

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 – Advising Action Plan: Now What?

Have you ever come back from a conference and wondered, "What's next?" Are you worried about implementing your action plan? In this foundational session, we will review ways to implement your action plan and keep your momentum going as you return to campus after the summer institute.

Participants will:

- develop key informational pieces to help you take your action plans back to campus
- review ways to get campus constituents to help you keep your progress going
- articulate ways to be successful when you return to campus

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 – Academic Advisement and Probation: Strategies for Success

As institutions continue to explore barriers and opportunities to increase student retention, persistence, and completion rates, it is becoming increasingly important to examine ways to help students in academic distress. Early alert systems and identification of risk factors can be used in addition to finding strategies for helping students move from probation to meeting academic standards.

Academic recovery should be a key component of an academic advising plan when working with students. Stakeholders such as faculty, the registrar, financial aid, and student support services should also be included when evaluating strategies, policies and practices to support this particular population. This session will review what academic probation may mean for students, primary, and faculty academic advisors. Resources will be reviewed to support how institutions can be more proactive in identifying students who may be at risk of being placed on probation, and ways to help students reach their academic goals.

Participants will:

- Articulate possible risk factors for academic success
- Identify examples of early warning systems
- Examine ways to help students successfully move from academic probation to meeting academic progress standards
- Discuss institutional resources that can help improve students' progress toward degree

T4 – Holistic Support for Supporting Diverse Student Populations

As the diversity of our student body continues to increase, the advising profession is often called upon to address challenges of equity that may be found in policies, procedures, and practices within their institutions. Diversity, equity, and inclusion matters continue to be a critical issue on most college campuses and academic advising is uniquely positioned to see and feel the impact that institutional practices have on addressing these challenges for their students, faculty, and staff. This presentation will discuss trends, strategies and practices to holistically support diverse student populations.

Participants will:

- understand the unique and critical role of advising in creating inclusive educational environments
- discuss the need for cultural competency training and support for advising staff
- consider with colleagues the issues/concerns raised by their students and various approaches to consider

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 – 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

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 – 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

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 that Matters in Advising Initiatives and Outcomes

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. This topical session addresses the current state of knowledge in the Scholarship of Advising, including the “lenses” through which research can ground equitable advising initiatives and outcomes. We also address the differences and similarities between assessment and research and discuss practical steps advisors and advising administrators can take to nurture a culture of curiosity within their individual and collaborative work.

Participants will:

- clarify the differences and similarities between assessment and research
- discuss the ways in which relevant literature can inform practical knowledge to help students succeed
- 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

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