Embracing the Role of Academic Advising in Supporting Student Success
An understanding of how and why academic advising supports student progression and graduation success is essential to improving academic advising programs on your campus. Equally important is an understanding of how to translate what is said in the literature to institutional practice.

This plenary session will discuss the relationship between federal and state pressures on higher education juxtaposed against the importance of advising for student success.

Participants will:
- Understand the relationship between academic advising and the national pressures to increase graduation and completion
- Understand the role that technology and data play in advising interventions
- Introduce promising practices to support student persistence and success

Core Competencies: C3, C5, I5, R4, R7

Academic Advising in the Shift to Remote Work and Learning
As we approach one year of living and working within a pandemic, it is critically important the advising community reflects on one of the largest changes impacting higher education: remote learning and work. Many institutions were unprepared to make these radical shifts in both students’ learning environment but also in the ability for advisors to deliver service without some decrease in its quality. This session will explore lessons learned, opportunities, provided, actions taken, but more importantly, where we may end up because of this pandemic.

Participants will:
- Reflect on the impact of rapidly changing policy as it relates to student success
- Identify successes and challenges in the delivery of advising services
- Explore various forms of technology to support the delivery of advising services
- Discuss ways to effectively enhance communication within the advising community
- Develop strategies to improve work-life balance for academic advisors

Core Competencies: C2, C5, I6, I7, R2

Leading Advising Administration when Black Lives Matter
The protests that were mobilized around the globe in response to the brutal murder of George Floyd put a renewed and more prominent focus on the Black Lives Matter movement and the racial injustices facing Blacks in the U.S. As the start of the Fall semester drew near higher education administrators across the country began to think critically about preparing for the difficult conversations, we were sure to have with returning students. Students returned confused, upset, angry and simply wanting to be reassured the university was going to do something and check-in on them. Initially these conversations seemed simple; however, we quickly learn they are not easy. In this session, senior administrators use their authentic voices to share their experiences in re-affirming Black students, faculty, and staff through a tumultuous time in our country and taking the conversations and discussions back to their campuses with the intent of moving toward an anti-racist agenda and approach.

Participants will:
- Review a brief history of the Black Lives Matter movement
- Understand the unique and critical role of advising administrators in creating inclusive educational environments
- Have a clear definition of anti-racism and a call for action
- Hear from others in terms of issues/concerns raised by their students and various approaches to consider

Core Competencies: C2, C6, I5, R2, R3
Starting Your Plan & Event Celebration
Now that you have heard from seasoned administrators about the importance of Academic Advising and listened and engaged with colleagues about their experiences in leading their teams, instituting new initiatives, or just trying to survive, we now need to focus on your next steps!
Using some case studies, we will highlight how you can take your ideas and begin to put together your action plan to take back to your campus.

Participants will:
- See some examples of how plans were put into action to better improve Academic Advising on their campus
- Begin to think about next steps in this process and what resources will be needed to help implement the plan
- Take their ideas to their work groups and further refine their plan

Dazzle Us
You will have the opportunity to dazzle your colleagues with some concrete actions to help you reach your leadership and administrative goals for Academic Advising.

You will sing up for a time to deliver a Ted Talk, two-minute presentation that clearly states:
- your big idea/plan
- the barriers you are tackling
- the team (cross campus) you will put together
- the one or two impacts on student success it will allow.
- Be succinct, be bold, and don’t be afraid.

Participants will:
- Present their plan to their colleagues
- Hear from colleagues on the plan they will be taking back to their campus
- Have the opportunity to receive and provide positive, constructive feedback regarding their plan

CONCURRENT SESSIONS

Resource and Budget Challenges and Impacts in a COVID World
The COVID-19 global pandemic has rapidly forced many changes to higher education at a time when U.S. college enrollments and fiscal resources were already increasingly strained. Administrators have had to determine how to make the most of diminishing resources and budgets while at the same time preparing for a new norm. Advising administrators are facing short-term and long-term questions of how to sustain enough advising staff, how to support professional development, how to reduce operating expenses, support programming, or which emerging technologies are worth investment. At the same time, the pace of innovation is accelerating and digital expansion and has created opportunities for us to rethink how we utilize online learning, allocate space, provide more accessible advising, create alternate virtual work-life options for advisors, and how broadly we might recruit personnel. These changes can positively support student success, but budgets still may remain strained for our teams. Communicating those impacts and opportunities, both to our supervisors and our teams can be challenging. In a post-in-person working environment, how can we best use our resources, time, and energy to support our teams and our students’ success?

Participants will:
- Understand various types of budget and resource impacts of the pandemic to academic advising
- Identify new opportunities for higher education that have arisen quickly as a result of accelerated innovation in 2020
- Understand resources available through NACADA and through campus student success partners
- Recognize the importance of data, assessment, and documentation of success in budgetary considerations
- Identify potential opportunities for resource growth during this period of time with your team and their efforts

Core Competencies: C1, C5, I6, I7, R7
Advising Competencies: Development, Implementation and Assessment

Academic advisors fulfill various roles and responsibilities while supporting student success at their institution. The creation of academic advising competencies by utilizing your institution’s specific roles and responsibilities, and incorporating NACADA’s new Academic Advising Core Competencies Guide, will enhance the overall effectiveness and relevancy of your training and development program. This interactive session will provide a foundation for identifying the content for a competency based academic advisor training and development program.

Participants will:
- Understand the concept of a competency based training and development program
- Become aware of national and campus resources and tools which may assist in determining desired academic advising competencies
- Learn the value of developing common academic advisor competencies for those who provide academic advising on your campus
- Participate in an activity for and group discussion on strategies for developing, implementing and assessing a competency based advising program

Core Competencies: C3, C5, I4, I6, R4

Change Management: How Understanding the Change Process Helps Support Advisors

In an ever-changing world, especially in the advising field, staff need to change with advising trends, student populations, institutional initiatives, and events that impact our students and the profession. Administrators are many times challenged to deliver the news of yet another change or ask staff to assist in the implementation of changes, which are not always met with a positive view. Learn about the stages of change and the transition process of getting through change effectively, as well as ways you can help staff understand and address the impact of change. Change management techniques can also be applied to our work with students and assisting them through the change process.

Participants will:
- Understand the stages of the change process and how to apply techniques in order to assist staff who struggle with change
- Recognize the signs of change and change talk
- Identify where a person is at in the change process and how our behaviors can impact it

Core Competencies: C2, C3, C4, C5, C6

Leadership: The Challenges and Joys of Being in Charge

Supervising and leading people can be among the most rewarding and challenging experiences in our professional careers. Our role involves everything from building and maintaining morale and empowering colleagues to managing conflict, establishing priorities, and keeping our sanity through it all. This session will explore strategies to encourage engagement and commitment across the advising team and to promote a positive work environment, including while in a virtual environment. Strategies for self-care and administrator professional development also will be discussed.

Participants will:
- Explore strategies for enhancing the performance of their advising team
- Describe approaches for empowering individual team members
- Recognize opportunities to improve communication
- Identify strategies for administrator development and self-care

Core Competencies: C4, C6, R6, R7
Developing and Administering Training and Development Programs
The development of a comprehensive advisor training and development program is critical to the overall success of any academic advising program. This presentation focuses on diverse strategies for delivering advisor training and development. Topics will include delivery methods and pedagogy, administration of programs, and assessment of learning, as well as a review of NACADA resources available to enhance your campus program. Participants will engage in conversation to share specific challenges and solutions in advisor training and development.

Participants will:
- Understand basic methods and strategies for delivering academic advising training and development
- Explain factors to consider when determining who shall have responsibility for administering academic advising training and development
- Recognize reasons and simple methods for assessing academic advisor learning for those who provide academic advising on your campus
- Know how to access and employ NACADA resources to support a campus training and development program

Core Competencies: C3, C4, C5, C6, R2

Student Success: The Role of Technology and the Use of Data
In the ever-changing world we are currently living in, one of the few constants is that technology and data continue to have the potential to drive our work in student success. With our recent moves to virtual platforms, technology remains a constant. Administrators are often challenged to provide data that justifies their work in retention and student success. This session will provide aspects to consider in that work and conversation to guide your stories of student success through use of technology and data on your campuses!

Participants will:
- Understand how technology can aid in student success efforts
- Better be able to organize data to provide support to student success efforts
- Identify opportunities to utilize storytelling within data
- Huge advances and trends with the COVID-19 related shift and how will those shifts continue in the post-COVID world

Core Competencies: C3, C4, I7, R7

OPTIONAL ENGAGEMENT ACTIVITIES

Wednesday, 9:00-9:40  Morning Coffee
Meet the Faculty
Fill your favorite coffee cup and join us to get to know the Institute Faculty that will be teaching and guiding you through this event.

Wednesday, 12:50-1:30  Lunch Break Conversation
Work-Life Integration
First, locate your lunch. Then, stop in for this informal, open chat focused on how you’ve adjusted to working from home and integrated the demands of work and life. Learn from your peers and share your own experiences in keeping yourself focused and sane during this difficult year.

Tips for Working with Your Staff
Zoom, Teams, and Google Meet have allowed us to work remotely, but don’t quite replace our in-person interactions. As we navigate a new normal of working from home, we’ve had to get creative to keep advisors engaged. Share techniques you’re using with your staff to create clarity, connection, care, and comfort during the pandemic.

Wednesday, 4:10-5:00  After Hours Relaxation with Colleagues
Meet the EO
Ever wanted to know more about the great people who run the NACADA Executive Office? Join us for this fun interactive game that introduces you to the EO staff in a way you probably could not imagine. We will be using Kahoot! for this game, so you will need to download the app prior to the event. A NACADA prize will be provided for the competitive person who wins the game.
Craziest Thing You’ve Experienced as an Administrator
We all have them – those “I can’t believe this happened” stories we share with our colleagues after hours at conferences. Come share them with your fellow Institute participants. You might be surprised how similar your stories are!

Finding your Zen in your Home Office
It’s the little things … your favorite coffee cup, family pictures, and that pen you never let anyone else use. All things that make your on-site office personal. Now that most of us are working from home, it’s fun to share what you’ve done to spice up your home office. Show us your favorite lamp, share your favorite virtual backgrounds, and is that your desk chair from work?

Thursday, 9:00-9:50  Morning Coffee Talk
Reinvention Collaborative
Undergraduate education at research universities is the focus of the Reinvention Collaborative, a long-time NACADA partner. Join Dr. Steve Dandaneau and Dr. Amy Burkert to learn more about the RC’s work in innovation and excellence, their support of academic advising, and how you can be involved.

Ways to Find Your Focus
In the last year, the pace, volume and stakes of our leadership and student success work hit record highs. Join us to share the ways you find and keep a focus on your top priorities when every day feels like a new fire.

Leadership Strategies During the Pandemic
Leadership strategies and practices are the basis of many books, lectures, and research. In a crisis, certain practices become even more essential to our organizations. The COVID pandemic has elevated the importance of transparency, empathy, flexibility, risk-taking, vulnerability, and the drive to create safety for others. Join us to share the leadership practices that have been most important to you.

Thursday, 12:50-1:30  Lunch Networking
Meet Your Group
Getting to know your national colleagues is one of the favorite experiences for those who attend the Administrators’ Institute. Please join your “assigned” group and take this time to get to know one another in a less formal environment.

ON DEMAND SESSIONS & NACADA RESOURCES

Leading the Charge to Develop an Assessment Plan for Academic Advising
Developing and implementing a comprehensive assessment plan and utilizing the data effectively are complex processes, and are challenges for all administrators within academic advising. But continuous and effective assessment is a critical component of every successful academic advising program. It is important that advising administrators demonstrate how they can use that knowledge and understanding to improve the undergraduate experience and student success. An impactful assessment initiative is the foundation for program effectiveness, improvement, and accountability. This session will provide participants an overview of the basic components of an assessment cycle and will review strategies for sharing outcome data with stakeholders and constituents. The presentation will address the need to connect values, vision, goals, and outcomes into the development of a plan, as well as discussing measures associated with advising assessment.

Participants will:
- Learn NACADA evaluation and assessment terminology
- Connect values, vision, goals, and outcomes in developing an assessment plan
- Understand the components of the assessment cycle
- Identify measures associated with advising assessment

Core Competencies: C3, C5, I5, I7, R4
Creating Student Learning Outcomes to Support Teaching Within Advising

If advising is teaching then what do we as Advising Administrators want our students to learn? And how do we know if they have? When administrators collaborate with their Advisors and other stakeholders to identify Student Learning Outcomes (SLO), they operationalize the connection of learning to their mission and values. This can reinforce the Advising as Teaching and Learning paradigm as well as focus the intentions of the center with regard to measurable student learning objectives.

Participants will:
- Understand how student learning outcomes are derived from Advisement Mission, Goals, and Values
- Be able to construct assessable student learning outcomes
- Be able to Map student learning outcomes within an advising curriculum

Core Competencies: C3, C5, 15, 17, R4

Developing Your Dream Team through Recruitment and Evaluation

Search processes represent valuable opportunities to recruit an exceptional advising team, and performance evaluations provide mechanisms to further strengthen, develop, and retain that team. The process of recruiting and hiring talented colleagues allows administrators to establish a firm foundation for robust evaluation processes that encourage recognition and growth. This session will provide an overview of the key components of successful searches and performance reviews, while considering the complementary relationship between the two.

Participants will:
- Learn characteristics associated with successful recruitment and evaluation processes,
- Consider strategies for developing an ongoing evaluation process that begins with the advisor hire and evolves with departmental needs and objectives, and
- Explore opportunities for improving existing processes within their advising operations.

Core Competencies: C4, I3, I4, R3, R7

Examining the Four NACADA Pillars: Concept, Core Values, Competencies, Standards

The NACADA Pillar documents form the foundation of the profession of academic advising. Providing guiding principles, program standards, and ethical guidelines, these documents offer a solid foundation for creating, re-organizing, assessing, and improving academic advising programs, regardless of context. The session will begin with an overview of these foundational documents, including ways the facilitators have used them in their own work. Then, participants will discuss how the NACADA Concept of Academic Advising, the Core Values, the Core Competencies, and the CAS Standards might be used to address challenges commonly faced by today’s advising administrators.

Participants will:
- Know how to access the NACADA Pillar documents online
- Describe the purpose of each document
- Understand how the Pillars form the foundation of the profession of academic advising, regardless of context
- Use the Pillars as a basis for responding to issues in advising administration

Core Competencies: C1, C2, C3, C4, C5
NACADA Resources:

- **Leadership Modeling in Advising Administration**
  - This panel session is designed to focus on leadership theory, models, practice and experiences. A critical factor in how well advising works within our institutions is how effectively we lead, yet we still offer little understanding of leadership theory and practice as a professional development topic within NACADA. Advisors and administrators are hungry for this content and it is largely absent on our own campuses. Excitingly, leadership theory is relevant to professionals at every level of NACADA and spans all institutional types. This type of theory even applies directly to our students and well beyond the field of higher education. Most importantly, we have an ethical responsibility to lead well for the sake of creating healthy work environments for academic advisors, and quality outcomes that positively impact our advising efforts and the success of our students.

- **Returning to Campus: A Discussion with Campus Administrators**
  - Listen to a panel of advising administrators from all types of institutions and from different regions as they debrief about the challenges they faced in 2020. Administrators discuss technology challenges moving to online only, they broach supervising staff remotely, share bright ideas and new processes that came as a result of having to innovate on the fly and many other issues still facing institutions in 2021 as the pandemic continues.

- **Dr. Tyrone Howard: Why Equity Matters**
  - Dr. Tyrone C. Howard, NACADA 2019 Annual Conference Keynote Speaker, shares on equity, access, and excellence in today’s schools.

- **Redefining the Mid-Level: How Can We Retain Academic Advisors?**
  - Available at the NACADA Shop for purchase
  - In higher education, mid-level practitioners face challenges that affect them both personally and professionally. When promotions are unavailable to this group, it can be difficult to find appreciation in their jobs. It’s the discovery of alternative pathways that might best afford mid-level academic advisors the best opportunities to aid in their professional development.

- **Advising Black Males in 2020 and Beyond**
  - Available at the NACADA Shop for purchase
  - The presenters discuss the variation and complexity of Black male identity and address some of the challenges faced by Black males in higher education settings (such as microaggressions, racial battle fatigue, John Henryism, and imposter syndrome). They consider what advising professionals can do to facilitate the development of Black male resilience, including cultivating self-efficacy, identifying coping mechanisms, and nurturing hope. In this solution-focused presentation, they share how these narratives can increase retention and graduation for Black male students.