The Disruption & Evolution of Advising Technology: Competence Based Decision Making & Analysis

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Session Outcomes

1. Understand the rapid evolution of technology use in response to the pandemic
2. Learn how to strategically apply the Blended Model of Competency & Action for professional development and strategic decision making
3. Explore the differences and intersections among technology awareness, knowledge, skills, and reflective practice
4. Analyze how advisors can take action to improve their professional competence around technology at the foundational, intermediate, and advanced levels
5. Consider the implications of advising technology to advising practices in a post-pandemic world
Pause for Reflection

How would you describe the disruption & evolution of technology in higher education?
Rapid Evolution of Technology

● For most advisors on residential campuses, prior to March 2020, advising happened almost 100% in-person, with occasional phone or possibly video appointments

● After March 2020, advising happened almost 100% through technology (phone, video, email, etc)
Rapid Evolution of Technology

- Advising in Times of Disruption Google doc allowed advisors/admins to step ahead and, in some cases, lead response on their campus
- Growth of Technology in Advising FB group
Rapid Evolution of Technology

- For institutions with campus-wide technology solutions, pandemic forced everyone to adopt, even if they weren’t using technology before.
- For institutions without campus-wide technology solutions, pandemic forced quick decisions, or left folks making individual decisions.
Rapid Evolution of Technology

● Highlighted (and often exacerbated) gap in technology competence among staff, at least initially
  ○ Who is responsible for training or making sure all are “up to speed” on tech tools?

● Did all staff have technology available to work from home effectively?
  ○ High speed internet
  ○ Access to web camera, laptop, second monitor?
  ○ Access to digital files
  ○ Formerly paper processes
Rapid Evolution of Technology

- Technology disruption also tied to student success:
  - Do students have access to internet, computer, other tools?
  - Are students adept at learning independently?
  - How do emergency grading policies impact advising?
    - Graduate school considerations
    - Sequential course performance
Reflection

Given the rapid evolution of technology since the pandemic began...

How has it altered your role as an advisor?
# Quick Decisions?

**Innovations**
- Creative Solutions
- Virtual Options
- Technology Investment
- Infrastructure Changes
- Communication

**Roadblocks**
- Context/ Changing Landscape
- Training/ Implementation
- Time & Resources
- Supervision
- Burdens & Inequity

How do we merge the lessons learned from this rapid evolution of technology into our daily practices?
Combines the NACADA Core Competencies Model, the NASPA/ACPA Professional Competencies, and Multicultural competence in Student Affairs with the concept of Praxis.
ACPA / NASPA

- Foundational
- Intermediate
- Advanced

**Foundational Level:**
Working knowledge & exploration of technology to get the job done.

**Intermediate Level:**
Dynamic engagement, sharing & utilization of technology.

**Advanced Level:**
Strategic leadership, modeling & systemic anticipation, planning and assessment of technology use.
NACADA / Multicultural Competence

- Awareness
- Knowledge
- Skills

Counseling & Student Affairs
Effective & Ethical Practice

(Pope, Mueller, Reynolds, 2019; 2004; Pope, Reynolds, 1997)

(Cunningham & Farr, 2017)
NACADA / Multicultural Competence

How do you increase your awareness & conceptual understanding of technology?

Implications
- Personal Awareness
- Professional Awareness
- Multicultural Awareness

Professional Levels
- Foundational
- Intermediate
- Advanced
How do you gain informational knowledge of technology?

Implications
- Professional Knowledge
- Experiential Knowledge
- Situational Knowledge

Professional Levels
- Foundational
- Intermediate
- Advanced
How can you develop your relational skills to utilize technology and take actions as necessary?

Implications
- Developing Skills
- Equitable Skill Distribution
- Connecting with Others

Professional Levels
- Foundational
- Intermediate
- Advanced
Praxis

Combination of “action and reflection upon the world in order to change it.”

Praxis - Reflection & Action

How often do we purposefully reflect on our technological competence and practices as advisors?

How do we effectively take reflective & intentional action?

Implications
- Reactive vs. Reflective
- Willingness to Take Action
- Sphere of Influence

Professional Levels
- Foundational
- Intermediate
- Advanced
Combines the NACADA Core Competencies Model, the NASPA/ACPA Professional Competencies, and Multicultural competence in Student Affairs with the concept of Praxis.
Decision Making & Strategic Change

Utilize the Blended Model of Competency & Action to Analyse your Challenges
- Levels of Professional Practice
- Competence Based Approach
- Actions

Consider the Intention & Impact of Decisions
- Intentional Design
- Praxis
What’s Next?
Embracing Change Through Competence
New “Business as Usual”

● How has the work of advising changed?
● What are we keeping as we move forward?
● How can you more systematically incorporate training on technology topics and tools for yourself or your team?
Reflection & Discussion

How might this model inform your decision making and actions post-Covid?
Questions & Comments

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Handout:
Slides:
Reference List

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