NACADA Sustainable Leadership Committee
Leadership Academy
Tier Subcommittee Outline Template

Tier #3: NACADA Experienced Leadership Curriculum

Charge for subcommittee:
- How do we educate those experienced in NACADA leadership about opportunities they can pursue in additional roles within the association?
- Are there tiers within this tier?
- What other NACADA groups does this committee need to interact with to audit current available roles requiring leadership experience?

Target Audience(s): Experienced NACADA leaders (fulfilled/completed a previous leadership role) interested in new opportunities to serve in an additional leadership role.

Potential roles for consideration: There are some roles which generally target individuals who have completed a leadership role cycle (two years) or more and have established experience with the association:
- Board Member (including VP and President)
- Council Member (including Division Reps)
- NACADA Consultants and Speakers Service
- Institute faculty or Institute Advisory Board Chairs
- Annual and Regional Conference Chairs

The Administrative Division Committee and Advisory Board Chair positions usually consist of roles and responsibilities where it is unlikely that a new, unexperienced, first time leader would be appointed or elected. Tier 3 is an appropriate tier to house curriculum for these roles.

Identified Issues
There are many advanced leadership roles in NACADA, and once a member has taken on a leadership role, there is usually a clearly defined pathway for them, assuming elections/appointments work out well for them. Below are a few examples:
- Region Chair is elected to the Region Division Representative and then elected to the Board of Directors
- Commission Chair is appointed to the CIGD Steering Committee, followed by appointment as the CIG Division Representative, and then elected to the Board of Directors
- Committee Chair is elected as the Administrative Division Representative and then elected to the Board of Directors

There are several major issues the Leadership Academy can target within Tier 3 of the curriculum. The first issue is a curriculum for leaders who have been appointed or elected to a role that requires prior experience, such as a Commission Chair elected to the Council as the CIGD Representative. For some of these roles, there is extensive training, and below is a list of identified areas that do provide some or substantial training and onboarding:

- Conference Chairs
- Institute Faculty (faculty intern process for first Institute as faculty member)
- Consultants (paired with more experienced Consultants on their first trips)
- Publication Editors

These areas could solidify their training through the Leadership Academy if we want to streamline everything through this venue. For other roles, there is not much training or onboarding; however, NACADA is improving on that. For example, elected/appointed Council and Board of Director members are invited to the mid-year meeting prior to their term start to get oriented to their new positions. They also go through a brief training at the Annual Conference they begin their term. Regardless of the level of onboarding and existing training, Tier 3 of the Leadership Academy can still provide the general curricula that all of the targeted leadership roles would need.

A second issue for leaders interested in pursuing advanced roles is understanding what they can do next when that entails involvement in another NACADA division or program. NACADA leaders can be siloed into one Division and not be aware of the workings of other Divisions. For example, an outgoing Region Chair not elected/appointed to the Council may be considering getting involved with the Administrative Division, but by the time they are outgoing, there may be a gap in time between finishing their term and starting an appointment on a Committee or Advisory Board. Therefore, leaders need to be proactive in understanding their next leadership steps well before they complete a term. Part of this includes building on the existing training all Divisions go through at Annual Conference where they learn about the other Divisions. The CIGD provides a training at each Annual Conference and divides groups into incoming, continuing, and outgoing Chairs. However, the discussions with outgoing Chairs focus primarily on how to improve the Chair experience throughout the term rather than what they can do next for NACADA. For the Academy, we can emulate something like that for our curriculum but with the focus of looking ahead to the next role for continuing and outgoing Chairs. Therefore, this specific curriculum would be targeted toward Chairs in their final year of their role with the goal of each participant having a clearly identified leadership pathway if that involves moving to another Division or program.

Lastly, there needs to be similar curricula established for other outgoing experienced leaders as well, such as exiting Board members, exiting Council members, etc. This does not exist anywhere in the association at the moment. We should not stop at the Chair level for this as most of these outgoing leaders are early or mid-career and not only plan on remaining NACADA members but also want to continue involvement in the association. One possibility for the design of this curricula is more of a past-President, past-Council, past-Board, etc. forum on what they did next and share their perspectives and mentor those exiting leaders.

Goals (including individual Objectives to complete)

Objective 1: Provide training for NACADA leaders who have previously completed Tiers 1 and 2 and will be fulfilling leadership roles within NACADA that require prior experience.

Curricular Domain 1: Training for entering leadership roles requiring prior experience

Tier 3 would consist of curriculum providing an introduction to the roles and responsibilities of leadership positions requiring prior experience. This would also serve to complement any onboarding processes in place regarding these roles. Any training currently provided could be formalized in this curriculum as well. The following roles would be the focus of this curriculum:

- Board Member (including VP and President)
- Council Member (including Division Reps)
- AACSS
- Institute Faculty
- Publication Editors
- Annual and Regional Conference Chairs
- All Administrative Division Committee and Advisory Board Chairs

Activity Set 1: Designed much like the undergraduate degree, the subcommittee determined the main responsibility of the Leadership Academy in this curricular domain will be to provide the "general education" that these leadership roles all need. The following is a start of suggested activities:

- How to write an end-of-year report or consultation report
- Goal-setting
- Strategic planning
- Mentoring
- Budgeting and finance
- Robert's Rules of Order

Activity Set 2: The Leadership Academy can provide a space for specific training that each of the roles would like to provide for incoming leaders, such as the Institute Faculty intern process. If these areas decide to house their training within the Leadership Academy, they will be required to follow provided guidelines for consistency of what those trainings need to look like and/or how they are structured.

Activity Set 3: Anyone who did not have the opportunity to complete Tiers 1 and 2 previously could also receive a refresher course on the missed curricula of those areas. This would be fairly straightforward to streamline into Tier 3, and many of the activities could already overlap between the Tiers.

Target Population: NACADA leaders elected/appointed to a role requiring prior experience who have previously completed Tiers 1 and 2 of the Leadership Academy and NACADA leaders interested in pursuing a role requiring prior experience

Objective 2: Provide current NACADA leaders the opportunity to identify their next roles in the association.

The overall committee has identified that the exiting process of a leadership role needs to be improved and that Tier 3 is an excellent avenue for providing curriculum to answer the question "What next?" regardless if the next step is a lateral or upward move in leadership. Domains 2 and 3 would accomplish this goal.

Curricular Domain 2: Pathways to NACADA Leadership and tool for NACADA leaders to identify their next roles

Domain 2 focuses on providing a refresher course of all leadership opportunities available in NACADA and would consist of two primary activities. This would be targeted primarily to leaders who are in leadership roles already. We also see this as beneficial for those who ran/applied for roles requiring prior experience that were not selected and helping them identify what to do now.

Activity Set 4: The first activity would be to review the Pathways to NACADA Leadership template. This template provides a comprehensive overview of all leadership opportunities available in the association, and also shows how to get involved in each area.

Activity Set 5: The second activity would consist of a module, webpage, or tool that allows leaders to identify what roles they have already completed (e.g. "I was a Region Char.") and the skills they believe they are very proficient (e.g. "I am very confident in my mentoring and budgeting/finance skills."). They would then be provided a list of "nearby" leadership opportunities that would complement those skills and prior experiences. The example above would suggest applying to be an ELP Mentor or serving on the Finance Committee.

Once roles are identified, this webpage, module, etc. would also populate the list of current Chairs/leaders coordinating those areas and encourage participants to contact them and get involved.

Target Population: Outgoing NACADA leaders looking for their next steps (Commission Chairs, Region Chairs, etc.) or not elected/appointed to a role requiring prior experience

Curricular Domain 3: Connections with past leaders for those exiting "advanced" roles

Curriculum for outgoing "advanced" leaders who want to continue involvement in the association does not exist at the moment. We identified the past Presidents, past Board Members, and past Council members as untapped resources that could help exiting leaders find their next roles. A President looking for their next role needs an opportunity to understand what other past-Presidents went on to after completing their term. This will be the specific curriculum of this domain.

Activity Set 6: Participants of the curricular domain will complete an informal mentoring program, approved by the ELP Advisory Board to ensure that we are not taking away available mentors from their program or infringing on their work in any way. This program will consist of a list of past Presidents, Board Members, and Council Members who are willing to talk with outgoing leaders and help them identify their next roles. Once a role is identified, it will be the responsibility of the participant to contact the appropriate leaders and get involved. They can also choose to complete any curriculum of the Leadership Academy they want to develop necessary skills to succeed in those roles.

Target Population: Outgoing NACADA leaders from "advanced" roles looking for their next steps (Presidents, Board Members, etc.)

Existing Resources (including existing training and development materials)

Existing training is provided within the association for the following roles:
- Conference Chairs
- Publication Editors
- Institute Faculty
- Commission/Interest Group Chairs

Respective Advisory Board, Region Chairs, and Division Representatives would be excellent resources to collaborate with to create the "general education" curriculum for the targeted roles in Curricular Domain 1 as they already facilitate some of the listed activities and have training materials to prepare incoming leaders.

The Pathways to NACADA Leadership template already exists and Activity Set 4 can easily be developed now with this existing resource.

Additional Needed Resources (including additional materials, collaborations, funding, etc.)

The resources needed to develop Curricular Domain 1 include the existing trainings that could be streamlined into the Leadership Academy (Activity Sets 1 and 2) and the curricula from Tiers 1 and 2 to be able to develop the refresher course (Activity Set 3). Collaboration will be needed from all Divisions and leadership areas.

Resources for Activity Sets 5 and 6 currently do not exist. We will require EO support and potential funding to develop the website, module, tool, etc. to help leaders identify their next roles based on their experiences and skills. We will also need to contact past Presidents, Board Members, and Council Members to develop the network of mentors for leaders completing Activity Set 6. The ELP Advisory Board will also need to be involved to ensure no mission overlap or risk of taking away potential mentors from their program.

Desired Learning Outcomes for Participants*

Assessment of Effectiveness*

Changes Based on Assessment*

*to be determined after earlier components are finalized