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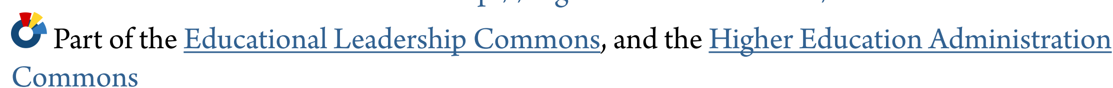
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Promoting and Establishing an Effective Campus-Wide Academic Advising System

by

Katie E. Kerr

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Educational Studies

(Educational Leadership and Higher Education)

Under the Supervision of Professor Barbara Y. LaCost

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Promoting and Establishing an Effective Campus-Wide Academic Advising System

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University of Nebraska, 2018

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This study explored the role of directors of campus-wide academic advising programs and their contributions to promoting and establishing effective campus-wide academic advising systems. Specifically, directors of campus-wide academic advising addressed how they engaged academic units within a unified campus-wide advising system. This included an exploration of how academic advising organizational structures in higher education institutions and leadership styles of directors of campus-wide advising contributed to the effectiveness of their work. Three themes materialized from this study: (a) emergence of the position of director of campus-wide advising, (b) advising organizational structure and culture, and (c) leadership strategies of directors of campus-wide advising. The results can assist provost offices in gaining more knowledge about the work of directors of campus-wide advising and what resources they need to overcome barriers in their work. The results can also assist directors of campus-wide advising with advocating for advising structures needed to best assist students and academic advisors with relationship building. Recommendations for how to further engage in research around the role of directors of campus-wide advising are provided.

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Thank you to my family who loves me no matter what and is always cheering me on. Their support during this project, and through all my efforts in life, is one of my greatest blessings.

Finally, I dedicate this project to my grandfather, who was committed to the pursuit of education for himself and his family.

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Chapter 1

Introduction

The difference between good and bad advice is crucial when buying a home, making financial investments, or determining if purchasing a family pet is really a good idea. Good advice is especially important when making decisions regarding career and education choices that will impact an individual's entire life. For undergraduate students enrolled at higher education institutions across the United States, advice about how to navigate their college experiences, both inside and outside of the classroom, is essential for their success. Academic advisors are situated within the higher education environment to provide much of this advice to students, making the work of academic advisors "integral to fulfilling the teaching and learning mission of higher education" (NACADA: The Global Community for Academic Advising, 2006, n.p.).

The basic functions of academic advising focus on advising curriculum, pedagogy, and student learning outcomes (NACADA, 2006). Advising curriculum summarizes what advisors' duties encompass. It includes, but is not limited to, helping students with: (a) decision-making, (b) exploring an institution's culture and expectations, (c) discovering personal meaning and values, (d) developing life and career goals, (e) understanding campus policies and procedures, and (f) selecting academic programs and classes. Because academic advising is a teaching and learning process between the advisor and student, it requires a pedagogy similar to those used by teachers. Specifically, academic advising pedagogy incorporates the "preparation, facilitation, documentation, and assessment of advising interactions" (NACADA, 2006, n.p.). While advisors may approach their

teaching with different strategies, the relationship between advisor and student is fundamental to advising pedagogy, and for success in academic advising to occur, the relationship between advisor and student must be trusting, respectful, and ethical. Finally, student learning outcomes of academic advising are crafted by each specific institution's mission and goals. Common outcomes include student self-authorship, communication, resourcefulness, responsibility, appreciation of differences, and intellectual learning. While the basic functions of academic advising are similar across all higher education institutions, the organizational structure and delivery method of academic advising varies from campus to campus.

The role of undergraduate academic advising within the current higher education environment is one of increasing interest to campus administrators, state legislators, academic advising administrators, academic advisors, students, and parents. First-year student retention rates have become critical measures of student success at colleges and universities across the United States as many state legislatures provide funding to public colleges and universities that demonstrate increased retention rates. Academic advising programs are often presented as key strategies for improving first-year student retention rates (College Board, 2009; Habley, 2004; Pascarella & Terenzini, 2005). Therefore, more attention has been devoted to academic advising services and programs by higher education institutions nationwide. This includes the hiring of additional academic advisors, expanding advising services, addition of new advising technologies, attempts to increase the quality of advising services, and creating centralized academic advising centers (Chiteng Kot, 2014; Habley, 2004; Steingass & Sykes, 2008).

With these changes has come the strategic decision of some higher education institutions to create director of campus-wide advising positions to oversee undergraduate academic advising programs at a campus level. In 1979, 14% of respondents from two-year and four-year public and private institutions indicated they had a director or coordinator of advising programs on campus, whereas in 2003, that percentage rose to 33% (Habley, 2004). However, little is known about how directors of campus-wide advising programs approach their work, since the organizational structure and job responsibilities surrounding these positions are unique to each institution.

Currently published empirical studies on academic advising focus primarily on student satisfaction with advising (Braun & Zolfagharian, 2016; Propp & Rhodes, 2006). As the profession and practice of academic advising has emerged as a topic of interest in higher education among educators, a call has developed for more research to be conducted in the field. This is especially true in the need for research to be conducted about directors of campus-wide advising programs. Empirical studies examining academic advising programs at a campus-wide level exist but are not abundant. This is in part due to the slow development of the professionalism of the role of academic advisors. Historically, academic advisors were considered clerical workers. The development of the National Academic Advising Association (NACADA) in 1997 increased professionalism of the academic advisor role (Harborth, 2015). NACADA is now known as NACADA: The Global Community for Academic Advising. The formation of the professional association helped advance and grow the profession of academic advising.

It also helped to professionalize the field with the development of an online graduate program focused on academic advising offered through Kansas State University.

Purpose Statement

The literature on the role of directors of campus-wide advising is currently vague and emerging. The perceptions of directors of campus-wide academic advising programs are critical because directors' responsibilities for implementing academic advising programs focus on retention and graduation at an institutional level. The purpose of this study is to explore how directors of campus-wide academic advising programs most effectively engage academic units in a campus-wide advising system. I explored the role of directors of campus-wide academic advising programs and how they contributed to promoting and establishing effective campus-wide academic advising systems. The research results provide an additional data set on this topic.

Research Questions

Two main research questions guided this study.

RQ1: How does the academic advising organizational structure of a higher education institution impact the ability of directors of campus-wide advising to promote and establish effective campus-wide academic advising systems?

RQ2: How do the leadership styles of directors of campus-wide academic advising contribute to the effectiveness of their work?

Definition of Terms

For consistency of interpretation, the following terms are defined:

Academic Advising Administrator: A supervisor of academic advisors or a leader of an academic advising center who is hierarchy structured between academic advisors and directors of campus-wide advising or executive officers; oversees lower or middle-level academic advising policies, procedures, and programs.

Director of Campus-wide Advising: An academic advising administrator who directs a centrally-coordinated approach to academic advising at a college or university; oversees the higher education institution's development, delivery, implementation, and assessment of campus-level advising programs focused on retention and graduation at an institutional level. Their official titles vary from "Director" to "Executive Director" to "Assistant Vice Provost/President," and finally "Associate Provost/President." For the purposes of this study, all individuals in this role despite official title were referred to as "director of campus-wide advising."

Executive Officer: For the purpose of this study, a higher education executive officer was defined as a President, Vice-President, Provost, Vice-Provost, or Dean to whom a director of campus-wide advising reports.

Faculty Academic Advisor:

> . . . [T]hose individuals (sic) whose primary responsibility at the institution is to teach or conduct research. Providing academic advising to a caseload of students may be one of many additional responsibilities assigned to faculty members. Academic advising provided by faculty members may focus on the academic curriculum or career opportunities related to a specific major or area of study, along with time and attention to addressing student development and success issues. Faculty members also provide excellent mentoring roles within the specific academic disciplines. (Self, 2008, p. 267)

Persistence: "The desire and action of a student to stay within the system of higher education from beginning year through degree completion" (Seidman, 2012, p. 12).

Professional Staff Academic Advisor: ". . . [I]ndividuals who have been hired to focus primarily on academic advising activities that promote the academic success of students, with additional attention to general student development at the institution" (Self, 2008, p. 267).

Retention: "The ability of an institution to retain a student from admission through graduation" (Seidman, 2012, p. 12).

University Studies: An advising center/unit that serves undecided, exploratory, and other students who have yet to declare majors. This unit is generally called university studies, undergraduate studies, or exploratory studies. For the purposes of consistency for this study, it was defined as "university studies."

Researcher Reflexivity

Reflexivity is the "awareness of the influence the researcher has on what is being studied and, simultaneously, of how the research process affects the researcher" (Probst & Berenson, 2014, p. 814). Creswell (2013) stated that researchers should "position themselves" in a qualitative research study by conveying (a) their background, (b) how it informs their interpretation of the information in a study, and (c) what they have to gain from the study" (p. 47).

I am a former professional staff academic advisor at a four-year, public university and a current academic advising administrator at a four-year, public university. I have a

background in studying academic advising best practices for frontline academic advisors. I am currently involved with retention and graduation academic advising initiatives at my university within my academic advising program. While I directly report to a director of campus-wide advising, I have never served in a director of campus-wide advising role at a college or university.

My background has led to my interest in the role directors of campus-wide advising at colleges and universities play in the promotion and establishment of effective campus-wide academic advising systems. My background as a professional staff academic advisor and academic advising administrator had the potential to shape the interpretation of the information in the study, but I am confident the perspectives provided by research participants were valued, and I did not let my own experiences impact the information gathered. Additionally, since I have never been a director of campus-wide advising, the information collected was unique to my own experiences. I gained substantial information on the role directors of campus-wide advising play in the support and development of effective academic advising systems. I used the information gained in this study to inform my own professional work in academic advising administration.

Delimitations

This study had delimitations in that it was a qualitative study and the method of data collection was individual participant interviews. Ten people participated in the study.

Limitations

The limitations of this study included the possibility that participants in the study did not respond with complete accuracy to interview questions if the questions were not luring or pertinent.

Chapter 2

Review of the Literature

In the 21st century, organizational environments and cultures are described by "heightened complexity and rapid change" (Paxton & Van Stralen, 2015, p. 21). Higher education environments, including those in undergraduate academic advising programs, are no exception. In response to increasing culture changes, higher education organizations have sought new approaches to leadership and organizational structures in order to maintain competitiveness. This literature review examined (a) shared leadership theory, (b) organizational learning theory, (c) the development and structures of undergraduate academic advising programs, and (d) the effectiveness of undergraduate academic advising in order to contribute to understanding the current position of undergraduate academic advising in higher education.

Shared Leadership Theory

Shared leadership has gained momentum as an efficient and effective way to lead in complicated and ever changing organizations (Hickman, 2016). It is defined as a "dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both" (Pearce & Conger, 2003b, p. 1). Because shared leadership strays from traditional, vertical hierarchical structures, it is "not determined by positions of authority but rather by an individual's capacity to influence peers and by the needs of the team in any given moment" (p. xi). Shared leadership focuses on both the leaders and the individuals of the

group, all sharing responsibilities for the organization's goals and common purpose in order to generate organizational contributions to society (Hickman, 2016, p. 163).

Origins of shared leadership. In 1924, Mary Parker Follett introduced the idea of the *law of the situation* (Pearce & Conger, 2003b). This concept embodied the idea that groups should follow the person with the most knowledge in a situation and not simply the person who held the authoritative leadership title. The law of the situation was one of the first conceptual foundations related to the conceptualization of shared leadership. During the 1930s through the 1960s, other scientific studies emerged that contributed to the development of shared leadership including Bowers and Seashore's (1966) study of mutual leadership, or leadership that can come from peers. From the 1970s to the mid-1990s, there were additional theories/studies that helped develop the theoretical groundings of shared leadership. These included Vroom and Yetton's (1973) participative decision making theory/research examining how it could be valuable to incorporate opinions of subordinates in decision-making processes in given situations. Also included was Lipman-Blumen's (1996) connective leadership theory/research on how leaders made connections with individuals both within and outside of the team.

In the mid-1990s, multiple scholars "independently and simultaneously, developed models that directly addressed shared leadership" (Pearce & Conger, 2003b, p. 13). These included research results that (a) demonstrated shared leadership in undergraduate student teams led to self-reported effectiveness (Avolio, Jung, Murry, & Sivasubramaniam, 1996), (b) produced a model of shared leadership for nonprofit

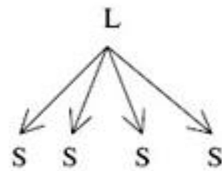
organizations (Pearce, Perry, & Sims, 2001), and (c) created a model that addressed shared leadership within sales teams (Perry, Pearce, & Sims, 1999).

Shared leadership models. Locke (2003) provided a model for shared leadership by contrasting it to more traditionally held top-down and bottom-up models of leadership (see Figure 1). In a top-down approach, the leader influences subordinates where in a bottom-up approach, leaders "reflect what those below want, do not have independent views of their own, and do not impose their wishes on others" (p. 273). A shared leadership model is composed of (a) teamwork, (b) focus on the group instead of the individual, (c) listening, (d) information sharing, (e) equality and interdependence of team members, (f) joint decision making, and (g) empowered and dynamic teams.

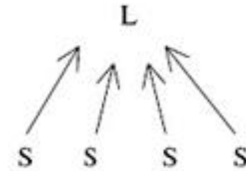
However, Locke (2003) identified some problems with the shared leadership model. He noted that most successful organizations are run by a top leader and not just a team, and that effectiveness of a team relies heavily upon the skill and knowledge of those group members exerting the most influence. Therefore, he suggested an altered version of a shared leadership model, the integrated model, which allows for downward influence, upward influence, and the ability for team members to influence one another. Locke's integrated model assumed all members of the organization are fueled by the same mission and values.

Hickman (2016) presented a perhaps more robust model of shared leadership in his framework for understanding and analyzing the role of leadership in new era organizations (see Figure 2). This model shows how leaders assess changes in the external environment and then adapt organizations as appropriate. The central

1a: Top Down

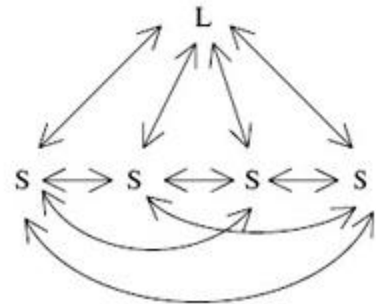


1b: Bottom Up



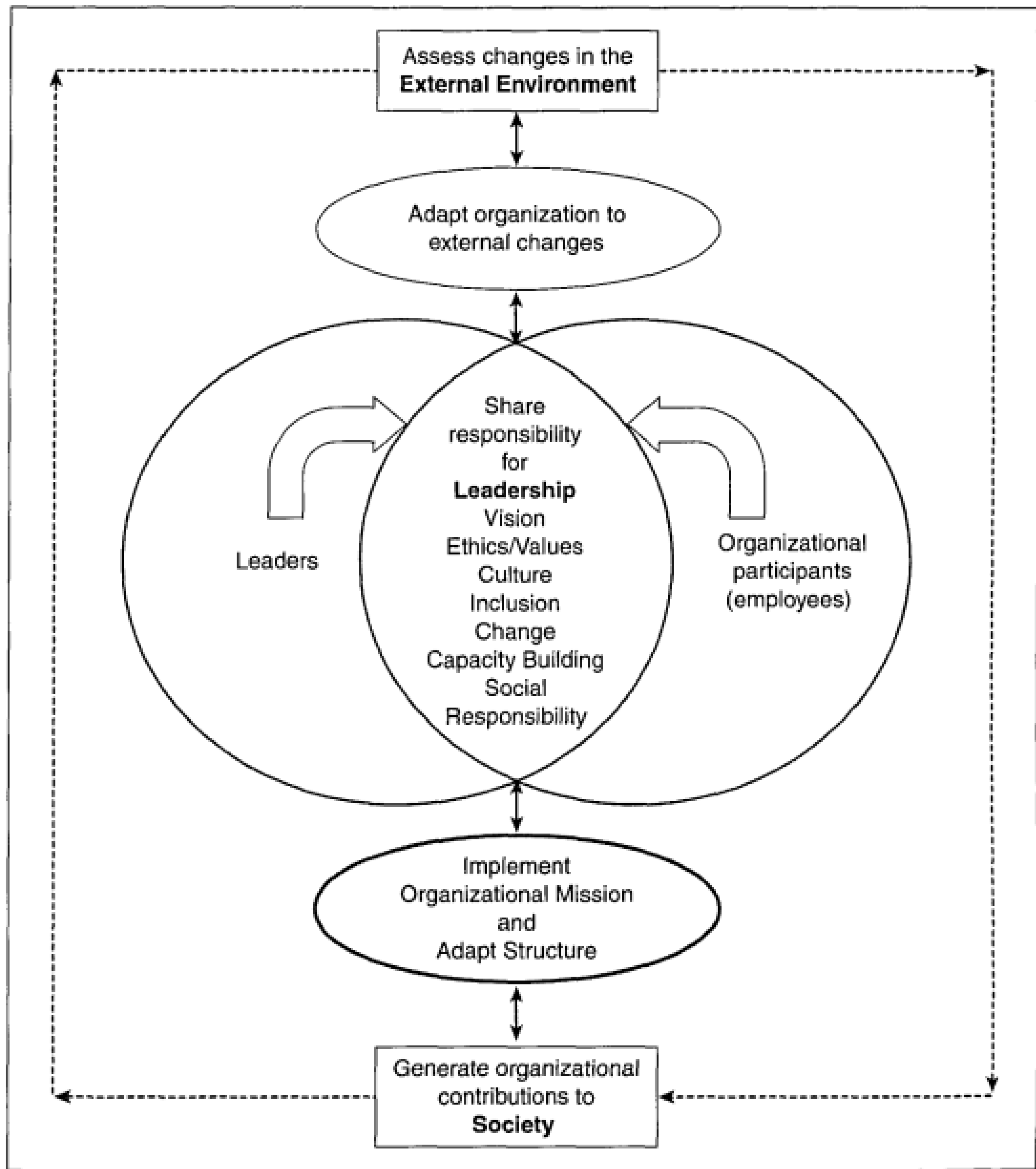
1c: Shared Leadership

1d: Integrated Model



(Source: Locke, E.A. (2003). Leadership: Starting at the top. In Pearce, C. L. & Conger, J. A. (Eds.), *Shared leadership: Reframing the hows and whys of leadership* (pp. 271). Thousand Oaks, CA: Sage.)

Figure 1. Four leadership models.



(Source: Hickman, G. R. (Ed.). (2010). *Leading organizations: Perspectives for a new era* (2nd ed.). (p. xi). Thousand Oaks, CA: Sage.)

Figure 2. Leading organizations framework.

component of the model displays how core leadership processes guide the organization with leaders and organizational participants both contributing to and sharing responsibility for leadership and a common purpose based on an organization's mission, values, culture, ethics, change, and capacity building. Leaders and participants both are involved with leadership, but they "play different but equal roles in carrying out core processes and actions" (p. xii).

Relatedly, models of shared leadership re-envision the questions of who, where, what, and how of leadership (Fletcher & Kaufer, 2003). They re-envision the:

- who and where of leadership by focusing on the need to distribute the tasks and responsibilities of leadership up, down, and across the hierarchy;
- what of leadership by articulating leadership as a social process that occurs in and through social interactions;
- how of leadership by focusing on the skills and ability required to create conditions in which collective learning can occur. (p. 24)

Facilitators, barriers, and outcomes of shared leadership. A variety of precursors allow for shared leadership to form in groups, and Wassenaar and Pearce (2016) pointed to a few main groups of antecedents to shared leadership. Hierarchical or vertical leaders influence the development of shared leadership through their actions, behaviors, and trustworthiness. Vertical leader behaviors tied to the development of shared leadership include valuing excellence, providing clear goals, giving timely feedback, matching challenges and skills, diminishing distractions, and creating freedom (Hooker & Csikszentmihalyi, 2003). Additionally, support structures like technology and team training that boost group communication are foundational for the development of shared leadership (Wassenaar & Pearce, 2016). Furthermore, a team's values, internal environment, and perception of empowerment among members are predictors of shared

leadership. Seers, Keller, and Wilkerson (2003) stated that achievement of differentiated roles among group members and perception of group members by other group members as likable with strong abilities also facilitate shared leadership.

While there are many facilitators of shared leadership, there are equally a number of barriers preventing shared leadership from occurring. Skepticism of shared leadership has been common since the early foundations of the theory were formulated and inherent desires for status seeking can create status differentials within groups. Additionally, the term "leader," even in a shared leadership model, can lead group members to seeing themselves as non-leaders. Groups might easily overlook members who don't fit the traditional norms of a "leader" (Seers et al., 2003) (see Table 1).

Table 1

Shared Leadership: Facilitators versus Barriers

Facilitators of Shared Leadership	Barriers to Shared Leadership
1. Task requires role differentiation and multiple exchange relationships	1. People don't' like the idea
2. Larger group size, up to the point where coordination requires formalization	2. Evolutionary evidence of status differentials
3. Higher ratings of each other's abilities to contribute toward goal	3. One or two leaders usually emerge in leaderless groups
4. High interpersonal attraction	4. Individual differences in status seeking
5. Generalized exchange norms	5. Implicit leadership theories
	6. Demographic composition of group

(Source: Seers, A., Keller, T., & Wilkerson, J. M. (2003). Can team members share leadership? Foundations in research and theory. In Pearce, C. L. & Conger, J. A. (Eds.), *Shared leadership: Reframing the hows and whys of leadership* (pp. 89). Thousand Oaks, CA: Sage.)

Outcomes associated with shared leadership can be categorized into individual-level outcomes, group/team-level outcomes, and organizational-level outcomes (Wassenaar & Pearce, 2016). At the individual-level, outcomes include satisfaction with self, team members, and team leaders along with the development of self-efficacy. Group-level outcomes include group confidence, higher levels of motivation, group empowerment, group effectiveness, and group performance, among others. Finally, positive performance outcomes have been reported at an organizational level. For example, in a study of 66 of the fastest growing, entrepreneurial, privately held firms in the United States, shared leadership predicted financial performance (Ensley, Hmieleski, & Pearce, 2006). As a whole, evidence suggested shared leadership had positive effects on group behavior, attitudes, cognition, and performance that spanned across individual, group, and organizational levels (Pearce & Conger, 2003a).

Terms and concepts related to shared leadership. There are a number of related terms that are analogous with the concept and intent of shared leadership including collaborative leadership, collective leadership, connective leadership, distributed leadership, and network leadership (Routhieaux, 2015). At the core of these shared leadership concepts is a commitment to various elements of shared decision making, which differs from that of traditional decision making which is granted to those few individuals in authoritative positions. Responsibility for leadership is shared among organization members instead of solely assigned to one individual (Lawrence, 2017). Current examples in the areas of collaborative and distributed leadership can further an understanding of the broad nature of shared leadership.

Lawrence (2017) stated collaborative leadership is characterized by (a) shared vision and values, (b) interdependence and shared responsibility, (c) mutual respect, (d) empathy and vulnerability, (e) ambiguity, (f) communication through dialogue, and (g) synergy. Furthermore, collaborative leadership necessitates engaging in a variety of perspectives and including different opinions. In order to do this, attention must be devoted to relationship building among all group members. Because collaborative leadership is non-hierarchical, leaders relinquish individual power and rely on both their own expertise and the expertise of others. By doing so, more dominant and traditional power structures are questioned and new organizational cultures that embody collaborative decision-making and learning can be offered.

Paxton and Van Stralen (2015) introduced a specific example of shared leadership, Collaborative and Innovative Leadership (CIL), which is an adaptive leadership mindset they believe to be an effective practice for current higher education leaders. Defined as a mindset in which "the world is perceived as a diverse web of connectivity and relationships" (p. 12), CIL includes a mentality in which leaders adapt to multifaceted and chaotic conditions, invite diverse perspectives into group discussions, listen deeply, and discuss empathically. Most important, collaboration is the cornerstone for creativity and innovation. Therefore, the authors suggested that organizations do not experience "true collaboration" when leadership is equal to positional authority (p. 14). Paxton and Van Stralen (2015) identified eleven essential elements that contribute to a CIL mindset: "(a) acute need for innovation, (b) capacity to build mutual trust and respect, (c) willingness for learning and change, (d) commitment to navigate chaos and

discomfort, (e) diversity, (f) invite volunteers, (g) participative dialogue and democratic practices, (h) openness to tap other ways of knowing, (i) authenticity, (j) believe in wholeness and relationship, and (k) be positive and assume good intentions" (p. 17-18).

Jones, Harvey, Lefoe, and Ryland (2014) conducted a study on how distributed leadership could build leadership capacity in learning and teaching in Australian higher education. They found collaborative activities linked individual leaders and experts. Furthermore, they presented criteria, dimensions, and values for distributed leadership through the creation of an action self-enabling reflective tool (ASERT), for distributed leadership (see Table 2).

Table 2

Action Self-enabling Reflective Tool for Distributed Leadership

Criteria for distributed leadership	Dimensions and values to enable development of distributed leadership			
	Context. Trust	Culture. Respect	Change. Recognition	Relationships. Collaboration
People are involved	Expertise of individuals is used to inform decisions	Individuals participate in decision making	All levels and functions have input into policy development	Expertise of individuals contributes to collective decision making
Processes are supportive	Informal leadership is recognised	Decentralised groups engage in decision making	All levels and functions have input into policy implementation	Communities of practice are modelled
Professional development is provided	Distributed leadership is used to build leadership capacity	Mentoring for distributed leadership is provided	Leaders at all levels proactively encourage distributed leadership	Collaboration is facilitated
Resources are available	Space, time and finance for collaboration are available	Leadership contribution is recognised and rewarded	Flexibility is built into infrastructure and systems	Opportunities for regular networking are provided

(Source: Jones, S., Harvey, M., Lefoe, G., & Ryland, K. (2014). Synthesizing theory and practice: Distributed leadership in higher education. *Educational Management Administration & Leadership, 42*(5), 613.)

Organization Learning Theory

Organizational learning is a process that promotes change collectively. In order for organizations to flourish, they need to "discover how to tap people's commitment and capacity to learn at all levels in an organization" (Senge, 1990, p. 4). Schon (1971), one of the initial academics to explore the topic, advocated for the need of organizational learning so that organization group members could work together to bring about organization transformation, instead of merely creating transformation in response to changing circumstances. In order to create organizational adaptation, organizational learning inspires practices among group members including innovation, experimentation, assessment of the organization with performance data, and constant revitalization of organization structures and practices (London & Maurer, 2004).

Five disciplines of the learning organization. Senge (1990) outlined five core elements that are needed to create learning organizations: (a) personal mastery, (b) mental models, (c) shared vision, (d) team learning, and (e) systems thinking. The five elements are developed separately but come together to build organizations that can learn.

- Personal mastery—the discipline of personal growth and learning where an individual continuously clarifies what is important to them and how to see current reality more clearly;
- Mental models—the idea of challenging and improving deeply held internal images of how the world works;

- Shared vision—pictures or visions that group members carry together, are committed to together, and that provide focus and energy for learning;
- Team learning—aligning a team to give way to a "commonality of direction" that provides the means for thinking insightfully about complex issues and coordinated action (p. 217);
- Systems thinking—a conceptual framework that integrates all the elements together in order to help determine how to best create effective change.

These five learning disciplines are understood on three different levels: "*practice* (what you do), *principles* (guiding ideas and insights), and *essences* (the state of being of those with high levels of mastery in the discipline)" (Senge, 1990, p. 383). The *practices* are activities where individuals or group members focus their time and energy, especially when they first start to adopt a discipline. The theory behind these practices are represented by the *principles*. Individuals beginning to engage in the five disciplines rely upon the principles to help them understand the rationale behind the disciplines. The *essences* of the discipline are different in that they cannot be focused on when an individual or group begins to follow the disciplines. This is because essence is experienced naturally over time as a state of being and, therefore, important to experience in order to truly understand the meaning and purpose of each discipline. Table 3 describes in more detail the practices, principles, and essences of the five learning disciplines.

Table 3

The Five Learning Disciplines

	Practices	Principles	Essences
Personal Mastery	• Clarifying personal vision • Holding creative tension • Making choices	• Vision • Creative tension vs emotional tension • Subconscious	• Being • Generativeness • Connectedness
Mental Models	• Distinguishing "data" from abstractions based on data • Testing assumptions • "Left- hand" column	• Espoused theory vs theory-in-use • Ladder of inference • Balance inquiry and advocacy	• Love of truth • Openness
Shared Vision	• Visioning processes • Acknowledging current reality	• Shared vision as "hologram" • Commitment vs compliance	• Commonality of purpose • Partnership
Team Learning	• Suspending assumptions • Seeing each other as colleagues • Surfacing own defensiveness • "Practicing"	• Interactive dialogue and discussion • Defensive routines • Collective intelligence	• Collective intelligence • Alignment
Systems Thinking	• System archetypes • Simulation	• Structure influences behavior • Policy resistance • Leverage	• Holism • Interconnectedness

(Adapted from Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York, NY: Doubleday/Currency, pp. 383-386, and Lilley, S., Lightfoot, G., & Amaral, P. (2004). *Representing organization: Knowledge, management, and the information age.* New York, NY: Oxford University Press, pp. 158.)

Leading and facilitating a learning organizational culture. Berson, Nemanich, Waldman, Galvin, and Keller (2006) identified three general characteristics of learning culture: (a) participation, (b) openness, and (c) psychological safety. To facilitate *participation*, group members are involved in processes of "decision-making, commitment to learning, inquiry, challenge, and autonomy" (p. 581). *Openness* involves awareness of "diverse ideas, tolerance, and the free flow of information" (p. 581), where *psychological safety* includes "freedom to take risks, trust, and support" (p. 581). Berson et al. (2006) proposed that the organizational leaders play a key role in developing learning culture by possessing the "common basis and shared understanding needed to integrate learning at both the group and organization level" (p. 588).

In his work researching organizational learning culture and learning leaders, Schein (2004) suggested ten characteristics of learning leaders in learning organizations. Learning leaders must (a) set the tone for other group members by showing that active problem solving leads to learning, (b) believe in the power of learning and demonstrate an ability to learn, (c) trust that human nature is good and group members, if provided with the necessary tools, can and will learn, (d) have confidence the environment can be managed or controlled to some level, (e) admit they do not have all of the answers and commit to learning how to learn, (f) have an orientation toward the future, (g) communicate an appropriate amount of task relevant information, (h) stimulate diversity, (i) believe in using systemic thinking to address a complex world, and (j) commit to cultural analysis.

Development and Structure of Academic Advising Programs

To understand the place of undergraduate academic advising in the current environment of higher education, one should explore its development and evolution. The development of organizational models of academic advising especially played a large role in its evolution, and they continue to do so today.

Historical foundations of academic advising. Frost (2000) described the development of academic advising programs through three periods of time. The first period, "higher education before academic advising was defined" (p. 4), spanned the years from the foundation of Harvard in 1636 to approximately 1870. It was defined by an environment where students all took the same courses, meaning elective courses were not an option, and strict rules and regulations were overseen by faculty. The second period, "academic advising as a defined and unexamined activity" (p. 7), evolved with the introduction of curricular electives around 1870 and lasted until around 1970. During this time, higher education institutions grew more complex, and distance grew between faculty and undergraduate students. In order to better connect students and faculty, one of the first systems of academic advising was introduced at John Hopkins in 1889 with faculty advisors assisting students in class selection. By the 1930s, formalized advising programs at institutions were the norm, and theory-based research on academic advising started to grow. Main functions of advising consisted of helping students explore academic interests and assisting with course selection and registration.

Frost (2000) described the third area of academic advising (1970s to the present) as "academic advising as a defined and examined activity" (p. 10). This era saw growth

in the formalization of academic advising for both professional and faculty advisors as a response to increasing student populations that were more diverse and greater devotion of faculty to research. The National Academic Advising Association (NACADA) was developed in 1979 and ushered in reflection on both theory and practice of advising including the idea of developmental advising— advising beyond that of prescriptive course selection that encompasses helping students develop autonomy, purpose, and academic, career, and personal goals. The focus on theory and practice of developmental academic advising continues today in our current systems of higher education.

Habley (1983) stated there are “four essential considerations in the development of an advising program: (a) organizational context, (b) people, (c) policies and procedures, and (d) organizational structure” (p. 535). *Organizational context* is the institution’s environment where the advising program operates and includes the mission, vision, goals, and program objectives (Campbell, 2008). *People*, the second consideration, includes the students who receive advising and also those who provide advising which can include faculty, professional academic advisors, peer advisors, and others (Habley, 1983). Because institutional *policies and procedures* vary widely among institutions, including those surrounding flexibility with curriculum, they also must be considered when developing advising programs. However, one of the most widely examined and crucial components for success of an academic advising program lies with its *organizational structure* (Pardee, 2004).

The organizational structure of an academic advising program is the framework in which academic advising services are delivered to students (Pardee, 2004). It must be in

alignment with the organizational context, the people, and the policies and procedures of an institution in order for a successful academic advising program to be developed (Habley, 1983). Pardee (2004) stated that "in an economic climate where resource allocation to student services is scrutinized, and where programs are evaluated for their contribution to student retention, the organizational structure for advising takes on new significance" (p. 1). Habley (1983) identified seven organizational models for academic advising: (a) faculty-only model, (b) supplementary advising model, (c) split advising model, (d) dual advising model, (e) total intake model, (f) satellite model, and (g) self-contained model. Pardee (2000) categorized these seven models into three overarching organizational structures: (a) decentralized (includes the faculty-only and satellite models), (b) centralized (includes the self-contained model), and (c) shared (includes the supplementary, split, dual, and total-intake models).

Decentralized models. In decentralized models of academic advising, professional or faculty advisors provide advising services in their academic departments (Pardee, 2000). The most common decentralized model is the *faculty-only model* in which a student is assigned to a specific faculty advisor, usually a professor from the department in which the student is completing their major area of study (Habley, 1983). The other decentralized model of advising is the *satellite model*. In this model academic subunits (schools, colleges) maintain and control advising offices. As a student progress through their academic career, their advising may shift from the academic subunit's advising office to a faculty member within the same subunit (Habley, 1983). The American College Testing's (ACT's) Sixth National Survey of Academic Advising

administered in 2003 found the faculty-only model was used by 25% of institutions responding, and the satellite model was used by 7% of institutions responding (Habley, 2004).

Centralized models. In a centralized model of academic advising, all academic advising takes place in a centralized administrative unit, usually an advising office or center, which employs a dean or director of advising and advising staff (Pardee, 2000). The only type of centralized model is the *self-contained model*, characterized by academic advising taking place in the central unit during a student's entire academic career. The dean or director who oversees the unit's advising staff also usually oversees all advising operations for the campus (Habley, 1983). Of institutions surveyed in 2003, 14% used a centralized, self-contained advising model (Habley, 2004).

Shared models. The most common organizational model of advising is the shared model (Pardee, 2000). In this model, some students are advised in a central administrative unit (commonly an advising office or center), while other students are advised by faculty or professional staff academic advisors in their academic department (Pardee, 2000). There are four shared advising models that vary based on how much they incorporate centralized and decentralized advising functions (Habley, 1983). They are the (a) supplementary advising model, (b) split advising model, (c) dual advising model, and (d) total intake advising model.

In the *supplementary advising model* faculty serve as advisors for all students, with decentral academic departments providing supervision. However, a supplemental

advising office or center exists to provide faculty advisors with support in the form of efforts like advising handbooks or training.

In the second shared advising model, the *split advising model*, advising of entering students is split between professionals in an academic advising office and faculty advisors (Habley, 1983). There are two variations within this model. In some institutions, advisors in the advising office advise undeclared students only and faculty advisors advise students with declared majors. As a student moves from undeclared to declared, the student moves from receiving advising assistance through the advising office to assistance provided by a faculty advisor. In other institutions, students who need special advising assistance to bolster their skills in certain subjects like math or writing, work with assigned advisors in a special advising office. Once these students improve their skill sets, they transition to faculty advisors in their major areas of study.

In the *dual advising model* faculty members and professional advisors in an advising office share responsibility for advising students (Habley, 1983). Faculty members advise students on aspects pertaining to their major areas of study while advisors in the advising office assist students with general education requirements, policies, and procedures.

The final shared advising model, the *total intake advising model*, operates differently in that at the point of entrance to the university, all students are advised by professional staff in an advising office until a set point in time at which they transition to being advised by faculty. At some institutions, all students are required to enter the university as an undeclared major and are advised by the advising office until they

complete certain core courses or a specified grade point average. At other institutions, the advising office advises all students during a specified period of time – for example, completion of the first two semesters or a set number of credit hours – before they transition to faculty advising.

Of the shared models of academic advising, the split advising model was used most often by institutions that responded to the ACT's advising survey in 2003, with 27% of institutions using the model (Habley, 2004). The survey reported that 17% of institutions used the supplementary advising model, 6% used the total intake model, and 5% used the dual advising model.

2011 NACADA national survey of academic advising. The 2011 NACADA National Survey of Academic Advising provided additional data describing the use of decentralized, centralized, and shared models of advising by higher education institutions (Carlstrom, 2011). Respondents were asked which advising models best described their advising situation and were given five models from which to select: (a) self-contained (centralized), (b) faculty-only (decentralized), (c) supplementary (shared), (d) split (shared), or (e) total intake (shared). Selected results include (Carlstrom, 2011):

- The split (shared) model of advising was used at 39.4% of institutions and the self-contained (centralized) model was used at 28.6% institutions. No single model was consistently used across the majority of institutions.
- The self-contained (centralized) model was used at 50% of large institutions and those that employ full-time professional advisors.

- The faculty-only (decentralized) model was used by the majority of institutions with full-time faculty advisors or by private institutions granting bachelor's degrees.
- The split (shared) model was used by institutions with both full-time professional and faculty advisors and by 50% of public institutions granting bachelors or masters degrees.

Campus-wide advising coordination. King (2008) outlined the extent to which overall campus coordination or direction of advising is provided within the various organizational models of academic advising. In decentralized models of advising, while advisors report to their individual academic units or departments, there may be overall coordination of advising at a campus level. At some institutions, the campus-wide advising coordination is led by satellite offices that specifically serve exploratory students. Centralized models operating with self-contained organizations of advising usually have a dean or director who oversees the operation of the central academic advising office. The dean or director might also supervise all advising activities and responsibilities for the entire campus.

In shared models of advising, the level of campus-wide coordination of academic advising varies (King, 2008). For example, with split models, a director or a coordinator of the academic advising office may also play a role in coordinating campus-wide advising which could include efforts like providing advising training or creating an advising handbook to be used throughout campus. When using the dual model of advising, the advising office usually coordinates advising services for undeclared

students and also provides campus-wide advising coordination. The advising office in the total intake model of advising may have a director or coordinator who is responsible for campus-wide advising coordination. In this model, this campus-wide responsibility could include the development and administration of curriculum, instruction, policies, and procedures related to advising.

The ACT Sixth National Survey on Academic Advising (Habley, 2004) showed an increasing trend of campus-wide coordination responsibilities in academic advising. The most common title for the person who oversaw administration of academic advising programs was "Coordinator or Director of Advising" (p. 14), with this title increasing in two-year public colleges from 12% in 1979 to 28% in 2003. Additionally, persons in this role reporting to high level institutional officials, including Vice President of Academic Affairs, Dean of Academic Affairs, and Assistant/Associate Vice President or Dean, increased from 32% in 1987 to 39% in 2003. In 1979 only14% of respondents from two-year and four-year public and private institutions indicated they had a director or coordinator of advising programs on campus, whereas in 2003, that percentage rose to 33%. The most prominent decentralized model of advising, the faculty-only model, continued to decline in usage at institutions, dropping to 25% in 2003 from 33% in 1987. Finally, the number of institutions that reported having an advising office/center increased from 14% in 1979 to 73% in 2003.

Effectiveness of Undergraduate Academic Advising

Effectiveness of academic advising can be measured in a variety of formats including by levels of advising, CAS standards, organizational models, and retention

rates. Measuring effectiveness is often a difficult task given the continued change and complexity of advising programs.

Levels of evaluation. Lynch (2000) asserted that "any comprehensive evaluation of academic advising should focus on both the process and the outcomes," where the "process evaluation examines how effectively and efficiently advising services are being delivered and to whom" (p. 337). Reviewing whether or not desired results are met from advising processes describes outcomes evaluation.

The evaluation of effectiveness of academic advising can also be measured at four levels: (a) the individual advisor, (b) the advising program, (c) the advising unit, or (d) institution-wide (Lynch, 2000). For the individual advisor, the quality of advising is the most important measure of effectiveness. Characteristics of effective advisor behavior include availability, knowledge, and helpfulness (Creamer & Scott, 2000). For the purposes of evaluation, an advising program is defined as "an intervention targeted to address the advising needs of a specific population of students" (Lynch, 2000, p. 327). Multiple interventions, such as targeted advising for at-risk freshmen or a peer advising program, are usually part of an advising unit and may involve one or more advisors.

The two most complex levels of advising evaluation are those at the advising unit and institution levels (Lynch, 2000). An advising unit is an administrative or organizational entity, such as an academic department or advising office/center. Advising units are evaluated by the quality of advising by individual advisors, but also by the interworking of the advising team. In an evaluation of advising at the institutional

level, effectiveness is measured by how individual advisors, advising programs, advising units, and other units that support academic advising interface.

CAS standards. The Council for the Advancement of Standards (CAS) (2013) listed a set of standards and guidelines for academic advising programs that are outlined in 12 areas: (a) mission, (b) program, (c) organization and leadership, (d) human resources, (e) ethics, (f) law, policy, and governance, (g) diversity, equity, and access, (h) internal and external relations, (i) financial resources, (j), technology, (k) facilities and equipment, and (l) assessment. King (2008) shared the key component of effective advising programs revolves around its coordination and stated "advising program leaders must be positioned and empowered within the administrative structures to accomplish the mission of the advising program" (p. 248).

Keeling (2010) completed a qualitative comparative case study of five campus advising offices that explored the nature of CAS standards used by academic advising programs. In some instances, the CAS standards directly influenced advising practices, but in other instances it was unclear if the alignment of programs to CAS standards was purposeful. The results showed that if an administrator championed the influence of CAS standards in advising programs, they were more likely to be adopted.

Organizational model. Another way of measuring advising effectiveness is by exploring the effectiveness of the organizational model of advising used by the academic advising program. Habley and Morales (1998) conducted a stratified random sample survey of two- and four-year public and private institutions in which 11 advising program effectiveness variables were measured. The self-contained (centralized) model was

viewed as the most effective model and the satellite (decentralized) model as the least effective. The dual and supplementary (shared) models were viewed as more positive than negative, whereas the faculty-only (decentralized) model, total intake (shared) model, and split (shared) model were seen as slightly more negative than the other models. Habley and Morales (1998) concluded that there was not one organizational model of advising that was the most effective, but rather the data should "create the context for a deeper consideration of the relationship between academic advising and institutional culture," and that "for academic advising to be successful, the organizational thread must be woven into the fabric of the institution's culture" (p. 40).

However, Kim and Feldman's (2011) examination of diverse groups of contemporary college students provided a different perspective. They conducted mixed methods research on the needs for and expectations of academic advising at an urban, commuter, university in the Midwest. They conducted two focus group interviews with 22 undergraduate students majoring in business concerning satisfaction with academic advising and followed up this research with a survey investigating issues raised in the focus group sessions. Kim and Feldman found students' needs and expectations varied widely by different groups of students. For example, first-generation students and transfer students had higher expectations and needs for academic advising, and international students had different expectations and needs for advising than domestic students. The researchers concluded that having professional staff academic advisors assist undergraduate students instead of faculty advisors improved effectiveness of advising because professional advisors had more time and better training to meet the very

diverse needs of contemporary students and to deliver the growing complexities of advising tasks.

Another study by Chiteng Kot (2014) explored the impact of centralized advising on students' first-year academic performance and second-year enrollment behavior. The study explored a cohort of 2,745 first-time freshmen who entered college in 2010 at a large, metropolitan public research university. The first-term GPA, second-term GPA, and first-year cumulative GPA of students who used centralized advising were compared to those who used no advising. The results showed that students who used centralized advising had higher term and cumulative GPAs than students who did not use advising. A positive and significant impact of centralized academic advising on first-year academic performance was consistent. Chiteng Kot concluded that "creating and/or expanding centralized advising services that are staffed with professional advisors can be a rewarding strategy in terms of enhancing academic outcomes" (p. 555). He noted this was specifically the case if "faculty members – who juggle the responsibilities of teaching, advising, conducting research, providing public service, attracting external funding, etc. – are not provided incentives to advise undergraduate students" (p. 555).

In their study of faculty and student perceptions of effectiveness of advising, Allen and Smith (2008) concluded a dual (shared) advising model was most effective. Web-based companion surveys focused on academic advising were completed by 171 instructional faculty and 733 undergraduate students at a doctoral-research intensive urban university in 2006. The survey measured student and faculty perspectives on what was important in advising for 12 advising functions including integrated functions such

as helping students select degree, major, and general education classes; referral functions; information functions; individual functions; and shared responsibility functions. The results showed both faculty and students agreed that the most important advising function was providing accurate information about graduation requirements.

However, faculty and students did not see eye to eye on two of the advising functions measured (Allen & Smith, 2008). Faculty felt very responsible for referring students to resources that addressed academic problems, but students felt this advising function was of the least important. Faculty felt least responsible for helping students understand how things worked, such as university policies and procedures, but students ranked this advising function among the most important. In general, the results showed "students were less satisfied with the advising they receive than faculty were with the advising they provide" (p. 621). Allen and Smith concluded that the dual (shared) model of advising was preferable and allowed faculty advisors to share expertise with students related to their academic goals for their majors, career goals, and life goals. The asserted the model would also allow professional advisors to help students with an understanding of how things worked at universities including policies, procedures, and referrals for non-academic problems.

Retention rates. Academic advising programs are often presented as key strategies for improving first-year student retention rates (College Board, 2009; Habley, 2004; Pascarella & Terenzini, 2005). Therefore, the effectiveness of academic advising programs can be examined in the context of retention. However, the correlation vs causation relationship between academic advising and first-year student retention rates is

a topic of debate. While some studies do attempt to explore facets of academic advising that are arguably related to undergraduate student retention (including quality of academic advising services and students' needs for and expectations of advising services), the findings of these studies only indirectly provide connections between academic advising programs and undergraduate student retention (Allen & Smith, 2008; Kim & Feldman, 2011).

The ACT's (2010) report on public four-year colleges and universities examined programs, services, and interventions that may make a contribution to retention. The "academic advising center" and the "increased number of academic advisors" retention practices had the highest means of all surveyed items concerning the degree to which the practice contributed to retention (pp. 5-6). Both of these retention practices scored a 3.94 mean with a 5= major contribution, 3= moderate contribution, and 1= little or no contribution. The next retention practice surveyed with the highest mean was "advising interventions with selected student populations" with a 3.93 mean (p. 6). The report noted that "advising interventions with selected students" occurred at 88% of public four-year colleges and universities, and that the practice of the "academic advising center" occurred at 74% of institutions (p. 6). However, despite being the highest rated retention practice, "increased number of academic advisors" only occurred at 38% of institutions (p. 6).

A case study measuring the effectiveness of advising at an institution level was completed using both quantitative and qualitative data at Virginia Commonwealth University (VCU), a public, four-year urban research university (Steingass & Sykes,

2008). To address stagnant retention rates, lack of engagement of students, and the high number of students in academic distress, the institution implemented sweeping changes in their advising delivery over two to three years prior to their research. They established a university college responsible for advising all first-year students as part of a goal to centralize advising. They also developed programmatic advising goals and objectives, created individual advising plans, adopted a proactive advising philosophy, engaged new collaborations between academic advisors and core curriculum faculty, and implemented an extensive advisor training program.

After the implementation of these sweeping advising changes, data from the National Survey of Student Engagement (NSSE) and the VCU Center for Institutional Effectiveness (CIE) were positive and showed higher levels of student (a) engagement, (b) academic success, and (c) persistence. The NSSE reported that (a) advising satisfaction increased by 14%, (b) students making more informed academic decisions increased by 6%, and (c) student collaboration with others outside of the classroom increased by 10%. Furthermore, the CIE reported 76% of students ended the first-term in good standing, and 82% of students returned for a second-year (record results).

Conclusion

This literature review examined (a) shared leadership theory, (b) organizational learning theory, (c) the development and structure of undergraduate academic advising programs, and (d) effectiveness of undergraduate academic advising. It summarized the current position of undergraduate academic advising in higher education. While the components of leadership and organizational structure are key to the development and

growth of undergraduate academic advising, there is a gap in the literature studying the role of directors of campus-wide academic advising programs. Because the position of director of campus-wide advising is emerging within more higher education institutions, and because professionals within this role provide significant contributions to the effectiveness of institutions' academic advising services, further study is needed in this area.

Chapter 3

Research Methods

This chapter shares the purpose of this study, research questions, research design, research design rationale, IRB and ethical considerations, site, sample selection, instrument, data collection methods, and data analysis.

Purpose Statement

The literature on the role of directors of campus-wide advising is currently vague and emerging. The perceptions of directors of campus-wide academic advising programs are critical because directors' responsibilities for implementing academic advising programs focus on retention and graduation at an institutional level. The purpose of this study is to explore how directors of campus-wide academic advising programs most effectively engage academic units in a campus-wide advising system. I explored the role of directors of campus-wide academic advising programs and how they contributed to promoting and establishing effective campus-wide academic advising systems. The research results provide an additional data set on this topic.

Research Questions

Two main research questions guided this study.

RQ1: How does the academic advising organizational structure of a higher education institution impact the ability of directors of campus-wide advising to promote and establish effective campus-wide academic advising systems?

RQ2: How do the leadership styles of directors of campus-wide academic advising contribute to the effectiveness of their work?

Research Design

I used a qualitative research design. Qualitative research "stresses a phenomenological model in which multiple realities are rooted in the subjects' perceptions" (McMillan, 2004, p. 9). Qualitative research focuses on understanding and meaning that is "based on verbal narratives and observations" (p. 9).

Research Design Rationale

Qualitative research design. Qualitative research is conducted because "a problem or issues needs to be explored" and the exploration happens because "of a need to study a group or population, identify variables that cannot be easily measured, or hear silenced voices" (Creswell, 2013, p. 47). A qualitative study is deemed appropriate for my research study because the research questions of the study encompass the two needs for exploration outlined by Creswell. First, there is a need to study the population of directors of campus-wide advising programs at colleges and universities because their voices have not been studied yet on this issue and there is a gap in the literature. Second, analyzing their voices via a quantitative method would not be something that could be easily measured.

Additionally, Merriam and Tisdell (2016) shared that a qualitative approach should be used when researchers are interested in understanding how people interpret their experiences and what meaning they attribute to them. Because the purpose of this study was to explore "how" directors of campus-wide academic advising programs most effectively engage academic units in a campus-wide advising system as opposed to "if"

or "how often" they engage academic units in a campus-wide advising system, a qualitative approach was justified.

Case study approach. Merriam and Tisdell (2016) defined a case study as an "in-depth description and analysis of a bounded system" (p. 37). A case study approach should be considered as the research approach when the following are present: (a) answering "how" and/or "why" questions is the motivation of the study, (b) the behavior of the those in the study cannot be influenced by the researcher, (c) the researcher wants to discuss background conditions because it is believed they are relevant to the phenomenon being studied, and (d) the phenomenon and context do not share clear boundaries (Yin, 2014).

Given these definitions and conditions, I concentrated on the exploration of how directors of campus-wide academic advising programs most effectively engaged academic units in a campus-wide advising system through a case study design. The focus of the study was answering a "how" question and the behavior of the study could not be manipulated by me, nor did desire to manipulate it. Contextual conditions, for example, the colleges and universities at which directors of campus-wide advising work, were relevant to the case being studied, and this study sough to understand how directors of campus-wide advising advance academic advising programs in their current environments.

Multiple case study strategy. More specifically, I used a multiple case study design, which is defined as case studies that involve collecting and analyzing data from several cases (Merriam & Tisdell, 2016). Baxter and Jack (2008) stated that a multiple

case study allows the researcher to analyze within each setting and across settings and, that the researcher examines several cases in order to "understand the similarities and differences between the cases" (p. 550). However, Creswell (2013) warned that when a researcher chooses multiple cases, the overall analysis is diluted and he recommends limiting the number of cases studied. Taking these arguments into consideration, I used a multiple case study design in order to understand the similarities and differences between the cases of directors of campus-wide advising in different colleges and universities across the United States.

Merriam and Tisdell (2016), Creswell (2013), and Baxter and Jack (2008) highlighted the importance of identifying the "bounded system" in case study research. Baxter and Jack (2008) noted that a common pitfall with case study approaches is that there is a tendency for researchers to attempt to answer a question that is too broad. To avoid this problem, they suggested the researcher place boundaries on the case. In this multiple case study, the participants were bounded by the following criteria:

- Participants must be a director of a campus-wide academic advising program
- Participants must be recommended by NACADA or by a knowledgeable academic advising administrator as a director of a campus-wide academic advising program

IRB and Ethical Considerations

Ethical issues may arise during several phases of the research process, including the data collection and analysis (Creswell, 2013). To prepare for this study, I considered Weis and Fine's (2000) catalog of ethical considerations involving research roles

including (a) insiders/outsiders to the participants, (b) assessing issues that one may be fearful of disclosing, (c) establishing supportive, respectful relationships without stereotyping and using labels that participants do not embrace, (d) acknowledging whose voices will be represented in the final study, (e) writing oneself into the study by reflecting on who we are and the people we study.

I completed the University of Nebraska-Lincoln's (UNL) requirements that helped me explore the ethics involved with this study. I also completed the Collaborative Institutional Training Initiative (CITI) training and obtained Institutional Review Board (IRB) approval which required me to consider ethics in the research proposal and planning. The letter of approval can be found in Appendix C.

Research participants were given informed consent forms and were allowed to ask questions of me, the university, UNL IRB, and my dissertation committee chair. By scheduling an interview with me, the participants gave their consent to participate in the research. Privacy of the participants and institutions were ensured by keeping data on a secure server only seen by me and my dissertation committee chair. Names of individuals and institutions were kept anonymous and personal identifying characteristics not reported. Pseudonyms for participant names, job titles, and employment institutions were used in reporting the data.

Site

The majority of this research took place at two academic conferences. Interviews were conducted in quiet, private locations at the conference centers identified by me. Two interviews were conducted outside of the academic conferences via zoom.

Sample Selection

A purposeful sample of 10 directors of campus-wide academic advising programs was used to gather data for this study. In order to be considered for the study, participants had to be recommended by NACADA or by a knowledgeable academic advising administrator as a director of a campus-wide academic advising program who has had an opportunity to engage academic units in a campus-wide advising system. Participants were contacted via email to request participation. Each person voluntarily made a decision whether or not to participate in this research study. By scheduling an interview they gave consent to participate in this research and agreed to be audio recorded during the interview.

Instrument

The instrument used for the research (Appendix B) was an 11 question interview protocol developed and administered by myself, the principal investigator. According to McMillan (2004), interviews are "used to gather information that cannot be obtained from field observations" and to "explain the participants' point of view, how they think and how they interpret and explain their behavior with a given setting" (p. 265).

The instrument was tested and examined by two individuals and two expert reviewers. Feedback was given from all four reviewers and changes were made in questions to improve viability and clarity.

Data Collection Methods

Before any data were collected, I submitted the research proposal to the Institutional Review Board (Appendix C). After approval was given by the Institutional

Review Board for the conduction of this research, participants were contacted about participating in the research.

Merriam and Tisdell (2016) stated that interviewing in qualitative research can be highly structured, semi-structured, or unstructured, but that it is generally open-ended and allows for individual respondents to define the world in unique ways. Taking this into consideration, I conducted semi-structured interviews, in which a list of general interview questions related to my research questions were asked of each participant. I allowed the participant to guide the flow of discussion as much as possible. Informed consent was obtained before collecting any data (see Appendix A). I followed additional procedures for semi-structured interviews as outlined by Merriam and Tisdell (2016):

> (a) interview guide includes a mix of move and less structured interview questions; (b) all questions used flexibly; (c) usually specific data required from all respondents; (d) largest part of interview guided by a list of questions or issues to be explored. (p. 110)

The interviews were scheduled for 60 minutes and were audio recorded with the permission of the participants. The research took place at academic conferences in a quiet, private location at the conference center or via zoom. Audio recordings were transcribed by a transcriptionist who is not acquainted with the participants. Additionally, I took notes during the interviews using an interview protocol (see Appendix B).

Although scheduled for 60 minutes, in actuality, some interviews were less than 60 minutes. At the conclusion of the interviews, I asked permission to contact the participants in order to obtain verification of the accuracy of interpretation of the information provided during the interview. The transcriptions were provided to

participants to peruse and correct via a follow-up email. Six participants returned the documents with edits.

Data Analysis

This qualitative, multiple case study used data analysis procedures described by Merriam and Tisdell (2016) in which two stages of analysis occurred– the within-case analysis and cross-case analysis. However, before I began these stages of analysis, I first developed a case study database— a systematic archive of all the data collected from the case study.

After the case study database was created, I completed the within-case analysis where "each case is first treated as a comprehensive case in and of itself" and is analyzed case by case (Merriam & Tisdell, 2016, p. 234). Only after I learned as much as possible about the contextual variables that might have influence on each individual case did I then move on to stage two of the analysis process, the cross-case analysis, where concepts across cases were built. I looked for similarities and differences among cases in the cross-case analysis and attempted to develop a general explanation that fit all the individual cases (Yin, 2014).

Data analysis strategy. Using the procedures for data analysis listed above, I created the case study database as soon as possible after data collection concluded. Pseudonyms were assigned to participants right after I audiotaped each interview. I kept this pseudonym list stored electronically through a secure server, and it was only seen by myself and my dissertation committee chair. A transcriptionist other than myself and my dissertation committee chair completed the transcriptions of the audio recorded

interviews. The transcriptionist was not acquainted with the participants. The transcriptionist completed the transcriptionist confidentiality agreement along with the human subjects research training (Limited Research Worker Training Course). The list of names linking participants to pseudonyms was destroyed (erased) after coding of the transcriptions was completed.

Additionally, I listed to the audiotape recordings from the interviews several times to compare data to the notes made during live interviews on the Interview Protocol (see Appendix B). I engaged in "memoing" to summarize general learning (Creswell, 2013).

After a lengthy review of audiotapes, interview transcripts, and interview notes, I used an open coding strategy to assign codes to data sentence by sentence. According to Merriam and Tisdell (2016), "assigning codes to pieces of data is how you begin to construct categories" (p. 206). I grouped codes into categories and then merged these categories into one master list of concepts. Merriam and Tisdell (2016) state "qualitative data analysis is all about identifying themes, categories, patterns, or answers to your research questions" (p. 216). Therefore, the next step in data analysis was the formation categories into overarching themes and sub-themes to answer research questions. Three themes and 15 sub-themes emerged. Microsoft Excel was used in the assigning of codes, categories, and themes throughout data analysis.

Researcher bias. I, the primary researcher, was the data instrument in this research and all data filtered through me. Therefore, there was an opportunity for the data to be skewed. However, I attempted to remain unbiased and was closely monitored by my dissertation committee chair. I work as an academic advising administrator who

reports to a director of campus-wide advising. My past experiences working with my supervisor could have influenced how I analyzed and interpreted results.

Establishing validity. The research instrument was tested and examined by two individuals and two expert reviewers. Feedback was given from all four reviewers and changes were made in questions to improve viability and clarity. Transcriptions were reviewed and corrected by participants. Additionally, my dissertation committee chair monitored the collection and analysis of data.

Chapter 4

Results and Analysis

This chapter provides information about participants' characteristics, purpose of the study, research questions, and an overview of themes and sub-themes.

Participants

Ten participants were interviewed for this research including two males and eight females.

Anna is a female who completed her degrees, including a doctorate degree, in English. She became involved in part-time academic advising while teaching at a university. She then moved into academic advising administration and served as an academic advising administrator at three institutions before moving into her current role as director of campus-wide advising.

Carmen is a female who has been at her current institution for around 25 years. She was a resident assistant as an undergraduate, which led her to complete a master's degree in higher education administration. Carmen worked in residence education, admissions, advising, and directed undergraduate student affairs in one of the colleges on her campus before moving into her current role.

Jaci is a female who worked in residence life while completing her master's degree in counseling and student services with a higher education administration focus. She worked as an academic advising administrator at her current institution before becoming the director of campus-wide advising.

Joey is a male who had a career outside of higher education before deciding to change careers. He became interested in academic advising while taking graduate coursework in adult learning and then became an academic advisor. Joey worked in academic advising administration and completed his doctorate degree prior to starting his current role as director of campus-wide advising in 2014.

Kelsey is a female who has a doctorate degree and served students as a residence hall director and through orientation and first-year programs. She directed an office of student engagement when she first started working in academic advising administration. Kelsey has been at her current institution around 25 years.

Kristin is a female who completed her master's and doctorate degrees at her current institution. She worked as an academic coach for several years before moving into academic advising administration and her current role.

Megan is a female who enrolled in a graduate program in counselor education immediately following the completion of her undergraduate degree. She worked in career services for a year before becoming an academic advisor. She served as an academic advising administrator while completing her doctorate degree prior to her role as director of campus-wide advising.

Mikayla is a female who has a master's degree in counseling and college student personnel. She spent time working in housing as a graduate student before working for a dean of students' office. She worked with students in areas such as academic advising, readmission advising, and crisis interventions and served as a top level student affairs

administrator. Mikayla moved into her current position five years ago after serving 22 years in multiple roles in the dean of students' office at her current university.

Rebecca is a female who completed her degrees, including a doctorate degree, at her current institution. She has a background in orientation programs and spent time as the director of first year experience before moving into her role as director of campus-wide advising. She has been in her current role since 2011.

Tony is a male who attended law school before moving into higher education. Tony completed a doctorate degree in higher education and served as an academic advisor prior to moving into an academic advising administrator role. He served in one other director of campus-wide advising role at a different institution prior to moving into his current position.

Purpose Statement

The literature on the role of directors of campus-wide advising is currently vague and emerging. The perceptions of directors of campus-wide academic advising programs are critical because directors' responsibilities for implementing academic advising programs focus on retention and graduation at an institutional level. The purpose of this study is to explore how directors of campus-wide academic advising programs most effectively engage academic units in a campus-wide advising system. I explored the role of directors of campus-wide academic advising programs and how they contribute to promoting and establishing effective campus-wide academic advising systems. The research results provide an additional data set on the topic.

Research Questions

Two main research questions guided this study.

RQ1: How does the academic advising organizational structure of a higher education institution impact the ability of directors of campus-wide advising to promote and establish effective campus-wide academic advising systems?

RQ2: How do the leadership styles of directors of campus-wide academic advising contribute to the effectiveness of their work?

Overview of Themes and Sub-themes

This chapter presents the themes and supporting documentation in the voices of the directors of campus-wide advising programs interviewed. Three themes and 15 sub-themes emerged as outlined in Table 4.

Emergence of the Position of Director of Campus-Wide Advising

Director of campus-wide advising positions are emerging more frequently in higher education and their place in colleges and universities is starting to be explored. This section elaborates on information gathered from directors of campus-wide advising about the formation of their positions including (a) job description, (b) creation of the position, (c) profile of the people in the position, and (d) position responsibilities.

Job description. The job descriptions of directors of campus-wide advising varied depending upon the organizational structure, culture, and environment of the college or university at which the director worked. Many directors wore multiple hats, but they did have some common job descriptors when it came to the part of their jobs coordinating campus-wide advising efforts.

Table 4

Themes and Sub-themes

Theme	Sub-theme
1. Emergence of the Position of Director of Campus-Wide Advising	A. Job description B. Creation of the position C. Profile of people in the position D. Position responsibilities
2. Advising Organizational Structure and Culture	A. Context of organizational structures B. Direct reporting C. Authority D. Hindrances/challenges to advising structures E. Successes of advising structures
3. Leadership Strategies of Directors of Campus-Wide Advising	A. People B. Communication C. Strategic thinking D. Overcoming resistance E. Collaboration F. General strategies

Leadership. Leadership and coordination of campus advising functions were a commonly shared part of the job description by directors of campus-wide advising.

Megan said, “My role is to really provide senior leadership relative to academic advising.” She added this involves, “[C]oordinating all advising initiatives across the campus.” Joey shared his role as a leader is centered on a few key initiatives, “[T]he scope [of my position is] related to assessment, training and development – sort of structures and delivery models. . . . [A]nd then technology being another sort of key area.”

Rebecca explained her role, “[I] am the person at [my university] that people think of as the leader of advising, even though not everybody reports to me who leads advising offices. . . .” She further described her role, “[I]t’s a little bit of a figure-head role . . . that people look to me to sort of be the leader and the champion of advising.”

Rebecca also defined her role in terms of practicality. She said that around two-thirds of her job surrounded advising leadership and initiatives.

> I oversee the development of training and professional development for advisors, the development and implementation and care-tending of advising technology . . . advising assessment . . . and just advocacy and community building in advising. . . . [A]nd I speak for the advising community with the campus leadership.

Carmen described her role, "[M]y overall responsibilities have been to coordinate advising efforts that focus on transitioning the campus to a more proactive advising model."

Working toward advising commonalities. Some participants described their jobs in the context of working with others on campus to create some commonalities in advising campus-wide. Anna said, "[P]art of my role is working with all of the directors of advising across the entire institution on common issues and common needs and also what the campus administration would like to see advising do." Kelsey described her role working toward advising commonalities in the context of her institution's advising structure. She said, "[O]ur university has advising units in all the colleges and we do not have central advising." She further explained:

> [M]y role is really to help bring around . . . some commonalities among all the advising across campus. . . . [W]e have had feedback from students that there's a real difference in their experience, and so that's kind of led us to strengthening the role of working across all the colleges.

Mikayla also explained her role in the context of creating advising commonalities, "So we're decentralized here, with 10 different colleges, and then one exploratory studies area. . . . [A]nd that was really my charge, was to coordinate a common, consistent academic advising experience across the university. So . . . that's a huge job."

Kelsey further clarified her role, “I work with our advising initiatives piece—we call it central advising initiatives.”

Frontline academic advising. Participants defined their jobs in reference to frontline academic advising. Kristin explained her role as doing what was needed to support frontline advisors, “[I do] kind of the heavy lifting behind the scenes.” Kristin provided an example:

> [Advisors] don’t have time to create a comprehensive, four-tiered training program . . . and so our office [university advising office] goes out, seeks the information, validates the information, creates . . . modules that are hopefully engaging and informative and interactive so that if you’re an advisor on the frontlines, you benefit from having that infrastructure in place.

All participants had fewer direct student advising interactions themselves due to the nature of their administrative and leadership responsibilities. Tony said,

> I have not had an advising case load since 2002. . . . [I]’m somewhat ignorant about some of the curricular nuances of, or the issues that advisors face that one . . . cannot have without having that case load. And I’m fully aware of that . . . challenge. . . .

Tony further explained, “[I]t is almost impossible to have a case load . . . [of even] six or eight students. Know that you have to see far more than that to actually know what you’re talking about with those six or eight.” However, Tony added, “[A]t least some of us who may seem removed now, at least had our feet and our hands in it earlier in our career.”

Creation of the position. The role of director of campus-wide advising is a relatively new position colleges and universities are implementing on their campuses. All 10 participants interviewed were the first people to occupy the director of campus-wide advising role at their institution. Many of the participants’ jobs developed by

expanding the role of the person on-campus who was serving as the director of advising for undeclared students and/or the university studies program. All participants' roles were developed in the past seven years or so with the first roles starting around 2011 and the most recent beginning a year and a half ago. Positions were created from expansion of existing responsibilities, calls for improvement to academic advising, and various other initiators.

Expansion of existing responsibilities. Some participants said their director of campus-wide advising positions developed through the expansion of their existing responsibilities. Tony described the creation of his role at his first institution, "The centralized role overseeing that central advising office [for undeclared students] did previously exist . . . my [director of campus-wide advising] role was new in the sense that it built on that."

Megan described a similar set of circumstances:

> Our provost, at the time, said that he wanted someone whose responsibility it was to wake up every day thinking about academic advising for our institution. I had sort of held that role, unofficially, in terms of just providing leadership [for campus advising].

Megan further explained how her role directing the academic center for students who were undecided/undeclared morphed into the director of campus-wide advising role.

> [Undeclared] students who were in my program could eventually end up in any one of the colleges. I was just really concerned about the transition that they experienced. . . . [I]t was simply hard for me not to assume a leadership role, trying to bring my peers together, and look at advising across institutions. Anyway, I now hold both roles.

Jaci's role directing campus-wide advising grew out of her leadership role within one of the colleges on campus. She said:

> I was an assistant dean in our [name of college], and quickly figured out that almost everything that our college needed was also needed across the other colleges. I initiated an advising administrators' group across the campuses and we convened regularly, on an informal basis. And over time, my dean realized that she was contributing a service to the rest of the university by allowing some of my time to be spent that way. It was sort of a double win, because I had to do that work for [name of college] anyway. A lot of what I was doing there was easy to do to support the rest of the university.

Jaci explained how her supervisor initiated her transition into doing the work of a liaison for campus-wide advising and then how that expanded into a full-functioning director of campus-wide advising role.

> [S]o she [the dean] made an arrangement with our provost's office, that for a small additional stipend they could technically say they had half of my time. My dean still "owned" my line, but I had a dual title – assistant dean for advising in [name of college] as well as [a campus-wide advising liaison title]. Later on is when, because of the work that I had been doing there, an understanding of the necessity for a central role grew, and my position was created. Initially, it was a full-time [campus-wide advising liaison title]. Then, as a growing number of offices were added to my purview, I was promoted to [a director of campus-wide advising title].

Kelsey's director of campus-wide advising role emerged as her role on campus shifted and she accepted additional responsibilities. She shared,

> [A]t the same time [as she was directing a different student service office] I was having a dotted line to our academic affairs, or undergraduate education . . . where I helped . . . that group that created a center for academic planning and exploration.

Kelsey then explained how her involvement with that center expanded her role.

> [T]hat's how I started dabbling into this advising role. . . . [I] continued to work kind of as the acting director, it went from a report to a pilot to a stable office. I stayed on as the co-director with [a colleague] as well. We kind of did that as our additional job responsibilities, to manage that office . . . and then it kind of evolved, it just is like kind of an unfolding of positions and moving and things kind of shifting around, but . . . [there is] a lot of privilege in the statement. . . . I did not have to apply for a lot jobs, they just kind of emerged as the work

> expanded, and as things kind of shifted, and so I was fortunate to land [the position of director of campus-wide advising].

Calls for improvement to academic advising. Some director of campus-wide advising positions were developed in a response to problems with current academic advising systems and services on campus. Unevenness in advising satisfaction across campus at Megan's institution brought about a desire for the creation of a new role on campus to coordinate advising services. Megan said:

> I was doing the job [of directing advising for undeclared students], bringing awareness to advising, trying to develop some resources on campus for our peers, but at the same time, there had been a couple of [advising] incidents on campus that got to the board of visitors level.

Megan's record of success led to her transition into the position of director of campus-wide advising. She remarked:

> I was able to go and talk to the board of visitors and let them know we actually had already been doing some assessment of advising [in my advising unit]. And contrary to those two student experiences, we had a relatively high student satisfaction with advising . . . we could demonstrate that there were places on campus where the satisfaction wasn't very high and why there were issues. . . . [A]nd so it was discussed enough that they wanted to bring some awareness and attention to it [advising]. . . .

Kristin's position was developed through a series of events that started with vocalization of dissatisfaction of advising on her campus. She explained:

> So in 2014 our provost, at the time, was receiving a lot of complaints about advising, and he really drew attention to it because it just seemed to sky rocket. There were so many students that would get to their senior year and . . . get a senior check and find out they couldn't graduate because they missed a class or just basic dissatisfaction with advising, because . . . [students] would meet with their advisor and their advisor would be rushed or they had 15 minute appointments. . . .

As a next step, the provost at Kristin's institution formed a task force to look into academic advising. Kristin said:

> [H]e created a task force and he had representatives from faculty, staff, and students take a look at the national best practice of what was working, what the data said, what the research said, and then we did a survey of students and a survey of advisors, and measured kind of 11 core functions that NACADA had suggested that advisors should do to be effective in advising. So we measured those 11 from a student's standpoint and from the advisor's standpoint, and it was very, very telling.

From its work, the task force shared six recommendations. Kristin commented these including things like "[D]oing first-year advising, having an [advisor] training program, having standardized technology. . . . [These] were adopted and then the natural next step was to hire a director and start to form the [central advising] center." She shared that "[I]was lucky enough to be considered and got the position. . . ."

Kristin stated she was a bit in awe as to how quickly the change happened and credited the support of the provost for the quick action surrounding overhauling advising.

> [P]eople still . . . gawk at the fact that it was literally the provost that, in a very public forum— I think he was at faculty senate and he was on camera— and he said, "We're going to put together a task force, and I would like recommendations on my desk in 6 weeks." . . . [I]t took us maybe 10 or 12 weeks. So we did all that research and then we had the recommendations in hand.

The proposal was well received and promoted across campus by the deputy provost. Kristin remarked:

> [T]he need was clearly there and I think the logic was there, the homework was there, the data was there, and it just, in a lot of ways seems like a no-brainer, which was a good way to make a case as, "Hey, the students are pretty vocal at this point and we need to do something." . . . [I]t went really fast. And our, the leadership, our deputy provost . . . believed in it. She messaged it very frequently, very directly, you know, she was a proponent of this.

The position Joey applied for was developed as a response to problems in academic advising identified by the associate deans of the academic colleges on his campus. He said:

> [My position] started about four years ago and what sort of prompted the position was a realization by . . . the associate deans for undergraduate colleges . . . what they were realizing was they were each sort of working on their own technology, they were doing their own training, they were doing a lot of these things sort of uniquely, and not necessarily in a coordinated way, and so things were starting to drift apart for the student experience. . . . [A]nd so they were the ones that advocated for a position like mine.

Rebecca applied for her newly created position after the institution's chancellor put out a call to help undergraduate education. She shared:

> [T]he chancellor that we had in 2011 or so wanted to improve undergraduate education . . . so she somehow finagled this thing where, it was called differential tuition, and she was able to add a surcharge on, above the tuition, because [the students] voted to agree to it. And the money that was raised from that was, half [went] to improving need-based financial aid, and the other half went to improving undergraduate education. And they solicited proposals for how the money should be used for undergraduate education. And [around] half the proposals had something to do with advising.

Rebecca commented that from there "[T]hey set up a separate committee, a task force, to decide how to spend . . . two million . . . on advising." She explained the rest of the process:

> And this task force made recommendations, about half of the money was spent on new advisor positions, and then then other half, sort of, was spent on creating a central office of advising. Which at that point was funded with my position, two assistant directors, and an office manager. So it was four positions. Plus a chunk of money for training and technology. So it was created by the students, agreeing that it was a good idea, and then by this committee making the decision that [money] should be allocated centrally for these . . . roles.

Other initiators. Three participants shared about other situations that initiated the creation of their director of campus-wide advising roles. Anna applied for her position as

an external candidate and said, “My position was established as a result of the restructuring. The restructuring established a new vice provost infrastructure.” Carmen moved into her role from another role on the same campus, but explained that “[T]he impetus for hiring me [was] to move into a more proactive [advising model] because the university did realize the significant impact advisors can have on student success.” She elaborated:

> So this is all revolving around a student success initiative, which became a part of our university system about two and half years ago, when we joined the University Innovation Alliance, two or three years ago. . . . [A]nd honestly in the 25 years that I’ve been at the university, this is the first time that they would be focused on undergraduate student success in academic advising.

Carmen explained that once the student success and proactive advising initiatives became an emphasis for the university, “[T]hey realized that there was no one on campus that had a central role of responsibility for it.” For example, she said in the past training and development on campus was done by volunteers and there was a desire to change this approach.

> The training and development for advisors on campus was actually done by an ad-hoc committee that was made of advising leadership across campus. But that was all volunteer, it was all whatever they decided they wanted to train [on] and we reached out to somebody and asked them to do it. . . . [B]ut we spent an enormous amount of time, in addition to our regular jobs, doing that on a volunteer basis for the institution. So they realized they needed to have at least one person in charge of this. Just to coordinate the whole process of understanding what was happening on campus. So that’s how this position really evolved.

Mikayla’s director of campus-wide advising role emerged out of an institution self-study. She recalled, “[My institution] did a self-study called the Foundation of Excellence sponsored . . . by the University but facilitated by the Gardner Foundation. One of the recommendations was that there be a person to serve as the director of

university undergraduate advising." Furthermore, she said the study recommended, "[T]hat the director of academic advising should coordinate advising across campus."

Mikayla applied for her position five years ago. She said, "I got the position. And I was just kind of given a salary and a mission. No office, no support staff, nothing except to coordinate academic advising." However, she viewed her position as a high point in her career. Mikayla commented, "[T]o have gotten this chance to do this work has just been a real highlight."

Profile of the people in the position. While the educational and career paths of those in director of campus-wide advising roles differed, all participants had some common characteristics. All had a background working with students in some way that eventually led them into student success and/or advising administration leadership positions prior to their positions as directors of campus-wide advising. Examples of units where participants worked in higher education prior to their current roles included housing, student clubs, career services/planning, student affairs, orientation, first-year programs, learning communities, and the dean of students office. All participants had master's degrees, many in higher education and student affairs, and seven participants had doctorate degrees, mainly in higher education. However, participants varied in whether or not they had served specifically as a frontline academic advisor in their past and in the ways their careers developed.

Background as an academic advisor. Most participants served as a frontline academic advisor at some point in their career before moving into a director of campus-

wide advising role. Joey said he thought it was "absolutely essential" he had once worked in an academic advisor position.

> [I]n this type of role [as director of campus-wide advising] you're really relying on a lot of good will and trust, because you don't have the reporting alignments usually to feed that. You don't have the whole campus reporting to you in advising. It's usually you and maybe a few other people, but I think there would not be the level of trust to sort of move forward if I hadn't done that job [of an academic advisor] previously.

Carmen remarked having an advising background gave her an advantage in the form of "street cred." Carmen shared, "[I] think they [advisors] do believe that I do hear their feedback, because I've been an advisor, I've walked in their shoes, I understand where the . . . conflicts could be for them and where the struggles will be. . . ."

Other participants used different backgrounds and skill sets to move into the role directing campus-wide advising. Kelsey commented:

> I never advised students. I named that pretty openly, to people who are working in this area. But . . . my role wasn't to be the expert in advising. . . . [I]'ve stepped into [my role] as I'm good at facilitating, I'm good at getting things done, connecting some of the dots across campus and being a champion for . . . a vision that we have that we've collectively created. So I think that's where there's some natural, some natural fit there.

Rebecca did not come from an advising background but rather a background in other student services. She echoed Kelsey's thoughts:

> I thought the skills that I'd developed leading the orientation in first-year experience were actually the same skills, because its community organizing, and bringing people together around something everybody cares about. . . . [I] work with students, I listened, and I can learn the curricular things.

However, Rebecca said when she started her role she spent time doing academic advising in order to better understand her position.

> [R]ight away when I started I did a lot of observing, and a lot of training, and now I don't have any students assigned to me but every summer I work at the orientation program two or three times, and . . . take a group and do it myself. And you would not believe how much credit I get for that. People are like astounded. . . . [I] think, of course I would do that, how else would I know what's happening?

Rebecca discussed how her lack of background in academic advising both did and did not impact her work today.

> So definitely it was a little bit of a credibility problem, at the beginning. I think no one thinks about it anymore. [I don't] really think about it anymore, except when I'm trying to understand something complicated, or technical. And I realize, if I had been an advisor I would already understand this. So there's a little bit of a missing piece there.

Path to the position. Most participants, like many student service professionals, did not initially have sights set on academic advising or advising administrative careers. They decided to move into student services or administration after trying out various experiences or "planned happenstances." Megan said, "And so I'm still a part of that cohort that never thought about being an advisor, I just ended up in that group."

Tony shared about his realization that he wanted to pursue working with college students instead of continuing on his current career trajectory.

> I looked down one evening at the desk that I was sitting at and saw a stack of *Chronicle of Higher Educations*. . . . [I] started combing through those Chronicles, reading the articles, looking at all the job listings in the back, looking at the requirements and this notion of a degree in higher education/college student personnel, when I started comparing and thinking about what I was studying in law school and the fact that I really didn't want to be a lawyer, with the excitement that I felt in reading those articles in the Chronicle and seeing the job listings and I was like "Gosh, that's what I want to do. Holy cow, I could work on a college campus the rest of my life."

Jaci realized as an undergraduate she wanted to work with students after considering various options first, "[I] had also figured out when I started working as an

RA [resident assistant] that I loved that job. I loved the concept that it was my responsibility to help college students. And I enjoyed it."

Joey said he did not enjoy his first career and redirected into advising, "[H]ow I got into advising . . . I started taking grad coursework in adult learning, because that fascinated me. After I quit my job, there just happened to be an advising job in the [name of school] that I jumped on. . . ." He also shared how he moved into advising administration.

> [H]ow I got into administration was really more related to the bumps I was seeing that students were having along the way . . . [that] were really related to the things we [administrators] were doing, not the things they were doing. So they were policy driven, structural issues, procedures, things that just were impediments to them [students], and so that's how I essentially moved into this role. . . . [I]t drove me crazy . . . to see those sorts of things and not, just see them keep happening when we could do something about it.

Participants who sought out roles as director of campus-wide advising later in their careers described why they were attractive positions. Anna stated:

> [T]he opportunity to work both directly with advising and advisors and students—though I don't see as many students as I did at one time—and also to have a role in working across the campus on advising and student success and student support and student advocacy issues, was very appealing.

Position responsibilities. A consistent theme from participants when discussing the scope of their director of campus-wide advising roles was that they had lot of responsibilities, most of which revolved around developing campus-wide advising initiatives. Common responsibilities included creating and/or overseeing advising training and technology, developing assessment, bringing people together, creating consistency, developing various other campus-wide advising initiatives, and responsibilities beyond campus-wide advising coordination.

Advisor training and technology. Training of academic advisors and the development of advisor technology across campus (and subsequent training of advisors on the technology) was an advising initiative several participants discussed in detail. Joey said, "[T]here's plenty of examples of [work accomplished by his role] with technology, assessment, and training . . . if my position wasn't there, those wouldn't be in existence today. . . ." Joey shared an example, "[W]e've probably hit low 90% in the training and development, so that's been popular, because advisors typically do want to improve themselves."

Rebecca also pointed to advisor training and technology development as two things that her team was proud of accomplishing. She said, "[T]wo things that I think our whole team is most proud of . . . is the building and developing of the training and professional development program from scratch . . . and the development of the advising gateway. . . ." She went on to define the advising gateway as, "[T]he sort of one-stop place for advisors to go to look at the data that they need . . . data and information."

Coordination of advisor training was a main part of Carmen's campus-wide job responsibilities as well. She commented:

> I coordinate the training, campus-wide training, for academic advisors. We're developing a common on-boarding tool for all advisors across the campus, so that there is a common training baseline, and then colleges and academic units will add to that based on their own specific major needs.

Kristin outlined essential advising initiatives she was responsible for, which included training and technology, "[W]e have a four-tiered training certification program for the advisors, both on-line and in-person. . . . [A]nd then we have a whole slew of technology [we coordinate for them]. . . ."

Assessment. Assessment of advising was another common position responsibility shared by participants. Anna remarked, "The campus also wanted advising metrics defined . . . so I brought together a campus task force with representatives from all of the advising units, both frontline people as well as administrators, to develop agreed upon metrics for the campus."

Megan shared about a related initiative:

> In terms of assessment, not only do I look at advising with satisfaction with our students every three years [and] report out and require the colleges to respond and let us know how they are going to improve based on that data, but we now also have every college to come in to develop and advise an assessment plan annually.

Carmen explained she was in the middle of doing a campus-wide advising assessment.

> [W]e also have done a campus-wide assessment of student learning outcomes as a result of an advising experience. . . . [W]e're just pulling all the data together from that survey, but that was executed in November and we did focus groups this past semester. . . . [W]e did it based on student learning outcomes, not student satisfaction. So we're trying to understand the learning that occurs during an advising appointment . . . and how that impacts students going forward.

Bringing people together. Participants described being the "bridge" between stakeholders, advisors, administrators, and those working on advising initiatives. Anna's responsibilities centered on bringing people together. She commented, "So my role is bringing people together who, in fact, belong to different silos, but the silos work together on all sorts of other things. So how do we work together on advising, on student success initiatives, on policy issues?" One example of this concerned the adoption of a campus-wide resource. Anna explained:

> We've just implemented a new on-line student appointment system. While we wouldn't dictate that every unit needed to adopt one, my role was bringing people

> together, looking at the options, essentially doing a report about what we saw that met the operational needs of the units across campus, what people liked about certain options and didn't like about certain options, and then trying to settle on what we would adopt.

Kelsey's responsibilities also involved bringing people together in order to create some shared advising standards. She said, "[M]y job then is to buoy that collaboration [of those on an advising steering committee] to . . . think about the holistic experience of students." She also connected people in order to create more efficiencies in operations. Kelsey shared:

> Part of my role has been helping to connect the dots of the conversations that are going on, so people don't feel quite as frustrated. . . . [W]e often will have multiple people or units ask colleges to do something through advising and all of a sudden they're like, "You guys are asking us to do, like, ten things and you're not talking to each other." So the registrar's office will say one thing and then, you know, there's other efforts, so, this is kind of an effort to get us to be a little more thoughtful and intentional.

Creating consistency. Advising initiatives attempting to create consistent standards across campus were some of the most complex tasks of advising directors. Mikayla's first campus-wide advising initiative was a multi-phased project creating consistent advisor job titles and responsibilities and then hiring more advisors. She explained:

> [T]hey [advisors] had created the task bank of things that they do at the different [advising position] levels. So advisor level, senior advisor, assistant and associate director, all of those levels were identified as things that needed to be consistent across. . . . [S]o that was the first thing we tried to do.

Mikayla outlined the next step of this of initiative and described her work funding advising positions.

> The next step was to identify salary ranges. And I had to work with HR and work with the business office, and lots of different folks to kind of get that. Fortunately

> we had a president who was leaving and wanted to spend money towards student success, or a way towards student success, and . . . she authorized some funding for us to add additional advisors. So over the course of two years, we were able to add 24 advisors.

Mikayla defined the final step of the initiative:

> [W]e asked . . . the head advisors, the people who coordinate the advising in all of the units, to look at their advising loads of their advisors and then we identified the areas that needed . . . help the most. And so we identified 225 as our aspirational [student to advisor ratio]. And then . . . we gave advisors to those area, and we tried to spread it out across all of the colleges.

Additionally important to this initiative was securing the funding that had been provided for new advising lines to be used for academic advising purposes in the future. Mikayla remarked:

> [T]he other piece that was really important for me to do was that money continued to be connected to advising. So I wrote memorandums of understanding to the deans and to the head departments and worked with HR to make sure that money, those positions are flagged. So anytime one of those positions now become vacant, I've pulled back the money until it's filled again.

Kelsey described an ongoing project related to creating common advising standards across campus.

> We are doing a lot of . . . work across campus around creating common [advising] standards. Can we have a set of common standards that every student can expect? You can do above and beyond but let's get some baselines. Like every student will see an advisor their first year. You know even that is like really bare minimal, right? But not everyone's doing it, so we just have to get people there to say yes. Because right now when the student comes to campus we can't describe advising because every office, every unit is different. So that's our big project that we have going on for the next year or two.

Kelsey described the next issue she was going to attempt to bring consistency to on campus, "Next is [advisor] salaries. . . . [I]'ve been working on that one for years and we haven't . . . gotten anywhere [yet].

Other campus-wide advising initiatives. Participants provided some examples of other campus-wide advising initiatives they worked on. Tony said, "I have introduced and implemented walk-in advising." He also shared at his previous institution he, "established an advisor training manual." Anna remarked, "We have implemented an advisor promotion structure. . . ." Megan commented, "[O]ur number one project right now deals with implementation of the student success collaborative."

Championing issues through complex institutional systems over multiple years was another responsibility Kelsey discussed. She illustrated this by sharing an example of how her institution's Human Resources department rewrote all job descriptions and reclassified advisor positions through a formula that did not make sense. Kelsey said, "It was just a mess. And so we . . . actually took on kind of central HR in that process." This process involved many steps. Kelsey offered further explanation:

> We did a presentation of our advising task force to the regents. . . . [W]e worked with our central HR for a year and a half . . . I coordinated the meetings, but I think we went through three versions of committees in that year and a half to be able to get our promotional series going. . . . [I]t took a long time but it was really tapping into the different strengths of the different directors and those who were experts in it. And I just kept the job of facilitation to keep it going.

Carmen identified another large area of her job responsibilities, "I'm being pulled into any process on campus that's academic in nature that . . . could impact students." Carmen provided one specific example:

> [A] big part of my job is to look at policies and procedures that are impacting or hindering students. We potentially have a number of policies and procedures that were put in place in the 90s or earlier, that may be outdated, not useful any longer . . . but they are hindering steps to graduation or they are hindering degree progress. . . .

Megan helped determine her priorities for the portion of her position that focused on campus-wide advising, most of which were mentioned in the discussion above by other participants. Megan said, "[A]fter doing some initial research, I came up with three top priorities for our institution, which involved consistency [in advising] . . . rewards and recognitions, and then, thirdly, looking at the effective use of technology across campus." She shared about an additional priority, "[O]ne of the things that my . . . [supervisor] wants me to do is to look at a whole career ladder so we can better get that aligned."

Responsibilities beyond campus-wide coordination. Seven participants were responsible for one or more physical advising centers or student service units on campus in addition to providing campus-wide coordination of advising services. Tony said, "I oversee first and second-year advising up until students reach an identified benchmark within their major area of interest, at which point they transition to a faculty member within the academic department."

The most common advising unit to report to participants was the advising center/unit that served undecided, exploratory, and other students who had yet to declare their majors. This unit was generally called university studies, undergraduate studies, or exploratory studies. For the purposes of consistency for this study, it was defined as "university studies." Megan shared she directed a university studies student advising center, which is the "[A]cademic home for students who are undecided/undeclared." However, Megan explained she was transitioning out of this role in the near future in order to spend more time on her director of campus-wide advising role.

> I mentioned I'm hiring a director [for university studies]. That means we're changing structurally. And I'm finally going to be able to separate my university-wide responsibilities from the [university studies] program. . . . [W]hen the director is hired, there will be a direct report of the director [to me].

At his previous institution, Tony directed both campus-wide advising and directed a university studies unit. "[I] oversaw the central advising operation of [university studies]. It served exploratory, pre-law, pre-med, transfer students."

Kristin also oversaw the operation of the equivalent of a university studies program on her campus. She commented, "[This unit] is primarily for students who are at-risk – they've been dismissed from their college or they are on academic probation . . . or they are just changing their major. . . ."

Anna explained she directly supervised the person who directed a university studies type of unit at her institution.

> [T]he director of the [university studies program], which is essentially our university college model and is still the unit into which the majority of our incoming students come, [reports directly to me]. . . . [T]he [university studies program] not only takes in the undeclared or undecided/exploratory students, but also the majority of students who have declared majors but who don't gain direct admission.

Some participants had divisions or units outside of university studies that reported to them. Rebecca said, "[Approximately] 30 % [of my job] is overseeing a few direct advising units. So our [university studies] advising, which is the undecided and exploring group, pre-health and pre-law advising, and undergraduate academic awards. . . ."

Anna remarked, "The other unit that reports to me is [a students in transition unit], and that is a unit that works with a variety of special populations including 'return to complete' students."

Jaci had multiple units that reported to her. She said:

> Part of my job is to lead the six offices that report through my office. Those include: our pre-professional advising center; our [student transition and success office], which is brand new; our orientation program; our [high school credit] program; the credit evaluation center; and then our advising tools and assessment team. So that's the piece that I directly lead and supervise.

Kelsey either oversaw or worked directly with multiple directors of student service units. She shared, "I oversee the academic learning support area . . . our tutoring and peer assistant learning . . . and our advising/career coaching unit—that's a referral office for students who are exploring majors." She also worked with two other initiatives/programs. Kelsey explained, "I work with our access program, I call it. So our president's emerging scholars . . . many of them low-income, first-gen students of color . . . and then I work with some of our central student communication."

Advising Organizational Structure and Culture

All ten directors of campus-wide advising discussed the nuances in which their advising organizational structure and culture impacted the effectiveness of their work. While some of their advising structures and cultures were similar, all were also unique. This section further explores components that contributed to advising structures experienced by directors of campus-wide advising, including (a) context of organizational structures, (b) direct reporting, (c) authority, (d) hindrances/challenges to advising structures, and (e) successes of advising structures.

Context of organizational structures. Institutional organizational structures impacted the smaller advising organizational structures found within. They were also different on every campus and so directors of campus-wide advising worked to understand their institutions' organizational contexts in order to help create effective advising organizational structures. Context of organizational structures are discussed including an exploration of how advising structures should replicate institutional structures, the influence of organizational leaders [on structures], the evolution of structures, and participants definitions of their advising structures as centrally-coordinated, decentrally-delivered advising structures.

Advising structure should replicate institutional structure. Some directors of campus-wide advising believed that in order to be effective, advising structures must replicate institutional structures. Tony said, "So it's understanding the context of your work . . . you could talk to, you know, four or five other experienced advising leaders, and they could give you advice, but it does not resonate with your current situation or your campus environment." He concluded, "[S]o it's understanding the structure, whether it be the formal organizational structure of the culture of the place."

Kristin discussed how an advising structure should replicate a greater campus organizational structure.

> [T]he director of advising on any campus is literally like holding a mirror up to your campus organizational structure. . . . [A]dvising models directly replicate the model of your campus, and . . . I think that's what makes it so critical to the student experience – that it shouldn't be in contradiction or competition with what you're doing. It should be a mirror image of what you're doing, so that the students see it as seamless.

Jaci shared a key to developing an effective campus-wide advising system was that "[I]t has to be contextually appropriate to the institution. For our institution, as a very large, public research heavyweight . . . there often isn't a one size fits all." She continued, "Being genuinely respectful of the context of even the individual advising programs within an institution is critically important for an institution like ours."

Understanding the limitations of a given organization structure can help directors of campus-wide advising work through them. Anna commented:

> You do have to be aware that different administrative structures have different pressures. You keep in mind that generally people are well intentioned. They want to do good things for students and for the institution, but they may feel constrained by budget, enrollment pressures, any number of issues and you need to understand that that may make it harder to gain everyone's agreement.

Because developing an appropriate advising structure within the context of an institution's organizational culture was a complex task, it must be attempted with great consideration. Mikayla shared how her campus' culture impacted her decision on how to tackle advising culture. She said, "I learned very quickly that every college has its own culture, departments have their own cultures and ways of doing things. So I decided not to take that piece right away. . . ."

Influence of organizational leaders. Organizational leaders, especially executive leaders, greatly influenced advising and organizational structures. Tony emphasized that organizational structure and culture were influenced by his provost and deans, "[S]o much of it also is driven [by] organizational structure perspective, much is also driven by the strength of the provost's office and the strength of the individual deans." Tony remarked how this impacts his director of campus-wide advising role.

> [S]o my success . . . ultimately it's driven by how strong of support do I have from above. . . . [I]'ve had bosses that make me look tremendously good, because they are so vocal and they are so well positioned on campus. And they have the buy-in from the deans or from the associate deans or from the faculty, because they are one. And if they had that . . . they're going to help move things forward. They don't, then my position is weakened.

Jaci shared another perspective on how those in positions of leadership above directors of campus-wide advising influence success.

> One of our [large, research extensive university's] challenges is that we tend to function best when there's a good level of agreement and common alignment among the vice provosts. That doesn't always happen well at various institutions and depends on the key players.

However, in Mikayla's campus culture, she was separated from the knowledge of the workings of those in leadership positions above her. She commented, "They [college associate deans] do meet. I'm not included in that. . . . [They] are run by a faculty member who thinks that the associate deans want to have just their own little meeting and don't want to have any outsiders."

In the context of Kelsey's campus culture, authoritative mandates from above in advising were not very effective. She explained:

> So it doesn't really work at our campus to do a lot of top-down mandates. In this role I have managed up, mostly to my boss, who is much more of a traditional leader and more hierarchical. He would typically expect that we can just make advisors do that. And so my job is usually to propose that we get some input – let's see what advisors think, get some more time. And he does usually allow for that, and then we can get more consultation.

However, Kelsey also acknowledged that while a top-down approach does not work best on her campus, some things did need to be implemented through that structure. When they did, she used a committee to create top-down implementation instead of making an authoritative decision on her own. Kelsy said:

> There's still things that we do top-down, and there's still some degree progress things that we're implementing, and so the advising steering committee has become more of a voice into those things, where they haven't been organized in the past to be able to do that. So, I think there's a benefit to both sides . . . people love to have a say and be invested.

Faculty took on the role of organizational leaders in a different manner than administrative leaders. Kelsey highlighted the importance of seeing the advising structure on her campus as "shared governance" that mimics the faculty governance process. She remarked:

> We're getting into analytics and all these different kind of tools that are pushing it to a business model, but yet I think we have to stay grounded in that we are about governance, a shared governance. Because that's the faculty culture and we have to have that be a part of this or we're going to lose out on some of that, how we're a part of academia.

To highlight what shared governance in advising looks like, Kelsey provided some examples, "[T]here's a grassroots level for advisors to organize, so we have an academic advising network. They organize their annual conference. . . ." But she also shared about next levels of advising organization, "[T]here's now the [advising] steering committee . . . [and an] advising [supervisors] committee. We have a lot of levels or areas that people can have their voices heard, and I think that's built a very strong community overall. . . ."

Always evolving. While rooted in history, modern advising structures were in the process of changing at a rapid pace. Mikayla commented that she believed the roles of directors of campus-wide advising create confusion for those creating advising organizational structures, "[I]t seems to me that people don't know what to do with the

director of advising . . . where to have them reporting. I think it's just one of those [roles] that is loosely defined. I think centralized advising is loosely defined."

Kristin said, "[O]ur [campus advising] office is relatively new, we're in about year three. And . . . because of that I would say one of the first things that I do is remain nimble, and remain dynamic, in a dynamic environment."

No matter the institutional organizational structure around them, directors of campus-wide advising services worked to make progress on advising initiatives with the culture they were currently a part of. Megan said, "I can't say it's because of our structure, but given our structure, we've made some pretty significant improvements."

Centrally-coordinated, decentrally-delivered advising models. All ten participants described their current advising models as decentralized. While participants provided central coordination, to varying degrees, for advising initiatives and services on their campuses, advising services were decentrally-delivered to students through the academic colleges and departments.

Kristin described her institution's model as decentralized even though they had a central university advising center. She explained their model, "[W]e've got about 50 employees who work for the university advising center, and the kind of tag line that we work towards is 'in a decentralized academic advising model, we work towards standardization based on national best practice.'" Kristin's university used the word "standardization" instead of "centralization," but the standardization was promoted by the university advising center and Kristin's role as director of campus-wide advising. She said:

> And so a couple key things in that description, one is we do not use the word "centralized." . . . "[C]entralized" is kind of a scary word around here. So because we have a decentralized advising model, the role of the advising center, the success of the advising center is based on standardization, based on national best practice . . . that's things like standardized caseloads, standardized technology, standardized training, standardized assessment, standardized appointment structure, and a whole host of other things.

Kristin said that includes the standardization of advising for students during their first-year at the university. While she coordinated the standardization and the advisors who deliver advising in the first-year reported to her, they were located in the colleges and thus advising was delivered through the colleges. Kristin clarified:

> And so we have memorandums of collaboration (MOCs) with our 11 colleges and schools to kind of outline what that looks like. We standardize advising fully in the first year. So we have 25 first year advisors who are assigned to the colleges and schools based on the caseload 300 to 1, and then we renew those MOCs every two to three years based on, again, those kind of criteria.

Although advisors at Kristin's institution who advised sophomore, junior, and senior students were hired by the colleges and delivered advising services through the colleges, they had some ties to the university advising center and Kristin's role as director of campus-wide advising due to some centralization efforts for training and technology. Kristin said:

> [Advisors] are tied to us for training and access to technology, so if the colleges hire a new advisor they have to go through our Level 1 training, and then . . . for lack of a better word, [we] control their access to [advising technology systems].

Tony's current institution provided some organizational structures to centralize first and second-year advising. Tony said, "I oversee first and second-year advising, up until students reach an identified benchmark within their major area of interest, at which point they transition to a faculty member within the academic department."

As a part of the centralized effort to oversee first and second-year advising, student advising services were delivered centrally by advisors housed in a central academic advising center that Tony oversaw. He shared:

> [P]rior to my arrival two years ago . . . all the advisors [who advise students the first and second-year] were housed in the colleges and they reported to the associate deans in those colleges. With my role they centralized all those reporting lines under me as the new director . . . so that was a pretty dramatic move for a campus that otherwise had been decentralized.

However, advising services for junior and senior students were still decentrally-delivered through the colleges.

Direct reporting. Reporting lines of staff and advisors to directors of campus-wide advising was something all directors shared impacted advising cultures and structures on their campuses. While a few directors had more robust teams to help them with advising initiatives, most reported a lack of direct reporting lines from the colleges and minimal staff supporting campus-wide advising efforts. However, directors of campus-wide advising did all report a consistent structure in reporting upwards through the provost's office.

Lack of direct reporting lines to the colleges. Because directors of campus-wide advising said they functioned in advising models that used academic advising services decentrally-delivered through the colleges, they did not generally have academic advisors operating in the colleges who directly reported to them (with the exclusion of Kristin).

Megan commented, "I have no direct reporting lines to the colleges. . . ." Anna shared a similar statement, "So it isn't that every advisor on campus, or every director of

an advising unit, reports directly to me . . . they report to the dean of their school or their college or the vice provost of their unit."

Carmen explained to whom college advisors did report since they did not report to her.

> [N]obody reports to me – we have a very decentralized campus. The colleges all have reporting lines for advisors either through department chairs, with dotted line authority to a director or assistant dean of the college for advising . . . or directly to an assistant dean or director for advising in that college.

Jaci described her indirect reporting lines to the college advising centers on campus. She said, "The other 16 out of 18 advising centers that aren't in my direct report, I am also responsible to. And I think of it as responsible to and not responsible for, because they're not part of my org structure formally."

Joey said he put together an infrastructure of non-direct reports in an attempt to create effectiveness in advising without direct reporting ties, "[S]o I put together sort of an infrastructure, the top of it is what's called our undergraduate academic advising council, and those are key leaders across student affairs and academic affairs that work with advising." He described the second layer of the structure, "[T]hen under that [the academic advising council] is where we've got, essentially three groups, one for training, one for technology, and then a third for assessment."

Mikayla said she did not have any reporting lines to the colleges, "[N]ot even dotted lines . . . I'm asking for that. . . ." Mikayla further explained why she saw dotted reporting lines as important.

> I am asking to institute that, in part because I think they [head advisors] do a lot of work for me. I ask them to do things and they get things done and they get them [done] on time. And they do them correctly. You know, and they're not getting

> any credit for working for me. They work the college, but they do a lot of work for me, and I would like for them to be able to be recognized for that.

Minimal staff supporting campus-wide efforts. Few directors of campus-wide advising had a large number of staff who reported directly to them whose roles were dedicated to serving campus-wide advising efforts and functions. Of his previous director of campus-wide advising role Tony shared, “I had the leadership across the 12 undergraduate colleges without reporting lines.”

Megan was in the process of hiring for positions that will report to her directly and support her with campus-wide advising direction duties. She remarked, “I’m just getting the staff, just getting a staff. . . . [T]he one assistant director [for advising initiatives] I have now, I mean she hasn’t even been in the role six months, so prior to that it was me.” She further clarified who she will be hiring in the near future, “[I]’m hiring two additional assistant directors for advising initiatives.” She explained how she was funding these positions.

> [I] was able to get support from the senior administration for one of those positions. It [is] a new position. . . . [O]ur enrollment in university studies [is] intentionally being decreased because of some other structural things, not in a bad way, but my advisor ratio went down significantly, so I took one of those positions and . . . converted it to another assistant director [for campus-wide advising], because there’s so many things we have going on and have to accomplish.

Anna said she did have some support for campus-wide initiatives and gave the example of assistance when building an online appointment system.

> I have a person who reports to me who coordinates these [advising technology systems] kind of implementations. She talks to the tech people, but she was an advisor and understands advising processes. She facilitates everybody understanding what’s happening, when it’s happening, what they have to do, any training issues, developing training modules, etc.

Kelsey commented she had minimal support from one professional for her work with campus-wide advising initiatives, "[T]hat person works half time doing a lot of the work in the advising initiatives world. And the other half [of the time that person] monitors our scholarship programs from bigger donors who want on-going support for their students."

However, more direct report staff resources devoted to campus-wide advising initiatives came with more expectations. Megan said, "[I]'m also getting additional responsibilities . . . every time there is a new initiative they can tag it to advising. . . . [The] additional duties are not balanced, those few staff I'm getting. But its ok, I'll take on any challenge."

Carmen said of her campus advising reporting lines, "I have one direct report, he is an academic specialist who works with me to manage our advisor groups . . . the work that we do out of my office. . . . [H]e's not an academic advisor." She also said the advisors who did report through the provost's office reported through a hierarchy that did not include her. "So our neighborhood student success collaborative advisors who are through the associate provost's office actually report to a different [person than herself]."

Mikayla explained she had minimal direct reports. "[R]ight now I have an associate director who is funded on non-reoccurring funds, and she's half-time for me and half-time for [another entity]. And then I do have an administrative assistant." Because of the lack of direct reports, Mikayla used creativity to find extra help. She shared, "I have hired people that are retired to come in and help me, just because I needed help. But they don't want to work full time. . . ."

Rebecca and Kristin had more robust campus-wide advising offices and supporting teams. Rebecca oversaw a central advising office and had direct reports that worked with her on campus-level advising initiatives. She explained, "[W]e have two assistant directors. . . . [person's name] is the training and communications assistant director and [person's name] [is the assistant director for] technology and assessment." Rebecca also shared about six other positions in the central advising office including a "communications coordination, which is a critical position," a "budget, HR, and office manager" position, and a new "advising systems administrator" position. The remaining three positions were half-time appointments and included a "diversity and inclusion, equity, social just curriculum specialist" along with someone who was "assisting with new advisor training" and a person "serving as our orientation advising coordinator."

Kristin had two associate directors, one for first-year advising and one for exploratory advising, along with two assistant directors, one in charge of training and one who oversaw administrative needs of her advising staff of around 50 advisors. She had a coordinator of advising technology, an administrative coordinator who helped with budget and human resources, a coordinator of withdrawals, and a curriculum coordinator. Kristin explained the role of one additional person not mentioned above.

> [We have a] person who's job is to help develop major maps, [which are] eight semester major maps with our 140 majors to create a standard program of studies so that everybody, across all the colleges, is using the terminology consistently to get a big push to graduate in eight semesters.

Reporting upwards. All 10 of the participants described their director of campus-wide advising role within an organizational structure that reported up to the provost's

office. Tony said, “Both in my current role and in my previous role . . . I reported to the associate provost . . . who reports then to the provost.”

The most common titles for those supervising directors of campus-wide advising included vice president/vice provost/dean of academic affairs, undergraduate education/studies, student engagement, student success, enrollment management, or teaching and learning. In all instances, the director of campus-wide advising’s supervisor reported directly to the provost.

Tony summarized the upward reporting of all participants, “[I] can’t think of an example where a centralized advising leadership role doesn’t report in some way, shape, or form . . . to the provost office.” However, Joey shared his position was initially posted with a different structure, “[W]hen my position was first advertised, it was joint reporting, so it was reporting to the vice chancellor for student affairs and the vice provost.” Joey helped influence the redirection of his reporting line. Joey remarked, “I talked to the vice provost and said that I won’t take a job like that as that’s a nightmare. . . . [S]o I essentially have a dotted line to the student affairs side. . . .”

The connection to the provost’s office was the one constant in a job that otherwise changed rapidly. Mikayla said, “[I]’ve had seven different supervisors in five years, seven different business managers, and four different offices.” She continued, “As you can imagine, it [my organizational structure] changed each time, but . . . it’s [my role] always been in the . . . provost’s office.”

No participant had the exact same title, but they all varied on a spectrum of titles that connected to their provost’s office. Their titles varied from “director” to “executive

director" to "assistant vice provost/president," and finally "associate provost/president." Their titles also included a description of the advising program they were directing which included phrasing such as "undergraduate advising," "academic advising," "academic advising and support," "university studies," "undergraduate education," "advising and academic services," "university advising," "university undergraduate academic advising," and "undergraduate advisement."

Authority. A common phrase participants used to describe their authority within their organizational structure was "all the responsibility, none of the authority." Joey explained, "[A]ll the responsibility, none of the authority is sort of the tag like for these positions. . . ." The rest of this section will explore the scope of authority of directors of campus-wide advising including directors' discussions of their authority relating to (a) minimal authority, (b) influence, (c) working around lack of authority, and (d) positives of lack of authority.

Minimal authority. Almost all participants defined their scope of "authority" as minimal. Tony said of his first role as a director of campus-wide advising, "To the extent that you define authority based upon reporting lines, which is significant, than my scope of authority was limited to the undergraduate studies operation it served." He continued by defining his authority.

> My authority campus-wide was driven by the fact that I was a [job title] reporting to the provost office and was charged with establishing advisor training and professional development opportunities and moving us more toward a greater continuity in advising practices, across our colleges and was on the associate dean's group and met regularly with the associate deans and was part of all those meetings.

Anna shared similar thoughts as Tony, “I have lots of responsibility, not a lot of authority. I believe that is the nature of many positions in any large organization and certainly at a large university. Attempts to dictate generally don’t work.”

Rebecca contrasted the role of authority with leadership concerning her position, “So it’s a role that involves a lot leadership without, in many situations without authority, but then there are some parts of it that do involve authority. And it’s amazing how different they are.”

Influence. Because of a lack of direct authority and direct reporting lines throughout the entirety of academic advising on-campus, directors of campus-wide advising turned to other methods to gain buy-in for initiatives. Megan said, “[I] try influence, motivation, resources, and rewards to really get buy-in across the colleges.” She provided a specific example of using budget to influence advising.

> I created a travel grant that was competitive but I awarded [it] based on who I wanted to have a direct connection with. . . . [S]o that allowed me to establish a relationship by requiring them to come back and report out what they learned, whether they went to an institute or whatever they did. But now they’ve been elevated and recognized for their work, and they want to be a part of the movement for improving academic advising.

Tony also used influence to move advising and he provided an example of his ability to provide influence:

> [T]here’s certainly opportunities for influence . . . as it relates to our orientation processes and those things, I had every opportunity in the world, and I do significantly influence what orientation looks like from an academic perspective, the role of advising in orientation and the role of advising in any number of things. . . .

Influence was the key to advising operations at Kelsey’s campus. She said, “We created an advising map of all of the things that influence advising. Like the committees,

oh my gosh, I think we have like 30." She expanded by tying the influence of committees to the influence of her work, "[W]hen we look at the different committees, and we keep making more, and so there's just a lot of groups that are connected to advising."

Jaci focused her efforts on influence instead of authority. She explained, "The scope of my authority is not something I think about very much, honestly. . . . [W]hat I think about is the scope of my influence, not my authority." The scope of her influence includes those to whom she does not provide direct supervision. Jaci commented:

> Influence is . . . very important with all of the other units for whom I don't provide direct supervisory leadership, to help make sure that they understand why we should all be on the same page. My influence with them needs to be built on respect and understanding, a mutual focus on what's best for our students, and how we can get there together.

Jaci explained she uses influence over authority when making decisions related to campus-wide advising items.

> I don't make a decision to advance something that they [campus advising centers] don't support. But it does mean a lot of work on my end, influencing their knowledge base in a way that can help them make the best decisions for their students.

Megan shared about a time she used influence in hiring processes.

> I'll be going in, sharing results [of hiring decisions] with them [the college] and helping them to see the impact [of who they decide to hire] . . . they may be now more informed [to make a] decision . . . when they re-hire.

Jaci discussed her ability to influence in terms of influencing those organizationally above her.

> The scope of my influence is very important in that I have a lot of influence with our senior executive leaders – to be able to ensure that we are making investments we need to make in advising and student success across the university.

Jaci provided an example of how her influence with senior leaders was important for the academic advising community on campus.

> I've been able to successfully secure over $2 million in total permanent funding for student advising over the years. And that's not only me – there've been some environmental factors . . . other pressures that support this investment. But it's primarily been my role to help make the case for what we needed, how much, why, where to invest, and so on.

Carmen also spoke about influence instead of authority, "I have no authority . . . I have influence, I guess that's the best way to put it."

Mikayla described her authority as that of influence, relationships, and collaboration, "[M]y scope [of authority] is what I say, the influence, the relationships that I have with people, the willingness that I have to collaborate. I mean I feel like collaboration is key to what I do."

Working around lack of authority. Directors of campus-wide advising found ways to work around their perceived lack of authority. Tony shared how he tried to work through the lack of authority with those who do not directly report to him, "[N]ow the goal . . . if you can't change those reporting lines, and you don't have the official authority to dictate how they spend their day, then to have some continuity in how we . . . service students." He then shared some examples, "[There will] be those kind of practices . . . with walk-ins or with what you do in an individual appointment or entering notes or how much time you devote to appointments every day. How much availability is out there. . . ?"

While Kelsey described a lack of formal authority, she also described the creation of a group she oversaw that had informal authority.

> I'm still emerging to figure out what kind of authority I truly have. I have no formal authority, in terms of getting the colleges to do anything directly. But we now have created, from that advising task force, an advising steering committee, so it has all those responsible for overseeing advising in their college, plus the honors advisor, the athletic advisor, two representatives of the advising community, and our trio director and then multicultural advising office. So there's a group of 16 of us and it has kind of an air of authority on campus, but it's only been two years. I'm hoping we can continue that. I chair that committee, and I do it very collaboratively, I think, like what are our agenda items? What do we need to do?

Kristin took a different lens when describing her scope of authority, "I think my authority really rests in having successful programs that support advisors that they can then take and translate into being . . . more effective with their advisees." However, she contrasted this type of authority with organizational authority. Kristin said, "[A]s far as . . . organizational authority, I . . . don't grant degrees . . . I don't do overrides . . . all of that authority still very much rests with the degree granting college."

Positives of lack of authority. While the perception of lack of formal authority was usually frustrating for directors of campus-wide advising, they did share positives related to their lack of authority. The decision to step into authority is one that Kelsey said she didn't believe the advising community always found comfortable.

> [I]t's also been interesting because I think sometimes the advising community isn't used to stepping into their own power. . . . [I]t has been the process of them understanding we now have a collective voice and how can we use it, to inform up, to help the priorities of the provost and the vice provost, but also to help determine some of the priorities on campus. We're kind of experiencing more collaboration across campus

Anna said that having all advisors/advising unit directors directly report to her would, "[N]ot necessarily work in our structure . . ." and that instead "[W]e meet regularly and I also interact with them when there are issues that cut across administrative

lines and silos, where a student is caught between units' policies, for example, or where there are common policy issues." Anna also shared a positive of not having complete authority over advisors:

> I think that to the extent that one can persuade and essentially engage a large team of people in believing a particular initiative or change or policy is beneficial and can gain many voices around an initiative that makes it easier. No matter what one's title is, it's easier if you have an entire community that has come together around a particular change or initiative or program or approach, than it is to be one lone voice.

Anna remarked that generally leading from an authoritative position is not effective.

> "Thou shalt," isn't usually received well. You want to engage the people that you work with in wanting to achieve a common goal. You want them to feel ownership of, and to give them leadership of, initiatives. One's role is to lead and facilitate, not to order and dictate. Because even if by virtue of force of authority a group of people does what one says, the moment one looks away, or is not there, the effort will collapse. You haven't built something that is sustainable. To create an initiative or a program with lasting impact, one needs to build a team that is collectively engaged and willingly moving forward with a vision. And that is what I believe one should do – is engage a critical mass of people in developing shared objectives and a common vision because, then, they will move forward with that common vision whether I am there or not.

Rebecca echoed some of Anna's thoughts and said she often found more success when leading without authority.

> [I] really prefer to lead without the authority. . . . [I] find . . . I'm having more trouble leading when I do have the authority than when I don't. I think my skill set is more suited toward the coalition building and persuasion and politics than it is toward like managing someone who is not doing a good job. . . . [I] really feel like I get a lot of respect and even though . . . I can't really tell anybody what to do, in most situations, I kind of can get it done somehow.

Rebecca felt overall fairly satisfied with the level of authority she had over campus-wide advising. She explained, "[I] wouldn't complain that I don't have more

authority. If every advising unit reported to me . . . I wouldn't even like that." Rebecca remarked that with or without authority she worked hard to make situations happen.

> I can't think of that many things that I wish I could do that I just can't do. They're all complicated and they all take time, and you've got to work really hard to sort of make anything happen, but I built so many strong relationships, which is part of why I feel like there's a real advantage to staying in one place for a long time . . . you have a lot of credibility built up, and you really understand the institutional history, so you know what you are doing.

Hindrances/challenges to advising structures. Oftentimes advising structures at the institutions of directors of campus-wide advising prevented them from accomplishing their goals in the manner or time they would have preferred. Hindrances to advising structure included the lack of supervision of advisors by directors of campus-wide advising, historical and institutional roadblocks, issues related to decentralization of advising services, and other challenges.

Lack of supervision of advisors. A common hindrance in advising organizational cultures reported by directors of campus-wide advising was the lack of supervisory ties of the director of campus-wide advising to all advisors on campus for those institutions that use decentral or shared advising models. Tony commented:

> I was not able to accomplish as much with that campus-wide advising leadership team [at his prior institution] as I did with the people in my office who reported directly to me, where I did the performance evaluations and things of that sort. I had no control or influence on performance evaluations of those within the colleges.

Megan also felt hindrances due to a model of advisors who were non-direct reports. She said:

> [Y]ou have to convince them to come along . . . like "Don't you see that this is for the best, what's best for the student?" I feel like once I say "what's best for the student" they should be like, "Oh, you're right." That's not how that works at all. That's not how it works.

Joey remarked, "[T]he reporting lines are problematic, on the advising end . . . the advising directors have dotted line reports to me but not a direct line." He expanded upon this issue, "[I] think in most of these decentralized research intense campuses, is advising doesn't necessarily report up through advising. . . . [T]hat's been a huge problem because . . . people that are not in advising roles don't understand the . . . future, the challenges, the scope issues. . . . "

Joey shared how this issue was also at play for advising leaders in the individual colleges at his institution.

> [T]here's four . . . college advising offices. And then each one of those colleges has departments that they interface with, and there are advisors out in those departments as well. The units where those departmental advisors don't report up through the college, which is three of the four . . . it's almost the same sort of situation I'm in, that the advising directors are in. . . . [Y]ou have to then bring all of their supervisors together, a lot of whom don't have a background in advising, and explain why these things are important. So that slows the pace [of the advising environment]. . . .

Carmen also said she had issues with the lack of advisors not reporting directly to her in her university's decentralized advising delivery system, "[W]hat hinders me is that if people don't like the direction we're going in, they can refuse to use things. They can refuse to use tools, they can refuse to collaborate, they can . . . refuse to change." Who the request for participation comes from made a difference in buy-in according to Carmen. She said, "[N]ow typically because the provost's office asks, usually we get buy-in, but there are [still] those units that will dig their heels in. . . ."

Carmen said hopefully it was just outliers who refused to get on board, "[A] campus our size, if we get 95% or 98% of our advisors on board with these things, the one or two outliers will go to their associate dean. . . . [T]hey have to choose how to address it."

Campus-wide advising directors brought up the inability to oversee specifically faculty advising as something that was often a hindrance for effectiveness in their roles. Tony said, "[U]ltimately where I'm hindered is if you don't oversee people who serve a certain population of students, then your influence is limited because there are groups of students, inevitably, who are not directly served." He offered an example:

> [Students are] assigned to a faculty member who of course I have absolutely no control over in the whole wide world and perhaps can influence, can suggest that they read the advising notes in the system that were entered by a professional advisor, or even more crazy, that they actually enter notes themselves into the system.

However, Megan said there were some benefits to an organizational culture that did not tie all advisors on campus to the director of campus-wide advising position.

> I struggle sometimes and just wish I could say "You need to do this." But the other side of me says I should be happy with the fact that they don't report to me, because that's a whole other layer of work I don't want to be responsible for. I just want to help them to improve the advising in their colleges.

Historical and institutional roadblocks. Another common hindrance to successful advising structures were historical and institutional roadblocks. Joey said, "[T]hen just the history of what advising has been on the campus . . . very scheduling, clerical, sort of get students to their classes. And so there's this institutional memory that is hard to kill off."

Inheriting an ineffective organizational culture could be a large hindrance for campus-wide advising directors. Tony commented:

> [S]o to be truly effective . . . some of that has nothing to be with you, has nothing to do with me and my leadership style and what I've done and has to do with the culture that you inherited, that you moved into. It doesn't mean you can't influence that culture, [but] there are individuals that absolutely fail because they move into an environment that is not supportive of the role they're placed in.

Joey shared similar thoughts, "I hit a lot of walls initially because I ran into resistance that I didn't expect in different areas . . . [H]ad I spent more time surveying [where people's interests lie] I probably would have hit less walls." He provided an example:

> [S]o I came into it with, "Let me use a previous campus experience I've had." . . . [I] worked under three different faculty senates [before this role] so I thought I had a pretty good grasp of that . . . and where their sort of interests are and where they're not. And I found that was totally different here. So [I] ended up that first year getting scolded a couple of times by the executive committee for crossing boundaries and such. . . .

Joey shared about a hindrance of higher education structures in general that then created a hindrance on academic advising culture. "It is where [we have] a very rigid higher education system, so [there might be] some change that advisors may want to move forward when it's not physically possible. . . ."

At an institutional level, Carmen said a challenge was balancing reality with expectations.

> [Y]ou're dealing with the practicality and the processes of an institution . . . so sometimes you tend to be the outlier. . . . [Y]ou're the realist, you're the one who's like, "Ok, how are we going to actually implement that? What's the process?" So sometimes you are butting heads with . . . the academic faculty group that's done the research on it – the idea generators – and it's not that we're ever squelching ideas, but we have to implement it now.

Decentralization of advising services. Decentralization in delivery of advising services created other organizational hindrances besides that of reporting lines. Kelsey said, "That is our greatest challenge, the decentralization." She further explained how decentralization created issues.

> We have seven freshman-admitting colleges. And so each college comes with a culture and with their own voice, and they have their own unique way that they want to serve students. We're getting closer to a similar advising model, but even that varies, some people have departmental advisors or there's kind of a two-tiered model within the college. I think the biggest barrier that is the answer to every question is "it depends." So, even simple, even like here's a policy, but how do we implement it? So we have a practice group now that's looking at how we implement the same policy six or seven different ways, which then impacts the students, because they could be suspended differently in different colleges.

This type of model was especially challenging when organizationally the advising directors/head advisor in each college reported to a different type of position within each college. Mikayla described this issue:

> "[W]hen we restructured advising, we hoped that the associate dean for undergraduate education would be the supervisor of the head advisor. I'm seeing that fall away. . . . [O]ne head advisor is now assigned to the office manager. Another one is being assigned to a faculty member. Another to a department head who knows nothing about academic advising. . . ."

While there were frustrations with the organization of having some advising services decentrally-delivered through the colleges, Tony offered insight into why this model existed, "[F]or understandable reasons, each college believes they have unique needs, goals, and they want . . . to have resources who are specifically focused on them."

Other hindrances/challenges to advising structures. Less common, but equally important, challenges presented with advising structures were vocalized by directors of campus-wide advising. While Rebecca shared that, "[M]ostly, I don't feel like there are a

lot of things that I would do if I had more power," she did point to two things she wished could happen that were under the scope of college authority. Of the first, Rebecca said:

> I wish that I could have more control over limited enrollment programs and how they are organized. Because everyone – different schools, colleges, and programs – that want to limit their enrollment are just deciding how to do that. And then they're not thinking about the implications on any other part of the system and then it's really having a problem.

Kristin shared about a related issue for advising undeclared students into classes that may have had limited enrollment, "[I]t's hard sometimes to even get them [exploratory students] access to classes because those majors are restricted to [students in] those . . . fields of study. . . . [I]t's kind of hard to be exploratory for a student if your options are . . . limited. . . ."

The second area Rebecca shared she wished she could break through involved influence among the deans.

> [T]here was a time when I felt pretty powerless, and I continue to feel powerless to be able to convince any of the deans of the schools and colleges to play together. . . . [I]n those situations I recognize sort-of the weaknesses that are built into the role.

Rebecca explained that sometimes organizational structure impacted relationship building with the deans.

> [I]t has been difficult because there are sometimes when we need to talk to the deans about something, and my boss is not willing to do it. And he's not willing to let me do it either. And so it's just like, "Ok, guess it's not going to get done." You know, and so that's been frustrating . . . I get kind of boxed in sometimes.

Jaci connected the ability of an organizational structure to be successful in accomplishing goals in academic advising with the leadership lens of the person in the director of campus-wide advising role. She said, "My current organizational structure

supports [her role] pretty well, but it also relies heavily on the [director's] leadership lens [of service to others] I've described to make that work." She shared her same organizational structure could be viewed as problematic if she had a different leadership lens. "With a different leadership lens, this org structure doesn't work as well. True centralization would likely be necessary under a more management-specific type of approach. But that model is an unlikely fit for a large, research extensive university."

Another challenge to advising structures was skepticism from the colleges/departments delivering advising services about the idea of a central entity providing coordination for advising services. Kelsey remarked:

> [M]y old supervisor was in a role similar to this, as an associate dean, and at that time she was trying to do that kind of central coordinating role. . . . [A]nd I think during that time she encountered more of the resistance of central versus colleges. So there's a really strong tension there that has always been there – concern if there's a central agenda going on and we're trying to take over advising – so there's a little bit of that nervousness from the collegiate units.

Mikayla brought up two organizational hindrances, one of which was unique to her peers. "[M]y office is in a residence hall far away. . . . [I] have to spend a lot of time walking back and forth [to meetings] . . . I'm losing travel time and kind of just sitting down and getting . . . work done."

Mikayla remarked her other challenge was funding. "For my department I can't get any funding. I cannot get any funding whatsoever. And each year I have my proposal, I get it in first, and it's turned down." She shared a theory as to why this is, "I think part of it is they [administration] know that I'll make it happen regardless, but . . . we're in a time of . . . no tuition increases, so some of that trickles down. I'm not blaming that, but it is something."

Kristin described what she believed to be her organizational structure's largest hindrance.

> I think the biggest hindrance we have is that one student could have 5-6-7-8-10 advisors. And that creates just a really disjointed feeling, because you can have a first-year advisor, you can have an exploratory advisor, you can have an honors advisor, you can have a departmental advisor, a faculty advisor, and if you change your major then every time you change you're having to meet a new person, form a new relationship, repeat your story. . . .

Successes of advising structures. While directors of campus-wide advising reported their advising structures came with hindrances to overcome, they also shared positive aspects of their advising structures. Successful advising structures included those with support from above, those with decentralization of advising services, and those with various other components.

Support from above. Support from top leaders was discussed by several participants as something that helped contribute to successful advising structures. Megan said, "[W]e have a group on campus that . . . are pretty much the key decision makers, and they are the associate deans." She further shared how this group supports her.

> I called on those colleagues to support me and to help in terms of working with the advisors within the colleges. Some of them were receptive to anything that I provided – resources, professional development, whatever – a lot of them were not. And so going to the associate deans, and you know, basically establishing a presence that says this associate dean supports my role in helping you and that sort of thing . . . was very, very helpful. . . .

Joey said that it was not the organizational structure that supported his position to be effective, but rather, the relationships with those above him, "[I]t's not the structure . . . it was really the agreed upon relationships and putting that together [which helped advising initiatives]. . . . [T]he structure's still an impediment." He defined the

relationships as those "[B]etween the directors, associate deans, and my office and the vice provost . . . and . . . student affairs as well. That's been an important partnership."

Joey also shared the importance of a good supervisor in his organizational structure.

> [I]f I didn't have the supervisor that I have right now, if she was not so passionate about advising and student success, there's no way I could have achieved what we've achieved here. So that's been absolutely essential. So, as far as future learning, I would never take a position that was just like mine without having that very strong support. That would have to be present, because these positions are impossible if you don't have that. And a direct line to the provost and chancellor for these things.

Mikayla mentioned her supervisor's approach to their working relationships was a positive support structure.

> I am given the latitude and freedom to kind of do what I think is best. I check in with my supervisor every couple of weeks and update her . . . and she's a very good person to work with. She's very busy herself. So she kind of just, she trusts me.

Jaci said she appreciated the outcomes from a supportive administrative structure, "We don't get a whole lot of resistance [from constituents on advising initiatives] because we do have all the advising administrators at the table together regularly, thinking together, about how to do these things."

Strong support from the provost's office helped not only the person in the director of campus-wide advising role, but also individual colleges and departments implementing advising in a centrally-coordinated, decenrally-delivered organizational model. Kelsey shared about how her institution worked together to add advisor positions and lower advisee to advisor ratio. "It was a combination [of who funded the initiative]. So one college did a whole restructuring and the provost paid for it. . . . [T]hey were able to do

that switch from faculty to professional advisors." Kelsey then described how the provost's office used leverage to help the colleges reach this goal.

> [T]he advising leaders were all on board . . . and they just needed some leverage to be able to make the fight, you know, within their college, to say you need to invest in this. And so as we've been really pushing the graduation and retention, we linked it closely with advising. That if we want students to be successful we have to be able to give them that individualized attention and that degree progress support that they need. And we're a big complicated decentralized place and students need to be able to find the support they need.

Tony described the various levels of support needed throughout his organizational structure for them to be successful.

> [T]o be truly effective, you have a team, those who report to you, who think you're wonderful and buy into it . . . and advance your goals and initiatives. You have colleagues from across campuses . . . whether it be admissions or student affairs, and beyond, and then you also have support from above.

Decentralization of advising services. While advisors described some hindrances of having a decentralized advising system where advising services were delivered through the colleges, Kelsey said there were positives to this model. She commented, "The benefit to that is that students really get services and advising that fits their field that they're going into. And I'm learning to appreciate that more and more." She provided an example of how this model worked well to connect students with faculty.

> [W]hen you think about our [name of college], having their faculty involved is the way that they've shaped their advising . . . their faculty who are linked to the external companies. And the same with our [name of college]. There's a really nice way that their advising model supports their understanding of the career field. Um, and their student services model supports that. So there's some benefit to having that kind of investment from the faculty to different degrees.

However, she warned this decentralized model only worked well for students who were confident about their choice of a major, "Students who are in the right college and

in the right major are working with people who really know what they're talking about. . . . [C]hanging majors or a double major is a whole other issue, and crossing colleges. . . ." Therefore, this type of structure that had both positives and negatives supported the need for her position. She said, "There [is] enough work to do just to help coordinate the decentralized structure and work us toward some common practices."

The decentralized model at Carmen's school did provide some support for her work as the director of campus-wide advising programs. She commented:

> [Our structure] helps me get [work] done through the collaboration I'm forced to do to move forward. . . . [T]he way my position is structured, and through the working groups that we've established, because they include advisors throughout campus, they're very committed to the work and improving the environment for both advisors and students. So that makes it much easier to get a lot done, by establishing these working groups. So I don't have staff that work with me, but I have these working groups who are on a volunteer basis.

Carmen explained other support provided to her that was effective.

> And then we have the advising fellows program, which we pay a portion – it's a cost-share of their salary for 10%. They give us eight hours a week towards working . . . with these working groups. That has proven to be a very . . . effective model thus far.

Kristin described how a centrally-coordinated but decentrally-delivered advising structure on her campus worked successfully through its organizational structure.

> [I] always say that the success of the [central] advising center is working through the colleges and with the colleges, not around the colleges or above the colleges. Everything that we do is . . . working at . . . the local level within the decentralized model.

Other successes of advising structures. As a director of advising who had a centralized advising office that did not report up through a college, Rebecca remarked she found many positives.

> [Our organizational structure] supports [my role] in that because we are not like a dean's office for all of these advising offices, they don't resent us in the way that people often resent the leaders. Or the managers or the bosses. And so we've really positioned our office, and I've tried very diligently to position my role, as helpful. Well what can we do to help? . . . [A]nd we do those things, we help, we've made changes, people are appreciative, they see it, they like us, and we get a lot done that way.

Sometimes a campus's organizational structure helped to identify problems in advising. Megan said, "It [our structure] has also helped to identify some issues we had. Some of those issues are disparities in salaries, across the college, disparity in experience." Identifying problems allowed improvements to be made. Megan continued, "We really have a strong advising community now. . . . [S]o I think our structure supports that."

On campuses where there was a bit more centralization of some advising services, particularly for underclassmen, it helped to create a culture where some specialization in centralized services exists. Tony shared, "[E]ven from a centralized operation, it still makes sense for me to develop some medium of specializations." He provided an example, "[E]ven though they [advisors] may report to me and they may work in the centralized student success center, I do have two advisors who work with the education students."

Kristin also commented that the first-year advising structure on her campus helped in reaching their retention goals, "[W]e're trying to accomplish, first and foremost to increase our freshman to sophomore retention rate. . . ." She elaborated:

> [I] think the beauty of investing in first-year advising is that ideally you can bring all that support into one person that connects not only your academic needs but also your co-curricular needs, your transitional needs, and you have one person

> who serves as your primary point of contact. . . . [F]rom that standpoint, we are directly tied to that goal of getting our first to second year retention up.

Kristin described two other ways that her campus' advising structure supported institutional advising goals. First, she explained, "[O]ur exploratory advising program is geared toward [the goal of] reducing the number of majors changes and . . . helping these students that are at-risk stay at the university and find a major that suits them and be successful in that major." Second, she said their university advising office helped reach the goal of providing comprehensive advisor training for around 600 academic advisors between faculty and staff. She expounded, "[P]rior to the [university] advising center . . . there was absolutely no comprehensive training for advisors. . . . [T]hat was a clear need and I think our office has grown a lot in that area. . . ."

Kristin described what she saw as a successful advising model.

> I think that we're seeing this trend, not only with advising but in other kinds of service areas where you have this like hosting body that, you know, it's kind of like, bring them to the mothership, train them, get them on-boarded, and then disburse them out to the colleges, and then bring them back for training and then disburse them back out. And so they're physically located day-to-day in the colleges, but we provide the support.

Jaci shared what she believed would be a most successful advising organizational structure.

> I am a really big proponent that all students need a professional staff advisor and, ideally, also a faculty mentor. They need both. They need the type of support and assistance that a professional – I should probably say primary role advisor – can provide. But then they also need that faculty connection and touch and insight. Having said that, for the student that from day one is sitting at the feet of the maestro, they're getting a very different experience with maybe five other students that doesn't look like what happens for most of our students. So we do want to be thoughtful about that, and that's also being part of being student-centered. We sometimes don't think about systems design in ways that are

> student-centered. We think about individual student interactions that way, but student-centered system design is important when you are thinking at scale.

Leadership Strategies of Directors of Campus-Wide Advising

There are many leadership strategies and styles that directors of campus-wide advising used and found effective. Most of them included sharing leadership with others. I explored the leadership strategies of directors of campus-wide advising as they related to (a) people, (b) communication, (c) strategic thinking, (d) overcoming resistance, (e) collaboration, and (f) general other strategies.

People. Directors shared at the heart of being an effective leader was the people they were leading, leading with, or leading for. In student services, the people directors of campus-wide advising discussed most often were students and advisors. Valued leadership strategies centered on or were founded in people include empowering others; hiring, managing, and developing staff; servant-leadership; relationship-building; and self-examination as a leader.

People were sometimes the reason behind why directors of campus-wide advising operated in their roles as they did. Jaci said, “You know, we talk about leadership and people think that’s being a manager. They think that it’s the position. But leadership is not about the position.” She then clarified, “[I]t’s really about getting those outcomes for the students, and the advising community, and so on.”

Empowering others. A valued leadership strategy by campus-wide advising directors was empowering their teams. Anna commented, “I hire good people, give them support and direction, and let them know that they can come to me at any time. . . . [I]f people are going to do their best work, they need to feel empowered and trusted.”

Tony shared a similar thought, "[W]hat has been key . . . has been my ability to effectively empower my team." He offered an explanation how he does this and the result.

> Getting to know them in a way that allows me to connect them with their strengths, their interests, connect them with their own motivations, and then best position them to be effective. Because by empowering others, you allow yourself to do what you need to be doing.

Joey also pointed to empowering teams, "[R]eally when I got here . . . what I wanted to do was empower the advising community to take action on their own. So to be able to empower people in their places to make change." Joey continued:

> [F]or example the easiest way to do that [empower advisors] is typically with the training and development, because nobody else owns that on campus. And then advisors realize, "Yeah, I do know a lot about this area. I can help others with this." . . . [S]o that's where I started.

Joey shared another tactic he used to empower advisors – planning of the annual campus advising conference.

> They're excited about it, they want to get involved, and so I try to encourage them to shadow a chair for a year, and then try to keep that, sort of that leadership cycle set up so that somebody's always mentoring someone else as they're going through these different things. . . . [A]gain, the goal of all of this is not actually the event, it's for the community to feel empowered as a whole.

Megan shared a different but related example about empowering not just advisors, but advising leaders.

> I have a team I created called the advising reps, so it's the equivalent of directors of advising at the college [level]. I do that because I'm also trying to empower them. Some of them deal with the same issues I deal with, but on a department, on a college level. Meaning people don't report to them directly but they're supposed to drive the direction of advising [in their college]. . . . [S]o I try to do what I can to empower them as the leads within their college.

Hiring, managing, and developing staff. Engaging with the people they lead in developmental processes and championing them to success was something directors of campus-wide advising thrived on. Mikayla said an essential leadership strategy was recruiting and hiring the right people.

> I try and hire really good people. I'm always on the outlook for really good people, and I recruit people to help me with things. . . . [T]he head advisors that I work with . . . they really are very willing to help me, and I play to some of their strengths and try and give them as many opportunities as I can. I really trust people until they show a different reason for me not to trust them. I try and get people lots of opportunities. I feel like I'm in a part of my life where my role is to support others, and make sure they have . . . as many wonderful experiences as I have.

Managing and developing people well was an important part of the job. Megan said, "[I]'ve really come to realize that I have to really understand the people who work for me. And I have to figure out what motivates them on an individual level."

Rebecca also pointed to management and development of people.

> I think that I'm an effective manager and supervisor with people who are doing a good job. And I think that people who are motivated to well, do really well with me because I've wanted to build them and they grow and they flourish and they're amazing.

Jaci said she also worked to develop people to find success, "My leadership philosophy is that I support people to achieve. And that is not exclusive to my profession, that's just who I am. . . ." She then elaborated on this role.

> [M]y role is to help make sure that other people are achieving whatever it is that we need and want. Over time, you fill your bucket with different things, and for me, it's become more focused on all of those people that support our students.

Understanding and supporting advisors also meant understanding their day to day work and stresses. To do this, Kelsey said, "I didn't move my office over [to] the

administration building . . . I stayed next to an advising unit . . . so I can see the patterns of advising." She commented what she has seen has allowed her to understand and recognize advisors.

> [Y]ou start to realize that you can see the energy of the student experience and the day-in, the day-out, the appointment stresses of the advisors and what that's like. So it's provided for me an opportunity to help recognize advisors across campus, and to be more appreciative of the work that they do and I think people have been able to see that.

Kristin remarked supporting advisors involved her providing good leadership to her direct reports who supervise advisors, "[O]ne critical thing for me is to . . . balance all of the information and anticipate what my direct reports need to be successful, and then what they need to pass on to their direct reports and eventually . . . down to students." She explained she did this by investing her time in her assistant directors. "[M]y job is to set the A.D.s up for success. The A.D.'s job is to set the advisors up for success, and the advisor's job is to set the students up for success."

Servant-leadership. Servant leadership was used by some directors of campus-wide advising. Megan said, "I do believe in servant leadership, there's nothing that I wouldn't do . . . anything I ask my advisors to do I'll do it first." She offered an explanation about why she used servant leadership, "One, I believe that's how I learn better before I go to them [advisors] and say, 'Well this is my experience with it.' You know, I want to be able to say I've really participated in it."

Jaci also discussed leadership based on service. She defined this type of leadership as "[A] view and a vision of yourself as holding up and supporting others. It's

them being the focus, not the leader." She offered additional context concerning servant leadership and its connection to her role on campus.

> When you are in a position where you are providing campus-wide leadership, support, strategy, and planning, but you don't actually have the authority over all of those offices that are decentralized (if that is indeed the model). Service-oriented leadership is just good leadership practice in general – especially for programs supporting students. We talk about being student-centered. That is not terribly different than being a service-oriented leader.

Relationships-building. Leading through relationship-building was mentioned by several directors of campus-wide advising. Megan said, "[I] just try to look at the individual who is in front of me . . . what can I do to . . . make them content with their job?" Megan explained using relationship development as a leadership tactic was something she has grown into.

> [I]t's all about the people. It's all about the relationships. And for me the struggle has always been, I never thought about that being important . . . I thought my work spoke for itself. People would recognize me and acknowledge me for my contributions . . . I've also learned over time, that's a trait of women. Men don't think quite that way, in general. . . .

Kelsey described how she built relationships, "I try to be as approachable as possible, I try to be as heartfelt as possible, [and] I try to recognize that advisors are working. I've come to so greatly respect how advisors work day-in and day-out."

Building relationships was also something Rebecca did through leading group meetings. She said:

> [I] know how to create relationships with people that get things done. And I know how to facilitate meetings and groups in a way that work gets done. And I think if I had to name my skill that is the most critical to being successful it is the

> leading of meetings and groups. To be able to have good conversation, where people feel heard, and then you make decisions collaboratively. So I feel strongest in those kind of settings.

Carmen also identified building relationships as a key leadership strategy, "I build relationships with people, so as we have new directors and new assistant deans, I try to reach out and get to know them." She emphasized that relationship building was needed at all levels of the hierarchy, "I feel the best way you get things done is by having relationships with people that support and assist you along the way . . . that goes for every level of person on campus for me." Furthermore, she said she tied relationship building with building respect and working hard.

> [M]y philosophy has always been, I'm not going to walk into an environment and expect the people to automatically respect me. I have to earn that respect in the work that I do. . . . [When I started advising] I built relationships with [faculty]. I had to build that respect so that they could see what I was doing is support their student success. . . . [I]t's strong work ethic . . . I'm willing to do anything I ask anybody else to do.

Mikayla said she used longtime relationships to assist her with leading campus-wide academic advising initiatives.

> [I] have connections based on being here for a long time. And so there's some people who . . . I still have relationships with that . . . I'm not hesitant to ask them for help or to do things together. And they feel comfortable saying no [if needed].

Kelsey shared after doing an initial assessment of campus-wide academic advising when she began her position that she and her leadership team determined advisor satisfaction was key to serving students.

> Our underlying philosophy for the recommendations became "happy advisor, happy student." In order to improve, we have to address the satisfaction of our advisors on campus, if there are pay issues or addressing a recent reclassification issue that was pretty ugly. Um, and you hear the complaints that students have about the unequal advising across campus and that they want more of it. So we

were able to really kind of pay attention to both of those populations, which I think served us very well.

Kelsey described the actions her institution took to support both advisors and students based on the philosophy of "happy advisor, happy student." She commented:

> [W]e ended up with 19 new advising lines added across campus in the colleges. The colleges did it themselves, to be able to add staff lines to meet the smaller advisor/student ratio. We finally said that we want to have 250-300:1 ratio for every full-time advisor. And we now have hit that ratio – with the exception of one college which has a different model with faculty advisors – but everyone else is at that ratio.

By having the smaller ratio and happy advisors, she said that the result was better student service, "[With] a smaller ratio . . . there is the structure to build advisor/student relationships and therefore serve students better."

Self-examination as a leader. Rebecca identified leadership strategies she would like to improve upon and self-examined her success as a leader. She reflected on both her strengths and weaknesses. She said about her strengths:

> I think I'm honest, I think I'm willing to admit mistakes, I think I created a climate in the office that feels good to people, where they feel like they can bring their whole selves to work and they're appreciated and they can have flexibility. I think I'm willing to take on hard challenges and work with people to try to get things done.

However, Rebecca reflected on areas she would like to grow in her leadership, "Where I think I have more trouble, these days . . . is in the direct management of people that aren't doing a good job, because I'm having a few of those situations, and I'm just not getting through to them." She also shared:

> I am much more interested in the relational and systemic parts of advising, and much less interested in the technical data aspects of where the field is going. . . . [S]o there's something that I'm missing that makes people really good at this

> job . . . that sort of "Get right in there, figure out the details. . . . Let's figure out how to use this data." . . . [T]hat's not where my head goes first.

Rebecca also expressed some deep, self-examination and study she did concerning her identity, cultural competency, and how it affects her leadership.

> [I]'m noticing the increasing importance of my understanding and my identity as a white woman in how that works in this job. You know our campus is not particularly diverse and people of color are over-represented in advising roles compared to other roles. And so our ability, my ability as a leader, to lead people who feel very isolated . . . I've had to learn a lot about what that means. And what it means to really include people who don't feel included even if I can't understand why they wouldn't feel included. Like everyone's invited. But that's a whole level of things that as a white person I'm never going to understand. Um, so I think the cultural competency of the leaders in these roles can't be underestimated. And there's a lot of self-learning that has to go on with that. How to be a truly equitable, socially just leader in an environment that doesn't really reward that.

Communication. An essential leadership strategy and skill discussed by directors of campus-wide advising that closely related to engaging with people was the skill of communication. They explored their leadership through information sharing and facilitation, transparency, and listening.

Leading through group conversation and communication was an effective practice according to Anna. She said:

> I believe in facilitating conversations, real discussion around issues and allowing people to have that discussion. Will there be some voices that will say things I might not agree with? Yes there will be. But I think generally a group can self-regulate, and that's often healthy, because it's not just an individual voice proposing a particular view, but it's the group coming to consensus around an issue. It's also important to recognize that one is not always right about everything, and sometimes that other point of view or other approach is the best path.

Information sharing and facilitation. Information flow between advisors, advising leaders, and campus communities was a deliberate leadership strategy of

directors of campus-wide advising. Part of Jaci's efforts to communicate involved that with frontline academic advisors. She shared, "I am the sponsor of our advisors' association, so I commonly share information with them and look to them if I need feedback and want the advising community think about something." Carmen also pointed to communication as a key leadership strategy targeting frontline advisors.

> So we started doing advising town hall meetings, where we would meet a couple of times a semester and provide updates on all the student success initiatives we were doing, just to advisors. Advisors are all also included in our student success leadership meetings that we have. So sometimes they're getting the information multiple times, depending upon how many meetings they can attend.

Carmen elaborated on other communication strategies she used to keep communication lines open with frontline advisors, "[W]e have an advisor listserv that goes out to all advisors. . . . [W]e're starting this new . . . dashboard for advisors . . . which will allow us to send messages and information to them. . . ."

Anna also emphasized the importance of being a connecter between campus constituents.

> I see that as my role as well as communicating what the campus needs to the directors of advising and to other units. My role requires the ability to facilitate communication in both directions . . . so the frontline person's perspective on how something resonates or impacts students is different from the administrator at a very high level who's looking at data and trends. Ensuring the experience of front-line staff is communicated to senior administrators is important to moderate how we proceed.

Jaci shared how effective communication of information sometimes informed decisions made by those outside of her direct supervision.

> Our [name of college] had no advising center – advisors were scattered into various individual departments. But two weeks ago, based in part on data that I provided to the dean, they announced the decision to hire an advising director and three additional advisors and centralize advising within that college to create a

> center. The data reflected that they had the worst perception of advising quality on the campus. So providing them with that and the modeling data from the recent [name of report], helped the dean to determine strategic advising investments.

Transparency. While not always easy, transparency in communication was a valued leadership strategy by directors of campus-wide advising. Megan remarked she believed in transparent communication even when results were not popular with staff.

> I try my best to be open and transparent in sharing information with my staff. . . . [O]ne of the things that I've learned is just being transparent and sharing does not ensure collaboration or support or anything. You could be transparent and share whatever the details are, the decision you have to get, and make 15 different perspectives. But you still have to make one decision. So then you have . . . 15 [people] who are upset because they think they shared all this information with you. And you didn't take it into account, which you did, you just didn't come to the conclusion that they wanted you to come to.

Megan also said, "[I] have to be accountable for the services we deliver, the programs we deliver. So I'm a pretty, I don't know, I'm a pretty straight-forward leader."

Joey discussed how he also used transparency and directness with advising staff to be an effective leader in difficult circumstances, "[T]he most frustrating part for me is when there's motivated, excited, great people ready to take things on, but not the ability to fit that into the bandwidth [of a rigid higher education system]. . . ." To help advisors through these situations, Joey explained:

> [I]'m just very transparent and direct about it . . . because ultimately [I am] helping them to know how to navigate the environment they're in as well . . . you may have 10,000 great ideas, but the reality is what are the three that we're going to accomplish reasonably in the next two years. . . .

Transparent leadership was also highlighted by Carmen, "[I] try to be transparent, I try to be as clear as possible. . . . [I] try to bring people together who have a vested

interest in the new initiative . . . and . . . explain to them the new initiative, try to get their buy-in."

Megan also advocated for transparency even when it was difficult, "I know that there are times where I'm not making them [advisors] happy, but one thing I feel certain my staff would say is that I'm fair and consistent."

Listening. Directors of campus-wide advising shared that by listening, they could inspire work in others and become more effective leaders. Spending time listening was an important part of the communication process according to Kelsey.

> [W]hen we can inspire something where people are feeling like they are really contributing, and that people are in this field because they want to help students. And there are very few who are in it for the pay. We know that. And so just acknowledging, giving them opportunities to be able to have their voice heard. Feeling like their work does matter, and that they are given a voice.

Rebecca attributed listening as a key component to the development of the two initiatives her team was most proud of, advisor training and professional development and the development of the advising gateway, "So it's always listening and it's always reflecting back and listening again, and listening again."

Hearing feedback through her university's advising town hall meetings was essential to Carmen. She said, "We get more feedback than some people want. I consider feedback positive . . . [but] you have to be willing to take the good with the bad."

Strategic thinking. Because advising structures and higher education institutions are complex organizational cultures, approaching them with strategy was an important part of leadership. Directors of campus-wide advising discussed leading

through strategy by aligning advising and institutional goals, using feedback, and through various other methods.

Aligning advising and institutional goals. Participants shared that leading campus-wide advising involved strategically aligning advising goals with institutional goals. Tony said, “[I]t’s making sure that you are able to connect your work, and the work of your team, with meaningful goals and objectives on your campus.” He continued, “[T]o be effective and to contribute is . . . you make clear what you’re doing matters . . . what is responsive to the concerns that you’re hearing on your campus.”

Tony provided an example about responding to an institutional need.

> [Y]ou’re in meetings and you hear from your boss and the provost’s office is saying, “We have so many students falling through the cracks. We have students who just disappear, and we never see, we never even knew what happened to them.” They hadn’t been in to see anybody and you say, “You know what, I’m going to put in place walk-in advising to make sure that any student, if they stumble in our office . . . we’re going to see them.”

Tony described how to strategically think through connecting advising to an initiative that was happening on campus.

> [I]f that’s where your campus is going [on a particular initiative] . . . then perhaps what you need to do is figure out how to come up with strategies to make advising viable within that context. You can try to fight it, but if that’s the direction you’re going, then you figure out, ok, how can I make sure advising, nonetheless, and my role and my team thrives in that new environment.

If campus-wide changes did happen and advising was connected, Tony said it was important to point that out. Concerning an example about retention efforts, he remarked:

> [T]o the extent that my advisors are looking at a spreadsheet and working on a spreadsheet of all the students who have been to see their advisor and haven’t yet registered, or haven’t been there to see their advisor yet, and need to see their advisor so they can get their pin so they can then register, well the provost office looks at it and says, “Well, gosh, look at the tremendous gains we’ve made in

> retention." It was a real direct correlation, and presumed causation, between moving students from not being registered for the next semester to being registered. . . . [B]ut that's an example where someone needs to see meaning in what your team's doing.

Jaci shared about how advising could lead initiatives on campus with good strategic thinking.

> Because the institution sees where the advising community is going, we're leading the institution's thoughts about advising from within the advising community, rather than the other way around. We're not sitting back and waiting until somebody in senior administration says, "You need to go fix advising." And I manage up a lot.

Anna also explained she tried to connect advising with important issues and goals of the broader campus, "I try to listen to students and advisors and faculty and other people on the campus, and very quickly you hear patterns, topics that everybody's talking about. Either its opportunities or frustrations, one or the other." Anna commented she responded to what she heard, "I may put out a call for nominations to serve on a sub-committee on a topic. And people will respond. . . . [W]ell that's immediately an indication of interest – they're investing some of their resources in that effort or topic."

Using feedback. Incorporating suggestions, opinions, and other feedback from the advising community helped directors of campus-wide advising be effective leaders. Jaci said she made strategic decisions by using a variety of feedback from campus constituents.

> We pull together task forces of frontline advisors, advising leaders, students for strategy development. We are regularly pulling together different types of advisory teams for different projects. For example, right now we're going through an RFP process to choose an academic planner tool. I am not evaluating RFPs. There are a collection of people including frontline advisors, advising administrators, our orientation director, the registrar. I'm consulting with all of

> them in this process to make this decision, and their lens on this, along with that of our students, will deeply inform the final decision.

Kelsey used the strategy of involving advisors when creating a report on the status of advising and recommendations for where to focus when she first started in her director of campus-wide advising role. She commented:

> So our philosophy is that we're going to develop a report that is 80% done because we think we know what needs to happen, but then we're going to spend the rest of the time listening [to advisors]. "Did we get this right? What did we miss? What's wrong?" And through that process we get so much buy-in to what the report had to say, that it is still the foundation of our work, two to three years later. Because everyone saw themselves in the final recommendations and they felt heard.

Other. Directors of campus-wide advising provided additional thoughts and examples on how they used strategic thinking to lead. Tony said, "I am, no doubt, a big picture guy . . . I can't afford to get too hung up on the minutia or those details or I'll never get done the larger initiative that we need to accomplish. . . ." He tied his ability to think big picture back to empowering his team, "[T]o be effective and to make sure that you are focused more broadly, you need to make sure that you have an effective team."

Jaci shared why she worked strategically:

> Well one thing that I would say is fortunate – in terms of my current institution – is that I'm not given edicts from on high about what we have to do in advising. I will say, however, that we've been highly intentional in developing strategy early on. I was very clear with our advising community that if we don't develop what our strategy is, it will eventually be determined for us.

Jaci shared an example of how this process worked at her institution. "So we had a far-reaching, collaborative process to develop our advising mission and vision. This was also true for our advising strategic plan, which resulted in the most recent $800,000 in permanent investment."

Overcoming resistance. Participants discussed resistance to their efforts to provide coordination for campus-wide advising services and initiatives and what strategies they used to counteract resistance. They included confronting those who resisted and building relationships with them, working through resistance to advising technology, developing common goals, working out issues with college and faculty resistance, preparing for resistance in advance, involving campus partners to help overcome resistance, and other strategies.

Confront it and build relationships. While not always the most comfortable strategy, some directors of campus-advising choose to confront resistance to their work head on and then moved into building relationships with resisters. Megan said, “[I] confront it head-on, and I make them [the advisors] my best friend. . . .” Rebecca said she encountered more resistance in her student service administrative role prior to her current advising director role, but that she used a similar strategy as Megan to counteract the resistance.

> [A]nd the only way I know how to do it is to, whoever is pissed off, to go right to them, sit down with them, have a conversation, let them get it all out. And I just find that when somebody gets it all out and they are able to say to me everything that they feel, then they’ve bonded to me. And then they want to work with me.

Rebecca emphasized the importance of building relationships when individuals were upset.

> [S]o I trade very heavily on people’s good-will toward me. And I see other people who are so ineffective in their roles, and I think that’s what they’re missing. You know, they don’t connect to people. And they don’t connect to people at all levels. . . . [I]f I know somebody’s pissed off about something, or has an idea and they’re a brand new advisor in that school or college all the way across campus, I’ll go over there and meet with them. And I’ll do a one-on-one

> meeting with every single person in my 35-40 people that report to me. And to talk to people at all levels makes a big difference.

Megan also noted that "everybody wants to be appreciated" and so she "created an atta-boy book and I go through and . . . track who I have publically acknowledged for doing something. . . . [A]nd it works wonderfully."

Advising technology. A common area where advisors resisted progress was in advising technology. Megan described resistance to the implementation of [a certain brand of] advising technology, "So initially there was some resistance to this platform. Now also I had nothing to do with decision-making. I was pulled in at the last minute . . . [and told] . . . this is your job and responsibility." She offered a description of strategies used to overcome the resistance to the technology.

> [W]e initially went through and tried, "Oh, let's just invite everybody to training."' And, "They're going to love it."' It didn't work. The one thing we knew going into it, we would not give anybody access to the platform until they went through our training. So, when we didn't get quite the usage we wanted, we back-tracked and instead of doing just these huge large university-wide trainings, we started going to the colleges specifically. And that was more effective because they could actually see exactly how they would use it.

Even after the trainings, it still took time and additional strategies to get all the colleges on board. Megan shared, "And we had just two more colleges left and . . . they're coming, they're coming. There's some benefits to the platform that they want, but we've told them it's all or nothing. You're either in the platform and using it or you're not." She added, "So we just have one more college and I'm pretty certain we just had to do some inviting to lunch, backdoor conversations, with that associate dean and we're on board, they're on board."

Joey echoed Megan's sentiment about struggles with resistance to technology, "[S]ome of the new technology, that's probably where the most resistance is. . . ." Carmen also saw advisors resist technology. She said, "They resist new technology." To combat resistance to technology Joey remarked:

> [I] frame everything we do through the lens of the student . . . because advisors care deeply about students. . . . [A]nd if they can see the connection and alignment between what you're trying to achieve and things being better for students . . . they typically were more open to getting onboard.

Mikayla described how academic advisors on her campus took it upon themselves to influence those who resisted the use of new advising technologies.

> [W]e have taken in this [type of advising technology system] and we said people need to take notes in the system . . . and this is something that . . . you will be evaluated on, if you use it or not. I mean it gets a little heavy-handed, but it is saying we're serious about and we check. And people tell on each other, honestly you know, because they see that they may not have something [a note] in there that would be helpful for them to help a student. And so there's some self-policing, which is good. It comes to me anonymously, which is just fine, I don't care. But I can deal with that in a way that's helpful.

Develop common goals. Another strategy to overcome resistance, developing common goals, was shared by several participants. Tony said, "[S]o it's kind of thinking about what is our, what is our common goal here? Our common understanding?" He commented he used this strategy specifically when overcoming resistance to implementing an electronic advisor training manual.

> [I]t's saying [to staff], "You know, isn't it in our best interest? Isn't it in your best interest, as an academic advisor, to have this resource? In terms of on-boarding and advisor training and new advisor training, and existing advisor training, keep up to date." So I think that's been the strategy that I rely on heavily.

Kelsey also worked to develop common goals to overcome resistance and often did this through individual college meetings. She explained:

> [I] do a lot of individualized meetings to see what their pain-points are . . . so when we can sit down and have a little bit more conversation about what our common goals are, we just approach it differently and try to find some middle ground. That's worked a little bit better. But it takes time.

Jaci shared a general strategy for overcoming resistance, "Well, we first have to make sure that the goal is actually really good for students. And you know, the advising community is pretty good about rallying around things that are good for students." She provided a specific example of this:

> Our student survey results were showing that students overwhelmingly (98%) wanted [an on-line appointment scheduling system]. So we purchased [name of scheduling system] several years ago specifically for that reason. It takes a little more work for the advisors. But the advisors didn't complain about that because they could see how much the students wanted it – they could see how much it helped.

College and faculty resistance. Participants shared possibly one of the largest groups on campuses to oppose the work of directors of campus-wide advising were those in the academic colleges, including faculty. Megan provided two ways to counteract resistance from colleges within the university who may not want to get on board with campus-wide advising initiatives. Megan spoke of the first strategy:

> [M]y philosopher's road is to try not to go in and say, "This is the way things should be done." But instead, we have a common definition of advising, that's the starting point. "Now that we have that common definition of advising, how do you want to improve your colleges advising? You tell me what's most important." Now that doesn't mean that I might not have one or two things I think should be their focus. But I really try to allow them to drive that conversation as much as possible. So that we've changed greatly with that.

Megan described a second strategy for working with colleges through the example of working to implement advising campaigns for targeted student interventions. "[T]here's a feature called campaign that allows you to do more targeted interventions. . . . [W]e gave them [colleges] more of an awareness of what it means to use the institutional data that's embedded in the platform." She continued and described the process, "[W]e provided monthly meetings for a whole semester on an on-going basis to talk through these campaigns, how they were going, if we need to make any revisions. . . ." Megan then shared about the results for the project, "I just went in and did a meeting with every advising rep and their associate dean, to share with them the findings of their campaigns. I would say . . . probably 80% of them were successful. . . . [S]o that was phenomenal."

Kelsey discussed how she used the strategy of time to help remaining colleges get on board with a campus-wide idea or vision.

> [O]ne college [on our campus] resists a lot. And so that's kind of their culture, that they have a stronger anti-central kind of sentiment. And so there are times we're like, well let's just move this slowly. We also know that our campus culture is about incremental change, so if we can get the early adaptors on, we start there. And then as it becomes normalized in those areas then eventually it's like the outlier is the only college doing it a different way, and so then they over time will eventually get there.

Kristin shared a struggle between recognizing the place of the campus advising center and college-level advising, "[T]here's just this constant push-pull between . . . what is the authority of an advising center versus the authority of a college?" Kristin described how she overcame resistance on both sides.

> [T]he strategy we tried to use with that is if we can make our curriculum transparent, then that authority should kind of fall into place. What I mean by

> transparent is, we cannot expect students to be successful and owning their time to degree – their progress towards a degree – if the curriculum is locked in a vault in somebody's head. . . . [If] the only way they can have access to what they need to do to be successful is through meeting with an advisor, then we have a fundamental problem.

Tony discussed a strategy for overcoming, or minimizing, faculty resistance on projects.

> I think I've been successful in involving faculty in discussions related to advising, and related to student success. . . . There's a difference between . . . gaining their buy-in and minimizing their vocal resistance, to having them actually contribute. So I think, it's not the best you can do, it sounds under ambitious, is to gain sufficient support so that folks don't run what you're trying to do into the ground. . . . [S]ometimes the strategy is to at least be able to articulate what you are trying to accomplish in a manner that minimizes that resistance.

Kristin also commented on faculty resistance:

> [O]ur faculty typically are going to resist the most. They're going to resist using the technology because they like their paper, or they're going to resist having 30-minute appointment availability because they want to do more drop-in, or they may resist even just some of the structural kinds of things that we're trying to do with going through training before getting access.

Kristin described her strategy for overcoming this resistance, "I think that a strategy is to find those faculty advisors that are loving their job – that are doing great at it . . . and highlighting them, profiling those faculty."

Kristin also discussed the process she used to "get buy-in at the local level" for her institution's first-year advising program implemented by the provost's office. She described talking with units that had faculty advising for a long time and how to help them come on board to using staff advising as a part of first-year advising, "[T]he key to success on that was a lot of one-on-one meetings, listening to their point of view, providing some data, letting the data speak for itself [on why a move to first-year

advising was desirable]. . . ." Of the process, Kristin said, "[I]t just took . . . time and collegiality . . . to say . . . this whole model is here to help your department, your college, your majors be more successful. So let's shape that in a collaborative way."

Prepare for resistance in advance. Three participants shared they prepared in advance for situations they believed could have the potential to create resistance. By doing so, the participants attempted to prevent resistance. Jaci said, "Even where we've had some slower adopters in some areas, we expect that and usually plan for it." She provided more detail:

> The student profiles of our colleges are extremely variant. So we allow for . . . staging, helping people understand that the goal is not to force them into something that may not feel like a fit for their students or their teams. We give a little time and opportunity to understand the benefits. And sometimes I have one-on-one conversations to say, "You know, I'm getting a sense from you that you don't feel like this is going to work. Tell me about it." And we'll talk through as an individual level, what that means for their offices.

Carmen also prepared for resistance in advance and thought about this when introducing change to advisors. She said:

> [R]emember to point out [to] the advisors, we're here to support the students. And here's how this change supports student success. . . . [I]f you preface all your changes with that [it helps]. We're not just doing this to change. We're not just doing this to cause you angst.

Mikayla contributed another example of preparing for possible resistance, "I try and anticipate what they [advisors] are going to say, what they're going to do. I try and work with their department head or their head advisor." She offered the example of trying to prepare advisors for how to articulate their thoughts.

> We have really worked hard on talking about professionalism of advising, and the way things are shared and presented. People can have great ideas, but their delivery can be very [off-putting]. . . . [S]ome advisors think they can say what

> they're thinking, and they don't think about the impact it has on others, and they routinely do that. So when they talk, people automatically switch off. And they might have the best thing in the world to say, but [other people think] "here she goes again."

Involve campus partners to help. Involving and/or training advising leadership on campus also helped directors when trying to roll out possibly controversial projects. In reference to developing the advisor training manual, Tony said, "[K]ind of in a grass-roots, I've pulled together an advising leadership team and we had about seven different working groups, each one formed a group of advisors who, we worked together and identified those content areas." Megan commented with regards to using advising campaigns:

> [T]he message I left them [advising leaders] with is, "Now as the advising rep you've experienced all this success and you're a pro at using it. The expectation is that you're going to get other advisors within your college to do campaigns as well."

Kelsey said, "When I came on . . . we were able to be a little more transparent that we didn't have a [campus-wide] agenda. We were able to work with the colleges to build what we are currently doing." Asking campus colleagues to help assess and make recommendations for the future goals of campus-wide advising initiatives helped move from resistance to collaboration. Kelsey further explained:

> When I first started this job we were able to get the provost to establish a provost's committee on academic advising, to really take a good look at advising, and that's the first time we had done that in about 15 years. It had been a really long time. And we assembled a diverse group of advising people and the community was excited that the provost cared, so that was good, that it was getting some attention. But we also did a nice job, I think, of putting together the right people. So we had students, student leaders, we had faculty, we had, you know, advising leaders, we had advisors. . . . [I] think we came up with a fabulous report that outlined some strong recommendations. The fact is we worked really

> hard for six months, and that report got done at the end of December of 2015, and during that time we did 44 listening sessions on campus, for advising.

Kelsey shared about how the outcome of that collaboration and report impacted her role as director of campus-wide advising, “My role is much easier on campus now because I’m not the only one talking about advising. It’s really become much more common to see advising as the key retention strategy. . . .”

Other. Many other strategies for overcoming resistance to advising initiatives were discussed. Kelsey described resistance, “[I] can say that there’s resistance for most everything, on some level.” Therefore, she “picks and chooses [her] battles” when deciding how to work through resistance.

Tony shared a common strategy he used to counteract resistance, “[Y]ou never want to begin with the implementation details. And that’s just a strategy that I’ve learned over the years that I feel very strongly about . . . if you get too hung up on that then you’ll get bogged down very quickly.” He added, “People start worrying. . . .”

Carmen described another area of resistance for advisors, “They resist anything that contradicts their experience as an advisor.” To overcome this she remarked:

> [T]hat’s where you have to [acknowledge] that their experience is, yes, their experience. You have to validate that. [But] you can prove that individual’s experience is rather unique by using the data to show them that it may be more [of an] isolated incidence.

Rebecca said she sees resistance as something that is likely to increase in the coming years.

> I think it’s going to happen more and more, because we’re starting to work on harder things now. At the beginning, for the first five years . . . [there] wasn’t much of an argument about that we needed better technology, training, to improve our orientation. . . . [B]ut we’re going to be pushing forward with some things that

> will be more tricky . . . like an overhauled way of doing advisor assignments. And everyone's going to have to do the same thing. And we're going to want everyone using [a specific advising technology system] for scheduling, and if we move into an early alert or predictive analytics thing.

Jaci empathized with why resistance might happen on her campus in the first place, "[W]e don't get a lot of edicts on high, so what that means is I'm not then in a position of having to try to 'force' any of our colleges or advising centers to do something a certain way." Therefore, she said, "[W]here we have resistance, there's usually a logical basis for it and it can make sense." Jaci provided an example:

> For example, our [name of college] is the only college that has not chosen to participate in our annual university-wide advising experience surveys. But the reason is that they've been doing a much longer standing survey for which they have years and years and years of good baseline data that they've been using. And they have a wonderful advising model. It's not necessary for me to try to force them to utilize the larger university-wide survey.

Collaboration. Participants pointed to collaborations with campus partners, as a foundational component for establishing and promoting effective campus-wide academic advising programs and services.

Megan said, "Major collaborative, there's no way I could do what I'm doing without it." Carmen agreed, "[I] go back to the collaborative [approach]." Kelsey commented, "I would say without a doubt the foundation of my leadership is collaboration. So that's going to be the solid piece." Kristin also pointed to collaboration, "I'm a collaborator and I think that that is just key to the success of my position and of the office."

Methods for collaboration explored included broad collaborative efforts and those specifically related to advising directors, associate deans, and external collaborators.

Broad collaboration. Most advising directors shared they would collaborate with anyone and that they would employ a variety of tactics to do so. Tony described who he tried to collaborate with, "As many offices as possible . . . every one of those folks should then know you, and you should know every one of those folks." Megan declared, "I would say there's nobody I wouldn't partner with." She described an approach to the collaborative process.

> It's whatever the issue is in front of me, I push people a lot. Like, "Why can't you do this? Help me understand – this is the goal we all have." And again I always say, "What's best for the students? What's best for the students? I need this from you." . . . [A]nd, "This is what I have to offer, what I can bring to the table. I need you to bring something to the table as well."

Anna also collaborated with others regularly. She said, "You endeavor to get to know many different people, and there are some topics where . . . there is a natural collaborator or two, and then you ask them, 'Well, who else do you think needs to be in the group?'"

Anna remarked that in order for a project to be effective, collaboration should begin at the onset of developing the initiative.

> You want to develop consensus and present recommendations that represent that consensus. Then if those recommendations are adopted, you have a whole team of people who have already bought in and are ready to move that forward. It does help to have good broad conversations and work toward gaining buy-in because when you want to actually implement that new initiative, that's work you would have to do anyway.

Kelsey shared similar thoughts when she described using collaboration to create common advising standards on her campus.

> I'm not chairing that project, I'm not leading that work, but I was able to ask two of the advising directors to lead the project and we're going to have committees

> on campus, made up of advisors. We're going to take it slow. We're going to get everyone to buy-in, and that's going to have more a lasting effect.

Megan said of collaborating with specifically the registrar's office, "[W]e're just like a force to be reckoned with, the two of us." She attributed the success of the [campus advising technology] rollout to her collaboration with the registrar.

> [I] believe it's because of the collegiality between myself and the registrar, in terms of I don't have to worry about the IT piece, he doesn't have to worry about getting [advisors] to use it on campus. You know, it just works really well.

Anna also pointed to the registrar's office as a key collaborator, "We are working closely with the registrar, for example. We have-established a campus-wide new student transition committee. It has advisors on it, and administrators, but also registrar's staff, the bursar, admissions, many different units represented. . . ."

Jaci described the basis of her collaboration with the advising units on campus that do not report directly to her.

> I do a lot close work with them [advising units] to make sure that as we are planning and strategizing for what we need to do as an advising community, for our goals, our missions and our outcomes – that we are doing that as a collective. This isn't the Jaci show. And so I often will bring issues and ideas and concepts to them for their consideration, and then help them think through those things as a collective. And generally as a collective we determine what the decision will be going forward for the university. That is very different than me saying, "I'll make the decision, but I'll let you have a say in it before I make the decision." It doesn't really work that way.

Participants' said collaborations with their direct supervisors and those at the vice provost and dean level were important. Jaci shared, "I do a lot of communication with the deans individually." She continued:

> We have three vice provosts that I work with pretty closely . . . and to some extent with our vice president for student affairs as well. And we often are at the same

> table for critical conversations about strategy and next steps for student success strategy.

Kristin described her conversations with her supervisor, "I have a fantastic supervisor . . . she's a formal faculty member and . . . is very supportive of what we're trying to do, so certainly I turn to her."

Joey shared about collaborations with student affairs in developing a successful advisor training program, "[S]o that was another important partnership outside of academic [affairs], is bringing in experts in student affairs that have content knowledge and expertise that is not present on the academic side." He further explained the effort:

> [B]y combining those trainings to be essentially half student affairs/half academic affairs, that was also creating new partnerships and sort of empowerment on both sides. . . . [A] lot of these, it's not so much the curriculum, it's getting people in a room, working on a united goal, and feeling empowered to make change.

Joey also remarked about three specifically strong relationships on the student affairs side, "[T]he first is the vice chancellor for student affairs. . . . [T]hen we have . . . retention centers, so the special population centers, and there's a director of each one of those that I partner with closely. And then the third, residential education."

A group Kelsey said she collaborated with is a group of advising supervisors – those that supervised advisors and who reported to directors of advising in the colleges.

> [A]nother group that I sit in their meetings [is advising supervisors]. . . . [T]hey look at [issues] from how is that decision going to impact the daily work of advisors. . . . [T]hey're sitting together asking how different offices deal with situations as supervisors. For example, we just closed all the K-12 schools because of snow. This group asks each other if they are giving advisors the day off, how is this working in your advising office? You know, they're looking at the equity across how we lead in those offices, and that's been really, really helpful.

Tony shared a long list of offices he collaborated with. He said he often collaborated with orientation programs, "[We are] very involved with orientation, which necessitates a collaboration on that front. . . ." He also identified student affairs as a collaborator, "[We collaborate] certainly with student affairs, with like the students of concern [group] and students who may be at-risk outside the classrooms. . . ." Tony then shared about "[C]ollaboration within individual departments on particular initiatives and department heads" and said, "[T]here have been a number of times the director of admissions were . . . concerned with enrollment in the front end, and in recruitment events and, and so we've certainly been involved in that." He also listed disability services, international education, financial aid, the bursar's office, and enrollment management as other collaborators.

Rebecca listed two tiers of collaborators with whom she tended to regularly consult. She identified those in the first group as, "[T]he registrar, the associate dean in [the liberal arts college], the director of academic planning and institutional research . . . and some [people] in the 'do-it' technology world." Rebecca described those in the next tier of collaborators as "[A]ssociate deans in all the other schools and colleges, and of course, the leadership team that I have in my own office . . . as well as the people that lead the cross-college advising. . . ."

Rebecca also said she extensively consulted six advisory committees. She shared about a few of these committees:

> So we have six advisory committees that advise our office, and one of them is . . . what we call the academic advising and policy leaders. . . . [A]s well as our cross-college [advising], our center for first-year experience, and our division of

> diversity, equity, and educational achievement. . . . [S]o we have these committees and we consult with those committees extensively.

In order to be a collaborative leader, Kelsey described how she had to put her own interests aside, "[I]t's not really about me, it's not really about my agenda, it's about what works, what can we do that best works for students." She explained this also involved her sharing with others she doesn't have all the answers, "I don't view myself as an expert in [particular] areas, and so at times I'm good at being transparent about it."

Kristin shared why she was a collaborative leader, "I really try to get as much information as possible [from others] before . . . executing a decision that could impact multiple colleges, hundreds of students, hundreds of advisors. . . . [I]'ve got to make sure that I've . . . done my homework." Kristin also put the need to be collaborative in context with the creation of her university's campus advising center. She said:

> Year one [in my position] I was . . . trying to go on a listening tour and understand kind of the current state [of advising]. I didn't want it to be perceived that somehow this advising center was formed and we're going to swoop in and change everything. But it was more, how can we enhance and improve and add to and contribute.

Advising directors and associate deans. All participants said their universities had regular meetings with directors of advising and/or an associate deans group. Megan shared, "I have a team I created called the advising reps, so it's the equivalent of directors of advising at the college [level]." Tony commented, "[I] led the campus-wide advising leadership team that I convened, created. . . ." Jaci said she collaborated with, "All of the advising administrators, for starters – every one of them. Most often as a collective, but very often individually." Kristin explained her "advising directorate group" composed of

the advising directors in each of the colleges was her "go-to" group and that they, "[A]re the people that make it happen in the colleges."

Mikayla described meetings with her "head advisors."

> [W]e meet every other week, and one week it's just us to talk about business or commiserate or silly things that we want to share with each other. And then the other time we have a guest present and it's much more formal. . . .

Mikayla further explained how the head advisors group interacted with the review of campus-wide policies, "It seems to me that policies are put on us, rather than us making policies. And that partly is why we're involving the registrar [in our meetings] and some other folks too." Mikayla also shared, "[W]e get something [a policy] and then we try and modify it [and send it back]. . . ."

Anna described what happened in her advising directors' meeting.

> [T]he directors will come together to talk about some of the common policy issues that we know impact students, and that we'd like to bring to the attention of the associate deans. The benefit is it isn't each director individually trying to facilitate change, it's collectively having a conversation about issues and opportunities for improvement. My role, is facilitating conversations, identifying areas and opportunities for collaboration, identifying common pain points with technology or policies or training, working with lots of different constituencies, not just advising.

Joey included directors of advising and associate deans as a part of the strongest relationships he has created, "[S]o on the academic side there [are] four undergraduate colleges here and a director of advising for each. And then there's an associate dean in each college that's focused on undergraduate education. So those are probably my closest relationships." He used these relationships to help him formulate committees for campus work on training, technology, and assessment. Joey said, "[A]dvising directors .

. . know who's excited about different areas in their colleges. . . . [S]o I typically go to them or the associate deans for nominations for these different committees."

Kelsey also said she worked with directors of advising and associate deans frequently, but that she often approached them individually or in small groups.

> It may be coming to them as a large group but it's a lot of time individually, with those directors, or assistant deans, or associate deans, to help guide the work. So for example, I'll pull in a couple of advising leaders to say, "I'm really struggling right now about where to take this, and I need some help thinking about it. We can meet at the campus club and I'll treat and I just need some help thinking about this." And so then we'll spend some time and then everyone can generate some ideas, so I kind of have like pop-up steering committees that help with different issues.

Her collaboration with her campus' advising leader group was a top priority for Carmen. She explained, "[M]y work gets done through what we now call university advising leadership . . . the group is the advising leadership throughout campus, so it includes the leader from the neighborhoods and all the academic colleges. We meet monthly." Carmen clarified the value she found in this collaboration.

> [W]e do special projects, do workshops. . . . [T]hat's how we get the work done is through those, through a collaborative process. I'm extremely committed to a collaborative process. I cannot support a huge amount of top-down without effectively engaging one and making it more collaborative. There are some things that have to just be decided, and we understand that. . . . [B]ut, the more collaborative the approach the more you get buy-in from all these advisors to move forward.

Carmen also said her institution had an associate deans group, "We do have an undergraduate assistant/associate deans group. Many of the advising leadership also sit on that group . . . I work with that group on a regular basis. They meet monthly also."

External collaborators. Collaborators outside of one's own university sometimes provided helpful perspectives. In addition to her internal advising director group, Kristin had an external directors' group she turned to for discussion and ideas. She shared:

> I also have a monthly deans and directors group that we meet via skype . . . there's probably 10 dean's and directors that join in on that, and that's always very helpful. Like last time we met I was mentioning transfer advising, meta-majors . . . exploratory advising . . . just things that were really kind of hot topic, hot button items, and just seeking if they had similar trials and tribulations, or if they found something that really worked. . . .

Joey highlighted the uniqueness of those who hold positions of directors of campus-wide advising and, therefore, the importance of external collaborators, "[W]hat's been really valuable to me is having a network of people across the country that have roles similar to mine . . . because you are in a very unique position, and others can't really understand it that well. . . ." Carmen also spoke about the uniqueness of the role and need for support, "[T]he support network for those of us that are doing this kind of role, I think is really unique . . . groups and organizations [that get together advising directors from the same types of institutions] are very, very helpful."

General strategies. Various other leadership strategies were touted as effective by directors of campus-wide advising. Jaci offered an overview of how she saw leadership playing out for directors of campus-wide advising.

> [T]he leadership lens of the person that's in a central role supporting a very decentralized campus is critically important. Because it can go really right or really wrong based on that person's understanding of their role in leadership as being a service to other people versus being in charge of advising for the university. . . . [T]hat, I think, is kind of a deal breaker for central leadership.

Tony said, "[Leadership] style varies depending on the circumstances and the individual . . . ultimately for me it's being agile and flexible enough as a leader to recognize that it's not a one size fits all approach."

Joey explained how he transitioned into his leadership role, "[W]hen there's a vacuum in leadership, you step in . . . people generally let you. So then some areas where it's just been nobody was doing it, so I said I was doing it, and people seemed to overtly accept that. . . ."

Mikayla used a slightly different version of stepping into the work in order to lead. She commented, "I get involved myself . . . I'm there doing it. . . ." Mikayla provided an example:

> So if we're talking about the new pre-registration [initiative], I'm attending the meetings too . . . if the advisors' voices aren't heard, to make sure that they are heard. . . . [I] will volunteer to do things as well . . . just because I think the only way I'm going to get involved is if I volunteer to be involved . . . and [in] some of those instances, it has worked out, and now people come to us [in advising] as a result.

Carmen provided an example of a way in which she used adaptability in her role, "[F]or those that have been an advisor for a long time, we're not used to doing as much assessment as we need to do to demonstrate our value. And so that's something I've had to adapt to. . . ."

Mikayla said to be successful in her role she needed to "be flexible." Joey shared another view, "[T]here has to be a trust in your ability to know the job and the position well. And know the challenges. . . . [H]aving that builds a lot of rapport I think immediately."

Chapter 5

Conclusions and Recommendations

Introduction

The following conclusions and recommendations were based on the findings presented in Chapter 4 and linked to literature presented in Chapter 2. In this chapter, the original research questions used to guide this study are examined. Conclusions and recommendations are presented and implications for provost offices, directors of campus-wide advising, and academic advisors are offered.

Research Questions

Research question 1: How does the academic advising organizational structure of a higher education institution impact the ability of directors of campus-wide advising to promote and establish effective campus-wide academic advising systems?

Participants indicated common outcomes impacting their ability to promote and establish effective campus-wide academic advising systems including the context of organizational structures, direct reporting lines, and perceived authority. Participants also reported hindrances/challenges to advising structures and successes of advising structures.

Research question 2: How do the leadership styles of directors of campus-wide academic advising contribute to the effectiveness of their work?

Directors of campus-wide advising reported a variety of leadership strategies used in the effectiveness of their work. Strategies included those focused on people,

communication, strategic thinking, overcoming resistance, collaboration, and other general strategies.

A final theme, Emergence of the Position of Director of Campus-Wide Advising, contributed to the findings for the two research questions.

Conclusion

The results of this study are consistent with the discussion of the literature in Chapter 2. Lynch (2000) asserted that "any comprehensive evaluation of academic advising should focus on both the process and the outcomes" where the "process evaluation examines how effectively and efficiently advising services are being delivered and to whom" (p. 337). Reviewing whether or not desired results are met from advising processes describes outcomes evaluation.

Participants of this study consistently shared a reason for the development of the position of director of campus-wide advising was due to a lack of effectiveness in either advising processes or outcomes at their institutions. For example, the position Joey applied for was developed as a response to problems in academic advising identified by the associate deans of the academic colleges on his campus. He said:

> [My position] started about four years ago and what sort of prompted the position was a realization by . . . the associate deans for undergraduate colleges . . . what they were realizing was they were each sort of working on their own technology, they were doing their own training, they were doing a lot of these things sort of uniquely, and not necessarily in a coordinated way, and so things were starting to drift apart for the student experience. . . . [A]nd so they were the ones that advocated for a position like mine.

Both the literature reviewed in Chapter 2 and directors of campus-wide advising who participated in this study agreed that with the implementation of the role of director

of campus-wide advising, care needed to be taken to situate the role within an organizational structure that worked for each specific university. Pardee (2004) asserted that:

> Ultimately, the determining factor in the success of any [advising] model is whether there is a good fit between the model and the institution, faculty, students and other variables identified in this essay. The right organizational structure for advising is so well integrated that it meshes seamlessly with other institutional characteristics, yet it is so clearly defined that advisors and students know how to effectively operate within the system. (p. 1)

Directors of campus-wide advising also believed in the importance of matching academic advising models with organizational models of their institutions. Kristin discussed how an advising structure should replicate a greater campus organizational structure.

> [T]he director of advising on any campus is literally like holding a mirror up to your campus organizational structure. . . . [A]dvising models directly replicate the model of your campus, and . . . I think that's what makes it so critical to the student experience – that it shouldn't be in contradiction or competition with what you're doing. It should be a mirror image of what you're doing, so that the students see it as seamless.

Additionally, study participants highlighted getting to know advisors in order to empower them, and the team, to succeed. Tony explained this when he said he got to know advisors in a way that "[A]llows me to connect them with their strengths, their interests, connect them with their own motivations, and then best position them to be effective. Because by empowering others, you allow yourself to do what you need to be doing." This conclusion tied to Senge's (1990) discussion on organizational learning in which he described organizational learning as a process that promoted change collectively. In order for organizations to flourish, Senge said they needed to "discover

how to tap people's commitment and capacity to learn at all levels in an organization" (p. 4).

Furthermore, Habley (1983) cited "coordination, direction, and supervision" as an implication of the impact that an organizational structure can have on the effectiveness of an advising program. "It is essential that responsibilities that are given to the advising coordinator be accompanied by the authority to carry them out, and the authority must be understood by those who perform in advising roles" (p. 539).

Participants in the study advocated for authority to implement their job responsibilities so as to not meet advisor resistance to their efforts. While participants struggled with a lack of authority due to a lack of direct supervision of advisors working in the academic colleges, they also preferred collaborative leadership. On her scope of authority Anna said:

> One's role is to lead and facilitate, not to order and dictate. Because even if by virtue of force of authority, a group of people does what one says, the moment one looks away, or is not there, the effort will collapse. You haven't built something that is sustainable. To create an initiative or a program with lasting impact, one needs to build a team that is collectively engaged and willingly moving forward with a vision.

This idea of collaborative, or shared leadership, described by directors of campus-wide advising is consistent with models of shared leadership. Shared leadership strays from traditional, vertical hierarchical structures because it is "not determined by positions of authority but rather by an individual's capacity to influence peers and by the needs of the team in any given moment" (Pearce & Conger, 2003b, p. xi).

Anna once more illustrated this idea of shared leadership by saying:

> I think that to the extent that one can persuade and essentially engage a large team of people in believing a particular initiative or change or policy is beneficial and can gain many voices around an initiative that makes it easier. No matter what one's title is, it's easier if you have an entire community that has come together around a particular change or initiative or program or approach, than it is to be one lone voice.

Recommendations

More research is needed to reveal how directors of campus-wide academic advising programs engage academic units within a unified campus-wide advising system. Further suggested research studies and implications on how target audiences might use this study are mentioned below.

Implications

Provost offices. Provost offices should develop more knowledge and understanding about how directors of campus-wide advising engage academic units in a campus-wide advising system and provide them with resources to overcome barriers they face during their work. This could include more staff positions dedicated to efforts to coordinate campus-wide advising initiatives or restructuring of advising models to provide for more centralization of delivery methods.

This recommendation is supported by Steingass and Sykes' (2008) study at Virginia Commonwealth University. Sweeping changes in academic advising delivery were implemented, including the establishment of a university college responsible for advising all first-year students as part of a goal to centralize advising. Results from data from the National Survey of Student Engagement (NSSE) and the VCU Center for Institutional Effectiveness (CIE) were positive and showed higher levels of engagement, academic success, and persistence by students.

Directors of campus-wide advising. Directors of campus-wide advising should advocate for advising organizational structures that make the most sense for their institutional organization. In order to more effectively carry out coordination of advising services and contribute to institutional goals tied to advising, like retention rates, they should advocate for the resources they and students believe are needed at their campuses. This might mean restructuring or expanding advising services. This is consistent with the ACT's (2010) report on public, four-year colleges and universities that showed the retention practices of an "academic advising center" and "increased number of academic advisors" had the highest means of all surveyed items concerning the degree to which the practices contributed to retention (pp. 5-6).

Academic advisors. Academic advisors should work to understand the role of the director of campus-wide advising on their campus and seek to share input with that person through collaborative leadership processes, whether during individual meetings, committee meetings, or large advisor gatherings. Directors of campus-wide advising reported desires to build relationships with academic advisors in order to increase effectiveness of academic advising and to improve advisor job satisfaction. Advisors should take directors of campus-wide advising up on these invitations and actively contribute to relationship building.

Further Research

Based on the relevant literature and my research findings, I suggest the following recommendations for further research.

- A study of undergraduate students enrolled at institutions with centrally-coordinated, decentrally-delivered academic advising models that investigates how students view the effectiveness of their academic advising experiences.
- A study surveying academic advisors on the campuses of the directors of campus-wide advising who were interviewed for this study to see if there is a correlation between how directors of campus-wide advising believe they engage academic advising units in a centrally-coordinated advising effort and how academic advisors believe they are engaged in these efforts.
- More qualitative studies allowing the voices of directors of campus-wide advising to be heard concerning the topic of their effectiveness in engaging campus advisors and advising leaders in centrally-coordinated advising systems.

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Appendix A

Participant Informed Consent

INFORMED CONSENT

IRB Number # 17768

Study Title:
Promoting and Establishing an Effective Campus-Wide Academic Advising System

Invitation
You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to participate. If you have any questions, please ask.

What is the reason for doing this research study?
This is a research project that will explore the role of directors of campus-wide academic advising programs and how they contribute to promoting and establishing effective campus-wide academic advising systems. The purpose of this study is to explore how directors of campus-wide academic advising programs perceive how to most effectively-engage academic units in a campus-wide advising system. The literature on this topic is currently vague and emerging, and this research project will provide an additional data set on the topic. The perceptions of directors of campus-wide academic advising programs are critical because of directors' responsibilities for implementing academic advising programs focused on retention and graduation at an institutional level.

In order to participate you must be 19 years of age or older and be a director of a campus-wide academic advising program.

What will be done during this research study?
Participation in this study will require approximately 60-90 minutes of your time. In an interview, you will be asked a series of questions about your perception of engagement of academic units in a campus-wide advising system. The interview will last approximately 60 minutes. This interview will be audio recorded with your permission. The research will take place at an academic conference in the future in a quiet, private location at the conference center. Audio recordings will be transcribed by a transcriptionist who is not acquainted with academic advising personnel at the University of Nebraska-Lincoln. The transcription will be provided to you for your perusal and correction.

What are the possible risks of being in this research study?
There are no known risks or discomforts associated with this research.

What are the possible benefits to you?
Participants will benefit from the opportunity to reflect upon the work with which they are engaged. However, participants may not get any benefit from being in this research study.

How will information about you be protected?

Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. A transcriptionist other than the principal or secondary investigators will complete the transcriptions of the audio recorded interviews. The transcriptionist will not be acquainted with academic advising personnel at the University of Nebraska-Lincoln. The transcriptionist will complete the transcriptionist confidentiality agreement along with the human subjects research training (Limited Research Worker Training Course).

The data will be stored electronically through a secure server and will only be seen by the research team during the study and for two years after the study is complete.

The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person, agency, or sponsor as required by law. The information from this study may be published in scientific journals or presented at scientific meetings but the data will be reported as group or summarized data and your identity will be kept strictly confidential.

What are your rights as a research subject?
You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study.

For study related questions, please contact the investigator(s):
Principal Investigator: Katie E. Kerr, MA Office: (402) 472-6938 Cell: (402)430-4211
Secondary Investigator: Barbara LaCost, Ph.D. Office: (402) 472-0988 Cell: (402)430-7373

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

- Phone: 1(402)472-6965
- Email: irb@unl.edu

What will happen if you decide not to be in this research study or decide to stop participating once you start?
You can decide not to be in this research study, or you can stop being in this research study ("withdraw") at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with the University of Nebraska-Lincoln (list others as applicable).

You will not lose any benefits to which you are entitled.

Documentation of Informed Consent

You are voluntarily making a decision whether or not to participate in this research study. By scheduling an interview with me, you have given your consent to participate in this research and agree to be audio recorded during the interview. You should print a copy of this page for your records.

Appendix B

Interview Protocol

University of Nebraska Lincoln

Interview Protocol

1. Tell me about your director of campus advising role and what you do.

Probe 1: What are your day-to-day responsibilities?

Probe 2: What are your strategic responsibilities?

Probe 3: Who do you work with on a regular basis and how?

Probe 4: What are the goals of your position?

2. What was your educational path to reaching this role? Your career path?

Probe 1: How has your educational path impacted your abilities to serve in your current role?

Probe 2: How has your background/lack of background in academic advising impacted your abilities to serve in your current role?

I'd like to take some time to discuss how your institution's organizational structure impacts the work you do in your role as the director of campus advising.

3. Can you explain where your position falls within your institution's organizational structure?

Probe 1: Who do you directly report to? Indirectly report to?

Probe 2: Who directly reports to you? Indirectly reports to you?

Probe 3: In which campus office are you "housed?"

4. Tell me about how your position was created.

Probe 1: How has it been working for you?

Probe: Do you feel your position is about as complex as it should be? Why?

5. What is the scope of authority of the director of campus advising?

Probe 1: What is your opportunity to influence, impact, and evaluate campus policy/practice?

Probe 2: What kind of credibility does your role have to influence action among various groups of constituents? Deans, associate deans, advising directors, advisors?

Probe 3: What is the scope of authority of those persons you directly report to and those persons who directly report to you?

6. How does your organizational structure support what you are trying to accomplish? How does it hinder what you are trying to do?

Probe 1: Can you give me an example of how your organizational structure prevented work from happening?

Probe 2: Can you give me an example of how your organizational structure promoted work to happen? Or a time when the organizational structure was critical in terms of getting something done, accomplishing a specific objective?

I'd now like to talk a bit about your leadership style and effectiveness.

7. Tell me about your leadership style and how you get your job done.

Probe 1: Do you engage in passive or directive leadership styles?

Probe 2: Tell me about a time that best illustrates your leadership style.

8. Who do you consult or collaborate with when leading campus-advising initiatives?

Probe 1: Do you have an advisor committee? A policies committee? If so, who sits on t hem and what are their roles? How effective are they?

Probe 2: How do you choose who to consult with?

Probe 3: What does your engagement look like with college or department level advising leaders?

9. Tell me about a unified/centralized advising goal or project on your campus. What

leadership strategies do you use to engage campus constituents to contribute toward this goal?

Probe 1: Why is this unified/centralized goal important?

Probe 2: How do you get buy in from colleges, departments, advisors?

Probe 3: How do you get buy in from deans and directors?

10. In what ways to semi-independent academic units resist involvement in campus-wide advising projects?

Probe: Is this barrier a consistent one?

Probe: Tell me about a time when you faced a barrier in getting something accomplished.

11. What strategies do you use to counteract resistance?

Probe 1: How successful are you?

Probe 2: Where/who did you turn to for support in engaging those who did not wish to be involved?

Probe: How do you motivate people to do something they might not want to do?

Appendix C

Institutional Review Board Approval

Official Approval Letter for IRB project #17768 - New Project Form

November 20, 2017 - official approval letter

Katie Kerr
Department of Educational Administration
Love South 127, UNL, 685884108

Barbara LaCost
Department of Educational Administration
127 TEAC, UNL, 685880360

IRB Number: 20171117768EX
Project ID: 17768
Project Title: Promoting and Establishing an Effective Campus-Wide Academic Advising System

Dear Katie:

This letter is to officially notify you of the certification of exemption of your project for the Protection of Human Subjects. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46) and has been classified as exempt.

You are authorized to implement this study as of the Date of Final Exemption: 11/20/2017

o Review conducted using exempt category 2 at 45 CFR 46.101
o Funding: N/A

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:
* Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
* Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
* Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
* Any breach in confidentiality or compromise in data privacy related to the subject or others; or
* Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

This project should be conducted in full accordance with all applicable sections of the IRB Guidelines and you should notify the IRB immediately of any proposed changes that may affect the exempt status of your research project. You should report any unanticipated problems involving risks to the participants or others to the Board.

If you have any questions, please contact the IRB office at 402-472-6965.

Sincerely,

Becky R. Freeman, CIP
for the IRB

Appendix D

Coding and Themes

Theme 1: Emergency of the Position of Director of Campus-Wide Advising	
Sub-theme A: Job Description	Coding • Leadership • Senior leadership • Coordination of advising initiatives/efforts • Leader of advising • Working toward advising commonalities • Common advising issues/needs • Campus administration desires • Commonalities of individual advising units • Strengthen cross-college advising • Consistency in advising • Bring consistency to decentralized advising delivery • Central advising initiatives • Frontline academic advising role • Support of frontline advisors • Create advising infrastructure • Advising case-load challenges
Sub-theme B: Creation of the position	Coding • Expansion of existing responsibilities • Leader of central advising office • Provost office's involvement • Unofficial role first • Assume leadership of campus advising • College needs mirrored others' needed • Initiation of advising group • Dual title/role • Growth of central role • Promoted • Calls for improvement in academic advising • Advising incidents elevated • Current advising satisfaction • Awareness to advising • Task force to explore advising • Recommendations to improve advising • Student voices for advising • Support of provost's office • Lack of coordination • Leaders advocating for position • Proposals to improve advising • Money for advising • Restructuring • Proactive advising goal • Student success through advising • Volunteer advising coordination • Lack of advising coordinator role

	• Institutional study of services • Selection for the director role
Sub-theme C: Profile of the people in the position	<u>Coding</u> • Student success background • Student or advising administration position • Example unit previously worked in • Master's degree • Doctorate degree • Background as an academic advisor • Frontline academic advisor • Level of trust in director • Ability to relate to advisors' experiences • Never advised students • Skill set similar to that of advising • Learning the role of advisor • Credibility with advisors • Path to the position • Did not plan on becoming an advisor • Change in career trajectory • Undergraduate experience in student affairs • Moving into advising administration
Sub-theme D: Position responsibilities	<u>Coding</u> • Many responsibilities • Development of campus-wide advising initiatives • Advisor training/development • Advisor technology • Assessment • Data • Common training • Advising metrics • Advising satisfaction • Student learning outcomes • Student satisfaction • Bringing people together • Appointment system • Bridge silos • Develop collaboration • Create intentionality in advising efforts • Create consistency in advising • Campus-wide advising standards • Initiative with consistent funding of advisors • Consistent advisor salaries • Number of advisors consistency • Implementation of walk-in advising • Advisor promotion structure • Student success collaborative

<table>
<tr><td></td><td>

- Championing initiatives
- Facilitating advising initiatives
- Policies/procedure that impact students
- Advising priorities
- Rewards and recognition of advisors
- Career ladder
- Responsibilities beyond campus-wide coordination
- Oversee physical advising center/unit
- Oversee university studies
- Oversee directors/others of student success units

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<tr><td colspan="2">Theme 2: Advising Organizational Structure and Culture</td></tr>
<tr><td>Sub-theme A:
Context of
organizational structure</td><td>

<u>Coding</u>

- Advising structure tie to institutional structure
- Replicate institutional structure
- Contextually appropriate for institution
- Context/culture of individual units or colleges
- Administrative pressures
- Influence of organizational leaders
- Executives' influence on structure
- Positing of executives' on role
- Relationship between executives and the director
- Top-down approach
- Faculty culture
- Shared governance
- Always evolving
- Newness of director
- Centrally-coordinated, decentrally-delivered
- Central advising office role
- Standardization efforts
- Centralization efforts

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<tr><td>Sub-theme B:
Direct reporting</td><td>

<u>Coding</u>

- Lack of direct reporting lines to the colleges
- Dotted lines
- Indirect reporting
- Informal structures created
- Minimal staff supporting campus-wide efforts
- Lack of campus-wide staff
- Funding for support
- Part-time support
- Increased staff, increased expectations
- Non-advisor staff support
- Robust campus-wide support
- Reporting upwards
- Reporting to provost's office
- Variation of titles for director

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</table>

Sub-theme C: Authority	Coding • Minimal authority • Tie to reporting lines • Lot of responsibility, little authority • Influence • Buy-in from colleges • Budget to influence • Committees • Development of influence • Influence upwards • Collaborations with others • Working around lack of authority • Develop continuity of student services • Informal authority • Positives of lack of authority • Collective voices of advisors • Leading from authority • Common visions • Leading without authority • Persuasion • Building relationships
Sub-theme D: Hindrances/challenges to advising structures	Coding • Lack of supervision of advisors • Performance evaluations • Action requires convincing • Decentralization of advising lines/services • Lack of action of advisors • Lack of oversight of faculty advisors • Supervision brings work • Historical and institutional roadblocks • Inherited environment • Resistance • Rigid education system • Variance of upward reporting • Limited enrollment • Powerless position • Leadership lens • Tension with centralization • Location of services • Budget • Number of advisors

Sub-theme E: Successes of advising structures	<u>Coding</u> • Support from above • Associate deans' support • Partnerships among units/divisions • Supervisor support • Provost office's support • Advising leaders' group • Team buy-in • Decentraliztion of advising services • Connection to faculty • Working within decentralization • Advising support programs • Position of helpfulness • Identify problems • Specialization of services • First-year advising • Exploratory advising • University advising office • Professional/faculty advising combo
Theme 3: Leadership Strategies of Directors of Campus-Wide Advising	
Sub-theme A: People	<u>Coding</u> • Empowering others • Provide team support • Mentoring • Empower leaders • Hire good staff • Management of staff • Develop staff • Recognize advisors' work • Invest in advising supervisors • Servant-leadership • Relationship-building • Facilitate groups • Earn respect • Advisor satisfaction • Advisor/student ratios • Self-examination as a leader • Identity development
Sub-theme B: Communication	<u>Coding</u> • Facilitating conversations • Group consensus

	• Information sharing and facilitation • With frontline advisors • With campus community • Communication upwards • Using data for communication • Transparency • Directness • Listening • Accepting feedback
Sub-theme C: Strategic thinking	<u>Coding</u> • Align advising and institutional goals • Make advising viable • Retention efforts • Advising community as a leader • Respond to topics of interest • Using feedback • Advisory teams • Informing decisions • Feeling heard • Big picture thinking • Effectiveness of team • Proactive in developing strategy
Sub-theme D: Overcoming resistance	<u>Coding</u> • Confront it • Build relationships • Be direct • One-on-one meetings • Connect to people at all levels • Actions of appreciation • Advising technology resistance • College-specific trainings • Try different tactics • Share benefits • Backdoor discussions • Frame in lens of the student • Tie to evaluation • Develop common goals • Ask about best interest • College and faculty resistance • Ask questions of others • Share results • Move slowly

	• Transparent curriculum • Involve faculty in discussions • Create exemplars • Work toward collegiality • Prepare for resistance • Involve campus partners to help • Engage advising leaders • Bring together the right people • Select battles to fight • Don't begin with implementation • Validate experiences • Future of resistance • Logic for resistance
Sub-theme E: Collaboration	Coding • Broad collaboration • Work with everyone • Natural collaborators • Different perspectives • Develop consensus • Use committees • Registrar's office • Collective advising community • Collaboration upward • Student affairs • Advising supervisors • Specific unit collaborators • Advisory committees • Put own interests aside • Seek information • Advising directors groups • Associate deans groups • External collaborators • Leaders at other institutions • Other directors of campus-wide advising
Sub-theme F: General strategies	Coding • Understanding of leadership role • Flexibility • Transition into leadership • Get involved/volunteer • Adaptability