

I ILLINOIS

Division of General Studies

Professional Development **JOURNAL**

**A GUIDE TO ENHANCING YOUR
PROFESSIONAL GROWTH**

SPRING/SUMMER

2018



VOLUME

1

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Purpose of Journal

This journal is intended to be a guide to help you create intentional and personalized plans for your professional development throughout the semester. Its purpose is twofold: 1) providing a space for reflection and self-evaluation, and 2) connecting you with resources to facilitate your holistic growth as an advisor.

You'll begin by taking the Self-Assessment, which will be helpful in evaluating what you already know well and what you want to learn more about this semester. Throughout the journal, there are designated spaces to evaluate your knowledge more in-depth. To help you with this process, we've provided links to resources such as the Training Topics Checklist, a calendar of professional development opportunities on campus, and NACADA materials. At the end of both the semester and this journal, you will retake the Self-Assessment in order to see your professional growth and to identify areas to strengthen further in the future. We hope this journal is a useful tool for the development of your advising practice, and we look forward to your feedback on how to better tailor it to your needs in the future.

Much of the credit for this journal goes to Theresa Hitchcock, whose University of Louisville 2017-2018 Advisor Development Reflection Journal was a guide and model throughout the creation process.

Learning Outcomes

Academic Advisors within the Division of General Studies will ...

- Assess knowledge of NACADA's Conceptual, Informational, and Relational Core Competency areas to identify the concentration(s) of their individualized professional development plan.
- Plan and prioritize professional development opportunities through NACADA, ILACADA, IlliAAC, and other on-campus calendars to improve specific Core Competency areas.
- Analyze experiences, challenges, and accomplishments within academic advising, teaching, and other relevant higher education experiences through reflective journaling exercises.
- Develop and refine advising philosophy, personal and professional goals, teaching performance, and wellness.
- Recognize areas of competency and interest in order to develop plans for sharing knowledge and experience with other academic advising professionals.

Pre Self-Assessment

Before you begin using this journal, use the NACADA Core Competencies Guide to help rank your knowledge and abilities for each of the following. Provide an example from your advising practice to demonstrate your experience or knowledge within the competency area.

Conceptual

Using the scale, how would you rank your understanding of:

Foundational

Intermediate

Advanced

1. The history and role of academic advising in higher education
2. NACADA's Core Values of Academic Advising
3. Theory relevant to academic advising
4. Academic advising approaches and strategies
5. Expected outcomes of academic advising
6. How equitable and inclusive environments are created and maintained

Informational

Using the scale, how would you rank your knowledge of:

Foundational

Intermediate

Advanced

1. Institution specific history, mission, values, and culture
2. Curriculum, degree programs, and other academic requirements and options
3. Institution specific policies, procedures, rules, and guidelines

4. Legal guidelines of advising practice, including privacy regulations and confidentiality
5. The characteristics, needs, and experiences of major and emerging student populations
6. Campus and community resources that support student success
7. Information technology applicable to relevant advising roles

Relational

Using this scale, how would you rank your ability to:

Foundational Intermediate Advanced

1. Articulate a personal philosophy of academic advising
2. Create rapport and build academic advising relationships
3. Communicate in an inclusive and respectful manner
4. Plan and conduct successful advising interactions
5. Promote student understanding of the logic and purpose of the curriculum
6. Campus and community resources that support student success
7. Information technology applicable to relevant advising roles

Training & Development Opportunities

Utilize the Core Competencies Guidebook, Pre Self-Assessment, Training Topics Checklist, and Professional Development Google Document. Create a list of topics that you want to focus on this semester.

Core Competencies

Training Topics Checklist

Professional Development Opportunities

Semester Overview

	February	March	April
Professional Goals			
Academic Advising			
PASS/Student Outreach			
Campus Involvement & Committees			
Training & Development			
Liaison Outreach			
Personal Wellness			

	May	June	July
Professional Goals			
Academic Advising			
PASS/Student Outreach			
Campus Involvement & Committees			
Training & Development			
Liaison Outreach			
Personal Wellness			

JANUARY 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7 5+ per day Review Pass Rosters	8 Planning Meeting	9	10	11	12	13
14 Express Advising	15	16	17	18	19	20
21 35 per week PASS Workshops	22 Staff Meeting Add/Drop Deadline (1st 8-week course)	23	24	25	26	27
28 35 per week PASS Workshops	29 Committee Meetings Add/Drop Deadline (semester course)	30	31			

PROFESSIONAL DEVELOPMENT EVENTS

COMPETENCY AREA

FEBRUARY 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
35 per week 4	5 Meeting w/ College	6	7	8	9 Drop Deadline w/o 'W' (1st-8 week course)	10
35 per week 11	12 Prof. Development	13	14	15	16 Department Showcase	17
35 per week 18	19 Staff Meeting	20	21	22	23	24
35 per week 25	26 Committee Meetings	27	28			

PROFESSIONAL DEVELOPMENT EVENTS

COMPETENCY AREA

February 1st - NACADA Webinar *Building Advisor Competency: Conceptual Understanding*
Component (Online)

Conceptual

MARCH 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4 7 per day/Express	5 Meeting w/ College	6	7	8 Express Advising 1-4:30	9 Express Advising 1-4:30 Fall 2018 Available on Course Explorer Drop Deadline w/o 'W' (semester course)	10 Nomination Deadline for NACADA Assn. Awards
11 35 per week	12 Prof. Development Time Tickets Available	13	14	15	16 Add/Drop Deadline (2nd 8-week course)	17
18 5 per day	19 Spring Break	20 Spring Break	21 Spring Break	22 Spring Break	23 Spring Break	24
25 40 per week	26 Staff Meeting	27	28	29	30	31

PROFESSIONAL DEVELOPMENT EVENTS

March 6th - NACADA Webinar Building Advisor Competency: Informational Knowledge Component (Online)

COMPETENCY AREA

Informational

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
45 per week 1	Registration Begins 2 Committee Meetings	3	4	5	6	7
50 per week 8	9 Meeting w/ College	10	11	12	13	14
65 per week 15	16	17	18	19	20 Drop Deadline w/o 'W' (2nd 8-week course)	21
40 per week 22	Open Registration 23 Prof. Development	24	25	26	27 Early Transfer Registration	28
35 per week 29	30 Staff Meeting					

PROFESSIONAL DEVELOPMENT EVENTS

COMPETENCY AREA

April 4 - NACADA Webinar *Building Advisor Competency: Relational Skills Component* (Online) Relational

April 11-13 - NACADA Conference in Columbus, OH Conceptual, Informational, Relational

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	Reading Day 3	4	5
6 35 per week	7 Meeting w/ College	8	9	10	Last Day of Exams 11	12
13 5 per day (17-18)	14	15	16	17	18	19
	Summer Reg. Training 1-5pm	Summer Reg. Training 9-5pm	Summer Reg. Training 9-5pm			
20 5 per day (21-22, 25)	21	22	23 Transfer Registration	24 Transfer Registration	25	26
27	28	Summer Reg. Begins 29	30	31		

PROFESSIONAL DEVELOPMENT EVENTS

May 9 - NACADA Webinar *Using the Core Competencies Model to Create Action Plan for Growth*

COMPETENCY AREA

Conceptual, Informational, Relational

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4 CPS Students Reg.	5	6 Inbound Students Reg.	7	8	9
10	11 RISE Students Reg.	12	13	14	15 Inbound Students Reg.	16
17	18	19	20	21	22	23
24	25	26 CPS Students Reg.	27	28	29	30

PROFESSIONAL DEVELOPMENT EVENTS

COMPETENCY AREA

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8 Virtual Advising Week	9	10	11 GS 101 Training 1- 5pm	12	13	14
15 5 per day	16	17	18	19	20	21
22 5 per day	23	24	25	26	27	28
29 5 per day	30	31				

PROFESSIONAL DEVELOPMENT EVENTS

COMPETENCY AREA

NACADA Core Competencies

How do the Core Competencies impact my academic advising practice?

How are the Core Competencies used with my advising practice?

How are the Core Competencies reflected in my advising philosophy (if at all)?

Which Core Competency area do I feel most comfortable with? Which one do I feel least comfortable with?

NACADA Core Values

How do the Core Values impact my academic advising practice?

How are the Core Values used with my advising practice?

What are my personal values? How are my personal values reflected in my practice?

University of Illinois (System) Mission & Vision

How does my practice support the University's mission and vision?

Does my advising philosophy align with the University's mission and vision?

DGS Advising Syllabus

How does my practice support the DGS mission and vision?

How am I assessing whether or not students are learning from our advising interactions?

How am I fulfilling my advisor responsibilities as stated in the advising syllabus?

DGS Commitment to Diversity & Inclusion

How does DGS define inclusion?

How do I define inclusion?

How am I inclusive in my practice? How can I be more inclusive in my practice?

Academic Advising Philosophy

Your advising philosophy should be authentic to who you are and what you value as a higher education professional.

How do I use my strengths and values within academic advising?

What excites me about academic advising? Why?

What are my most developed advising skills?

What advising approaches to do I intend to use/currently use with students?

Which student development/identity theories do I use or intend to use?

How do the legal guidelines of advising impact my philosophy?

Academic Advising Approaches

Proactive, Learning-Centered, Developmental, Strengths-Based, Appreciative Advising, Socratic, Advising as Teaching, Self-Authorship, Advising as Coaching, Advising as Motivational Interviewing, and Hermeneutic.

What advising approach(es) do I use most often in my daily work with students?

Why does this work well for me?

Why do I value this advising approach instead of others?

How am I incorporating this approach into my student interactions?

Which advising approach(es) would I like to learn more about? Why?

Which approach(es) align with the DGS holistic advising model, specifically for undeclared students?

How will I evaluate if the approach used during the advising interaction was successful?

See also: Drake, J.K., Jordan, P. & Miller, M.A. (Eds.) (2013). *Academic advising approaches: Strategies that teach students to make the most of college*. San Francisco, CA: Jossey-Bass.

Student Development Theories

Utilize the Training Topics Checklist in addition to the NACADA resources on this page to learn about the multitude of student development theories.

How do I incorporate student development theory when working with students?

If not, how could I incorporate student development theory into my advising practice?

Does my advising philosophy include student development theory?

What student development theory(ies) would I like to learn more about? Why?

See also: Patton, L. D., Renn, K.A., Guido, F. M., & Quaye, S. J. (2016). Student development in college: Theory, research, and practice (3rd ed.). San Francisco, CA: Jossey-Bass.

Personal Goals

What are my personal goals?

How can I thrive personally and professionally?

How do/will I plan to balance my personal commitments with my professional commitments?

What support will I need? How will I ask for this support?

Self-Care & Wellness

How do I define wellness? How do I define self-care? Do I value either?

What are my personal wellness and/or self-care goals?

How can my colleagues support me in achieving these goals?



Professional Goals

What are my professional goals for my current position?

For the semester?

Within the next year?

How do I plan to achieve these goals?

What experiences can I engage in this semester to help me learn necessary skills?

Why are these goals important to me?

Sharing Knowledge

How can I share what I've learned from my experiences (within or outside of advising) with other professionals?

What are some topics I feel knowledgeable about enough to create a presentation for a conference?
Who would my audience be?

Who could I ask to co-present with me?

How can I research my area of interest more?

Considering the history and role of academic advising in higher education, how will this impact the advising community and the way we work with students?

How are students using technology? How are advisors using technology?

What are some key characteristics, needs, and experiences of emerging student populations?

General Studies 101

How are my teaching and advising approach similar?

How are my teaching and advising approach different?

After reflecting on my experience(s), I am most proud of _____

What could I have done better?

Should my teaching approach be incorporated into my advising philosophy? How so?

What support do I need while teaching and advising (if any)?

How can I assess students' understanding of the University curriculum?

Post Self-Assessment

Use the NACADA Core Competencies Guide to help rank your knowledge and abilities for each of the following to recognize your areas of growth. Provide an example from your advising practice to demonstrate your experience or knowledge within the competency area.

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5. Promote student understanding of the logic and purpose of the curriculum
6. Campus and community resources that support student success
7. Information technology applicable to relevant advising roles

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Assessment of Professional Development Journal

Return after Annual Performance Review (mid-June)

1. Was the journal a useful tool in assessing your Core Competencies knowledge in order to develop your professional development plan?
2. Did the journal help you to identify and plan NACADA, ILACADA, IlliAAC and other on-campus calendars to improve your practice?
3. Did reflective journaling help you analyze your experiences, challenges and accomplishment within academic advising, teaching or other relevant higher education experiences?
4. Did the journal help you develop and refine your advising philosophy, personal and professional goals, teaching performance and wellness?
5. Did the journal help you recognize your levels of competency and develop plans to share your interests and knowledge with other advising professionals?

Professional Development Journal Assessment Continued

6. How often did you use this journal? Was it easily accessible? Was it user-friendly?

7. Which parts of the journal were the most helpful? The least helpful?

8. What kind of content should be added? What content should be removed?

9. How effective were the reflective questions? Suggestions/Edits?

10. Should we use this journal again for the academic year? Please share overall thoughts about this journal and its effectiveness in helping you organize your professional development as well as preparing for your performance evaluation.