Kean University

Advisor Training Group

Presidential Task Force on Advising

Recommendation for the Creation of a University Wide Advisor Training & a University
Academic Advisement Handbook

Last Revised on March 3, 2023

Introduction:

The advisor-training group of the 2022-2023 presidential task force on advisement was tasked with developing recommendations for an institutional advisor-training program.

The recommended training found within this document was developed using NACADA's core competencies for advisement (conceptual, informational, and relational) as well as best practices in the field. The advisor training and certifications recommended will provide advisors the knowledge and skills needed to help students persist to graduation at Kean University.

To ensure the continuity of the program, we recommend that the advisor-training program be housed within the new Center for Advising, Persistence and Success and a designated staff be in charge of overseeing the training and updating the program as needed. We found that most of the programs our committee reviewed were housed in the Advisement Centers at those institutions. We also recommend that a university committee on advisement be created with representatives from different colleges and units who will be responsible for providing updates and recommendations. In addition, the new Center for Teaching and Learning can assist with developing or recommending training materials and modules guided to faculty. (See appendix 1, question 7 for more information on other institutions)

The advisor training will be composed of three programs with continuous training sessions and workshops throughout the year to supplement the initial trainings and to qualify advisors for an advanced certificate. The continuous trainings will also inform the advising community of new technologies, curriculum changes, advising trends and professional development opportunities. The training will also align with current changes and other subcommittees recommendations.

Note: A certificate/diploma is to be printed and given upon completion of each training.

The three trainings are as follows:

1. Academic Advising Training: A general training that will cover all the basics of advisement including: University mission and philosophy, FERPA, policies and procedures, programs and curriculum, campus resources, technology, special populations, career and graduate studies, advising theories and pedagogy, and communication skills.

    See appendix 2 for additional information

2. Cultural Competency/DEIB Training – This training provides opportunities to expand advising perspectives, knowledge, and skills around diversity, equity, inclusion, and belonging to facilitate student success. The certificate will enhance advisors' contributions to creating diverse and inclusive workspaces where differences are embraced and appreciated and student can flourish. Each advisor must complete a

practicum demonstrating the application of certificate content in an immersive or reflective way.

See appendix 3 for additional information

3. Advanced Academic Advising Certificate

The advanced certificate is for experienced academic advisors who have been performing this role for two or more years and are looking for additional professional development opportunities and possibly to contribute to the field. This certificate would require that advisors complete the Academic Advising Training, the Cultural Competency/DEIB Training, additional professional development workshops and possible course work. A capstone project will also be required. At this phase, advisors will receive a deeper understanding of advising theories and pedagogy, advising competencies, and create their own advising philosophy. They will also be encouraged to develop advising connections, publish in the field, and attend professional development conferences and events.

See appendix 4 for additional information

We also recommend that a training manual or advisement handbook be developed as well as an online repository to house subject specific trainings. A process for updating the handbook needs to be implemented to ensure that it is kept current and relevant. We recommend that the previously recommended committee oversees this process.

See appendix 5 for a draft of an advisement handbook.

Advisor Training Learning Outcomes

The expectation is that by the end of the advisor training advisors will be able to:

- Know the mission, vision, policies, procedures and advising process of Kean University
- Guide students toward degree completion and their academic goals by understanding university policies, procedures, curriculums and programs.
- Utilize all the advising technologies available at the institution
- Refer students to appropriate campus resources and offices
- Feel supported and encouraged to seek additional professional development for personal enrichment, to add to the field and to improve institutional practices.

In-person workshops and online modules:

We recommend the trainings to be offered online through CANVAS and will have case studies and quizzes to give advisors plenty of opportunities to assess their learning. There will be a combination of videos and readings to make the information diverse and engaging.

In addition, in-person workshops should be designed to discuss the material covered in the online modules and assess its application. They should be hands-on workshops that would allow advisors the opportunity to practice and apply the advising skills learned.

Observations:

New advisors should have the opportunity to observe experienced advisors prior to starting the advising cycle and be observed while advising students to receive feedback.

We recommend that new advisors observe a certified experienced advisor for at least two weeks prior to the beginning of their advising role at Kean. A professional in the Center for Advising, Persistence and Success, or a certified advisor or supervisor from the college, school or program should also observe them for a two weeks period.

After the observations are completed, the new advisor should write a self-assessment or action plan and identify areas of strength and development.

Each new advisor should also be assigned a mentor during their first year who they can resort to with any questions or concern.

Assessment:

An assessment component should be developed to allow professional development and assessment of effectiveness. The assessment can be part of the current yearly evaluations for professional advisors "to assess the understanding of various job duties, set goals, and evaluate any changes that need to be made".

Faculty advisor assessment would need further discussion.

Prizes and Rewards:

Dr. Hood discussed the importance of building an effective recognition and reward system to increase staff morale and reward good work. Based on Dr. Hood's recommendations during the November 21st, 2022 retreat, we like to make the following recommendations:

1. Creating growing opportunities for advisors. Work with HR and different unions to create positions where advisors can be rewarded for taking additional responsibilities or developing new programs. For example entry level advisors vs. senior level advisors (e.g. a title change from Professional Service Specialist 4 to Professional Service Specialist 3) or growing from an advisor position into an associate director position or other leadership positions.

2. Yearly evaluations should be tied to job duties.
3. Implementing recognition ceremonies and awards, e.g. presidential award for best academic advisor or an advising award luncheon to celebrate accomplishments.
4. Motivate advisors to get nominated for NACADA awards and send a university wide acknowledgment of such recognitions.
5. Providing advisors opportunities for professional development and self-grow.

Appendix 1: Advisor Training Group questions and answers

1. What training has been historically done for academic advisors at the institution (this has to be analyzed amongst all areas that advise at the University)

   ● New faculty training- offered every fall by the Office of Academic Affairs. This training includes four initial days and have follow up training sessions throughout the year. Deans and school/departments train faculty on advisement. One follow up training related to advising technology is given two weeks before the advisement cycle begins.

   ● Professional development days - Used to be offered for all employees twice a year.

   ● School of General Studies offers trainings to their faculty and staff.

   ● CAPs offers training to their staff.

   ● Other departments offer training to their staff such as Supera, EOF, and Academic departments etc.

   ● OCIS used to offer training on different tools - these trainings were offered throughout the semester and included Ellucian and other campus technologies.

   ● Faculty development center - was closed in 2014-2015 - a new Center for Teaching and Learning (CTL) was opened summer 2022

   ● Institutional effectiveness offered training on advice and assessment reports.

   ● The office of the registrar offered training on student planning and degree audits.

   ● Office of Accessibility Services - used to offer trainings to different campus offices.

2. What professional development opportunities are there that the University can take advantage of to train all academic advisors at the institution?

   ● NACADA offers many workshops and online resources

   ● Chronicle of higher education offers training opportunities

     a. What services do they provide?

     Online training, resources, best practices, webinars, on demand content, forums and groups, conferences, topic oriented and role oriented courses and trainings, summer institutes, and drive-ins (regional events)

3. How would these professional development opportunities benefit the institution?

   ● Provide best practices and learning opportunities. Can also provide resources that can help improve students' success, retention, and graduation outcomes.

- Create pathways to higher levels of advisement.

- Help advisors become more efficient in helping students.

- Provide an opportunity for a common language and/or framework.

4. What specific training are needed for advisors to feel competent and comfortable when working with students?

- Institutional practices and procedures.

- Population of students served e.g. transfer students, EOF, ESL, readmit, disability, etc.

- Resources and tools available to them and students.

- Online student advisement.

- Processes involving student career from high school, admissions to graduation and beyond. Including institutional partnerships.

- Cultural competency.

- The offices, the services provided, and any changes.

- Technology, Ellucian, student planning, Kean Wise, etc.

- Confidentiality

- FERPA - how to verify parents have access for us to release information.

- Students' educational needs and specific situations (physiology and basic needs, food, access to technology, housing insecurity etc.).

- Best practices and available resources outside the university.

- Communication and interpersonal skills for advisement.

- Listening skills

5. What are the academic advising learning outcomes for students to do at Kean University?

- To be developed

- Programs such as EOF have individual ones

6. What specific training has been deemed effective through evidence based research for academic advising?

- "Advising manuals, case studies, guest speakers, common reading groups, video and audio materials delivered via learning management system, Wikis, and role plays" (Voller, 2012).

- Shadowing

Articles and research found:

- Empower institutional leaders - Kent States's career ladder and crosswalk (5 steps to achieving academic advising outcomes)

- https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advising-as-Teaching-The-Power-of-Evidence-Based-Teaching-Practices-in-Academic-Advising.aspx

- https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Training-Components.aspx

- [Research-based approach to working with Undecided students](#)

- [Stepping out of the workshop: The case for experiential learning in advisor training and development](#)

- [Advisor Training Steps](#)

- [Advisor Training and development: Why it matters and how to get started](#)

- [Student Advising: An Evidence- Based Practice](#)

7. What best practices are there for academic advising training that can be used at Kean University? How would these best practices in training ultimately help our students?

<u>**Examples of Advising Trainings and Structures:**</u>

- **UC Berkley**

https://advisingmatters.berkeley.edu/advancing-practice-events-archive

- ○ Advisor Training Program is called Advisor Strategy & Training (AS+T)

- ○ Has a council on Advising and Student Support

- ○ Offers various certificates

- ○ Advising and student services activities with campus-wide relevance are coordinated through the <u>Council for Advising and Student Support (CASS)</u> and the CASS Executive Committee co-chaired by the Interim Vice Provost for Undergraduate Education, and the Vice Provost for Graduate Studies and Dean of the Graduate Division.

- ○ Shared   Advising   Notes: https://advisingmatters.berkeley.edu/resources/shared-advising-notes

- **University of Georgia (UGA)**

https://advising.uga.edu/For-Advisors/learning_and_development/certificates/

- ○ Academic Advising Coordinating Council
- ○ Training Program Housed in Office of University Academic Advising Services
- ○ Offers various certificates
- ○ Mission Statement

The Office of Academic Advising supports, encourages, and empowers UGA academic advisors and the students they serve by improving campus-wide advising communication, collaboration, and community.

This mission is accomplished through:

1. Answering advising-related questions from all stakeholders (students, advisors, campus partners) efficiently and with compassion
2. Facilitating connections across campus to resources and information
3. Consulting, collaborating and creative problem-solving on advising-related issues
4. Supporting advisors in their service to students
5. Guiding and implementing campus-wide advising initiatives and assessment

- **University of South Carolina** (2021: National Winner, NACADA Outstanding Advising Program). University of South Carolina is nationally recognized through NACADA and has Award Winning Advisors and Programs

https://www.sc.edu/about/offices_and_divisions/advising/advisor_training/certification/index.php

- ○ A University Advising Center Training and Professional Development Committee
- ○ Training program housed in the University Advisement Center
- ○ The Academic Advisor Training and Certification program at the University of South Carolina provides all academic advisors the knowledge and skills needed to effectively support and guide students to degree completion.
- ○ Offers a certificate
- ○ University of South Carolina Academic Advising Training Program Curriculum: https://www.sc.edu/about/offices_and_divisions/advising/documents/advisor_training_program_curriculum_091520.pdf

- The University Advising Center (UAC) has won the following awards from the National Academic Advising Association (NACADA) through their **Global Awards Program**.

    - **2021**: National Winner, NACADA Outstanding Advising Program- **Advisor Training Program**

    - **2021**: Certificate of Merit, NACADA Outstanding Advisor Award

    - **2020**: Certificate of Merit, NACADA Outstanding Advising Program- Undergraduate Academic Advising

    - **2019**: Certificate of Merit, NACADA Outstanding New Advisor Award

    - **2018**: Certificate of Merit, NACADA Outstanding Advising Program- **Exploratory/Major Change Advising**

- **Montclair State University**

https://www.montclair.edu/provost/professional-development-for-the-advising-community/
    - Housed in the Office of the Provost:

    - Example of teacher certification advising (Center of Pedagogy)

      https://www.montclair.edu/center-of-pedagogy/advisement/

      https://www.montclair.edu/red-hawk-central/academic-advising/ (NEST/Navigate) they provide short videos for students and parents to describe the process

- **Wayne State University**
https://advisortraining.wayne.edu/curriculum
    - Academic Advising Council

    - Offer advisor certificates

    - Advisor Training Academy (ATA) housed in the University Advisement Center

- **Utah Valley University**
https://www.uvu.edu/advising/university/training/certification.html

    - Housed in Office of University Advising

    - Advisement Forum: The Advisement Forum is a large group of people on campus with some kind of advisement-related interest including academic advisors and those who work in various student support offices and departments.

- ○ Advisor Supervisor Certification
- **Penn State University**

https://sites.psu.edu/advls100/program-outline/

https://advising.psu.edu/how-advise

- ○ Housed in the Division of Undergraduate Studies: Advising at Penn State: A Resource for Faculty and Staff

- ○ Specific course for faculty

- ○ University Advising Council (UAC) - The University Advising Council of Penn State was created by legislation of the University Faculty Senate. Chaired by the Vice President and Dean for Undergraduate Education, the council provides oversight of the University's academic advising program.

- **Purdue University**

https://www.purdue.edu/advisors/advisors/who-we-are/competencies-for-success.php

- ○ Advising Committees and Councils:

  Career Advising Council (CAC) — The CAC provides guidance to members of the advising community through interactive professional development sessions that follow the Center for Career Opportunities' career decision-making model.

  Probation Community of Practice — Formed in fall of 2013, this committee engages many representatives from across campus to develop a consistent, supportive approach in advising probation students, while designing improved methods of communication and interventions.

  Advising Leadership Team — This leadership team is formed from head advisors of each Purdue college and Exploratory Studies. The purpose of this team is to drive momentum forward for student-centered advising practices at Purdue.

  Campus Partners — Combined with the Head Advisors Leadership Team, this group encompasses areas that directly influence student success and communicates program changes and initiatives that may impact students.

- **University Of Wisconsin – Madison**

https://advising.wisc.edu/facstaff/what-we-do/

- ○ Housed in Office of Undergraduate Advising

- ○ Advising Training and Development Team: https://advising.wisc.edu/facstaff/atdt/

- **University of Tennessee at Chattanooga**

UTC Advisors' Council:
https://www.utc.edu/sites/default/files/2021-02/advising-certificate-overview-020216.pdf

- **Missouri Western University**

https://intranet.missouriwestern.edu/advising/advisors/

  - Housed in the Student Success and Academic Advisement Center
  - Has academic advisement counsel

- **Utah Valley University**

https://www.uvu.edu/advising/university/training/certification.html

  - Housed in Office of University Advising
  - Advisement Forum: The Advisement Forum is a large group of people on campus with some kind of advisement-related interest including academic advisors and those who work in various student support offices and departments.
  - Advisor Supervisor Certification

- **Missouri State**

https://www.missouristate.edu/Advising/workshops-for-advisors.htm

  - Academic Advising and Transfer Center: https://www.missouristate.edu/Advising/advising-resources-for-advisors.htm
  - Training and Development for Advisors: https://www.missouristate.edu/Advising/workshops-for-advisors.htm
  - Offers a certificate
  - Best Practices: https://www.missouristate.edu/advising/best-practices-for-advising-in-centers.htm

- **Texas A&M University**

https://studentsuccess.tamu.edu/About-Us/News/Creating-a-New-Advisor-Orientation-Program-on-a-Vi

  - Housed in the Office for Student Success
  - Offers a Advising Diversity Certificate
  - Student Success Executive Committee
  - Offers webinars
- **University of Montana**

https://www.umt.edu/oss/for-faculty-staff/academic_advising_certificate.php

  - Housed in the office for student success
  - Offers and Academic Advising Certificate

- ○ Has an advisement manual
- **Kansas State University:**

https://www.k-state.edu/student-success/advising/academic-advising/for-advisors/policies-resources.html

- ○ Housed in the Office of Student Success
- ○ Academic Advising Syllabus:

https://www.k-state.edu/student-success/advising/academic-advising/documents/academic-advising-syllabus.pdf

8. What resources in NACADA could be utilized to assist with advisor training at Kean University? From the surveys, what areas need to be addressed to be trained in as expressed by the students and advisors?

- Professional development Committee and NACADA core competencies can help guide the training process

- NACADA Advising Communities provide members the opportunity to engage with other professionals in areas such as similar institution types, academic areas, interests, or student populations . All current members can join up to 4 Advising Communities. All Communities are involved in:

  - ○ Advancing NACADA's strategic goals

  - ○ Proposing and facilitating professional development activities around Community topics to engage members

  - ○ Providing resources to advance the professional development of members while focusing on the specific area of the Community

  - ○ The ACD helps advisors help students!

- *Advisor Training & Development Resources*

  - ○ *Articles*

  - ○ *eTutorials*

  - ○ *Groups*

  - ○ *Pocket guides*

  - ○ *Case studies*

- *Bringing in guest speakers to an on campus advisement training session*

9. What is the process of advisor training at other institutions? Please refer to question 7

10. What are the recommendations to enhance the training around advising at Kean University?

- We recommend that an advising council is created with representation from all colleges, schools, support programs, administrative offices and special populations (e.g. athletes)

- To develop clear advising training outcomes, objectives, and mission statement

- To develop a universal training program housed at a center or specific office with designated staff members who will be responsible for developing and facilitating year round training content.

  - All trainings to be in line with Kean's commitment to diversity, equity, and inclusion

  - Trainings to be diversified based on level of advisor experience and role (entry-level to advanced, faculty vs staff)

  - Some trainings offered by trainers, some by pre-developed modules

  - Regular training and updating a working document in a google drive or the Kean website that is clear and easily read (a manual or handbook)

  - Regular workshops and online resources (Training modules) and throughout the year face-to-face trainings.

11. How would these enhanced practices be implemented?

- The Center for Advisement and Persistence will be responsible for identifying a full time staff who would coordinate the advising training and resources. This person can lead the formation for a committee or advising council who will meet regularly and will help develop the training and resources.

- Collaboration must exist with special key holders such as the registrar's office to help develop training and manuals e.g. student planning

12. What would potentially be the outcomes of this enhancement in training for academic advisors?

- Better trained advisors who can assists students and in return:
  - Improve graduation rates
  - Increase retention
  - Reduce time to graduation
  - Better utilization of resources
  - Cultivate best sense of belonging amongst students and staff

Appendix 2: Academic Advising Training

Description

Designed as an "orientation" to advising at Kean, Basis Academic Advising Certificate is essential information for all new academic advisors at Kean University. It covers all the basics of advisement including: University mission and philosophy, FERPA, policies and procedures, programs and curriculum, campus resources, technology, special populations, career and graduate studies, advising theories and pedagogy, and communication skills.

Program Requirements

This certificate requires the completion of all seven courses listed below.

This certificate is required for all faculty, advisors, and staff members with academic advising responsibilities, but is open to all Kean employees.

Academic Advising Courses

1.   Overview of Kean University Advising

This course provides a detailed overview of advising at Kean University

•   Advising mission and objectives
•   The Kean University model
•   Academic programs - Overview of Curriculum sheets, minors, & academic catalogs
•   Key Advising Contacts (e.g., Departments Head, Programs Coordinators)
•   University support offices (e.g. One stop services center/Registrar; Student Accounting; Financial Aid)
•   Overview of Advising Technologies
•   Important Reports and Timelines (Early Alerts, ENR, Never Attended)
•   What programs are online?
•   The five-steps to enrollment

2.   Overview of Advising Roles, Tasks, and Functions

This course provides an overview of an academic advisor's role at Kean University, common advising tasks, and rapport building.

•   The Appointment
•   Advising as Teaching
•   Advising Notes (How to put notes into Advise. What is appropriate to place in advising notes.)
•   Logistics – follow-up emails, etc.

• How to build rapport with advisees
• Different roles of advisors (e.g., Major, Minor, CAPS, EOF, Bridge to Success, Athletics, Supera, Kean Online)

3. Essential Policies and Procedures

This course provides a detailed overview of Kean University policies and procedures related to academic advising

• Student Populations Overviews
• Veteran
• Athletes
• International
• Student with Disability
• Transfer student (e.g., credit limits)
• Taking coursework at another institution
• njtransfer.com
• Dual Student enrollment
• SAP
• FERPA
• Educational Records Release
• Academic Probation
• Academic Dismissal/Appeal

4. A Kean Degrees, Minors, Certificate

This course covers the core curriculum, Kean University graduation requirements, minors, certificate programs, double majors, dual degrees, interpreting transfer credit, and graduation.

• Competencies
• General Education
• College of Education – Content Area/K-12 Teaching Certification
• Post-Baccalaureate Certificate
• List of academic programs
• University requirements
• ESL curriculum
• Major GPA requirements

5. Cultural Competency

This course focuses on skills and knowledge that value diversity, understand, and respond to cultural differences to increase advisors' awareness of cultural norms.

• Overview of the impact of race, socioeconomic status, gender, sexual orientation, and ability on advising.

6.   The Art of Referring

This course provides advisors with the needed information to refer students to the appropriate office that can support the needs of our students.

•   Kean Wellness Center
•   Student Accessibility Services
•   Career Service/Internships
•   Study Abroad
•   Financial Aid
•   Academic Support
•   Tutoring, supplemental instruction, and writing center
•   Cougar Connection
•   Kubit
•   Office of Student Conduct
•   Title IX
•   Cougar Pantry
•   KU Police and Public Safety
•   Center for Leadership and service
•   DEI office
•   Division of Student retention and educational innovation
•   OCIS

7.   Training by College or Division

This course will provide an understanding of the specific requirements for majors and minors, along with advising nuances unique to an academic program. Academic departments or divisions will lead these courses.

•   College of Business and Public Management
•   College of Education
•   College of Liberal Arts
•   The Dorothy and George Hennings College of Science, Mathematics, and Technology
•   Michael Graves College
•   The College of Health Professions and Human Services
•   Kean Online
•   Division of Student Success and Retention

Appendix 3: Culturally Competent - DEIB Academic Advisor Training

Description and Goals

Academic advisors engage students in meaningful relationships that are supportive and meaningful in helping the student successfully navigate their academic program and preparing them for life after graduation. Academic advising should be a collaboration between a student and their advisor. An advisor must be equipped to address the needs of the diverse student populations at Kean University. The courses offered in this certificate provide opportunities to expand advising perspectives, knowledge, and skills around diversity, equity, inclusion, and belonging to facilitate student success. The certificate will enhance advisors' contributions to creating diverse and inclusive workspaces where differences are embraced and appreciated. Each advisor must complete a practicum demonstrating the application of certificate content in an immersive or reflective way.

Program Requirements

This program is open to faculty, advisors, and staff members. To qualify for the Diversity, Equity, and Inclusion Advising Certificate, candidates must complete the designated coursework and a practicum. Part I comprises three required courses, and Part II requires a minimum of three elective courses. In addition, completion of the certificate will require a practicum that can be satisfied in a variety of ways. See below for more details.

Part I: Core Curriculum

Required Core Courses:

- **Diversity, Equity, Inclusion, and Belonging**

  This course will focus on understanding systemic and structural oppression and discrimination that are pervasively and deeply embedded in systems, laws, written or unwritten policies, and entrenched practices and beliefs that produce, condone, and perpetuate widespread unfair treatment, discrimination, and oppression of marginalized people at Kean University. The course will contain a basic overview of critical consciousness and intersectionality.

- **Strengthen Your Core**

  Cultivate Respect and Appreciation for Differences

  Utilizing NACADA's core values (Professionalism and Commitment, Respect and Integrity, Caring and Inclusivity, Empowerment), this course will explore participants' core values to cultivate respect and appreciation for others.

- **DEIB in Advisor Communication**

  This course examines various methods and styles of advisor communication in the context of DEIB issues, such as microaggressions, implicit bias, and representation. This course provides knowledge and strategies to make advisor communication practices more equitable and inclusive.

Part II: Electives

Choose a minimum of 3 Courses from the Following:

- **Confronting Anti-Black Racism (anti-Blackness)**

  Anti-Blackness refers to actions or behaviors that minimize, marginalize or devalue the full participation of Black students in our university life. Such actions or behaviors may not be maliciously motivated or even rise to the level of a policy violation. The accumulated impact affects how Black undergraduates and graduate students experience belonging at Kean University and can negatively affect how they learn, discover, and work. In robbing them of their full membership, anti-Blackness distorts the research, teaching, and service mission of Kean University as the urban research public university serving the state of New Jersey while reaching across the country and world.

- **Critical Consciousness**

  This course will educate and prepare advisors with the tools necessary to navigate a dynamic future from a position of knowledge, empathy, and justice. The course will cover the critical understanding of identity and positionality, explore current and historical oppressive infrastructures within the university and outside the university, and begin the process of becoming culturally competent to become agents of change.

- **Intersectionality**

  This course examines the concept of Intersectionality (the simultaneous effects of race, gender, ethnicity, sexuality, and other social and descriptive categories on identity formation and experience), including an evaluative overview of the concept and practical and ethical dimensions and applications of the concept in real-world situations. This course will have a focus on race, gender, and socio-economic status.

- **Cultural Competencies in Advising with an Emphasis on International Students**

  This course is designed to increase cultural competencies for and raise awareness about academic advising for students, especially international students, and put strategies into place to enhance advisors' support for this student population.

- **Academic Advising & LGBTQIA+ Students**

  LGBTQIA+ students can experience academic difficulty due to identity development, homophobia, and transphobia, as well as difficulties in other aspects of their lives. This course aims to give you valuable information and tools to help you assist LGBTQIA+ students and to consider their needs in an academic advising context.

- **Advising Hispanic and Latino Students**

  Kean university is a Hispanic-serving institution. Our Hispanic and Latino students face distinct barriers as they navigate the transition to higher education. This course will introduce advisors to the historical struggles and current circumstances of

  Hispanic/Latino students. You will leave this course with the knowledge to analyze unconscious biases and respect the historical and institutional prejudice and discrimination that has circumscribed Hispanic/Latino students.

- **How Emotional Intelligence Impacts DEIB**

  Emotional Intelligence involves the ability to feel, understand, articulate, and apply the power of emotions to interactions across lines of difference, some of which often trigger powerful responses that require emotional intelligence to manage those responses. Advisors will discuss how listening, interviewing, rapport-building, and self-disclosure directly influence advisor-advisee interactions and DEIBB's impact on those exchanges.

- **"I Don't See Color, So What?"**

  When is it okay to see race? When is it okay not to see race? Understanding the importance of race and how it affects daily interactions with colleagues and students is vital to understanding why we are different and why that difference is essential to holistic growth and development. In this guided discussion, participants will explore the impact of race and identity and examine the root causes of why conversations around these two areas are so challenging.

- **"I Do See Color, Now What?" (Prerequisite - I Don't See Color, So What?")**

  This course continues the guided discussion on race and identity that started in "I Don't See Color, So What?". Participants will work together to develop a framework for dealing with common pitfalls in these two areas. This course aims to equip advisors with tools to create an engaging culture where diversity, equity, and inclusion are woven into the fabric of our daily interactions with colleagues and students.

Part III: Practicum
Completion of the certificate will require completion of (at least) one of the options below:

- Attendance/participation in at least 4 Kean University, Office of Diversity, Equity & Inclusion workshops. NOTE: A minimum of 2 core courses must be completed before enrolling in a DEIB workshop.

- Completion of 15 hours of new involvement (volunteer or otherwise) that demonstrates intentional exposure to or immersion in a student population discussed in this program (or is known to be underrepresented/historically oppressed in the United States).

- Completion of 1000 words of new content (in writing) on diversity, equity, inclusion, and belonging in your academic advising practice, including a description of how your practice has changed based on knowledge gained through the certificate experience.

- Completion of a project that will deepen conversation or further diversity, equity, inclusion, or belonging in some way. This project could be a grant proposal, video project, publication, group project, or development of a DEIB training or talk.

Appendix 4: Advance Certificate in Advisement

Description and Goals

The advanced certificate in advisement is for experienced academic advisors who have been performing this role for two or more years, are looking for additional professional development opportunities, and possibly contribute to the field. At this phase, advisors will receive a deeper understanding of advising theories and pedagogy, advising competencies, and create their own advising philosophy. They will also be encouraged to develop advising connections, publish in the field, and attend professional development conferences and events. Participants will need to complete courses, a capstone project, and earn professional development credits.

Prerequisites

- Completion of the Academic Advising Training
- Completion of the Cultural Competency/DEIB Training
- Have been working as an academic advisor for two or more years

Courses

Advising theory
A course to be developed to include NACADA core values and basic theories used in academic advisement. Including developmental advisement.

Personal advising philosophy and working with Kean student population
A course to be developed to include best practices and creating a personal philology. The personal philosophy should be created with the following factors in mind:
  a) Working with diverse students
  b) Kean University's culture and best practices

In addition to the courses above, candidates are required to choose three advanced workshops or courses offered throughout the year, including but not limited:

College Student Services and Advising
Multicultural Advising
Advising and Human Development
Overview of Effective Advising
Essential Policies and Procedures
Kean Degrees, Minors, Certificates
Cultural Competency
The Art of Referring
Advising Technology
SAP
Transfer student advisement

Capstone Project

The capstone project requires participants to choose one or more of the following projects:
- A presentation at the University about advising initiatives and work performed with students
- A presentation at a NACADA conference or other advising related organization
- The development of a training session or workshop
- A publication or paper submitted to a journal

Professional Development

To maintain the advanced advisor status, advisors need to continue seeking professional development opportunities, which can include professional development sessions, presentations, conferences, workshops and additional course work.

ACADEMIC ADVISING HANDBOOK

Spring 2023

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Advanced Training
DEIB Academic Advisor Training

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How to properly refer students

SECTION III: ACADEMIC ADVISING AT KEAN UNIVERSITY

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Advisement Roles (Kean University)

Pre-Enrollment Advisors (School of General Studies)
Primary Advisors (CAPS, SUPERA, EOF, BTS)
Faculty Advisors and Advising Administrators
Advising Supervisors, Managers, and Mentors
Learning Professionals, Trainers, and Researchers

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Important Reports and Timelines

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ENR
Never Attended

Academic Colleges, Schools, and Departments: Overview and Contacts

College of Business and Public Management
College of Education
College of Health Professions and Human Services
College of Liberal Arts
Dorothy and George Hennings College of Science, Mathematics and Technology
Michael Graves College

Academic Programs, Curriculum Guides & Academic Plans

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Music Majors & Auditions
Theatre Majors
Dance Majors
The Art BFA
Nursing (RN-BSN)
Speech Language Hearing Sciences

Kean Online

Policies
Programs

Location Status Change Form
Advising Technologies & Student Systems

Advice
Kean Wise
Student Planning
Colleague
Cougar Link

Special Populations
Student-Athletes
Bridge to Success Students
EOF Students
ESL Students
First Gen Students
International Students
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Students with Disabilities
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Academic Affairs
Nancy Thompson Learning Commons
Campus Police & Public Safety
DEI
Admissions, 5 steps to enrollment
Financial Aid
Registrar's Office
One Stop Service Center
Student Accounting
Career Services
Study Abroad
KUBIT
OCIS
Office of Student retention and educational innovation
>*Probation*
>*SI*

SADI

Institutional Research
Accreditation and Assessment

Student Affairs
Center for Leadership & Services
Student Conduct
Cougar Pantry
Wellness Center
Health Services
Counseling Center
Cougar Connections
Office of Accessibility Services