

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

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**Dr. John Sauter**, (He, Him) Niagara University

**Sarah Howard**, (She, Her) The Ohio State University

WNY Advising, February 16, 2022

# Session Outcomes

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

## Pause for Reflection

**How would you describe the disruption & evolution of technology in higher education?**

# Rapid Evolution of Technology

- For most advisors on residential campuses, prior to March 2020, advising happened almost 100% in-person, with occasional phone or possibly video appointments
- After March 2020, advising happened almost 100% through technology (phone, video, email, etc)

# Rapid Evolution of Technology

- Advising in Times of Disruption Google doc allowed advisors/admins to step ahead and, in some cases, lead response on their campus
- Growth of Technology in Advising FB group
- Increase in virtual & hybrid professional development opportunities

# Rapid Evolution of Technology

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

# Rapid Evolution of Technology

- Highlighted (and often exacerbated) gap in technology competence among staff, at least initially
  - Who is responsible for training or making sure all are “up to speed” on tech tools?
- Did all staff have technology available to work from home effectively?
  - High speed internet
  - Access to web camera, laptop, second monitor?
  - Access to digital files
  - Formerly paper processes



# Rapid Evolution of Technology

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



# Reflection

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

**How has it altered your role as an advisor?**



# Quick Decisions vs. Intentional Design?

## Innovations

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

## Roadblocks

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

**How do we intentionally merge the lessons learned from this rapid evolution of technology into our daily practices?**

# Blended Model of Competency & Action

(Howard & Sauter, 2017)	Conceptual / Awareness	Informational / Knowledge	Relational / Skills	Action(s) / Reflections & Praxis
Foundational (Baseline)				
Intermediate (Engaged)				
Advanced (Leadership)				

Combines the NACADA Core Competencies Model, the NASPA/ACPA Professional Competencies, and Multicultural competence in Student Affairs with the concept of Praxis.

# Student Affairs Competency Stages

## ACPA / NASPA

- **Foundational**
- **Intermediate**
- **Advanced**

### **Foundational Level:**

Working knowledge & exploration of technology to get the job done.

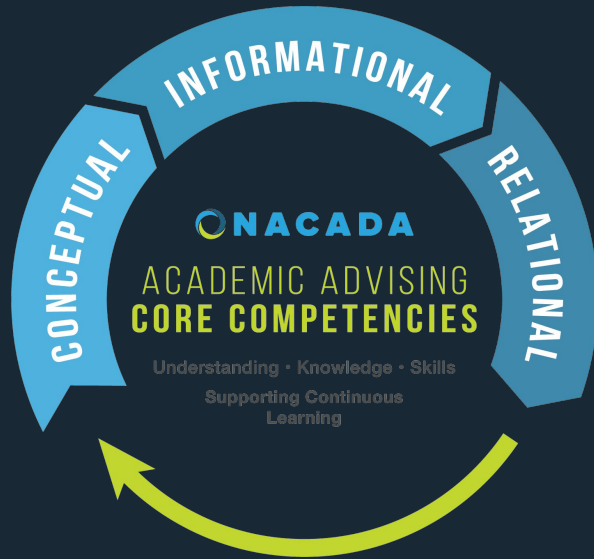
### **Intermediate Level:**

Dynamic engagement, sharing & utilization of technology.

### **Advanced Level:**

Strategic leadership, modeling & systemic anticipation, planning and assessment of technology use

# NACADA / Multicultural Competence



(Cunningham & Farr, 2017)

- Awareness
- Knowledge
- Skills

Counseling & Student Affairs  
Effective & Ethical Practice

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

# NACADA / Multicultural Competence

## Conceptional / Awareness

### Implications

- Personal Awareness
- Professional Awareness
- Multicultural Awareness

## Informational / Knowledge

### Implications

- Professional Knowledge
- Experiential Knowledge
- Situational Knowledge

## Relational / Skills

### Implications

- Developing Skills
- Equitable Skill Distribution
- Connecting with Others

**How do these differ based on professional level?**

# Praxis

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

(hooks, 1994, p. 14).



# Praxis - Reflection & Action

## How Often Do We:

- Purposefully reflect on our technological competence and practices as advisors?
- Effectively take reflective & intentional action?

## Implications

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

# Decision Making & Strategic Change

## Utilize the Blended Model of Competency & Action to Analyse your Challenges

- Levels of Professional Practice
- Competence Based Approach
- Actions

## Consider the Intention & Impact of Decisions

- Intentional Design
- Praxis

# Blended Model of Competency & Action

(Sauter, Howard, 2017)

	Conceptual / Awareness	Informational / Knowledge	Relational / Skills	Action(s) / Reflections & Praxis
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# Breakout Room Advising Challenge

## Choose a Professional Level (3 rooms each)

- Foundational / Intermediate / Advanced (Based on Interest)

## Develop Solutions Using the Blended Model

- What Awareness / Knowledge / Skills do you need?
- How have These Changed Due to the Disruption & Evolution of Technology?

## Consider the Intention & Impact of Decisions

- How Might Intentional Design Inform your Solution
- Praxis & Potential Impact on Advising

# New “Business as Usual”

- How has the work of advising **changed**?
- What are we **keeping** as we move forward?
- How can you **incorporate more systemic training** on technology topics & tools for yourself or your team?



## Reflection & Discussion

**How might this model inform your decision making and actions post-Covid?**

# Questions & Comments



Dr. John Sauter  
[jps@niagara.edu](mailto:jps@niagara.edu)  
@JohnPSauter  
Niagara University

Handout:

<https://bit.ly/disruptadvtech21H>

Slides:

<https://bit.ly/disruptadvtech22s>



Sarah Howard  
[howard.933@osu.edu](mailto:howard.933@osu.edu)  
@HowardSJ  
Ohio State University



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