

FOUNDATION SESSIONS

F1 – The Future of Advising: Reflecting on the Past and Looking Towards the Future

The past year-and-a-half has flipped academic advising on its head while grappling two major national and global concerns – COVID-19 and social justice issues. Advisors have been challenged to rethink the way they serve their students. This session will reflect on a variety of well-researched historical practices of academic advising and look towards integrating new practices explored during the pandemic.

Participants will:

- reflect on the characteristics of effective advising in brick and mortar, virtual, and hybrid modalities
- explore and identify institutional and advising practices/modalities that negatively impact underserved student populations
- Identify advising practices that can better support all students

F2 – Pillars of Academic Advising: Impact on our Advising Practices

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 framework for creating, re-organizing, assessing, and improving academic advising programs. The session will include an overview of NACADA's Concept of Advising, the Core Values, the Core Competencies, and the CAS Standards as well as discussion about how these standards impact our advising practices.

Participants will:

- Describe the purpose of each document.
- Know how to access the NACADA Pillar documents.
- Understand how the Pillars form the foundation of the profession of academic advising.
- Understand how the Pillars impact our advising practices.

F3 – Assessment of Academic Advising: An Overview

Assessment of academic advising is necessary to determine whether the goals of your programs are being achieved and the needs of your students are being met. With our institutions facing accreditation concerns and financial constraints, assessment of advising has become even more important. This session serves as a basic introduction to assessment of academic advising, with participants being introduced to reasons to perform assessment of advising, basic aspects involved in assessment, and key terms and concepts.

Participants will:

- review the definitions of assessment
- identify the reasons for doing assessment
- recognize the difference between evaluation and assessment
- review key terms and concepts of assessment
- identify the general processes for engaging in assessment
- consider assessment as a form of scholarly inquiry

F4 – Make the Most of Your Day

You've had two full days full of facts, stats and so much more while planning out your Action Plan to take back to your campus. Use this day to help you pull together your thoughts and get your "almost final" Action Plan down on paper. Consultation sessions are also available on this day with an Institute faculty member of your choice.

F5 – Dazzle Us!

Now it is time for you to shine! Join us for our final Foundation session and hear from your fellow colleagues as they share the Action Plan they developed during the 2021 NACADA Summer Institute and get feedback from their peers like you! Sharing is optional and voluntary – if you would like to share your fabulous work, be sure to join us on time and get your hand raised. Hope to see you there!

TOPICAL SESSIONS

T1 – Academic Advising Approaches

"To serve increasingly complex and diverse institutions of higher education around the world and their burgeoning diverse student populations, academic advising professionals need to understand that one unified theory of academic advising is neither possible nor necessary (Hagen & Jordan, 2008)." This topical session will explore institutional or program situations that extend the academic advising delivery system beyond individual one-to-one interactions with students. Various strategies for helping students articulate and achieve their academic goals and career aspirations will be discussed.

Participants will:

- work on various advising strategies per designation
- learn more about group advising
- learn how to utilize peer advising
- review the benefits of appreciative advising
- reflect on the challenges faced with distance learners

T2 – Impacting Student Learning, Persistence, Retention, and Completion

Student persistence, retention, and completion continue to grow in importance for colleges and universities. Recent funding problems and state-wide initiatives facing higher education have increased the necessity of students remaining enrolled through graduation. However, retention, persistence, and completion are not one office's responsibility. Since a student's decision to remain enrolled is affected by a number of variables, completion must be a campus-wide initiative. This session will provide background on the completion agenda, including ideas for developing campus-wide collaborations for increasing student retention and strategies for institutional changes that will positively affect retention.

Participants will:

- review the importance of persistence and retention
- understand the impact of the completion agenda on colleges and universities
- Identify campus collaborations that affect student persistence and retention
- Identify strategies that will assist students in persisting and completing

T3 – Proactive Strategies for Working with Probationary Students

With the influx of attention being directed at improving completion rates, it is more critical than ever to implement early alert warnings for students in academic distress. Not only should this be part of the advising plan in working with students, it should also be written in, if not already, for teaching faculty to inform students of their status in a class. Resources are key to working with this population of students and will be discussed. Other discussion items could result in sharing of various participants' models, as well as the latest data provided on the Clearinghouse site.

Participants will:

- review examples of an array of early warning systems
- examine examples of "contracts" being used for this population
- discuss resources needed to improve students' progress toward degree

T4 – Cultural Humility

What is the difference between cultural competence and cultural humility? Competence assumes that one can learn or know enough, that cultures are monolithic, and that one can actually reach a full understanding of a culture to which they do not belong. Cultural humility encourages personal reflection and growth around culture in order to increase awareness and introspection. It encourages lifelong learning with no end goal but rather an appreciation of the journey of growth and understanding.

Participants will:

- develop life-long learning and self-reflection
- understand how practicing cultural humility allows individuals to become culturally humble advisors and appreciate the journey of growth
- understand how to use cultural humility to disrupt inequitable systems in higher education

T5 – Advising First-Year Students

The first year of college is a critical time of transition for many students. Tinto reminds us that “the largest proportion of institutional leaving occurs in the first year...” Therefore, a pertinent need exists for institutions of higher education to explore viable resources and identify expected learning outcomes for this population to encourage student persistence and improve completion rates. This topical will address current trends and research data being adapted and used to accomplish this outcome. The key relationship between the student and academic advisor will be addressed, including identifiable expectations of both parties. Actual methods and delivery systems to accomplish the desired outcomes on our campuses will be discussed. Participants will be encouraged to share specific examples from their own experiences.

Participants will:

- identify characteristics of first-year students
- discuss the advising syllabus as a means of clarifying roles of advisor/student
- discuss learning outcomes for first-year students

T6 – Crafting Successful Advisor Training and Development Programs

This session will focus on practical applications that will aid in the development of workshops, trainings, and other opportunities for all advisor types. Participants will have the opportunity to brainstorm professional development topics and needs, collaborate with others to discuss strategies, and explore resources. This session will also provide ideas and tips on ways to implement advisor training and development programs on your campus.

Participants will:

- Identify questions to ask in planning programs
- Consider ways to model active learning and involvement
- Understand how to craft programs through a learning-centered lens

T7 – Developing and Assessing Student Learning Outcomes for Academic Advising

Assessment of programs and services is essential in today's higher education environment, including academic advising. Given that academic advising is part of the teaching mission of a college or university, what is assessed is the achievement of desired student learning outcomes. Assessment cannot occur without student learning outcomes. This topical session will introduce the types of student learning outcomes as well as resources from which to develop student learning outcomes specifically for academic advising.

Participants will work through exercises to identify student learning outcomes relevant to their respective academic advising programs and be introduced to outcome measures. While not a look at the overall process of assessment, this session concerns the central component of assessment: the student learning outcome.

Participants will:

- Know the three types of student learning outcomes (SLOs)
- Know the possible sources from which to develop SLOs
- Identify one of each type of SLO relevant to their advising program
- Identify possible measures for at least one SLO
- Understand the importance of using multiple measures for any single desired outcome

T8 – Advising Undecided Students and Career Life Planning

This topical will focus on undecided or exploratory students and various reasons for this status. Specific advising strategies will be addressed in working with this population as will decision-making theories. In addition, a major goal of higher education is to assist students in attaining their academic goals and vocational needs. Educational plans and completion of degrees will be part of this discussion. As a result, participants will have a deeper understanding of academic advising and career advising.

Participants will:

- discuss integration of advising/career offices as a shared model
- identify current mechanisms being used to improve completion
- review the benefits of technological advances

T9 – Advising Administration: Advisor Evaluation and Leadership Promotion

Target audience for this topical will be those aspiring to leadership positions in the administration of advising or those currently new to said positions. Responsibilities and campus politics will be addressed in relation to these leadership positions. A key element of leading an academic advising team is evaluation. Not only should the importance of sound advising be addressed, but highlights/goals and job duties evaluated annually and shared. This should include professional development opportunities and pursuits of each individual advisor, training options completed or ones to be updated, as well as examples of reward systems.

Participants will:

- discuss campus politics and how it affects advising
- review advisor evaluations with specific examples
- review some practical, low cost rewards systems
- reflect on the relationship between the evaluation process and leadership initiatives

T10 – Creating an Advising Syllabus

Developing an advising syllabus allows advisors to communicate clear expectations for student learning and it provides structure to the concept of advising as teaching. It also helps to create a framework for assessment. This session will discuss the purpose of an advising syllabus, how to create one, and how to use it in your advising practice.

Participants will:

- Describe the purpose of an advising syllabus
- Value the importance of setting clear advising expectations
- Identify the essential elements of an advising syllabus
- Articulate how to use an advising syllabus

T11 – Ethical Aspects of Academic Advising

What is right, wrong, good, bad, ethical, or unethical? While some answers to these questions come from our own moral compasses, our individual code of ethics, there are set principles and concepts that undergird them. We will define and discuss these principles and concepts as they relate to academic advising, using NACADA's Core Values as our guide.

Participants will:

- identify the five ethical principles
- recognize how the principles apply to academic advising
- recognize potential ethical dilemmas in advising
- identify the steps in resolving ethical dilemmas

T12 – Reimagining Academic Advising: Handling Change

This week we are taking an in-depth look at academic advising, and we need to understand that the changes we envision will not occur without a well-conceived plan for introducing and implementing change within the culture of our own institutions. This implementation requires leadership. This session has three purposes: 1) to define leadership and discuss the characteristics of leaders; 2) to stimulate thoughtful consideration of the change process; and 3) to understand how campus culture affects our ability to lead and to implement change.

Participants will:

- learn what leadership is in academic advising
- reflect on the characteristics of effective academic advising
- understand change and why it is difficult
- understand the impact of the campus environment on desired change
- analyze a framework for successfully initiating and implementing change

T13 – Creating or Restructuring an Advising Center

“There are few things more daunting than being told you will chair the institution's effort to restructure academic advising (Miller, 2003).” This topical will focus on those things that need to be taken into consideration in creating or restructuring an advising unit. There are many things to consider such as what is the current status of advising at your institution? Have you established vision, mission, and goals for advising? Who will advise, and who will be advised? In this session, suggestions will be given for the successful structuring or restructuring of academic advising. Discussion will center on current research on the topic, a basic outline of objectives for the task, what questions to ask as you begin the process, and a chronology of possible events leading to completion

Participants will:

- review possible mission, vision, and goal statements for advising units
- look at timelines and order of events to establish/review units
- identify questions to ask throughout the process
- discuss current literature on the topic

T14 – Advising Beyond the Pandemic

During the pandemic, institutions hurriedly adopted virtual advising practices to ensure the physical safety of students, faculty, and staff. As we prepare to live in a post-pandemic environment, the future delivery of advising will embrace both pre-pandemic as well as current advising practices. This blended approach to the delivery of advising provides a unique opportunity for advisors to strategically design their programs to be more inclusive and “meet students where they are at”. This session will address how through use of technology we will create a new intentionally blended approach for all of our students.

Participants will:

- gain a better understanding of different models for using technology in advising
- learn how these models relate to NACADA's Pillars of Academic Advising and how these foundational documents can provide a framework for selecting appropriate technologies
- identify challenges and opportunities associated to the emerging 21st Century advising practices

T15 – Research in Advising: You Can Do It!

NACADA views research as a scholarly inquiry into all aspects of the advising interaction, the role of advising in higher education, and the effects that advising can have on students (NACADA View on Research, 2008). This topical session will serve as a primer for conducting research in the field of advising, or supporting the scholarly interests of colleagues, with an emphasis on the differences between assessment and research.

Participants will:

- learn why research in advising is important
- reflect on the critical elements of “Scholarly Advising”
- identify the core skills needed in consuming and conducting research
- consider the use of appropriate and equitable institutional metrics in decision-making

T16 – Faculty Advising – Beyond the Classroom

Faculty members are an integral part of advising on many of our campuses. With program and curricular knowledge, as well as their ability to assist with internship placements, research projects, continuing education and employment opportunities, faculty are well-suited for advising our students. Unfortunately, there are often issues within faculty advising programs. This session will provide a broad overview of faculty advising programs and address some of the issues that occur within these programs.

Participants will:

- recognize the different needs of faculty advisors
- understand the strengths and challenges of faculty advising
- identify strategies for engaging and motivating faculty advisors

T17 – Constructing Effective Academic Advising Training/Professional Development Resources

Producing an effective academic advisor, faculty advisor, peer mentor, or success coach training/professional development resource can be a daunting task for anyone. The objective of this session will be to create an outline for a robust advisor internet site and toolkit. Participants will be guided through the necessary steps needed to create a strategic plan while determining the best format for their own institution.

Participants will:

- understand how providing clear information in a central location increases advising engagement
- discuss how technology can be utilized in preparation of a finished product
- identify a broad array of NACADA resources
- create a strategic plan to implement training/professional development resources

T18 – Making Decisions with Data

Program accountability, student retention and persistence, and graduation rates have become driving forces in today's higher education climate. All of higher education has become data-driven in its planning, decision making, implementation, and assessment of programmatic impacts on these forces, including the role of academic advising on student completion. This topical session will include consideration of opportunities and challenges for the use of data derived from various sources in advising program accountability and improvement.

Participants will:

- understand the importance of data in today's higher education climate
- discuss ways to interpret data resulting from metrics, including the role of technology
- consider ways to report findings
- discuss strategies regarding the implementing changes/initiatives informed by data

ENGAGEMENT/NETWORKING SESSIONS

Tuesday 9:00-9:40 am

Meet the Faculty

Fill your coffee, tea, water or soda and join us to get to know the Institute Faculty that will be teaching and guiding you through this event.

Tuesday 12:30-12:50 pm

Institution-type chats

Join with other peers and colleagues from similar Institution types to have an open chat about whatever topic(s) the group decides. This is your chance to get to know other participants from around the globe who work in similar environments. You will be able to choose from the following institution types: **4-Year Public, Private, or 2-Year.**

Tuesday 4:45-5:15 pm

NACADA Resources: How to Find What You Need

What are you looking for? Come to this optional engagement session and learn how to navigate the NACADA web site to help you find the information and resources you need to be more successful. Come with questions and the session facilitators will walk you through exactly how to find the answer you are looking for on the NACADA web site.

Scavenger Hunt

It is time to get your juices flowing after a day of Zooming. Join us for a Summer Institute Scavenger Hunt! You will be asked to find and show a variety of items and the person who finds each individual item first the most times **will win a prize!** These items can be found in your office or at home. If you are driving, then you shouldn't be playing on your phone or other device anyway!

NACADA Trivia

Do you have dreams of appearing on Jeopardy? Do you have a brain full of "useless" information that you just have to share? Are you a Trivia Master? Join us for this fun and interactive game of trivia as we quiz you on a variety of topics centered on NACADA. We will be using **Kahoot!** for this game, so you will need to download the app prior to the event. **A prize will be provided for the person who gets the most correct.**

Wednesday 9:00-9:45

Meet Your Group

Getting to know your colleagues from around the world is one of the favorite experiences for those who attend the Summer Institute. Please join your “assigned” group and take this time to get to know one another in a less formal environment.

Wednesday 12:45-1:05

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?

The Truth is Stranger Than Fiction

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!

Learn from Your Peers: Advising in Action

Come with your best “Ah-Ha” moment. Share a major accomplishment you've had in Advising. Have you completed a major project that changed advising on your campus? Join us for an open chat as your colleagues share their learnable moments and all the things that make it great.

Wednesday 4:20-5:30

A Virtual Reception

We all look forward to the reception at the Summer Institute – a time to come together, meet new people, and share. Well, we are hosting a Virtual reception this year! So, bring your drink of choice (it's the end of the day) and come enjoy opportunities to participate in Breakout rooms geared to show your more flamboyant side or just hang out with us in the big room and enjoy some social time with your colleagues.

Thursday 9:00-9:55

Meet NACADA's New Executive Director

Join us for an open chat with NACADA's newest Executive Director, Dr. Melinda Anderson. Come and learn about Dr. Anderson's immediate plans for NACADA and where she sees NACADA going in the near future. There will be a brief presentation followed by Q&A.

Attendee Chats

It's hard to get to know each other at a conference – and yes, being virtual doesn't help. We have several rooms set up for open chats – a chance to get to know your fellow attendees. Are you here alone? We have a room set up just for those who attended the event solo; and we have a couple rooms for those who came as a group/team. Take advantage of these open chats to make a connection or several.

Friday 9:00-9:50

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.

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.

Returning to Campus

In this session we will discuss transitioning back to campuses. The pandemic has given many of us an opportunity to work remotely and this session will be geared towards how to get back into the rhythm of going back to work.