



# Advising Community on Graduate & Professional Students

Newsletter September 2020

## WHO WE ARE

*The community comprises professionals who advise post-baccalaureate students. We welcome all who work with traditional graduate students, professional degree seekers, adults returning for advanced degrees or certificates, and alternatively delivered and structured graduate and professional programs. Small in size but great in commitment, our community provides a mutually supportive context for discussion of issues particular to serving these student populations. Ongoing projects include encouraging discussion of pertinent topics on our listserv, providing resources to help advisors help students, and increasing our presence at national and regional meetings.*

Welcome to the September issue of the GPS Newsletter!

## PUBLICATION SPOTLIGHT

This month’s publication spotlight highlights the work of Jamie Heck, Advising Community on Graduate & Professional Students Chair, and Angie Cook. “Empowering Graduate Students: Cultivating Environments for Student Success” examines what advisors must do to alter historically successful retention strategies at the undergraduate level that take into consideration the needs of the diverse graduate/professional student. With the necessity for advisor reflection on their student population’s specific needs and then how to support these needs, Heck and Cook (2020) offer some strategies based on their best practices and experiences to help get advisors started. They overview three important strategical areas inherent to all student populations: the utilization of data-driven decision-making, the importance of having multiple delivery methods, and collaborating across departments. To learn more about these strategies, [check out the article on NACADA’s website](#).

## MEMBER HIGHLIGHT



*Dawn Loyola, Ed.D.  
University of  
Riverside, California*

Hello, everyone! My name is Dawn Loyola, and I have been advising graduate students since I started at the University of California, San Diego in 2001 as the Student Affairs Assistant in the Scripps Oceanography graduate department. I immediately felt at home in academia, and quickly worked my way up to Graduate Student Affairs Officer. In 2007, I moved to the desert and started at the University of California, Riverside as a Graduate Student Affairs Officer II in the College of Natural and Agricultural Sciences Graduate Student Affairs Center (CNAS GSAC), supporting two graduate programs. I am now the Director of Graduate Student Advising in the same center. We have a somewhat unique advising structure, supporting 14 graduate programs in our office. I love the team environment and opportunities for collaboration. I also enjoy that I still advise graduate students while supervising a fantastic team of five other professional advisors.



I started my university studies at Southwestern Community College in Chula Vista, California, attending this institution from 1988-1990. I returned there in 2007 to complete my AA degree in Psychology in 2011. I went on to obtain a BA in Applied Studies from Brandman University (part of the Chapman University system) in Orange, California in 2014 and MA

in Transpersonal Psychology from Sofia University in Palo Alto, California in 2016. In April 2020, I successfully defended my doctoral dissertation in Higher Education Leadership at Maryville University of Saint Louis. My research is on the effect of department climate on student success for women of color in STEM graduate programs, and I am hoping my manuscript will be accepted for publication soon.

I have been a member of NACADA since 2016, and currently serve on the steering committee for the Advising Community on Graduate & Professional Students. I have presented at numerous conferences, including the California Higher Education Collaborative Conference 2019; UC Riverside Academic Advising Conference 2019; the NACADA Annual Conference 2018; the American Psychological Association (APA) National Conference 2016; and University of California Academic Advising Conference 2020 (cancelled), 2016, 2014, and 2009. I am presenting a poster on my doctoral research project at the NACADA Annual (virtual) Conference 2020, and look forward to sharing my work with our advising community. I am married and enjoy desert living near Palm Springs, California with my dear family: husband, son, daughter, and my parents who live nearby. I enjoy getting out in nature, and also figure skate for fun! I can be reached at [dawn.loyola@ucr.edu](mailto:dawn.loyola@ucr.edu).

## WHAT GIVES YOU HOPE RIGHT NOW?

Last month, we started a new section of the newsletter, highlighting what gives us hope. As we move further into fall with continued uncertainties surrounding the COVID-19 pandemic, many might be experiencing feelings of being overwhelmed and anxious by our current situations. We know that these challenges have kept us busy in the advising world, and we want to continue to acknowledge your successes and resilience during these uncertain times. So, in an effort to continue to take time for reflection on the positive results and experiences during this pandemic, we once again ask: What gives you hope right now? Below are responses submitted from some of our Advising Community on Graduate & Professional Students members and friends:

**Angie Cook**- My 2-year-old niece, Josie, gives me hope. Just yesterday, she was playing with her alphabet letters and told her mom (my sister) that she wanted to spell her name—and she did! Sure, she got the J and E swapped, but she picked out all the right letters and had the majority in order. I am so amazed at how much she has grown, and I am so excited to see what surprise she has for us next.

**Kristin Richey** - Professionally what gives me hope is our students. We work with brilliant, altruistic students who are committed to making the world a better place. The care and concern they show to each other and their patients is humbling. Personally what gives me hope is friends and family. With everything going on, I have had the opportunity to connect with people at frequencies and in ways that I haven't in the past. I appreciate that we are here for each other.

**Krista Maddox**- Little kids give me hope. For the most part, they are oblivious to the fact that what they're all experiencing now is not just a normal part of life. They tend to be more accepting of the differences we're all getting used to and they're certainly not wrapped up in the political rhetoric that accompanies much of what we're seeing and hearing right now. They take things for face value and don't see divisions and classifications until it's pointed out to them in some way, implicitly or explicitly. They are simplistic in their thinking and they don't get caught up in overthinking things. It makes me remember a phrase my mom has uttered many times, "youth is wasted on the young." If only we adults could all be as innocent, accepting, understanding, and simple as our kids are before we taint them with our way of thinking just think of what we adults could accomplish!

Our last installment of this article topic will be included in the October 2020 newsletter. Let us know what gives you hope right now. Email your response to Jamie Heck, Advising Community on Graduate & Professional Students Chair, at [reynoji@uc.edu](mailto:reynoji@uc.edu), and we may feature it in the October 2020 newsletter.

## PROFESSIONAL OUTSIDE RESOURCE

This month, we are highlighting the Association for the Study of Higher Education (ASHE). ASHE is a scholarly society with 2,000 members dedicated to higher education as a field of study. It is committed to diversity in its programs and

membership, and has enjoyed extraordinary success in involving graduate students in Association activities.

ASHE promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications, including its highly regarded journal, *The Review of Higher Education*. ASHE values rigorous scholarly approaches to the study of higher education and practical applications of systemic inquiry.

More information is available on their website: <https://www.ashe.ws/>.



## Contact Us

### Advising Community on Graduate & Professional Students

#### Current Community Chair:

[Jamie Heck](#), University of Cincinnati

#### Newsletter Editors:

[Courtney Lewellen](#), Indiana University

[Dawn Loyola](#), University of California, Riverside

#### Get Connected

##### Follow us on Facebook:

<https://www.facebook.com/gradadvising/>

##### Subscribe to our Listserv:

[listserv@listserv.ksu.edu](mailto:listserv@listserv.ksu.edu)

##### Bookmark our webpage:

<https://nacada.ksu.edu/Community/Advising-Communities/Advising-Graduate-Professional-Students.aspx>

Join via Zoom here: <https://ksu.zoom.us/j/97951906315?pwd=MzRhRmtLeVFBMEtYMkN1TlpsQkliUT09>

## NACADA LEADERSHIP NOMINATIONS

Online nominations will be accepted **until 11:59 p.m. central Saturday, October 31**. As a NACADA member, you have the opportunity to self-nominate or nominate other NACADA members to run in this election for a leadership position. This

## NACADA RESEARCH GRANT APPLICATION OPENING SOON

NACADA offers [Research Grants](#) for up to \$5,000. Current NACADA members, including practicing professionals, graduate students, and faculty from any institution (US or international) seeking support for research in academic advising are eligible to apply. Prepare now! The application period will open on **October 1, 2020**, and applications may be submitted online through **November 1, 2020**.

## NACADA REGION AWARDS

The NACADA Region Awards is now accepting applications until **November 1, 2020**. [Apply](#) for this great opportunity to receive recognition and possible funding to attend not only region conferences, but other NACADA opportunities.

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Advising Community on Graduate & Professional Students offers the **GPS (Graduate and Professional Students) Talks Series!** This online meeting series is offered three times per year: March, June, and September.

Our September 2020 GPS Talk online meeting will be held on **Thursday, September 24, 2020 from 1:00- 2:00 p.m. ET**. This GPS Talk will serve as the virtual business meeting for the Advising Community on Graduate & Professional Students. The agenda for this meeting is outlined below:

- Welcome and Introductions (AC Chair and AC Steering Committee Members)
- Recognition of Community-Sponsored Sessions
- Involvement /Leadership Opportunities (Incoming Chair, Steering Committee, Proposal Readers, Other)
- Update on 2019-2020 Advising Community Accomplishments
- Discussion of Potential Future AC Initiatives
- Question/Answer with AC Leaders

We hope you will be able to attend! There is no registration or fee associated with this online meeting. The recording of this virtual business meeting will be accessible after the online session is held via the [Advising Community on Graduate & Professional Students webpage](#) and shared via the community listserv.

is your opportunity to ensure that our Association continues to grow and prosper with strong and capable leadership.

Complete information and the online nomination form for the 2021 NACADA Leadership Elections is available at [nacada.ksu.edu/About-Us/Elections.aspx](http://nacada.ksu.edu/About-Us/Elections.aspx) including a list of positions being elected, eligibility criteria, position overviews, and the online nomination form.

Please note: The Advising Community on Graduate & Professional Students Chair leadership position is included in this election! It is a two-year term: October 2021-October 2023.

## WRITING FOR PUBLICATION

### **NACADA Journal:**

Have you published that great research project that you are working on in academic advising? The *NACADA Journal* is currently seeking submissions for upcoming issues! For more information and submission guidelines/instructions, visit the [NACADA Journal website](#).

### **NACADA Review:**

Where theory meets practice: PRAXIS! This is the central focus of the *NACADA Review*! This scholarly journal puts theory-based application at center stage! The *NACADA Review* is currently seeking submissions! Visit the [NACADA Review website](#) for more information and submission guidelines/instructions.

### **Academic Advising Today**

Submissions are now being accepted for consideration for the March 2021 edition of NACADA's quarterly ePublication, *Academic Advising Today: Voices of the Global Community*. Visit the [Publication Guidelines webpage](#) to learn more about the submission process.

## NACADA 2020 VIRTUAL ANNUAL CONFERENCE

As you are aware, the NACADA 2020 Virtual Annual Conference will be held October 5-8, 2020. If not already done so, please [register for the NACADA 2020 Virtual Annual Conference](#). The conference will provide access to live and semi-live content available for 45 days after the event, preconference workshops, networking opportunities, dynamic keynote speakers, posters, virtual exhibits, and more!

The below list of sessions have either identified graduate students as a presentation keyword and/or includes content focused on graduate and professional students (and those persons who support them). *Please be sure to follow [conference schedule](#) for any last-minute updates/changes.*

**Session #:** (LEC)

**Title:** Advising Is Not an Island: Creating Opportunities for Graduate Students in Academic Advising

**Date:** On-Demand

**Room:** On-Demand

**Abstract:** Many academic advisors enter the field through higher education master's programs. Incorporating graduate students into academic advising positions can enhance both the graduate students experience and the profession as a whole. Advising is not an Island: Creating Opportunities for Graduate Students in Academic Advising will address some common questions about creating graduate student practicums and internships to engage students in the academic advising community. Presenters will address benefits and barriers to involvement, including student engagement in the field and navigating university policies and procedures. Presenters will offer personal experiences with designing and implementing positions, as well as feedback from graduate students who have participated in advising positions. Participants will leave with options to include graduate students in a variety of roles within a department or advising center.

**Session #: 509(PO)****Title:** Department Climate and Graduate Student Success: At the Intersection of Ethnicity and Gender in STEM**Date:** October 07, 2020 **Time:** 11:00 am-11:45 am**Room:** Poster

**Abstract:** How can departments create a climate that promotes student success and a sense of belonging for students in STEM? We will explore the question through the lens of intersectionality, looking at differences in student experience based on gender and ethnicity. The discussion includes the topics of diversity, chilly climate, racism, and microaggressions. We will also discuss ways faculty and staff can foster a sense of belonging including effective mentoring and advising, micro-affirmations, and safe spaces. The session will report the results of research conducted at several campuses of a public, research-intensive university system. While the research looks specifically at women of color in STEM graduate programs, lessons learned can be applied more broadly, at both the graduate and undergraduate levels.

**Session #: C7.1(PAN)****Title:** All Aboard! A Panel on Graduate Student Online, Hybrid, and Campus Orientation Models**Date:** October 08, 2020 **Time:** 11:05 am-11:50 am**Room:** Live

**Abstract:** This unique panel will showcase graduate orientation practices from around the nation. Panelists from online, campus, and hybrid programs with total enrollments spanning 50 to 3,000+ students will share diverse graduate orientation models. Models represented serve international students, traditional students, and encore career students. The panel includes a discussion of the successes and challenges of implementing, revamping, and sustaining graduate orientation models in colleges and universities. Attendees will gain ideas to apply to their own graduate orientation programs, and build a network of other academic advisors who support graduate students and programs.

**Session #: C7.4(PAN)****Title:** My Friend Said I Should Attend This Session**Date:** October 08, 2020 **Time:** 11:05 am-11:50 am**Room:** Live

**Abstract:** How many international students attend your university based off of a friend's recommendation? The friend is a source of trust, information, a primary point of contact and reliability in times of uncertainty. The friend can help with recommendations on places to live on or off campus, where to eat, and who to meet. When it comes to international student and/or university policy and procedure, however, the friend may not be a source of reliable information as many international students believe that their friend's situation is the exact same as their own. This session will explore best practices on how an adviser can be their friend's supplementary source.

**Session #: (LEC)****Title:** Coaching to Promote Transformative Learning For Doctoral Students**Date:** On-Demand**Room:** On-Demand

**Abstract:** At its best, doctoral education revolutionizes the fields it engages through the discovery and sharing of new knowledge and insight. At its worst, the rigid strictures of publication and professionalization create graduates that inherit and perpetuate the limitations of their predecessors. If doctoral education is to produce a genuinely transformative professoriate, then we must provide our students with support for that transformation. Administrators and professional advisors alike can utilize the techniques of co-active coaching to contribute to this support. This session will review transformative learning theory as a lens through which we assess doctoral student development and success. It will then discuss how co-active coaching techniques can effectively support that success. The presenter will then demonstrate specific coaching exercises they may incorporate into their discussions with struggling doctoral students.

**Session #: (LEC)****Title:** Graduate Student Advising and Support: Roles, Responsibilities, Challenges, and Retention Strategies**Date:** On-Demand**Room:** On-Demand

**Abstract:** The roles and functions of persons who advise and support graduate and professional students vary in complexity in title and function across post-secondary education. To address a dearth of literature, this descriptive study focused on non-faculty professionals who advise and support graduate learners to identify role-related information that spanned salary, work experience, and educational background in addition to job responsibilities. Challenges in functional roles and retention strategies were also examined and will be shared in this session. Results of this study will be useful to practitioners who work in this field or those who are interested in shifting to work in graduate and professional education.

**Session #:** (PAN)

**Title:** Pursuing and Completing a Doctorate in a Supportive Community: No Student Is an Island

**Date:** On-Demand

**Room:** On-Demand

**Abstract:** Are you thinking about pursuing a doctorate in higher education? Are you in a doctoral program and are looking forward to finishing? Do you wonder if it's all worth the effort and expense? Join us as we uncover the benefits and challenges of doctoral work, whether as a full-time student or more likely, as a full-time practitioner. We'll address common assumptions and frequently asked questions, and provide a forum for exploring your goals and next steps. Most importantly, we'll confirm the most effective ways to approach doctoral work as a collaborative opportunity for personal and professional growth.

**Session #:** (LEC)

**Title:** Orientation and FYE: An Anchor to Welcome New Graduate and Professional Students

**Date:** On-Demand

**Room:** On-Demand

**Abstract:** Historically, our professional school orientation was comprised of dry academic presentations having students sit in a lecture hall for hours on end. In the summer 2019, we adopted a flipped model, where students met in small groups with their assigned lead advisor and spent the time on relationship building. Orientation is now a three-day model, where small groups are primarily used to help students get to know each other and connect to the school. This presentation will provide an overview of the model, advisor training, assessment, and post-orientation follow-up with students as well as a look at our current 2020 orientation which includes the combination of a Peer Mentoring Committee and Orientation Committee to create our First Year Experience Committee. Participants will walk away with tips and consider ways to plan to cultivate community in their graduate or professional students through first year orientation and programming.

