### Socially Just Design in Postsecondary Education: A Series

May 26, 2021

#### Chapter Three: Socially Just Design in Academic Advising

<table>
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<th>Time</th>
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| 1:00-1:15pm| Welcome: Sara Stein Koch, Institute Fellow and Senior Associate for Institutional Support, Gardner Institute  
Chapter Introduction: Andrew K. Koch, President and Chief Operations & Innovation Officer, Gardner Institute |
| 1:15-2:15  | Strengthening Academic Advising through Just, Equitable, and Inclusive Opportunities  
- Jermain Pipkins, Dean of Success Coaching at Dallas College; Introduction by Susan Campbell, Past President NACADA: The Global Community for Academic Advising |
| 2:15-2:20  | Break                                                                                         |
| 2:20-2:50  | Case Studies - Choose one of the following:                                                   |
|            | **Cultural Humility: Becoming a Culturally Humble Professional** - Blane Harding, Director of Diversity Engagement, Virginia Tech  
What is the difference between cultural competence and cultural humility? Competence assumes that one can learn or know enough, that cultures are monolithic, and that one can actually reach a full understanding of a culture to which they do not belong. Cultural humility encourages personal reflection and growth around culture in order to increase awareness and introspection. It encourages lifelong learning with no end goal but rather an appreciation of the journey of growth and understanding. |
|            | **Viking Strong: Sustainable Student Success Strategies** - Melinda Anderson, Incoming Executive Director of NACADA, The Global Community for Academic Advising  
The purpose of this presentation is to provide participants with some information about Elizabeth City State University, a small HBCU located in rural North Carolina, and share student success strategies that helped to increase student success outcomes at the university. This institution serves over 2,000 students, has a high pell-eligibility percentage (66%) and has a six year degree completion rate of 38% which is close to its peers. However, despite challenges with COVID 19 campus interruptions in Spring 2020, ECSU was able to increase its retention to 75.6% in Fall 2020 from 69% in Fall 2019 and grow its overall enrollment to over 2,002 resulting in a 13% increase from Fall 2019. |
| 2:50-2:55  | Break                                                                                         |
| 2:55-3:25  | Case Studies - Choose one of the following:                                                   |
|            | **Reimagining Academic Advising as a Driver for Social Justice** - Charlie Andrews, Assistant Vice President for Academic and Career Success; Neelam Mahmood, Associate Director in Transfer and Transition Services; Janie Valdés, Assistant Vice President for Enrollment Management and Services; Valerie Morgan, Director of Academic and Career Success; Florida International University  
FIU put a spotlight on academic advising to address low retention and graduation rates. In 2009, our four-year graduation rate was approximately 20%. By implementing a series of high tech, high touch approaches, we have increased that number to +51%, while elevating student success for all undergraduates. We will highlight these approaches and provide detail about our nationally recognized transfer pathway, Connect4Success, that has resulted in significant improvements in AA transfer retention and graduation. As a majority-minority institution with the second largest transfer population in the nation, our commitment to advising has resulted in demonstrated student success for our diverse population. |
|            | **Social Justice and Academic Advising** - Kimberly Smith, Associate Vice Provost, Student Success Initiatives, Virginia Tech  
Advising communities are just beginning to explore social justice ideologies as an integral part of advising practices and advisor competencies. As contemporary higher education continues to strive to become a place where historically underserved students are affirmed as a part of the institutional priorities, it is important to think about how social justice ideology can be applied at the ground level in individual advising sessions. The current session will explore ways in which advising can advance social justice. |

continued >
- **EAA Project: Centering DEI in Academic Advising** - Janina Arrington, District Director of Advising, Houston Community College

Houston Community College (HCC) is one of several institutions in the Excellence in Academic Advising Cohorts. This session will share how HCC is using EAA as a catalyst to help focus and shape Equity in Academic Advising.

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<td>3:25 - 3:30</td>
<td>Break</td>
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<td>3:30 - 4:00</td>
<td><strong>Shaping the Movement: Discussion on a Socially Just Design in Academic Advising</strong> - Katie Locke, Director of Marketing and Communications and Ed Willis, Resident Fellow, Gardner Institute</td>
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**Key Note Presenter**

**Susan Campbell**

[Image of Susan Campbell]

Dr. Susan M. Campbell holds emerita status as Chief Student Affairs Officer at the University of Southern Maine where she worked in both student and academic affairs. Dr. Campbell has been actively engaged with NACADA for over 20 years and is a recipient of the Virginia N. Gordon Award for Excellence in the Field of Advising. Her scholarship interests include assessment as well as the administration of academic advising. She serves as an editor for the NACADA Journal and is one of three editors for the upcoming second edition of NACADA's academic advising administration book to be published by Stylus.

**Jermain Pipkins**

[Image of Jermain Pipkins]

Dr. Jermain Pipkins currently serves as the Dean of Success Coaching at Dallas College. As Dean, he oversees academic advising and success coaching for all seven Dallas College campuses. Prior to this role, Jermain served as the Dean of Academic Affairs at Los Angeles Valley College, where he provided administrative leadership for several instructional divisions.

Jermain has presented at several national, regional, state, and local conferences regarding academic advising, student success, leadership, branding, case management, student learning outcomes, curriculum, and retention initiatives. He has also received several awards for his innovative initiatives and positive impact on student development.

**Facilitators**

**Andrew K Koch**

[Image of Andrew K Koch]

Dr. Koch is a child of immigrants who came to the United States in pursuit of a better life. His first language was not English, and his family viewed postsecondary education as the best means for realizing the American Dream. He is a staunch advocate for and leader of efforts that eliminate people's educational and life successes being bound by the color of their skin and/or their family circumstances. He has worked in and with higher education institutions for nearly thirty years – the last eleven with the Gardner Institute where he is the President and Chief Operating & Innovation Officer.
Katie Locke

Katie is an experienced marketer, communicator, and equity advocate. Driven by social justice and equity she takes pride in working towards achieving the institute's social justice mission. As the Director of Marketing and Communication, Katie leads the communications and marketing efforts for the Gardner Institute, she serves on the Excellence in Academic Advising Core team, and co-leads the Socially Just Design Project team for the Gardner Institute. She lives in Asheville, NC with her daughter Annabel.

Sara Stein Koch

Sara is an Institute Fellow and Senior Associate for Institutional Support with the Gardner Institute. She has spent the past three decades in administration, training, coaching, facilitation, and teaching in higher education. Her current work with the Institute involves the development of Excellence in Academic Advising. She also advises institutions in Excellence in Academic Advising, Foundations of Excellence First-Year and Transfer, Gateways to Completion, and Retention Performance Management processes. She also coordinates the curriculum for the Annual Gateway Course Experience Conference. Sara was involved in the development of the Gateways to Completion process, development and administration of the two year National Survey on Student Success practices, and strategic planning for the Institute.

Ed Willis

Ed Willis is a seasoned university administrator providing vision and leadership for diverse student-body environments, while managing key internal and external stakeholder relationships involving student affairs. He possesses a deep understanding of the academic process and its relationship to student issues, as well as the ability to identify and implement initiatives that promote student-centered communities, improve the quality of the student experience, and bolster university relations. As a leading expert on student-centered learning environments, Ed has held significant roles at major research universities, historically black colleges and universities, and large commuting/community colleges with student populations from 7K to 40K.

Case Studies Presenters

Janina Arrington

Janina “Nina” Arrington currently serves as the District Director of Advising at Houston Community College (HCC). Houston Community College is a public higher-education institution with over 60,000 students and 18 campuses. She provides district-wide oversight of academic advising. In addition, she Chairs the Advising Workgroup Council, and is a member of the Dean’s Council.

Melinda Anderson

Melinda J. Anderson, Ed.D has worked in higher education for almost 20 years to include various roles in academic and student affairs. Her passion and commitment to student success has propelled her to operate in many different capacities with a focus on student transitions, persistence and retention.

Charlie Andrews

As the Assistant Vice President for Academic and Student Affairs, Charlie Andrews, Ed.D., provides centralized support for many of FIU’s student success initiatives. He also works with all academic departments to review and make necessary updates to their respective curricula. Charlie has over 25 years of experience in higher education and has held various positions in academic advising, student activities, Greek life, and new student orientation. He has also conducted external reviews for the orientation and advising programs at several universities and is a past president of the National Orientation Directors Association.
Blane Harding
Blane Harding is the Director of Diversity Engagement at Virginia Tech. He served as the Director of Advising, Recruitment, and Retention for the College of Science and as the Director of The Cultural Center at the University of Nevada Reno. Previously he was the Director of Advising, Recruitment, and Retention for the College of Liberal Arts at Colorado State. Mr. Harding is the past Chair of the Summer Institute Advisory Board for the National Academic Advising Association and Chair of their Multicultural Concerns Commission. In 2018 he was recognized as the Leading Light Award Winner presented to a NACADA member in recognition of significant contributions to diversity within NACADA.

Neelam Mahmood
Neelam Mahmood is Associate Director in Transfer and Transition Services at Florida International University. In this role, Neelam maintains oversight of the pre-transfer advising initiative offered through FIU Connect4Success, a guided transfer pathway in collaboration with Florida College System institutions. She also facilitates connections between staff and faculty at both institutions to support programming focused on increasing transfer student engagement, and improving retention and timely graduation. Neelam is a two-time alumna of Florida International University. She holds a Master of Social Work and a Bachelor of Arts in Social Work.

Valerie Morgan
Valerie Morgan, Ed.D., is the Director of Academic and Career Success at Florida International University. She has thirty years of higher education experience in academic advising, and works with academic advisor professional development, National Student Exchange, high school dual enrollment, tutoring, the first-year common reading program, and supports university-wide student success initiatives. Valerie is currently leading the assessment process at FIU as part of the NACADA and Gardner Institute Excellence in Academic Advising (EAA) initiative.

Kimberly Smith
Dr. Kimberly Smith currently serves as Associate Vice Provost of Student Success Initiatives at Virginia Tech. In this role, Kimberly provides leadership and university-wide initiatives related to enhancing student learning. She is responsible for developing, implementing, and assessing initiatives throughout the university community in collaboration with various university stakeholders. Dr. Smith has served in NACADA in various capacities including a member of NACADA’s Consultants and Speakers Bureau and a fellow with the Excellence in Academic Advising (EAA) collaboration with the Gardner Institute for to advance student learning, success, persistence, and degree completion to promote excellence in academic advising.

Janie Valdés
Janie Valdés, Ed.D., is Assistant Vice President for Enrollment Management and Services at Florida International University (FIU). Janie develops and champions strategies that positively influence transfer student enrollment and outcomes, and improves the student experience, end to end. This highly focused and collaborative work, which includes serving the 2nd largest transfer enrollment in the nation, and leading the nationally recognized transfer pathway, FIU Connect4Success, has resulted in significant improvements in AA Transfer-In rates, retention and completion rates, and the percentage of transfer students graduating without excess credits.

Thank You to NACADA - This Chapter’s Author
NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.