PLENARY | Redesign for Academic Advising and Student Success: A Campus-Wide Approach for Supporting Students

Academic advising models are not one size fits all. By examining your advising model, you can consider how to best support your students by using evidenced based practices and approaches for student success to increase student and institutional outcomes.

This plenary session will discuss how advising models can impact student outcomes and provide guidance and best practices when considering changes to your advising model.

Participants will:
- Introduce promising practices to support student persistence and success
- Review advising models and how the support student success practices
- Review reasons for shifting advising models and factors to consider when considering changes your campus
- Understand the role that technology and data play in advising interventions

Core Competencies: C4, C5, C6, I6, R4, R7

DISCUSSION | You Tell Us – What Keeps You Up At night?

Advising priorities shift constantly to best meet the needs of our students and our institutions, and respond to pressures from outside of the institution that affect both of those. Whether your most pressing concerns are enrollment, technology, staff morale and retention, equitable student supports, pandemic impacts, advising capacity, career ladders, or redesigning your advising model, chances you are not alone. This open conversation will allow participants to share among institutions the issues that are keeping you up at night this year. We will identify the common themes and discuss ways that our institutions are addressing them to positively impact outcomes.

Participants will:
- Identify the current issues most impacting advising administration nationally and beyond
- Discuss common themes and trends among institutions
- Recognize multiple means of addressing these issues through colleague information sharing
- Consider opportunities to influence change on their own campuses

Core Competencies: C4, C5, I5, R7

PLENARY | 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

PANEL | Voices from the Field - Exploring Institutional Models

As a pragmatic follow up to the preceding plenary, join our faculty in an open discussion of advisement models: what worked for the panelists and what didn’t. They will share their paths to building and supporting advising models, highlighting the benefits they have reaped and challenges they have faced. Glean valuable insight on what you could expect and hear advice about “what to do and what not to do” while proposing, building, or transitioning to a new structure. This is an opportunity to flesh out unknowns and ask targeted questions to assist you in your endeavor.
PANEL | Powerful Partnerships: Professionalized Advising with Faculty Engagement

With an increasing number of institutions moving towards models that incorporate professional advisors, it is important to maintain intentional faculty engagement with academic advising. This panel will discuss approaches taken by institutions to ensure faculty ties to academic advising for optimal student mentorship, curriculum integration and institutional policy management, advisor training and more. Bring your questions or concerns to discuss how to maintain strong faulty ties to advising when integrating professional advisors.

Core Competencies: C4, I1, I3, I6

DISCUSSION | Effective Leadership for Institutional Change

Deming and others have said, “Every system is perfectly designed to get the results it gets.” The growing imperative to change our student success outcomes requires different leadership than higher education has historically employed. Leaders of advising and student success have increasing inclusion and responsibility as change agents for their institutions. Students highly prioritize academic advising among other aspects of their college experience. Colleges and universities are working to increase graduation rates for institutional financial stability and to close equity gaps. And advising leaders have great potential to see a breadth of student needs and positively affect those outcomes. But leadership that's effective in changing an institution requires perspectives, strategy, creativity, ability to see gaps, partner, solve problems, and the will to break old rules to get new results. Most importantly, it requires leaders to stand up and be willing to lead and influence others beyond the scope of their own roles. Join this conversation to discuss the leadership practices that can make the most impact in these efforts.

Participants will:
- Understand the role that advising leaders can assume to improve institutional environments for student success
- Identify opportunities that advising leaders can utilize to advocate for change
- Consider leadership practices and strategies that are effective in influencing institutional change
- Share observations about what is working well at their own institutions to meet student and institutional needs

Core Competencies: C1, C4, C5, C6, R6

CONCURRENT | Building a Professional Development Program for Academic Advisors

The development of a comprehensive advisor training program is critical to the overall success of any academic advising program. This presentation focuses on diverse strategies for delivering advisor training programs. Topics will include delivery methods and pedagogical strategies, 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 programs
- Explain factors to consider when determining the responsibility for administering academic advising training and development
- Recognize reasons and methods for assessing academic advisor learning outcomes
- Know how to access and use NACADA resources to support a campus training and development program

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

CONCURRENT | Supporting a Faculty Advising Model

When faculty have the support necessary, they can be excellent academic advisors for their students, contributing their institutional and disciplinary knowledge to help students succeed. For a faculty advising model to work, the institutional culture must support and reward faculty participating in advising training and development. Tenure and promotion guidelines must reflect the institution valuing academic advising as part of faculty duties. Workload policies should ensure appropriate ratios to allow for regular student-faculty advising interactions and participation in ongoing professional development. This session will explore the unique aspects of supporting a faculty advising model, including important considerations to ensure faculty buy-in and engagement.

Participants will:
- Understand the strengths and potential weaknesses of faculty advising programs.
- Understand the elements necessary to support high-quality faculty advising.
- Identify the unique needs of faculty advisors.
- Identify improvements necessary at their own campus to strengthen faculty advising.

Core Competencies: C4, I1, I3, I6, R7
PLENARY | Bringing It All Together
As we conclude our time together, this final session will allow for both reflection on the seminar and discussion about next steps. We will consider how best to translate the information and perspectives learned into meaningful strategies for further conversation and potential change at your institution, while hearing some examples of specific actions your colleagues are planning as they return to campus.

Participants will:
- Discuss lessons learned and key takeaways from the seminar
- Raise and receive feedback on any remaining questions
- Share specific next steps, strategies, and potential outcomes

CONSULTATIONS – Day 1 | Day 2
Participants will have the opportunity to sign up to meet with faculty in a one-on-one setting on both day one and day two. Those attending as a team, will sign up for the appointment as a unit; those attending alone, will sign up for your appointment individually. We suggest signing up with different faculty to get a more rounded experience. You can have different questions for each appointment or get feedback on the same question.