



Academic Advising Administrators' Institute

Daytona Beach, FL
February 8-10, 2018



NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

DATE & LOCATION

February 8-10, 2018

Daytona Beach, FL

HOTEL INFORMATION

Plaza Resort and Spa

600 North Atlantic Ave. | Daytona Beach, FL 32118 | 386-267-1604

Room Rate: \$130 + \$20 resort fee/night = \$150/night

Room Block: Rates will be available to January 15, 2018 or until the NACADA room block fills

Reserve your room: visit the NACADA web site or call 866-500-5630 and use code **NACADA 2018**

Hotel fee includes: Two complimentary liters of water, in-hotel beverage credit of \$12, unlimited self or valet parking, internet access in guest rooms.

REGISTRATION INFORMATION

You can register online with a credit card. To register with a Purchase Order or Check, complete the Registration Form, print and either mail to: NACADA, 2323 Anderson Ave., Suite 225, Manhattan, KS 66502; or fax to 785-532-7732 (the Executive Office). *Visit the NACADA web site for details on our Registration Policies.*

Administrators Institute	Before/On 1/15/18	On/After 1/16/18
NACADA Member	\$650	\$795
Non-Member	\$750	\$895

REFUNDS:

All requests must be in writing and mailed or emailed (nacada@ksu.edu) to NACADA.

Prior to January 5, 2018: A refund of conference fees, less a \$50 administrative fee, will be made with a written request.

Jan. 5-Jan. 15, 2018: A 50% refund of conference fee with written request.

After Jan. 15, 2018: Due to facility and Institute obligations, no refunds are given.

All items and statements printed in this brochure are subject to change; please visit the NACADA website, nacada.ksu.edu, for the most current event details.

OVERVIEW

This highly successful NACADA Administrators' Institute will provide you with strategies to enhance your own leadership and to lead an academic advising program on your campus! The Institute will utilize learning community groups facilitated by Institute faculty who are experienced advising administrators and leaders in the field. Two tracks are offered during this institute: one for new or experienced advisors with responsibilities for advising centers or offices and one for those with campus-wide responsibilities.

TRACK A

NEW OR EXPERIENCED

WHO:

Those with responsibility and authority for advising centers or offices: may include advising coordinators, lead advisors, advising directors, associate/assistant college deans, or faculty advising coordinators.

TRACK FOCUS:

Participants will have the opportunity to network and learn from each other as well as learn through a series of plenary sessions and concurrent presentations by Institute faculty.

This track will utilize learning community groups facilitated by Institute faculty who are experienced advising administrators and leaders in the field. The faculty and groups will assist in the development of the participant actions plans. The action plan will focus on a key issue or concern on your campus that you want to hone in on to make significant changes and improvements at your institution.

The Institute welcomes both individuals and administrative teams. Action Plans can be developed individually in cooperation with institute faculty or with your own personal team with a faculty member overseeing your plan.

Track A will also offer an innovative curriculum and updated or new concurrent sessions from which participants can choose.

TRACK B

CAMPUS-WIDE RESPONSIBILITY

WHO:

Those with campus-wide responsibility and authority of academic advising institutional wide; may include Provosts, VP for Student Affairs, VP for Enrollment Management, Associate/Assistant Provosts for Undergraduate Studies, Directors or Deans of University Colleges, Directors of Institutional Academic Advising.

TRACK FOCUS:

Participants will have opportunities for discussions to learn from each other and gain hands-on strategies that are being used at all types of colleges across the globe. The primary themes that may be the focus are:

- Building an institutional culture of academic advising as a key to student success
- Building a culture of collaboration and partnerships across the institution
- Incorporating academic faculty into the academic advising culture
- Developing comprehensive campus-wide faculty development programs
- Developing campus-wide assessment of how academic advising is having an impact on student success
- Developing evaluation and reward systems for academic advising, both primary and faculty
- Developing lines of communication from institutional Chief Executive Officers and front line advisors
- Developing institutional financial support of academic advising and advisors
- Building an external network of colleagues across the globe for support and discussions

Wednesday, February 7, 2018

4:00 – 7:00 p.m. Registration

Thursday, February 8, 2018

7:30 a.m. – 4:00 p.m. Registration

8:00 – 9:30 a.m. **Opening & Plenary Session:** Embracing the Role of Academic Advising in Supporting Student Success

9:30 – 9:45 a.m. Beverage Break

9:45 – 11:00 a.m. **Work Group Sessions****Concurrent Sessions** – choose from the following (time/day TBD)

- Leading the Charge to Develop an Assessment Plan for Academic Advising
- Engaging in Learning from/for Faculty Advisors
- Developing and Administering Training and Development Programs
- Connecting, Empowering, and Leveraging: Leading a Successful Advising Team
- Maintaining Harmony and Building Staff Morale
- Developing and Assessing Student Learning Outcomes
- Connecting Academic Advising Conversations about Student Success
- Research in Academic Advising
- Hiring the Best Candidates and Then Evaluating Their Performance
- Examining the Three NACADA Pillars: Looking at Concept of Advising, NACADA Core Values, and CAS Standards
- Administering Advising Programs in Difficult Fiscal Times
- Advising Competencies: Development, Implementation and Assessment

11:15 a.m. – 12:30 p.m. Lunch (nametag required)

1:45 – 3:30 p.m. **Work Group Sessions**

3:30 – 3:45 p.m. Beverage Break

3:45 – 5:00 p.m. **Concurrent Sessions**– see above

5:00 – 6:00 p.m. Reception

Friday, February 9, 2018

7:00 – 8:00 a.m. Breakfast (nametag required)

7:30 – 11:30 a.m. Registration

8:00 – 9:15 a.m. **Plenary Session:** Creating a Culture of Teaching and Learning in the Advising Experience of Students

9:15 – 9:30 a.m. Beverage Break

9:30 – 11:00 a.m. **Work Group Sessions**

11:00 – 11:15 a.m. Beverage Break

11:15 a.m. – 12:30 p.m. **Concurrent Sessions** – see above

12:30 – 1:30 p.m. Lunch (on your own)

1:30 – 5:00 p.m. **Consultation Sessions**

Saturday, February 10, 2018

7:00 – 7:45 a.m. Breakfast (nametag required)

8:00 – 11:30 a.m. Registration

8:00 – 9:15 a.m. **Concurrent Sessions**– see above

9:15 – 9:30 a.m. Beverage Break

9:30 a.m. – 12:00 p.m. **Work Group Sessions**

12:00 p.m. Ending Time – Wishing you safe travels home

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9:45 a.m.– 12:30 p.m. **Work Group Sessions**

12:30 – 1:30 p.m. Lunch (nametag required)

1:45 – 3:30 p.m. **Work Group Sessions**

3:30 – 3:45 p.m. Beverage Break

3:45 – 5:00 p.m. **Work Group Sessions**

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12:30 – 1:30 p.m. Lunch (on your own)

1:30 – 5:00 p.m. **Work Group Sessions**

Saturday, February 10, 2018

7:00 – 7:45 a.m. Breakfast (nametag required)

8:00 – 11:30 a.m. Registration

8:00 – 9:15 a.m. **Concurrent Sessions** – sessions to be determined, see Abstracts

9:15 – 9:30 a.m. Beverage Break

9:30 a.m. – 12:00 p.m. **Work Group Sessions – Partnerships and Next Steps**

12:00 p.m. Ending Time – Wishing you safe travels home

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.

Creating a Culture of Teaching and Learning in Advising

This plenary session will examine the extent to which contemporary campus culture views academic advising as integral to teaching and learning. The session will include a panel of Institute faculty discussing the changing views of advising and the perceptions of its value on the college campus. A facilitator (think Phil Donahue) will pose questions of the panel and invite audience insights on ways to create a robust culture of teaching and learning in the advising experience.

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 we 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 program and will review strategies for sharing outcome data with stakeholders and constituents. The discussion will address the need to connect values, vision, goals, and outcomes into the development of your plan, as well as discussing measures associated with advising assessment. Discussing the important task of mapping outcomes within your advising initiatives will also be addressed.

Engaging in Learning from/for Faculty Advisors

Effective faculty advising is consistent with exemplary teaching practices. Institutions that use faculty advising models can improve advising by unpacking the conceptual framework of academic advising, highlighting the value of academic advising, and listening to the needs and challenges faculty face when advising. This session will examine how deans, chairs, and administrators create conditions for effective faculty advising. Participants will discuss strategies for improving faculty advising and supporting students in and out of the classroom.

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 session will address essential principles of academic advisor training and development programs including selecting content and determining delivery methods. Participants will engage in conversation with colleagues to share specific examples, strategies, and concepts for creating programs for training and development, as well as a review of NACADA resources available to enhance your campus program.

Connecting, Empowering, and Leveraging: Leading a Successful Advising Team

The success of an advising team depends on not only strong leadership but also the contributions and commitment of each team member. Effective leaders recognize they cannot achieve success in isolation; they broaden and deepen their impact by working on behalf of and through their team. Advising administrators enhance their credibility and that of the profession by connecting academic advising with meaningful priorities while connecting team members with their strengths and interests. Leaders should empower and leverage the talent and expertise around them to achieve ambitious and oftentimes evolving goals. While offering advising leaders advice about strengthening their role, this session will consider strategies to encourage engagement and commitment across the advising team.

Maintaining Harmony and Building Staff Morale

Early identification of factors that impede or support academic advising programs is a major concern for advising administrators. This session will focus on discovering what your academic advising team desires or needs, as well as strategies to meet these desires and needs through conflict resolution to foster a successful advising program atmosphere. This presentation will include case scenarios, group discussions, and successful motivational techniques that you can implement immediately (and more long-term strategies) to keep academic advising teams motivated and performing well as a team.

Developing and Assessing Student Learning Outcomes

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 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.

Connecting Academic Advising Conversations about Student Success

Much has been written about the essential skills that students need in the 21st Century. Building on information presented in the plenary sessions, this session will highlight conversations taking place in higher education today about student learning, guided pathways, college completion, and student success. Academic advising has much to contribute to these conversations; however, both advising administrators and advisors must commit to learning more about the work of EAB (Educational Advisory Board), the Gates Foundation, the Lumina Foundation, HEA (Higher Education Academy), and CCA (Complete College America), just to name a few. Accordingly, session participants will discuss how advising administrators, as academic leaders on two- and four-year campuses can connect advising to these important conversations.

Research in Academic Advising

NACADA: The Global Community for Academic Advising 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 session will articulate the rationale for increasing scholarship on academic advising and participants will leave the session knowing how to articulate inquiry questions, design a study, and make a commitment to disseminate findings to the broader field. Finally the session presents an opportunity to learn how administrators can support scholarly inquiry in academic advising on their respective campus.

Hiring the Best Candidates and Then Evaluating Their Performance

Search processes represent valuable opportunities to recruit an exceptional advising team, and performance evaluations provide mechanisms to further strengthen 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.

Examining the Three NACADA Pillars: Looking at Concept of Advising, NACADA Core Values, and CAS 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, and the CAS Standards might be used to address challenges commonly faced by today's advising administrators.

Administering Advising Programs in Difficult Fiscal Times

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.

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 historical and recent visions of advisor competencies, will enhance the overall effectiveness and relevancy of your training and development program. This interactive session will expand on the development, implementation and assessment of an academic advisor competency based training and development program.

Last Name: _____ First Name: _____ M.I.: _____

Nickname for name badge, if different from first name: _____

Title: _____

Email (required): _____

Institution: _____

Address: _____

Address: _____

City: _____ State/Province: _____ Zip: _____

Day Phone: _____ Fax: _____ Emergency Phone: _____

Before registering for a NACADA event, please read the Registration Policies at:
www.nacada.ksu.edu/Events-Programs/Events/Summer-Institutes.aspx

Non-member Registrations

Non-member registrants acknowledge no reimbursement for lost discount(s) will be made, even if membership status changes.

For details on a NACADA membership, please visit:
www.nacada.ksu.edu/Member-Services/Become-a-Member.aspx

Registration

Registration may be made via:

Fax: 785-532-7732

Online: www.nacada.ksu.edu

Mail: NACADA
2323 Anderson Avenue, Suite 225
Manhattan, KS 66502-2912

Refund Policy – see event web page for complete policies

All requests **must be in writing** and mailed or emailed (nacada@ksu.edu) to NACADA.

Prior to January 5, 2018: A refund of conference fees, less a \$50 administrative fee, will be made with a written request.

January 5-15, 2018: A 50% refund of conference fee with written notice.

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Services/Accommodations

NACADA complies with ADA requirements. Please contact the NACADA Executive Office six (6) weeks before the event, if you need accommodations to participate in the meeting events. If you need an ADA sleeping room you must contact the hotel directly.

Hotel Accommodations

Make hotel reservations prior to January 15, 2018 to take advantage of the discounted rate. The room block may sell out prior to this date.

Questions & Information

Web Site : www.nacada.ksu.edu

Email: nacada@ksu.edu

Phone: (785) 532-5717

Select the appropriate fee for the event(s) you wish to attend		
Assessment Institute – February 1-3, 2018	Before/On Jan. 15, 2018	On/After Jan. 16, 2018
NACADA Member	<input type="checkbox"/> \$650	<input type="checkbox"/> \$795
Non-Member	<input type="checkbox"/> \$750	<input type="checkbox"/> \$895
Advising Seminar-Research – February 5-6, 2018	Before/On Jan. 15, 2018	On/After Jan. 16, 2018
NACADA Member <i>Complete section below</i> ↓	<input type="checkbox"/> \$475	<input type="checkbox"/> \$590
Non-Member	<input type="checkbox"/> \$575	<input type="checkbox"/> \$690
Administrators' Institute – February 8-10, 2018	Before/On Jan. 15, 2018	On/After Jan. 16, 2018
NACADA Member <i>Complete section below</i> ↓	<input type="checkbox"/> \$650	<input type="checkbox"/> \$795
Non-Member	<input type="checkbox"/> \$750	<input type="checkbox"/> \$895
NACADA FEIN number: 48-1114759		Total Due \$ _____
List vegetarian, vegan or severe food allergies: _____		
ADA need: _____		
----- Advising Seminar-Research Attendee -----		
Visit https://www.nacada.ksu.edu/Events/Advising-Seminar.aspx and indicate the Track you belong to. <u>Choose only ONE (1) track.</u>		
<input type="checkbox"/> Track 1 – Research Project <input type="checkbox"/> Track 2 – Supporting a Research Agenda <i>An incomplete selection will automatically place you in Track 1</i>		
----- Administrators' Institute Attendee -----		
Visit www.nacada.ksu.edu/Events-Programs/Events/Administrators-Institute.aspx and indicate the Track you belong to. <u>Choose only ONE (1) track.</u>		
<input type="checkbox"/> Track A – New or Experienced <input type="checkbox"/> Track B – Campus-wide responsibility <i>An incomplete selection will automatically place you in Track A</i>		

PAYMENT INFORMATION

Signature Required: _____
I certify that I will secure payment for the total amount due

Method of Payment (choose one):

Check (payable to NACADA): # _____

Agency Purchase Order (PO): # _____

A PO must contain BOTH a billing address and PO # to be considered a valid form of payment.

Credit Card (choose one): Visa Master Card
 American Express Discover

Signature if using Credit Card: _____

Expiration Date: _____ Name on card (print): _____

Card number: _____ CVV: _____

A form of payment MUST be included with this registration.

For Office Use Only

Initials	_____
Date	_____
Ck #/Amount	_____
Deposit #	_____

Registration in one or more of these meetings authorizes NACADA to include you in event photos to be shared with the group or in promotional materials in the future. If you wish to opt out of these photos, please email your request to nacada@ksu.edu.