures, rules, and regulations
I4 - Legal guidelines of advising practice, including privacy regulations and confidentiality
I5 - The characteristics, needs, and experiences of major and emerging student populations
I6 - Campus and community resources that support student success
I7 - Information technology applicable to relevant advising roles

RELATIONAL:
Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

R1 - Articulate a personal philosophy of academic advising
R2 - Create rapport and build academic advising relationships
R3 - Communicate in an inclusive and respectful manner
R4 - Plan and conduct successful advising interactions
R5 - Promote student understanding of the logic and purpose of the curriculum
R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting
R7 - Engage in ongoing assessment and development of the advising practice

Skills	Concepts, Knowledge, and Practices	Example of Advisor Success
Interpersonal skills	Create rapport and build academic advising relationships.	Demonstrate personal care for student success
		Balance challenge and support with students
		Encourage student reflection
	Make appropriate and effective referrals	
	Collaborate effectively with colleagues	
	Empower students to develop educational and career planning skills	
Communication skills	Communicate effectively across cultural differences	Communicate in an inclusive and respectful manner.
		Employ active listening techniques
		Ask effective questions
	Exhibit effective written and email communication	
Knowledge of self	Practice self-reflection and exhibits self-awareness	Engage in ongoing assessment and development of self and the advising practice.
		Recognize his/her own professional strengths and limitations
		Articulate a personal advising philosophy

12.3 Appendix C- INCLUDES Case Study List and Grid

12.3.1 Case Study Sources and List

Case #	Case Name (If Given)	Student Name (If Given)	Case Features
Case Source: Kansas State University Academic Advising Graduate Programs			
1		Fred	community college, post-baccalaureate goals
2		Jane	community college; ESL; refugee
3		Guadalupe	non-US citizen; URG; withdrawal; family problems
4		Eric	disability
5		Megan	choosing a major, LBGTQ
6		Kim	older adult, finding a job, religious
7		Ted	underperforming freshmen, FERPA, family problems/pressure
8		Maria	1st gen, underperforming student, choose major, URG
9		Mark	class withdrawal; underperforming student; goal conflict
10		Allison	URG, problems with a class/professor
11		Susan	URG, choosing a major, abnormal behavior
Case Source: Algonquin College of Applied Arts and Technology Academic Advising Handbook			
12	Case Study 1		change of program/transfer
13	Case Study 2		ESL, older student, finances
14	Case Study 3		Stress, Poor Grades, finances
15	Case Study 4		Stress, Career Advice
16	Case Study 5		Poor grades, career advice, study skills
17	Case Study 6		older student, study skills

Case #	Case Name (If Given)	Student Name (If Given)	Case Features
Case Source: University of North Carolina Wilmington University College Advising Toolbox			
18	Case Study #1	John	Helicopter Parents
19		Diane	Helicopter Parents
20		Robert	Helicopter Parents
21	Case Study #2	Sammy Sleeps a Lot	academic intervention, health/mental health problem
22		Work-A-Holic Wilma	academic intervention, work-school balance
23	Case Study #3	Margaret	transition issues, anxiety
24		Sammy Sleeps a Lot	transition issues, URG, family identity problems
25	Case Study #4	Trevor	transfer, questions major
26	Case Study #5	Tiffany	transfer, no major coursework
27	Case Study #6	Ashley	early high school grad, parent-student disagree on major
28	Case Study #7	Sammy	major change
29	Case Study #8	Leonardo	adding/dropping courses. missed deadline
30		Donatello	adding/dropping courses, finance problems
31		Raphael	withdrawal from class
32		Michelangelo	adding a needed class but it's full
Case Source: Otterbein University Advising 2.0 Case Studies – Summary (from 2016)			
33	Case Study #1	Kate	finish degree but wants different career path
34	Case Study #2	Phillip	Disconnect between career aspiration and skills/strengths.
35	Case Study #3	Mary	changing major
36	Case Study #4	William	transfer credit

Case #	Case Name (If Given)	Student Name (If Given)	Case Features
			Case Source: NACADA
37	Case Study 1	Fatima	family responsibilities, identity struggles
38	Case Study 2	Amy	international student, family struggles
39	Case Study 3	Rachel	depression, unrealistic expectations
40	Case Study 4	Scott	stress, alcohol problems, disconnect between career and skills
			Case Source: Beyond Foundations: Developing as a Master Academic Advisor edited by Thomas J. Grites, Marsha A. Miller, Julie Givans Voler
42	pp. 29-30	Jerry	Underdeveloped Academic and Communication skills
43	pp. 32-33	Jess	Tragedy and Loss
44	pp. 33-34	Lenny	Eating Disorder
45	pp. 35-38	Samantha	Decision Making and Identity
46	pp. 101-102	Shonda	Fitting into the Institution
47	pp. 116-117	Sienna	Adult Learner
48	pp. 117-118	Jiang	Cultural Differences
49	pp. 118-119	Derek	Providing Professional Guidance
50	pp. 119-120	Brooks	Identifying Wellness Issues
51	pp. 129-133	Taylor	Conflicting Ethical Principles
52	pp. 133-134	Dallas	Modeling Decision Processes
53	pp. 139-140	Dakota	FERPA
54	pp. 141	John/Jim	Tax Dependent Status
55	pp. 141-142	Luke	Protected Information

Case #	Case Name (If Given)	Student Name (If Given)	Case Features
Case Source: Beyond Foundations: Developing as a Master Academic Advisor edited by Thomas J. Grites, Marsha A. Miller, Julie Givans Voler			
56	pp. 143-144	Bella	Confidentiality in Sensitive Situations
57	pp. 144-145	Ashanti	Technology
58	pp.145-146	Moraa	Authority
59	pp. 147-148	Zhang	Authority/Promises
60	pp. 149		Discrimination
61	pp. 150-151	Dean Mori	Dissimilar Treatment
62	pp.162	Table 9.1	Gordon's Model of Career Advising Chart
Case Source: Western Illinois University NACADA Conference 2009 Presentation			
63	One	Charlie	Balancing School/Social life
64	Two	Anna	disconnect between career and skills
Case Source: The Mentor: An Academic Advising Journal			
65		Joe	first-generation, underprepared, undecided student
Case Source: CIRTL - Case Studies in Inclusive Teaching in Science, Technology, Engineering and Mathematics			
66	Case 11	Barbara Ross	URM Student advising
67	Case 13	Angela	Student with test anxiety

Case #	Case Name (If Given)	Student Name (If Given)	Case Features
Case Source: NACADA, A Model of First-Generation Latino/a College Students' Approach to Seeking Academic Information			
68		Vanessa	URG, older non-traditional student, uses peers instead of advisor
69		Maggie	URG, traditional student, pamphlet advising
70		Nora	URG, traditional student, academic and family crisis
Case Source: Cal Poly Paloma Distressed Students.pdf			
71	Scenario 1		Anxious/Angry Student
72	Scenario 2		Angry Student

12.3.2 Case Study Grid

	Gender and Sexual Identity	Race/ Ethnicity	Nationality, Cultural, and/or Religion	Other URG	Generational or Age	Academic Performance	Other
Academic Issues	5				3	9	29, 31, 32
Major Selection				8, 11			
Personal Problems		37	38	70	6		43
Career						16	33, 34, 64
Finance					13		30, 54
Health and Wellbeing				24,		14, 21, 22, 67	39, 40, 44, 50, 63
Study + Co-curricular Skills					17	42	
Legal/ Ethical						7	51, 53
Other			48	66, 68	47, 65		

This worksheet is modified from

https://advisingmatters.berkeley.edu/professional-development/writing-statement-advising-philosophy

Instructions: By answering the following questions you will have crafted the basis for writing a personal philosophy statement.

1. I believe the purpose of advising is

2. When I advise students I aspire to

3. The thing I value most about working with students is

4. The ideas/theories/methods that have most impacted my advising are

5. My colleagues would describe my advising style as

6. The three words students would use to describe my advising are

    1)

    2)

    3)

7. I know I am making a difference for students when

8. I think my greatest strength as an advisor is

9. I think my greatest challenge as an advisor is

10. If I could do one thing differently in my advising I would

11. What excites me about working with students is

12. My greatest accomplishment as an advisor is

13. My role models and peers have shaped my advising by teaching me to

14. What I have learned from students is

15. I try always to be mindful of

Answer one of the following questions:

a. I think good advising is

b. I create an inclusive environment by

c. Advising matters because

d. Excellent advisors are

e. I develop myself professionally by

f. As a member of the advising community I think it is important to

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