

Concurrent Session Summaries

(Plus one Consultation Abstract – Pentecost)

2/14/10 2:45-3:45 Mangrove
Developing and Administering Advisor Training and Development Programs – Janet Spence

When developing an advisor training and development program for a specific population (university-wide, unit specific, departmental, faculty, professional staff, new or seasoned advisors), it is essential to understand the advisors' training and development needs in order to create learning outcomes for the participants. This session will address the essential principles of training and development and will provide opportunities for the participants to brainstorm ideas for creating a training and development needs analysis, advisor learning outcomes, and assessment.

LEARNING OUTCOMES:

Participants will:

- Understand the basic concepts and strategies for developing an advisor training and advisor development program: training and development needs analysis, advisor learning outcomes, content delivery, and assessment.
- Learn how to create a training and development program using key elements: informational, relational, and conceptual.

2/14/10 2:45-3:45 Salon G
Developing Leadership among Your Staff – Sallie Paschal

Building a successful academic advising program depends to a large extent upon developing an excellent advising staff where members function as a team while demonstrating effective leadership skills. These skills are rooted in some core beliefs about leadership. This session will assist administrators of advising units in understanding these core beliefs as well as the techniques that will enable staff members to develop their skills as leaders.

LEARNING OUTCOMES:

Participants will:

- Understand the difference between management and leadership
- Learn five core beliefs about leadership
- Gain an understanding of ways advising administrators lead
- Develop an appreciation for the four components of leadership
- Learn strategies for building campus connections

2/14/10 2:45-3:45 Salon E-F
Program Evaluation: The Administrator's Role – Maura Reynolds

Supposing is good, but finding out is better. Mark Twain

Let's move beyond supposing and consider how administrators might be involved in evaluating their advising programs to find out how they are working. Kay McClenney ("The learning-centered institution: key characteristics," *Inquiry & Action*, spring 2003, No. 1, AAHE: Washington, DC, pp 5-6) suggests that learning-centered institutions demonstrate these characteristics

1. clearly defined outcomes for student learning;
2. systematic assessment and documentation of student learning;
3. a diverse array of engaging learning experiences aligned with outcomes and good educational practices;
4. institutional and individual reflection and action based on data about student learning;
5. emphasis on student learning in recruiting and evaluating personnel;
6. key institutional documents and policies, effort, and leadership behavior which reflect a focus on learning.

Using these characteristics as starting points as well as CAS and NACADA documents, we'll consider how and what to evaluate about advising as a learning-centered activity.

NOTE: If you'll be attending the Assessment Institute, you may want to select another concurrent session since program evaluation will be the focus of the Assessment Institute.

2/14/10 2:45-3:45 Salon D
Performance Evaluations for Professional Advisors – Mark Taylor

Strong academic advising programs are characterized in part by robust performance evaluation processes that encourage open and frequent communication, ensure a common understanding of goals and expectations, provide constructive feedback, and strengthen supervisory and mentoring relationships. The expectations of human resources and personnel offices drive the evaluation processes at many institutions, while others are largely informed by campus culture and tradition. This session will expose participants to the many methods, purposes, instruments, outcomes, and obstacles associated with advisor evaluation and will consider strategies for improving the performance evaluation process for your professional advisors.

LEARNING OUTCOMES:

Participants will:

- Acquire an appreciation for different performance evaluation models and for best practices among their colleagues,
- Discuss the distinction and relationship between the evaluation of advisors and the assessment of advising programs, and
- Learn strategies for developing an ongoing evaluation process that begins with the advisor hire and evolves with departmental needs and objectives.

2/15/10 9:45-10:45 Mangrove
Don't Reinvent the Wheel: Advisor Training and Development Resources – Janet Spence

Do you need to develop an advisor training and development program but do not have the time or resources to devote to the creation of a comprehensive or topic-driven program? Do you need some concrete ideas and resources to help you build your program? What assessment tools will you use to assess what advisors learned from the training and development? This session will provide you with an opportunity to explore NACADA's training and development resources. Participants will have an opportunity to share ideas and information about resources and strategies that have been helpful in planning successful advisor training and development programs.

LEARNING OUTCOMES:

Participants will:

- Be knowledgeable of the resources NACADA offers to assist advising administrators with the creation of advisor training and development programs.

2/15/10 9:45-10:45 Salon G
Maintaining Harmony and Building Staff Morale – Sallie Paschal

Early identification of factors that restrict or support academic advisement is a major concern for advisement directors. Finding out what your employees want and finding a way to give it to them is a cornerstone to success. This presentation will include successful motivational techniques you can implement to motivate your staff.

LEARNING OUTCOMES:

Participants will:

- Prescribe to NACADA advisement core values as a way of fostering staff morale.
- Affirm how harmony can be maintained by inviting advisors and staff participation in the development of the departmental mission, goals, and objectives.

- Learn to implement continual staff development as a tool to build high professional performance levels and morale.

2/15/10 9:45-10:45 Salon E-F

Developing and Assessing Student Learning Outcomes – Pamela R. Marsh-Williams

Have you and your advisors clearly defined outcomes for student learning? Do your students and advisors engage in learning activities that are aligned with desired outcomes and effective educational practices? What are some of the challenges that you face as you attempt to develop and assess learning outcomes? This session is designed to help you learn more about ways to identify student learning outcomes and how they enable you to ground your academic advising program within the teaching and learning paradigm. We will focus on the framework through which you, as an advising administrator, can bring focus to your advisors' work and relate it directly to the central teaching mission of your institution. This working session will provide guidance about how to develop standards for student learning outcomes for academic advising and review strategies for assessing whether your goals are being achieved. Come with questions and share your ideas.

LEARNING OUTCOMES:

Participants will:

- Define advising goals and specify learning outcomes in various advising situations.
- Learn the value of collecting qualitative and quantitative evidence, measure its effectiveness,
- Educate others about their challenges and/or accomplishments,
- Make appropriate modifications in advising goals and objectives.

2/15/10 9:45-10:45 Salon D

What Advising Administrators Need to Know about Legal Issues – Mark Taylor

An awareness of and concerns about the potential legal implications of our words and our actions impact collegiate policy and practice. This session will provide participants with an opportunity to explore common legal considerations in higher education, including those related to privacy, contract law, and due process. We will share best practices that provide guidance in anticipating legal concerns, avoiding unnecessary legal pitfalls, and connecting with appropriate legal expertise.

LEARNING OUTCOMES:

Participants will:

- Enhance their familiarity with common legal concerns and the context in which those concerns arise;
- Learn strategies for reducing legal liability by better positioning themselves and their staff to recognize and respond to legal issues; and
- Distinguish between issues related to law, institutional policy, and ethics while considering the complementary relationship between the three.

2/16/10 9:15-10:15 Salon G

Leading the Charge to Develop an Assessment Plan for Academic Advising – Sallie Paschal

Regular assessment is a critical part of every successful program. However, developing a plan for assessment, if you don't have one in place, can seem overwhelming, if not impossible. This session will outline the infrastructure needed to build a successful assessment plan for academic advising.

LEARNING OUTCOMES:

Participants will:

- Learn steps necessary to create a mission statement, goals and learning outcomes for academic advising.
- Discuss how to implement these goals and learning outcomes and get buy-in from administrators all the way up to the President.
- Generate ideas about how to accomplish regular assessment of academic advising to meet the needs of the students, the advising unit, and the institution.

2/16/10 9:15-10:15 Salon E-F
Money Matters or “Squeezing Blood from a Turnip” – Pamela R. Marsh-Williams

If you have plenty of financial and personnel resources to support the advising operation and have not, nor expect to cut staff, services, or programs, this may not be the session for you. If you have not been given additional responsibilities and more students to serve, without additional resources, this may not be the session for you. If you have not been told you have to motivate your advisors to work harder, be more creative, and help the institution meet extraordinary goals and objectives, this may not be the session for you. However, if you are looking for ideas about ways to be more cost effective without sacrificing the quality of your service or diminishing the support to your staff, please join the conversation. We won't gripe and complain. Nor will we waste time focusing on the impact of the uncertain financial landscape facing nearly all institutions of higher learning. We will roll up our sleeves and dig deep to look for some hidden treasures.

2/16/10 9:15-10:15 Salon D
Navigating the Ethical Waters of Advising Administration – Mark Taylor

As advising administrators, we inevitably confront numerous ethical issues in our work with students, parents, and colleagues. Responding appropriately to these oftentimes complex circumstances is a challenging yet critical expectation associated with our roles. This session will encourage an open discussion of ethical questions and practices and will suggest practical strategies for navigating and resolving ethical dilemmas and problems.

LEARNING OUTCOMES:

Participants will:

- Gain an understanding of key ethical issues for advising administrators and their academic advisors;
- Identify circumstances that trigger ethical issues in our work both with students and with staff;
- Discuss the unique ethical challenges confronted by advising administrators; and
- Consider strategies for evaluating ethical questions, for articulating ethical standards, and for implementing ethical practices.

2/16/10 9:15-10:15 Mangrove
Conducting Research in Advising – Casey Self/Charlie Nutt

NACADA views research as 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 understanding research in the field of academic advising with an emphasis on research as scholarly inquiry. Topics include reasons to conduct research in advising, identifying research questions, and how administrators can support research in academic advising on their campus.

LEARNING OUTCOMES:

Participants will:

- Gain an understanding of NACADA's definition of research in the field of academic advising
- Gain an understanding for how research in academic advising can be conducted
- Learn strategies for how administrators can support and encourage research in academic advising on their campuses

2/15/10 1:30-3:00, 3:30-5:00 Salon E-F
Consultant Session – 1.5 hours (Two Sessions) Limit: 20 Participants

Developing Grant Proposals for Advising Projects – Margaret Pentecost

Grants funds provide resources for advising projects such as student retention, research and fellowships, student access, degree attainment, academic achievement, student diversity, and educational enrichment. Come to this session with ideas for potential projects in your advising office. During this consulting time, we will do a quick review of the steps required to creating a grant proposal. The consultant will share tips for writing proposals that get funded. Using your project ideas, a planning template will be shared that you can utilize to prepare an outline of a grant proposal. You will receive resource guides to write needs statements, goals and objectives, methods and activities, timelines, and evaluation and outcomes. Participants will receive a handout containing a list of funding agencies, proposal writing guide and checklist, and planning templates for use in the preparation of proposals. One hour of the session will be dedicated to answering specific questions of the participants. Bring your ideas, questions, goals and objectives, budgets, apprehensions or wherever you are in the process to this session for consulting advice. Information is useful for beginning proposal developers and seasoned professionals.

LEARNING OUTCOMES:

Participants will:

- Learn how to access funding agencies and applications.
- Discuss funder requests for proposals (RFPs) from funding agencies.
- Generate ideas and go through the steps outlined in a planning template.
- Review tips for writing good proposals.
- Develop a plan for the development of a proposal to be sent to a funding agency or institutional review committee.