**Division Unit Report for [Academic Coaching Community (ACAC)]**
**Submitted by [Maggie J. Gilchrest]**

| 1. NACADA Strategic Goal(s)  (List one of NACADA's 7 strategic goal(s) related to the specific desired outcome in #2) | 2. Specific desired outcome  (What you want to occur as a result of your efforts; what you want someone to know, do, or value) | 3. Actions, activities or opportunities for outcome to occur  (What processes need to be in place to achieve desired outcome) | 4. Outcome measurements & related data instrument(s)  (How will you specifically measure the outcome and with what instruments? e.g. survey, focus group) | 5. Other groups or individuals to connect  (List opportunities for collaboration with other groups) | 6. Anticipated challenges  (How will you address issues that arise as you work to achieve the outcome?) | 7. Progress toward outcome  (Complete in August 2021 report) | 8. Future action(s) based on data  (Data-informed decisions)  (Complete in August 2021 report) |
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| 1. Expand and communicate the scholarship of academic advising. | Our desired outcomes:  1. Have five coaching presentations at regional conferences (50% of total regions).  2. Complete at least one scholarship piece for publication.  3. Complete a white paper to | To achieve our outcomes the ACAC will ask for new region representatives at the next community meeting. Those representatives will work on collaborating with each other and other | 1. Number of coaching sessions submitted to regional conference.  2. Number of evaluations of coaching presentations at regional conferences. | Given that coaching is a hot topic right now, we will be fortunate to collaborate with (potentially) the Peer Mentoring group (as we have done Summer 2020), the Assessment Community, any community on Diversity, Equity, & Inclusion, the | Time, size, and novice membership are our greatest challenges. Region proposal due dates happen in peak advising season, we have one of the largest ACs in NACADA, and based on our post-conference survey, we have a large number of | | |

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| | present as a NACADA representative at the CHEC conference this summer.<br>4. Continue cross-region collaboration. | members of the community to submit coaching conference proposals at regional conferences. The ACAC will create a shared space like Microsoft Teams and solicit collaboration ideas/tools via the listserv. The tools will be stored on Microsoft Teams. Those who indicated in our most recent post-conference survey that they would like to co-author pieces will meet with the steering committee chair for research and publication and begin working on an article for | 3. Submission and acceptance to at least one NACADA publication medium.<br>4. Completion of topic and submission of NACADA paper/presentation for representation at CHEC conference.<br>5. Cross-region collaboration planning for 2021 Annual Conference and number of submissions. | Administrative Community, and the Training & Development Community. We would obviously like to establish a collaboration and be recognized by the Coaching in Higher Education Consortium, and promote NACADA while in attendance. | newer community members (though this is also an advantage).<br><br>To combat these issues, we will spend time creating sub-committees (we have not yet had subcommittees in our community, just the steering committee) to maintain more active communication. We will also better utilize technology to house resources and create more interaction/collaboration between our community members. | |

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| | | publication. Steering committee members who are also CHEC members will work with the community to author a presentation for the CHEC conference and promote NACADA at the conference. | | | | | |
| 2. Provide professional development opportunities that are responsive to the needs of advisors and advising administrators | Desired Outcomes:<br>1. Offer space as a community for coaching practicing (especially for those looking to certify/credential and need a specific amount of coaching hours to do so). This will be volunteer, but we'll offer specific times that life coaches can practice coaching skills | To achieve these desired outcomes we'll:<br>• Schedule monthly coaching practice sessions.<br>• Hold webinars and spotlight series in conjunction | These outcomes will be measured by:<br>• Number of ACAC members who attend practice coaching sessions.<br>• Number of submissions of coaching tools for storing best practices.<br>• Number of spotlight series/webinars (we're | Possible collaborations:<br>1. Peer Mentoring Community<br>2. Technology in Advising Community<br>3. Advising Administration Community.<br>4. Assessment of Advising Community.<br>5. Advisor Training | We recognize that a challenge we may face is the balance of professional development opportunities and engagement with advisor real-time roles. We do not want to overwhelm our advisors.<br><br>Per the most recent survey, we also recognize that a challenge to our community is that we have many more advisors that coaches in the | | |

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| | with credentialed life coaches.<br>2. Create webinars and spotlight series that discuss the topics deemed important to ACAC in terms of professional development (as indicated by the most recent survey, these topics include, but are not limited to: credentialing and coaching training, coaching best practices, creating peer coaches, etc).<br>3. Create opportunities for publication.<br>4. Create a shared area in the listserv and Microsoft Teams for resources (i.e. coaching | with NACADA on topics of importance.<br>• Create a running list of training vendors.<br>• Create folders for resources that influence back practices, and where appropriate, share with NACADA Clearinghouse and ACAC website. (Will ask Dawn about | hoping at least two).<br>• Number of NACADA communities we're able to collaborate with in our endeavors. | and Development Community.<br>6. Multicultural Concerns Community.<br>7. Coaching in Higher Education Consortium. | community and there is some difference in how the entire community views academic coaching, life coaching, academic life coaching, and advising. We do not want to be exclusive in any way, but rather will work hard to provide engaging professional development opportunities that inform all advisors interested in coaching of any kind. | | |

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| | syllabus, wheel of life exercises, etc) to share with coaching community to enhance individual practices. | these options ). | | | | | |
| 4. Foster inclusive practices within the Association that respect the principle of equity and the diversity of advising professionals across the vast array of intersections of identity | Desired Outcomes: 1. Call for an examination of the rhetoric we use in coaching, specific to inclusive language. Does the coaching model lend itself to more inclusive practices comparatively. 2. Increase our underrepresented population membership. 3. Create scholarship and presentations that discusses coaching and diverse students | To achieve these outcomes we will create new position on our steering committee specific to spear-heading concerns about diversity, equity, and inclusion within our community. We will also actively seek out these discussions in monthly zoom meetings/publication meetings. We will take a look at our recently | To measure our outcomes we will determine the number of presentations and publications related to this subject. We will submit an inclusivity pledge/statement to our ACAC cluster rep and NACADA leadership. We will sign off on whether or not our coaching definition is inclusive and revise where necessary. We will update the NACADA ACAC webpage with appropriate pronouns. | Possible Collaborations: We would like to party with the multicultural community. We would like our ACAC community members to "tell their stories" of identities and hold a discussion on how coaches could better serve not only those student populations, but their coaching colleagues within those populations from across the nation. | We accept that we will face challenges in terms of editing and agreeing upon what inclusivity means in terms of our definition and practices. We plan to continue to promote honest conversation on these issues to better educate and encourage each other to be inclusive in language and practice. | | |

| | populations (i.e. students of color, students of different gender identities, and students from lower-socioeconomic statuses). | created coaching definition for NACADA and assess whether or not the language is inclusive. | | | | | |
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| 6. Engage in ongoing assessment of all facets of the Association | Desired Outcomes:<br>1. Determine how coaching and advising are being assessed comparatively on college campuses. In a time when universities cannot agree what coaching and advising mean in congruence with each other, or how they differ, assessment will be key in promoting coaching as a valuable practice for advisors. | To achieve these outcomes we will:<br>• Create an assessment chair among our steering committee to spearhead this endeavor.<br>• Discuss assessment practices in zoom meetings and | To measure our outcomes we will:<br>• Code responses from focus groups and share with the greater community.<br>• Count the number of people who attend focus groups and discussions on assessment.<br>• Create a best-practices of coaching assessment for the | Possible Collaborations:<br>1. Assessment Community.<br>2. Assessment Institute.<br>3. Coaching training programs.<br>4. Coaching in Higher Ed Consortium. | Challenges we will likely face:<br>• Our community is very large and people often do not agree on how to assess effectiveness/practice. People are often (sadly) defensive about assessment.<br>• The assessment institute is not a free endeavor.<br>• Without the right push, we | | |

| | | possible webinar.<br>• Create focus groups on coaching assessment and document for publication. | ACAC (likely a two year endeavor). | | may not have enough participation with focus groups.<br>To combat these issues we will need to incentivize participation, partner with groups specific to assessment, and lay ground rules for engaging in assessment discussion and respect. We can drum up support through social media, listserv, and zoom meetings. | | |
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| 7. Expand the use of innovative technology tools and resources to support the work of the Association | Desired Outcome:<br>1. We would like to create a space to store resources. Often people ask for resources in the listserv and many wonderful members provide examples and documents to | To achieve these outcomes we will:<br>• Ask Dawn about creating a Microsoft Teams account (and invite | To measure our outcomes:<br>• Determine how many users are investing time in Teams channel.<br>• Poll teams participants on ease of use and usefulness. | Possible Collaborations:<br>1. Technology in Advising Community.<br>2. Dawn Krause. Always. | Challenges we'll face:<br>1. Not all schools are using Microsoft Teams to collaborate.<br>2. NACADA tends to lean heavily on google.<br>To combat this | | |

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| | help – however, any time someone new joins our listserv, they often ask for those same resources again or current members sift through old listserv emails to find things. We are proposing creating a Microsoft Teams group to store resources on a variety of topics (i.e. coaching syllabus, wheel of life and other coaching tools, lists of credentialing/training groups, copies of coaching agreements, even a running list of powerful questions).<br>2. Have a more | her to join).<br>• Create a list of folders and announcement to be maintained by Chair.<br>• Utilize a social media team for better posting of announcements and encouragement. Said team will have a chair on the steering committee. | • Continue to send messages through the listserv and community email.<br>• Determine number of unique likes, retweets, and unique responses/reposts via our social media analytics.<br>• Count the number of submissions of tools to our teams channel.<br>• Count the number of participants in coaching conversations and practice sessions. | | issue, Teams allow for guest users, meaning as long as the creator (the current chair) is a teams user, any other member invited to the teams group can be added as a guest. | | |

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| | active social media account for better announcement and collaboration.<br>3. Create Coaching Conversations (similar to lunch and learns) for checking in and discussing coaching.<br>4. Utilize Zoom and Teams for coaching practice. | | | | | | |

***INSERT rows as needed***

**Resources:**

*NACADA Strategic Goals - [https://www.nacada.ksu.edu/About-Us/Vision-and-Mission.aspx](https://www.nacada.ksu.edu/About-Us/Vision-and-Mission.aspx)*