

# AALL CIS #3 2024: 1-1 academic advising panel discussion summary

May 29, 2024

## Notes from the panel discussion

These notes are intended to be a summary of the discussion, not a complete overview and comparison of services provided by each institution.

## Panel:

- Leah Rosales, Team Leader, Learning Advisers, Edith Cowan University
- James Dalitz, Learning Advisor, Centre for Education and Enhancement, James Cook University
- Dr Sophie Abel, Team Leader, The Writing Centre, Macquarie University
- Dr Rebekah Clarkson, Learning Adviser, Student Engagement Unit, University of South Australia

## Questions

1. *Provide an overview of the 1-1 consults in your university, such as booking system, staff number and roles (academic/professional), number of daily/weekly consults, coverage of consult topics, mode (online/f2f/phone and why)*
2. *Pedagogical practices, for example how to provide feedback on student assignment, how students follow up, boundaries btw content and language*
3. *Any challenges you come across in your practices or anything you would like to address – e.g. balancing demand with promotion, attitude of faculties to the service, managing expectation*

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	<b>Leah Rosales, Edith Cowan University</b>	<b>Dr Rebekah Clarkson, University of South Australia</b>	<b>James Dalitz, James Cook University</b>	<b>Dr Sophie Abel Macquarie University</b>
<p><b><i>Provide an overview of the 1-1 consults in your university, such as booking system, staff number and roles (academic/professional), number of daily/weekly consults, coverage of consult topics, mode (online/f2f/phone and why)</i></b></p>	<p>8 PT Learning Advisors (LAs) or 5FTE + 2 in Sri Lanka. Professional roles.</p> <p>LA workload: 50% of workload spent on 1to1, Average 18 per week, 4 to 6 per day.</p> <p>Bookings: <b>Time trade</b> – a plug in from the Student Management System. Students (Ss) able to book through their portal.</p> <p>Appointments: 30 mins, F2F on campus, online &amp; telephone.</p> <p>Topics: Getting started on assignments, feedback on drafts, study skills &amp; exam prep</p>	<p>36,000 students 75% UG, 80% domestic, 20% low SES</p> <p>4.4 LAs across 4 metro campuses Professional roles PASS &amp; Peer Support available.</p> <p>Sit with other support services such as Access &amp; Inclusion, Counselling, Aboriginal student support (Wirringka), Careers, international services etc. allowing for communication.</p> <p>LA workload: 30% of workload spent on 1to1, Average 4 per day.</p> <p>Bookings: <b>Time trade</b> – allows access to information about Ss eg: first language, engagement in courses, grades and with other support services.</p> <p>Appointments: F2F on campus, online, phone No drop ins.</p> <p>Topics:</p>	<p>Campuses in Townsville and Cairns. Many rural, remote &amp; low SES Ss.</p> <p>7 LAs across both campuses (4 FT &amp; 3 PT). Team includes literacy &amp; numeracy specialists.</p> <p>Meet regularly with other support services.</p> <p>LA workload: varies as JCU has semester, trimester &amp; intensive schedules running. Team does 60 to 80 1to1 appointments per week in busy times. 1500 per year, average of 10 per LA per week.</p> <p>Bookings: <b>Microsoft calendar</b> <i>Disadv:</i> doesn't talk to the CRM <i>Adv:</i> Ss choose time and day of appointment to suit them. Sends an email asking Ss to send a draft and unit outline.</p> <p>Appointments: F2F on campus, online, &amp; drop ins.</p>	<p>5 LAs + 2 Senior LAs who focus on embedding support into disciplines.</p> <p>Bookings:</p> <ul style="list-style-type: none"> <li>• <b>Microsoft calendar</b></li> <li>• Ss send emails and are accommodated.</li> <li>• Referral system – a bespoke system designed because the Uni system was too fixed. We were unable to create fields to fit our context.</li> </ul> <p>LA workload: System records about 20 bookings per week, but doesn't capture email bookings, so hard to measure. Drop ins: 10 to 12 per week, with higher demand than last year.</p> <p>Out of hours appointments available – 4-7pm, high demand by mature age Ss.</p> <p>Encourage Ss to see peer support 1<sup>st</sup> before seeking LA support.</p>

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		Study Strategies, unpacking assignment tasks, academic writing, time management, directing Ss to resources. Etc.	Topics: similar to ECU & USA	Topics: Similar to ECU. USA & JCU. Increased demand from Neurodiverse Ss looking for study strategies.
	<b>Leah Rosales, Edith Cowan University</b>	<b>Dr Rebekah Clarkson, University of South Australia</b>	<b>James Dalitz, James Cook University</b>	<b>Dr Sophie Abel Macquarie University</b>
<b><i>Describe your pedagogical practices, for example how to provide feedback on student assignment, how students follow up, boundaries btw content and language</i></b>	<p>Guide Ss to learn independently.</p> <p>Start with the Ss: how are they feeling? What help do they want?</p> <p>Strength based approach: - work on building on Ss strengths to build confidence and autonomy.</p> <p>Guide Ss to other available support.</p>	<p>Similar approaches to the other 3.</p> <p>Pedagogical approaches include Motivational scaffolding, Motivational Interviewing, Cognitive Flexibility theory.</p> <p>Focus on human presence in consults (strong differentiation from Gen AI): empathy, kindness, focus on modelling calm and curious. Pay attention to body language and Ss history. Previous reports available so refer to previous visits and to other service providers they've accessed by name.</p> <p>Taking a non-linear, 'ill-structured' approach guided by deep listening.</p>	<p>In F2F and online appointments, much time is spent unpacking assignments.</p> <p>Begin with the student: what do they want? LAs often see a discrepancy between what Ss want and LA perception of their need based on draft.</p> <p>Use strategies to help Ss see areas of need, eg:</p> <ul style="list-style-type: none"> <li>• read aloud from drafts</li> <li>• verbalise their meaning</li> <li>• record themselves explaining to a peer etc</li> <li>• use grading criteria to self-evaluate</li> </ul> <p>Explicit instruction: Highlight issues, demonstrate how to manage them, encourage Ss to try themselves. Build a growth mindset in Ss.</p>	<p>Begin with the Ss: ask what help they want.</p> <p>Focus on assignment questions and criteria and move on from there rather than deal with each small issue in a draft.</p> <p>Focus on scaffolding: show Ss the process and how they can do things themselves.</p> <p>Higher order features first before language – direct Ss to Studiosity for proofreading.</p> <p>Provide explicit instruction, show examples, exemplars, guide students while they do it independently.</p> <p>Take a firm line on content – no stepping over the line to discuss content.</p>

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		<p>Afford agency: help the Ss develop a sense of self and 'voice'. Not providing answers, but eliciting, checking in with open ended questions.</p> <p>Holistic approach is appropriate: many neurodivergent Ss &amp; mental health issues.</p> <p>EG strategy: ask the student 'would you like me to pretend to be a student?'. Act as a Ss encountering a task for the first time, carefully 'speaking my thinking', and inviting Ss to jump in the explain things.</p> <p>Open questions: 'what is useful for you?' NOT 'does that make sense?'</p>	Do what is feasible in the time available.	
	<b>Leah Rosales, Edith Cowan University</b>	<b>Dr Rebekah Clarkson, University of South Australia</b>	<b>James Dalitz, James Cook University</b>	<b>Dr Sophie Abel Macquarie University</b>
<b><i>Explain any challenges you come across in your practices or anything you would like to address – e.g. balancing demand</i></b>	<p>Ss don't know about the service. They don't read Ss communications.</p> <p>Ss access the service late in the semester, when they</p>	<p>Demand and supply issues have been managed by capping available appointments and ensuring Ss have access to other resources.</p>	<p>Managing the number of consultations to ensure the right level of support is offered.</p>	<p>Ss don't know about the service. They don't read Ss communications.</p>

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<p><b><i>with promotion, attitude of faculties to the service, managing expectation</i></b></p>	<p>should have sought help earlier.</p> <p>Issues with meeting demand during periods of high demand.</p> <p>No shows: Ss cancelling within 2 hours of their appointment, meaning another S can't access the service.</p> <p>Managing expectations – Ss who expect a proofreading service or who want a predicted grade.</p>	<p>No shows are fairly high.</p>	<p>Not all SS need 1to1 support but they don't always access others forms such as group workshops.</p> <p>Ss are not accessing the resources that are available. – need to learn if they are unaware or if resources don't meet need.</p> <p>Ss not accessing available PASS and Peer support.</p> <p>Implications of Gen AI.</p>	<p>Ss access the service late in the semester, when they should have sought help earlier.</p> <p>Academics see LAs as a remedial service to 'fix' Ss issues.</p> <p>Cancellations and no shows are also an issue.</p>
	<p><b>Leah Rosales, Edith Cowan University</b></p>	<p><b>Dr Rebekah Clarkson, University of South Australia</b></p>	<p><b>James Dalitz, James Cook University</b></p>	<p><b>Dr Sophie Abel Macquarie University</b></p>
<p><b>Questions from the audience: Have your institutions provided you with any professional development trainings related to working with neurodiverse students? Or is this something that you have had to do yourself for your own research and understanding.</b></p>		<p>LAs are able to allocate time to self-educate and work with Access and Inclusion services, other Universities etc. Need is identified.</p>	<p>Need has been identified. Seeking PD from Accessibility services.</p>	<p>We have had broad training on neurodiverse students but not on how to help students in our context.</p>
<p><b>Questions from the audience: How does your</b></p>	<p>Support provided by specialist services.</p>	<p>Support provided by specialist services. LA team promote general support services</p>		<p>Support provided by specialist services.</p>

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<b>team, create culturally conscious environments to encourage First Nations student engagement with the services?</b>		(including 1to1s) into Aboriginal pathway programs.		
<b>Questions from the audience: How has your team size changed since Covid?</b>		Same size, but UniSA and the University of Adelaide will be 'merged' by Jan 2026, so watch this space.	Same size.	The team has expanded since Covid from 3 to 5.
<b>Questions from the audience: How do you manage demand outside business hours?</b>	Studiosity  Directing Ss to online resources.	Workshops offered outside hours were not taken up.	Studiosity An experiment with afterhours service wasn't accessed by many Ss.	LA consults till 7pm (2-3 days/week).  Peer writing program runs till 8pm from week 4.  Studiosity

### Questions in the Chat:

- Is there a cutoff time by which your students need to book for the day, to help manage staff time and workload?
- How does each team manage demand for consultations outside of business hours?
- Have Adviser teams expanded, contracted or remained the same since Covid?
- How many consultations per day does each advisor have during peak times?
- Are there any times in the year where your advisors do not offer consultations?
- Have your institutions provided you with any professional development trainings related to working with neurodiverse students? Or is this something that you have had to do yourself for your own research and understanding.
- Do you record a summary of your consults with students? Are these accessible by others on the team?
- Sophie, how do you distinguish between peer writing feedback service and advisor services, especially for the purpose of comms?
- Apart from consults and workshops do you use other on-demand resources, and if so how are they accessed
- Given that it is Reconciliation Week, this is quite a poignant question. How does your team, create culturally conscious environments to encourage First Nations student engagement with the services?
- Does any panelist use a GROW coaching model to enable student to solve their own problems?
- James, How many of your staff on the enabling programs teaching vs the integrated workshops? How was this decided and are the staff all on the same position level?

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- How do you help students know whether to book an appointment to see an LA or peer mentor?