

# Administrators' Institute – 2023 Session Abstracts

## PLENARY SESSIONS

### **P1-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

### **P2 - Tales from Academic Advising Administrators: What We Wish We Had Known**

Join this interactive panel of seasoned administrators to hear their experiences, insights, and lessons learned on the path into administration. Find out what they wish they had known as they advanced in leadership and how they've made things happen on their campuses. Hear from administrators who started in a range of roles from advisor positions, faculty tracks, and student affairs roles. Learn how you might best prepare for your next role or find needed support in your current role. Topics may include taking on new perspectives in new roles, transitioning from colleague to boss, time management and prioritization, managing up and across, and navigating one's institutional structures and politics.

#### **Participants will:**

- Know the challenges of serving as a high- and mid-level Academic Advising Administrator in higher education
- Share from their own experiences in this interactive session
- Use the information to go back to their groups and discuss how their roles on their campus differ and/or are similar to information shared at this session

**Core Competencies:** C4, C6, R6, R7

### **P3 - Leading Advising Administration to Support Diversity, Equity & Inclusion**

Diversity, equity, and inclusion continues to be a critical issue on most college campuses. Academic advising is uniquely positioned to impact institutional practices for their students, faculty, and staff. As the diversity of our student body continues to increase, advising administrators are often called upon to address challenges of equity that may be found in policies, procedures, and practices within their institutions. The impact of social movements has not been lost on college campuses and the call to address diversity and inclusion to increase a sense of belonging for students is important, as it has tremendous impact on student success. In this session, senior administrators use their authentic voices to share their experiences.

#### **Participants will:**

- Understand the unique and critical role of advising administrators in creating inclusive educational environments
- Discuss the need for cultural competency training and support for advising staff
- Develop a clear definition of anti-racism and a call for action
- Identify opportunities beyond training to advance equity from an academic advising standpoint
- Consider with colleagues the issues/concerns raised by their students and various approaches to consider

**Core Competencies:** C2, C6, I5, R2, R3

## CONCURRENT SESSIONS

### **C1 | Concept, Core Values, Competencies, Standards, and Excellence – Learn about the NACADA Pillars**

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, the CAS Standards and Excellence in Academic Advising (EAA) model might be used to address challenges commonly faced by today's advising administrators.

#### **Participants will:**

- Know how to access the NACADA Pillar documents and resources online
- Describe the purpose of each document/model
- 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

### **C2-Learning and Growing as a Leader: Skills and Strategies for a New Era in Higher Education**

Leadership roles can be exceptionally rewarding, with opportunities to make a meaningful difference for colleagues, students, the institution, and the advising profession. Leadership, whether supervising others or providing a campus-wide vision, also can be exceptionally challenging. Effective leaders recognize they cannot achieve success in isolation and must remain responsive to their unique teams and other constituencies, while understanding their own strengths and limitations. With increasingly complex and expanding portfolios, advising leaders face growing pressures to achieve ambitious institutional goals with existing, and oftentimes, diminishing resources. The impact of the pandemic on our campuses further exacerbates these challenges. This interactive session will allow new and experienced advising administrators to learn and share as we consider together the leadership skills and strategies needed to confront an evolving higher education landscape.

#### **Participants will:**

- Consider the many advising leadership roles on campuses today and the opportunities and challenges that accompany those roles
- Explore leadership approaches and skills in the context of constant change and evolving expectations
- Identify strategies for strengthening their leadership, empowering teams, and promoting the value of academic advising
- Understand key conceptual, informational, and relational components of advising administration
- Share and reflect on their experiences and perspectives on leadership

**Core Competencies:** C4, C6, R3, R6, R7

### **C3: Making the Case for Resources Based on Student Advising Experiences**

As higher education leaders, advising administrators are charged with positively impacting student success and retention. More specifically, they are held accountable for student outcomes such as persistence, academic performance, and graduation rates. Additionally, advising administrators must develop measures to demonstrate the effectiveness of their programs and services to ensure that they are successfully meeting student needs. This session will focus on understanding the types of data and evidence that best “make the case” to senior administrators that advising is making a positive difference and is a worthwhile investment. The session will include ways to collect and utilize data about student advising experiences, and a model to analyze advising capacity to bolster the case for resources.

#### **Participants will:**

- Understand the impact of the student experience on retention and persistence
- Explore multiple evaluation measures of student advising experience
- Consider models for evaluating advising resources
- Identify opportunities for use of these measures and data on their campuses
- Discuss strategies to use this type of data to influence senior-level funding decisions

**Core competencies:** C5, I5, R2, R4, R7

#### **C4: 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

#### **C5: Assessment 101: How to Ensure Students Are Learning What You Think You're Teaching Them.**

An effective advising program must be able to demonstrate that students are learning effectively. This requires a carefully defined assessment plan that outlines desired student learning outcomes and a sustainable approach to implementing regular assessment cycles. Assessment plans inform advising activities and creates a culture of continuous improvement of the student learning experience. This session will guide attendees through defining assessable learning outcomes and establishing learning benchmarks. We will discuss strategies for creating a sustainable assessment plan and provide important considerations for ensuring buy-in and participating in the assessment process. This session will provide an introduction for those new to assessment or looking for a refresher.

##### **Participants will:**

- Understand the difference between assessment and evaluation
- Understand the key steps of the assessment cycle.
- Write assessable learning outcomes that align with the unit's Mission, Goals, and Values.
- Connect learning outcomes with desired benchmarks.
- Define sustainable approaches to implementing assessment.
- Identify stakeholders that should be involved in assessment design and implementation.

**Core Competencies:** C3, C5, I5, I7, R4

#### **C6: Moving Beyond the Pursuit of Happiness: Being Content, Engaged, and Driven in a World of Change**

In an ever-changing world, especially in the academic advising field, administrators and their teams are faced with new advising trends, student populations, institutional initiatives, and events that impact our students and the profession. Administrators are many times tasked with delivering the news of yet another change or having to ask staff to assist in the implementation of changes to disengaged and overworked staff members. Using Gallup poll data from the *State of the American Workplace* and motivation research, attendees will learn about ways to keep staff engaged and driven in their environments while tackling the challenges of an ever-changing higher education workspace.

##### **Participants will:**

- Recognize the challenges administrators and advising staff encounter their campuses and in their lives that have an effect on their work with students.
- Understand the conceptual and practical challenges of meaning making in their work as advisors/advising administrators
- Recognize the signs of an engaged workplace
- Learn how to most effectively engage with our advisors and other administrators in times of change
- Identify what motivates employees/advisors and how our behaviors as administrators can impact that process in positive ways.

**Core Competencies:** C2, C4, I6, R1, and R4

#### **C7: Avoiding Quiet Quitting: Creating an Environment to Retain and Engage Employees**

As we have watched colleagues depart their campuses for greener pastures and staff morale may be at an all-time low, advising leaders are stretched to meet the demands of their institution's expectations on their advising programs as well as meet the needs and manage the expectations of their staffs. The cost of staff turnover is high both financially for the institution and emotionally for the advising team and the students they serve, thus crushing the culture. Serving your team members well is critical to their continued engagement on the job and creating and maintaining a healthy workplace. Join us as we examine the reasons advisors leave, the impact of COVID-19, the Quiet Quitting ideology, and discuss strategies to make our offices great places to work.

##### **Participants will:**

- Understand the reasons staff members leave and it what it costs the organization
- Identify strategies to engage and retain their staffs
- Understand the importance of developing a healthy workplace culture and strategies to employ

**Core Competencies:** I1, I3, R3, R7

## **C8-The Context of Our Work: An Examination of Advising Models and Organizational Structures**

Successful advising administrators must understand not only the significance of the academic advising model(s) on their campus but also how best to navigate the implications and expectations that accompany that model. Organizational structures for advising vary from institution to institution and oftentimes within the same institution. Administrators often ask, “What is the best advising model?” There is no one correct answer nor silver bullet. Leaders must identify the right model for their unit or institution. A college’s history, culture, leadership, budget, and student populations are among those factors that influence its advising infrastructure. This session will examine current advising models in higher education and their impact on who advises, who is advised, how advising is done, where it is done, and how it is perceived. We also will explore the methods of delivering academic advising and considerations that inform those methods.

### **Participants will:**

- Understand organizational structures for academic advising, methods of delivery, and the impact on their work as advising administrators
- Examine the implications, required resources, and rationales for centralized, decentralized, and hybrid advising models
- Discuss the role of full-time professional, faculty, and peer advisors
- Identify strategies for influencing and navigating their advising structure
- Consider the impact on students and the advising profession

**Core Competencies:** C3, C4, C5, I1, I3, I6

## **C8: The Context of Our Work: An Examination of Advising Models and Organizational Structures**

Organizational structures for advising vary from institution to institution, and oftentimes there are different structures within the same institution. Advising administrators often ask, “What is the best advising model?” The response is – it depends on the institution. A college’s history, culture, leadership, budget, and student populations are among those factors that influence its advising infrastructure. To identify the right model for their institutions, successful advising administrators must understand the different academic advising models, the expectations, as well as the implications associated with that model.

This session will examine current advising models in higher education and their impact on who advises, who is advised, how advising is done, where it is done, and how it is perceived. We will also explore the methods of delivering academic advising and considerations that inform those methods.

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**Core Competencies:** C3, C4, C5, I1, I3, I6

## **C9-Research that Matters in Advising Initiatives and Outcomes**

Academic advising operates within a complex educational environment that ignites all elements of learning and development, across every academic discipline. Advising administrators are increasingly held accountable for outcomes related to the impact of advising initiatives and interventions, while also overseeing implementation and staffing. Given these challenges, there seems to be no time or energy for engaging in advising-related research, much less determining how to use it in practice. This session tackles these concerns through an actionable approach to the knowledge base that *matters* in advising. We will discuss the current state of knowledge in the Scholarship of Advising, including the “lenses” through which research can ground equitable advising initiatives and outcomes. We conclude with practical steps advising administrators can take to support their academic advisors to grow as professional educators through a shared understanding of, and commitment to, the literature base that informs both the impact of the work for students, and the context of their role in higher education.

### **Participants will:**

- Understand the current state of knowledge and trends in advising-related research
- Discuss the ways in which relevant literature can inform practical knowledge to help students succeed at their institutions
- Consider the relationship between the context of academic advising and critical issues of equity
- Generate actionable next steps toward a commitment to Scholarly Advising in practice

**Core Competencies:** C1, C3, C5, C6, I5, R4, R6, R7

### **C10: Creating a Learning-Centered Advising Curriculum**

Designing an advising curriculum that achieves stated student learning outcomes can be accomplished through the implementation of backwards design, which keeps student learning central in the curriculum design process. Using this approach, the curriculum is designed to meet student learning needs, with assessment integrated throughout. This session will introduce participants to the concept of backwards design and guide them through the process of employing backwards design to create a learning-centered advising curriculum. Participants will have the opportunity to begin the curriculum design process for their unit's student learning outcomes.

#### **Participants will:**

- Understand backwards design and its role in advising curriculum development.
- Design a curriculum to achieve advising-related student learning outcomes.
- Be able to map student learning outcomes within an advising curriculum.
- Integrate assessment into curriculum development.

**Core Competencies:** C3, C5, I5, I7, R4

### **C11 - Student Success: Telling the Story of Enrollment and Technology with Data**

Advising administrators are often pulled in varying directions and responsibilities. While academic advising is a primary focus for many, the worlds of student success, enrollment management, technology, and data are more prevalent in our work than ever before. To better navigate the varying pushes and pulls of a broader look at the impacts of advising, administrators must have a greater understanding of their roles and how they can effectively tell the story of advising on their campus. This session will focus on defining student success, exploring the enrollment focus within the academic advising world, identifying technologies, and how data and storytelling can be critical to your work as an administrator.

#### **Participants will:**

- Learn about the role and definitions of student success
- Understand varying levels of enrollment focus within advising
- Identify roles of technology within academic advising
- Participate in discussions on how to utilize data to support student success
- Identify opportunities to utilize storytelling within their own data

**Core Competencies:** C4, I6, I7, R3, R7

### **C12 - Performance Management in a Flexible Work Environment**

The recent pandemic has forced advising administrators to explore more flexible work environments for our teams. Moreover, it has disrupted how academic advising units are operating, including their performance management practices. Therefore, it has become necessary for these units to re-evaluate different aspects of it to better respond to the current context of higher education. Performance management conversations can be meaningful for everyone involved when handled properly and well timed; however, when a message is delivered poorly or too late, the experience becomes challenging for administrators and advisors alike. It is critical for administrators to adjust to our newly redefined and still changing work environment by managing employee performance. Failure to consider the uncharted flexible and oftentimes remote work options could lead to negative experiences for our teams. The concurrent session will focus on how advising administrators must adopt a flexible approach to goal setting, development, and support to ensure that advisors remain engaged and productive.

#### **Participants will:**

- Understand the steps involved in performance management.
- Discuss ways in which performance management monitors, maintains, and improves advisor performance in line with the unit's objectives.
- Develop strategies to customize the performance management plan for each member of their team.

**Core Competencies:** C5, I5, I7, R7