Mixing it up

Overview of presentation

• What type of institution are we?
• What is my background
• Continuing advisors vs. New advisors
• Online modules
• Internal full day conferences
• Monthly meetings
• Getting advisors to a point they want to participate.
• Engaging activities
• Knowledge checks
University of New Mexico

- Flagship University for New Mexico
- Research Institution
- Hispanic Serving Institution
- Large First Generation Population
- High Number of Students on Scholarship
  - Lottery Scholarship (state funded scholarship) covers 60% of tuition
- Commuter campus – poses problems with getting students in face-to-face meetings.
Who am I

• Bachelors in Business Administration
  • Human Resources
• Masters in Organizational Learning and Instructional Technology
  • AKA Adult Learning & Online Learning & Instructional Design
• Started in advising as a workstudy in advising as an undergrad.
• Hired in the “General College” in 2006 with ratios as high as 1200:1
UNM Advising Structure

Decentralized Advising model
• Training only for undergraduate advisors
  • Graduate are more administrative assistants
  • Faculty not included
• Administrative Advising Office
  • Director of Advising
  • Trainer, Tech & Data assistance, Dual Credit

• 8 College Advising Managers
• Not all Collages/Schools have Advising Managers.
• Some advisors report to a Department Administrator or Manager of the College/School
Advising Structure

- 7 Coordinators
  - Assist Managers
  - Not all Colleges/Schools have Coordinators.
- 80 Academic Advisors
- 15 Branch Advisors
- Advising Ratios vary from college to college
  - As low as 150:1 and as high as 500:1
Where we have been

- 2000-2008 - Only Software Training
- 2008-2016 Rushed face-to-face one week (40 hours) training
  - Hired between 20-40 advisors per year between 2011-2016
- NACADA site visit allowed us to strengthen our argument that we needed more advisors. (Ratios used to be anywhere from 1200:1 to 400:1)

Limitations

- Cannot control training from other departments
  - Registrar
  - Financial aid
- Stepping on toes, but need training for advisors to be effective.
Changes We Have Made
New Advisor Training
Enlisted a Masters in Advising student from NACADA to assist with theory and practice basis as well as investigated what peer institutions were doing.

- Informational
- Conceptual
- Relational
New Advisors Training

Welcome Letter

Online modules

Attend Monthly meetings for 12 months

Shadow outside college

Write an advising philosophy

Develop goals

Review portfolio of all their work with their supervisor
Overview of New Advisor Training

Mandatory

- Computer programs training
- Online Modules
- Outside home college shadowing
- Portfolio
  - Philosophy
  - Goals
  - Print out of modules
- Monthly 2 hour meetings for 12 months
  - Timely information
- Timeline – finish online modules, shadowing, portfolio (including advising philosophy) within 6 months.

- Each college has internal requirements
  - All different, no consistency (yet)
  - Internal shadowing
    - Reverse shadowing
  - Internal process
  - Review degree programs
New Advisor Training group

Microsoft 365 group

- Allows for questions to be asked in a safe environment.
- Place to see who new advisors are.
- Building relationships with similar advisors in different colleges.
Online Modules

• Gives them option to start as soon as hired, rather than wait for training session to be offered.
• Helps advisors understand our online class environment that students use (Blackboard)
• Always available
• Lets be honest, not everyone learns best in an online environment. Autonomous learning.

• “The online materials were all really great! I found everything all really helpful in teaching me about advising especially coming from zero experience in this field.”
• “I definitely refer to the modules whenever I'm not sure on how to do something, and most of the time I'm able to find my answers there, so I'm really glad we have access to that.”
Outside College Shadowing

• 5 two hour sessions with a minimum of 4 colleges/schools.

• Complete shadowing worksheets
  • Provide both shadower and shadowee guidelines to ensure time is not wasted if no students show.

• Try and only schedule during busier times (can be difficult)

What parts of shadowing outside of your center that you have found beneficial?

• “Learning about the different requirements and expectations of each college, and how they handle those things gives me ideas on how to handle things at my own center.”

• “I enjoyed the shadowing and found it to be the most helpful component of my training.”
Monthly New Advisor Meetings

- Must attend for 12 months
- 2 hour meeting
- Start in monthly cohorts
- Review timely information
  - Orientation info in May
  - Suspension/probation in December
  - International students in August
- Presentations from supportive departments on campus

- “The monthly meetings are really helpful because it allows me to meet other services around campus and having those connections is useful when I need to refer students out of the office and I know exactly where best to send them for help.”
New Advisors Training Monthly Meetings Feedback

• “They're great. I like that they're once a month because it gives me a reason to leave the office and meet staff from other parts of campus, but they don't interfere with my work since it's only a couple of hours a month. It's also extremely helpful hearing from the different departments about important stuff that we come across. Plus, interacting with Shannon, or whoever is leading the meeting that day, is always great hearing from someone that experienced and get helpful responses to questions.”

• “I love it. I like the fact that the topics align with what we are experiencing with the students at the moment.”
Continuing Professional Development Opportunities
Advising Matters

• 2 hour meetings offered 6 times a year during “down times”
• Highlight different advising centers
• Offered in different colleges so each advisor gets to see the different advising spaces on campus
• Includes networking opportunities
• Topics presented by faculty, UNM departments, fellow advisors
Advising Matters

• Committee
  • Decide on schedule
  • Help with topic ideas
  • Produce content
  • Present

• Pull on university resources
  • Employee and Organizational Development
  • Faculty

• Feedback
  • Enjoyed networking time
  • Reflection on goals
  • NO assigned seating!
    • Do this to “encourage” advisors to not sit with those they know.
Overall Feedback

“The advisor training has been immensely helpful to me as I had no idea what the advising profession was when I started the job, I came in with absolutely no experience and it did an amazing job outlining everything that I needed to know to get started on the job. “

“The videos are very long and some are more helpful than others - the one on the history of UNM was not very useful, but the webinar on the Advising Profession module gave me a number of good ideas to incorporate into my work “

• Advisors don’t always agree that the knowledge we think they should know is important. Institutional knowledge is a component of being a good advisor.
Bi-Annual Institutes

- Day long internal campus wide conference
  - Includes breakfast and lunch
- Explore UNM
  - Supportive departments have an opportunity to talk to advisors
- Faculty guest speakers
- Proposals submitted by advisors for break out topics
- Plenary session by: Registrar, Financial aid, Bursars, Admissions, Transfer Articulation updates

- “I was thoroughly impressed with the intellectually challenging nature of the presentations at this institute. In Institutes past, minutiae and tedious updates dominated the stage. This was a wonderful opportunity to think deeply and critically.”

- “It is about time we had people of color presenting and engaging. Please more about how as educators we need to review our own basis and went we bring to that table to help our community come together.”
## Bi-Annual Institutes

### Advisor Institute

**Spring 2017**  
Collaborative Teaching and Learning Center  
May 17, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>8:00 am – 8:30 am</td>
<td><strong>Check In – Breakfast</strong> (Continental plus burritos! Don’t miss it!)</td>
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</table>
| 8:30 am – 8:45 am | **Welcome**  
*Dr. Craig White, Acting Provost* |
| 8:45 am – 9:00 am | **Freshman Year Learning Communities Update**  
*Sonia Rankin, Associate Dean University College;  
Acting Director, University Adviseement* |
| 9:00 am – 9:45 am | **New Student Orientation Updates**  
*Chriselle Martinez, Mgr., Student Initiatives; Jose Villar, Senior Program Manager, CEP* |
| 9:45 am – 10:00 am | **English Department Updates**  
*Chuck Paine, Associate Chair of Core Writing; Gloria Sands, Program Coordinator* |
| 10:00 am – 10:15 am | **Enrollment Management Updates**  
*Alex Gonzalez, Registrar; Elisabeth Amador, Manager, Financial Aid* |
| 10:15 am – 10:30 am | **Break/Networking time**                                                      |
“I really appreciated the depth and relevancy of the theme of inclusivity that was infused throughout the entire day. I liked that the conference kicked off with a talk on sanctuary campus. Loved that we had faculty presenters who had various topics, yet they all spoke to the importance of advising... This was by far the best institute I have experience”

Moving forward ideas future advisor institutes:

- Our advisors value being intellectually challenged.
- Discovered Faculty are more than willing to present to our advisors than we thought they would be.
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Advisor competency exam

• When trainer position was implemented there were core competencies established.
• All new advisors had to pass exam.
• All advisors who had been hired prior to trainer starting also had to take exam.

• Caused
  • Anxiety
  • Distrust
Future Plan

• Mentoring Program
• Writing Club
  • Possible submissions to NACADA for publication.
• Have advisor award winners come and talk about their experiences

"I'm completely caught up!"

Said no academic advisor ever.