

NACADA WEB EVENTS HISTORY

Season 1 (2006-2007)

DW01 September 26, 2006

Advising as Teaching (82 min)

Nancy King (Kennesaw State University, NACADA Past President)

Nancy King described academic advising as a teaching and learning process that includes a curriculum, pedagogy, and learning outcomes. Participants learned:

- the definition of academic advising
- developmental theories related to academic advising
- the goals of academic advising as an instructional process
- characteristics of advising that contribute to the teaching/learning mission
- responsibilities of advisors and advisees
- the role of advisor-as-teacher
- three basic types of conversations advisors have with students
- suggestions for maximizing advisor-student interaction

DW02 December 12, 2006 (REC005CD and PG04/PG09)

Academic Advising Syllabus: Advising As Teaching in Action (73 min)

Karen Thurmond (Webinar Advisory Board Chair, University of Memphis) and Charlie Nutt (NACADA Executive Office)

Thurmond and Nutt consider the "common language" that students, faculty, advisors, and administrators need to understand if we are to clearly define outcomes, expectations, and assessment of learning for academic advising. They discuss how academic advisors can communicate to students the purpose and value of academic advising, the student outcomes for advising, and student and advisor responsibilities. Many campuses utilize an Academic Advising Syllabus to address these issues. An Academic Advising Syllabus uses a recognized format and language to communicate all the key issues for students regarding their academic advising experiences at their institution. Thurmond and Nutt provide the basics on how to develop and utilize a syllabus as well as offer examples of syllabi being used at institutions today.

Participants learn how an advising syllabus:

- creates a culture of "advising as teaching" on campus
- provides an avenue for articulating student learning outcomes for academic advising
- is developed
- can be implemented on a campus

DW03 February 22, 2007 (REC008CD and PG05/PG15)

Components of a Successful Faculty Advising Program: Institutional Commitment, Professional Development, Incentives, and Recognition (80 min)

Jayne Drake (Associate Professor of English and Associate Dean for Graduate Affairs, Temple University)

Most colleges and universities around the country understand that Faculty Advisors are absolutely critical to the health and well being of advising programs, and so faculty advising responsibilities are deeply embedded in the institutional mission. Yet surprisingly little is being done systemically to encourage quality faculty advising, to craft faculty advisor development programs, and to recognize and offer incentives for excellence in advising. Drake addresses the need for broad institutional commitment to faculty advising from key stakeholders; the importance of clearly articulated mission, process, and goal statements; the components of a successful faculty advisor development program; and the incentives and "rewards" important in acknowledging and promoting excellence in advising.

Participants were shown:

- the specific ways in which faculty advising is teaching at its best
- the relevance and cross-institutional significance of faculty advising programs and faculty advisor evaluation
- the basic elements of successful faculty advising development programs and the importance of broad institutional commitment to them
- delivery models for a faculty development program and for what the content of such programs might look like

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- the practical and tangible measures for evaluating the effectiveness of faculty advisors, and assessing faculty advising programs
- the issues involved in developing intentional, thoughtful assessment plans
- a understanding of the tools needed to develop and sustain advising
- various models for recognizing, rewarding, and promoting excellence in faculty advising

DW04 April 4, 2007 (REC006CD and PG06)

Student Learning Outcomes (75 min)

Tomarra Adams (Assistant Dean of Advising and Student Services / Assistant Professor, Pan-African & Women & Gender Studies, University of Louisville)

Historically, academic advising has moved from a clerical activity to a student-centered activity to the present recognition of academic advising as an integral learning experience of the college community and culture. However, until college campuses move away from only program or delivery outcomes that primarily focus on the behaviors of those planning and delivering the advising experiences and begin to carefully develop, teach and measure student learning outcomes for academic advising, advising will continue to be on the "edge" of the learning mission of the college campus. Adams provides a foundation for the development of student learning outcomes as well as hands-on strategies for teaching these outcomes, activities and experiences for students, and strategies for measuring the outcomes.

Participants were shown:

- how student learning outcomes must clearly relate to the institutional or unit's advising mission
- how to develop student learning outcomes that express what students should know, do and appreciate
- how to develop instructional strategies and experiences for students
- strategies for measuring the student achievement of the learning outcomes

DW05 June 12, 2007 (REC031CD)

Expanding Your Comfort Zone: Strategies for Developing and Demonstrating Cultural Competence in Academic Advising (61 min)

Blane Harding (Director of Advising, Recruitment, and Retention for the College of Liberal Arts, Colorado State University)

Ethnic minorities have become a numerical majority in the United States. The impact of this growth is pervasive and is evident in the current generation of students who are starting to matriculate through collegiate programs, as they are the most racially and ethnically diverse in this nation's history. For those involved with student development at the postsecondary level, this indicates a need to adapt current policies and practices to better meet the unique needs of our students. As academic advisors who are charged with facilitating students toward the development of their total potential, this means the development of new skills and strategies in order to provide more effective advising services." Harding discusses the dynamics of a changing population and the impact this has on education and advising, the development of cultural identity and worldview as important concepts for interaction, challenges and opportunities for interaction and effectiveness while working with diverse student populations, and concepts and strategies for culturally competent advising.

Participants were shown:

- the results of student self-authorship and ownership of their own education.
- cultural considerations for intervention with diverse students.
- the four components of culturally competent advising.
- theories of ethnic identity development and degrees of acculturation for students.
- intercultural awareness and perceptions of self.
- consideration of the individual within a cultural context.
- how to treat students equally by treating them differently.

Season 2 (2007-2008)

DW06 September 12, 2007 (REC009CD and PG07)

Academic Advising's Integral Role in the Academic Success and Persistence of Students (85 min)

Susan Campbell (NACADA President, Associate Vice President of Academic Affairs, University of Southern Maine) and Charlie Nutt (NACADA Executive Office)

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Bruce MacFarlane in *The Academic Citizen* (2007) states, "the academic advisor is the most significant 'actor' in determining whether students persist." Tinto (2007) states that good advising is one of the key conditions that promotes retention for it reflects an institution's commitment to the education of students. Campbell and Nutt discuss the recent research that clearly demonstrates the connection between quality academic advising and student persistence and provide strategies for using this research to affect change in an institution's culture. The information they present is essential for key administrators on college campuses concerned about student persistence and graduation rates or those whose goal is to convince key administrators of the value of academic advising.

Participants learned:

- the key research that demonstrates the connection between academic advising and student persistence
- strategies to affect change based on the research
- strategies for utilizing the research to influence key administrators

DW07 October 5, 2007 (REC019CD)

Legal and Ethical Issues in Academic Advising (84 min)

Steve Robinson (University Registrar, University of Maryland, Baltimore County)

Academic advisors often find themselves dealing with rules and regulations imposed by government bodies (i.e. courts, legislative bodies) outside the educational institution. To say that these are serious matters is at best an understatement. This Webinar presents basic information on legal issues pertinent to the delivery of academic advising which can assist advisors in gaining a general understanding of day to day legal issues. Robinson discusses Confidentiality and FERPA, the Law of Agency, Due Process, and relevant court cases. [Please note: examples presented and cases cited are based in United States law and practice.]

Participants in this event:

- became more familiar with the context of certain legal concepts with which advisors regularly interact
- possess a deeper understanding of FERPA
- have a greater understanding of certain day to day tasks in advising students that may have legal implications

DW08 November 6, 2007 (REC018CD)

College Student Mental Health: Information and Suggestions for Academic Advising (85 min)

Dan Wilcox (Assistant Director, Counseling Services, Kansas State), Ruth Harper (Professor of Counseling and Human Resource Development, South Dakota State), and Jeff Herman (Counselor, LeHigh Carbon Community College)

Following the tragedy at Virginia Tech, NACADA list serves were abuzz with discussions on how educational institutions respond to students showing signs of emotional distress. NACADA members emailed the Executive Office asking for resource material related to mental health issues and academic advising. As a result, the NACADA Webinar Advisory Board placed this topic at the top of its list for the 2007-08 Webinar season. Wilcox, Harper, and Herman discuss:

- the "Report to the President" which summarizes what has so far been learned from the incident at Virginia Tech
- how to recognize a student in emotional distress
- ways to respond to a student in crisis
- the importance of making an appropriate referral
- methods to increase awareness among students regarding services available to them

DW09 December 12, 2007

On the Horizon: The Future of Academic Advising and Technology (87 min)

Karen Thurmond, George Steele, Wes Lipschultz, Art Esposito, Joline Vanderwal, Clay Schwenn, Kurt Xyst

In this ground-breaking Internet broadcast, seven NACADA emerging technology pioneers share their experiences with technology usage in academic advising. Learn about the six areas of emerging technology which the 2007 Horizon Report (published by the New Media Consortium and the EDUCAUSE Learning Initiative) predicts will impact higher education within three adoption horizons over the next one to five years - and hear from NACADA members who are already venturing onto this arena in areas such as podcasting, Live Meeting Rooms, course management systems, and social networking.

DW10 January 15, 2008

Academic Advising and Support in Residential Learning Communities (74 min)

Derek Jackson and Nick Lander (Kansas State University)

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With the increasing demands of the college experience of students, many colleges and universities have sought out ways to bring academic advising and support beyond the classroom setting. Residence hall communities are an ideal place to provide these services as many first year students choose to live on campus. A variety of innovative programs have been designed at various institutions to either supplement academic advising and support or merge the residential community experience with the academic experience of students. This Webinar explored various methods that have been used to accomplish the goals of giving students a holistic approach to their college learning experience. Jackson and Lander discussed:

- historical background and organizational structures of academic advising and support in residential learning communities
- the role residence halls may have in the overall learning of a student
- campus politics that impact partnerships
- fiscal considerations for programs and services provided in residence hall environments
- staffing models and other staff related issues with such partnerships
- a variety of approaches to academic advising and support in residential learning communities
- additional forms of advising students that supplement academic advising
- resources they can use to implement programs and services on their own campus

DW11 February 7, 2008 (REC026CD)

Shared Responsibilities: What Advisors and Administrators Need to Know to Better Assist GLBTQA Students (79 min)

Casey Self (NACADA Vice-President and former LGBTQA Concerns Commissions Chair, Arizona State University) and Jennifer Joslin (LGBTQA Concerns Commission Chair, University of Iowa)

As advisors, administrators, and as representatives of our institution we have a responsibility to learn about diverse student experiences, analyze the work we currently do, and work together to take action! Many advisors and administrators are interested in knowing how to better serve diverse populations, including lesbian, gay, bisexual, transgender, queer* and allied (LGBTQA) students but don't know how to assess their current efforts and create an action plan for the future. Joslin and Self discuss how education, assessment and action are necessary to better assist LGBTQA students on our campuses.

They consider:

- terminology related to LGBTQA issue.
- myths and stereotypes about LGBTQA issues
- the needs of different LGBTQ student populations
- NACADA resources and other general resources that are available for advisors and administrator.
- how to assess current office and institutional strategies for success
- how to create an action plan for assessing and improving services for LGBTQA students

DW12 February 29, 2008 (REC036CD)

Advisors Help Students SOAR to Academic Success: Selection, Organization, Association, and Regulation Learning Strategies are the Keys (59 min)

Ken Kiewra (Professor, Educational Psychology, University of Nebraska-Lincoln)

Kiewra contends that most students have not been taught how to learn. Instructors have taught them subject matter, but not how to learn such content. Consequently, students are grounded by ineffective learning strategies like sketchy note taking, outlining, and rehearsal. Academic advisors can help students SOAR to success by teaching them the simple **SOAR** study system- **S**election, **O**rganization, **A**ssociation, and **R**egulation. Selection begins with good attention strategies and culminates in a detailed set of notes for further study. Organization involves constructing graphic organizers like hierarchies, sequences, and matrices that reveal information's structure. Associations are formed between new information and prior knowledge to foster understanding and retention. Regulation of learning occurs primarily through self-testing. Students able to SOAR can learn effectively in any academic setting. Kiewra discusses ineffective vs effective study strategies, lecture note taking, graphic organizers, internal and external associations, memory strategies, self testing, and error analysis. Participants learned how to describe, support, demonstrate and teach the SOAR components.

DW13 March 25, 2008 (REC025CD)

Swirling to a Degree: The Ups and Downs of College Transfer (77 min)

Karen Thurmond (The University of Memphis), Todd Taylor (University of Illinois-Chicago College of Medicine), Michelle Foster (Valencia Community College), and Jobila Williams (College of William and Mary)

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The days of single college attendance are waning. Current trends in higher education indicate that today's college students no longer feel a need or obligation to attend one college from beginning to end, but rather find opportunity and excitement in "customizing" an educational plan with courses from multiple institutions of higher education. This new multi-institutional enrollment pattern has attracted a variety of names: **swirling, double dipping, mix and match, campus hopping** and many more. Multi-college attendance can range from a single transfer from one institution to another to multiple transfers to simultaneous enrollment. Cost, convenience and technology are among the many reasons students give for "swirling", but research shows that with opportunity comes challenge. *Can "swirling" result in a comprehensive and coherent education?* Thurmond, Taylor, Foster, and Williams explore the many issues that surround "swirling" and suggest ways in which two and four year colleges can partner to provide strong transfer advising. They discuss:

- research in multi-institutional enrollment
- the driving forces behind alternative enrollment patterns
- the benefits and challenges of a multi-college path
- recognizing the value of developing strong relationships between institutions of higher education

DW14 April 17, 2008 (REC028CD)

Ensuring Advisor Success: Mastering the Art of Advising through the First Year of Advising and Beyond (84 min)

Pat Folsom and Jennifer Joslin (University of Iowa)

Mastering the art of advising is a developmental journey. Advisors develop excellence experientially. As they work with students over time, they gradually synthesize their conceptual, informational and relational skills. This Webinar is for new advisors at the beginning of this journey and the people responsible for the training and development these advisors will need along the way. The Webinar's focus is on managing the first year of new advisor development, whether that development is self-managed or provided through a formal advisor development program. The Presenters share a New Advisor Growth Chart that sets clear, reasonable expectations for new advisor development; use the chart to demonstrate how to set developmental goals; address issues to consider in creating a road map and offer examples for self-managed development plans and formal advisor development plans. Folsom and Joslin demonstrate that:

- advisors new to the profession need extended, ongoing developmental support to master the art of advising
- developmental support should extend past initial training to address issues that arise as new advisors begin working with students and experience seasonal advising issues (e.g. registration periods, drop/add periods).
- to grow, new advisors must know where they are going. They must have clear expectations/learning outcomes for what they should know and be able to do by certain points in their careers.
- the New Advisor Chart and the New Advisor Guidebook provide the means by which new advisors and the people responsible for their training can create developmental road maps.

DW15 May 13, 2008 (REC035CD)

Making Career Advising Integral to Academic Advising (87 min)

Joanne Damming (Rowan University) and Ken Hughey (Kansas State)

Career advising can enhance advisors' work with students and facilitate students' career and academic development and decision making. Career advising helps students to understand the relationship between their academic programs and career opportunities, to make academic and career decisions, to clarify and set career and academic goals, and to develop plans to achieve their goals. Given the number of career and academic options and the complexity of the changing workplace, career advising is increasingly important. Gordon (2006) stated, "All students need career advising, even those who enter college already decided on an academic major" (p. 5). As a result, it is important that advisors respond to the diverse needs of students. Integrating career and academic advising focuses on preparing students for the future and assisting them to make informed career and academic decisions. Hughey and Damming discuss:

- applying career theories to career advising
- integrating career and academic advising
- advisor competencies needed for effective career advising
- the advisor's role in facilitating students' academic and career planning
- the career advising process
- resources, activities and interventions to enhance career advising

DW16 June 11, 2008 (REC027CD)

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Advising Student-Athletes on a College Campus (85 min)

Derek Van Rheenen (Director of U.C. Berkeley's Athletic Study Center)

Van Rheenen discusses information and skills useful in advising student-athletes on any campus. He considers:

- sensitivity to larger social issues that may impact the experience of student-athletes on our campuses
- the need for engagement in self-reflection to determine how personal biases may impact our work with student-athletes
- factors unique to the student-athlete population that may impact the student-athlete's experience on a college campus
- Athletic Department Culture and how to best engage with the athletic department on campus to provide collaborative services to student-athletes
- strategies for working with the entire campus in delivering services to college student-athletes

Season 3 (2008-2009)

DW17: August 12, 2008

Save Time and Energy: Utilize Existing Resources for Advisor Training and Development (71 min)

Marsha Miller and Leigh Cunningham (NACADA Executive Office)

Miller and Cunningham built on the foundation laid by Folsom and Joslin in their April 2008 broadcast, *Ensuring Advisor Success: Mastering the Art of Advising through the First Year of Advising and Beyond* (DW14CD).

They:

- explained the three areas that advisor training should address: conceptual, informational, relational
- discussed the essential steps for developing the content of an effective advisor training and development program
- shared the most common forms of on-campus advisor training
- highlighted creative resource usage by NACADA members
- took participants on a tour through the free resources available in the *NACADA Clearinghouse of Academic Advising Resources*

DW18 Sept 18, 2008 (REC029CD)

Proactively Planning for a Career in Academic Advising (82 min)

Jennifer Bloom (NACADA President) and Albert Matheny (Professional Dev Cmte Chair)

Proactively planning a career is as important for academic advisors as it is for the students we advise. Bloom and Matheny discuss a variety of ways to advance a career in the academic advising field, offering specific suggestions on steps advisors and advising administrators can take to ensure long and successful careers in the field. They share

- how advisors can explore their personal definitions of success, identify their individual strengths, and seek out opportunities that will allow them to utilize these strengths
- personal and professional building blocks that can aid career advancement, including educational opportunities and advanced degree options advisors might consider pursuing
- institutions that have developed model professional development programs and/or career progression ladders that help advisors continue to hone and develop their skills

DW19: November 6, 2008 (REC032CD)

Significant Conversations: The Art and Science of Communication in Transformational Advising (85 min)

Jose Rodriguez (NACADA Emerging Leader, Florida International University)

Advisors' conversational skills are crucial to their ability to help students. Advisors must be great conversationalists, but what is the art and science of conversation? How does one have significant conversations with students? Rodriguez explores the art and science of communication, including specific behaviors and theories designed to elicit significant, transformational conversations between advisors and advisees. He discusses:

- specific behaviors to help build rapport, encourage disclosure, and create more meaningful conversations with students
- listening skills, including reflection, paraphrasing, check out statements

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- transformational advising: getting beyond prescriptive and developmental to helping students transform how they see themselves and their education

DW20: November 20, 2008 (REC012CD)

Creative Utilization of Technology in Academic Advising (77 min)

Terry Musser (Penn State University) Art Esposito (Virginia Commonwealth University) and Wes Lipschultz (University of Pittsburgh)

Back by Popular Demand! Webinar Advisory Board Chair Karen Thurmond returns with team members from our December 2007 broadcast and a new addition to tell us more about what's "on the horizon" in the area of technology that we can harness creatively to assist us in engaging our students. Musser, Esposito, and Lipschultz:

- explain why "meme" is the word of choice to describe what Web 2.0 is - as well as how its use is important to understanding how technology may be viewed pragmatically by advisors
- explain how Social Media applications (such as instant messaging, social networking, podcasts, and wikis), when viewed through the lens of Web 2.0, can and should be manipulated by advisors and advisees for whatever purposes they see fit
- provide easy inroads to these applications that may help you engage your advisee population
- discuss how we as advisors may add unique value to the applications, and our advisees may add unique value as well
- add to their previous discussion of *Facebook* usage with advisees by explaining how many NACADA members are using this tool for professional networking

Terry, Art, and Wes have been utilizing these applications for several years and have found each of them invaluable tools to connect with Millennial Generation students. Further, they've found that maintenance of profiles in student environments, if exercised with caution, can lead to a greater sense of our relevance in the lives of our advisees, thereby making our counsel and advice more effective.

DW21: December 12, 2008 (REC030CD)

Infusing Research into Practice: Multiple Pathways to Conducting Research in Advising (83 min)

Joshua Smith (Indiana University-Purdue University Indianapolis, NACADA Research Committee Chair) and Wendy Troxel (Illinois State University)

In recent years NACADA has revisited its definition, approach, and use of research to advance the field of academic advising. Specifically, the NACADA Research Committee and the "*Taskforce for Infusing Research Throughout NACADA*" have studied the ways in which advisors and administrators consume and produce research. Smith and Troxel:

- discuss the role of research in advising
- describe the Taskforce recommendations
- share the results of a research study conducted with NACADA members that examined advisor perceptions of research and its role in practice
- explain the multiple ways that advisors and administrators can become involved in research that is relevant, useful, and advances the profession
- identify next steps for consuming and producing research in academic advising
- discuss hot topics in need of future research

DW22: February 4, 2009 (REC034CD)

Success in Parent Education: Dialoguing with the New Student and their Parents at the College Level (72 min)

Brian Nossaman (University of Oklahoma, Best of Region 7 Conference Presentation winner)

How do you relate with parents on your campus? Advising personnel at the University of Oklahoma's University College decided to modify their interactions with parents not only to develop appropriate involvement at the collegiate level but to acknowledge parental importance in the lives of their students. Because of these modifications, there has been a positive difference in the overall contact after student entry into the institution. Nossaman discusses the current practices and effective techniques used to teach the new college parent and student about their changing roles. By setting the stage of education, vocabulary and dialogue, both parents and students can make the successful transition within the appropriate boundaries. This information can be applied to any advisor at any institution.

Brian shares:

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- the importance of educating parents and students about their new roles
- how to use a different "vocabulary" when speaking with parents
- techniques to help parents understand boundaries and expectations
- how to take effective control in your office with students and their parents
- ideas to assist students in becoming more proactive
- practical information that will assist with future involvement

DW23: Friday, February 27, 2009 (REC037CD)

DIFS Makes the Difference in Student Motivation: Both Skill and Will are Needed for Student Success (75 min)

Ken Kiewra (Professor, Educational Psychology, University of Nebraska-Lincoln) – W12 SOAR follow-up

Academic success hinges on two factors, Kiewra contends - SKILL and WILL. For greatest possible success, students need not only skills like the **SOAR** strategies he discussed in his initial presentation, but also the WILL (motivation) to learn and succeed. The difference between unmotivated and motivated students, Ken believes, can be described as **DIFS- Desire, Intention, Focus, and Sustainment**. In this presentation, Ken introduces the *DIFS* components that generate the will or motivation to succeed. *Desire* is fueled from inside or outside the student and articulated in goal statements. *Intention* involves generating a winning plan for success. *Focus* involves getting started, working hard, and countering obstacles that stand in the way of goal attainment. *Sustainment* involves attaining and maintaining goals through perseverance.

Ken shares:

- The SOAR learning system
- The DIFS motivational system
- Inside and outside desire
- Goal statements
- Planning for success
- Focusing effort
- Countering obstacles
- Sustaining effort

DW24: Thursday, March 26, 2009 (REC024CD)

Making the Grade: What Advisors and Administrators Need to Know to Better Assist Students with Disabilities (68 min)

Marilyn Kaff (Professor, Kansas State University)

Awareness of the needs of college-bound students with disabilities has grown significantly in the past decade. Helping the students make the right choices from among the diverse opportunities available can be a time-consuming and difficult task. The more students, parents, teachers, and academic advisors know about the student's options, the more likely they will make a successful match. Kaff provides information that academic advisors need when working with college students with disabilities. She discusses:

- the Americans with Disabilities Act as the basis for providing services and supports for students with disabilities in higher education
- strategies for supporting students with disabilities in higher education
- techniques for building collaborative relationships with students with disabilities, disability support services and other campus organizations

DW25: Thursday, April 23, 2009

WORKINAR *Career Advising in Action: Try It and Apply It* (84 min)

Joanne Damminger and Betsy McCalla-Wriggins (Rowan University)

Many Webinar registrants who attended our broadcasts as advising units or institutional groups told us that they would like to take part in an online "workshop" that would allow for interactive group work within the allotted 90 minute timeframe. The WORKINAR format was developed to make that possible. Damminger (DW15) returned to serve as a Facilitator; joined by NACADA Past-President Betsy McCalla-Wriggins, her long-time colleague and co-editor of the upcoming *Handbook of Career Advising*. Following a brief introductory presentation, participants were given activities to work on together in small groups at their campus sites. When the allotted time periods for the activities ended, the small groups returned to the Webcast room to share their thoughts and questions with our facilitators.

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Participants took away the ability to:

- define career advising
- explain the value of career advising in higher education identify appropriate questions related to career advising with students utilize concepts of career advising in their daily practice
- collaborate with colleagues to share ideas and information about enhancing career advising on campus.

Season 4

DW26: September 17, 2009 (Thursday) (REC010CD and PG07)

The Role of Academic Advising in Student Retention (82 min)

Susan Campbell (NACADA President, University of Southern Maine) and Charlie Nutt (NACADA Executive Director)

It is clear in these financial times that the issues of student retention and persistence to graduation are more important than ever before. *USA Today* reported that several state legislatures are considering plans to base the funding for higher education on course and/or degree completion rates of the colleges and universities in their states. With this level of public focus on student success and persistence, it is imperative that we demonstrate clearly to our decision makers the strong connection between quality academic advising and student success, engagement, and persistence to graduation. Campbell and Nutt return to build on their September 2007 broadcast, "*Academic Advising's Integral Role in the Academic Success and Persistence of Students.*" They share strategies for:

- analysis of retention and persistence issues on your campus
- advisors and advising administrators on how to utilize retention research and analysis in planning and implantation
- communicating with key administrators about the important role advising is playing and can play in student retention and persistence

DW27: November 18, 2009 (Wednesday) (REC023CD)

Advising Undecided/Undeclared Students for Success (80 min)

Kathleen Smith (CUES CM Chair, Florida State University) and David Spight (CUES CM Past-Chair, University of Texas-Austin)

Academic advisors face the challenge of reaching and retaining the undecided/exploratory student on each of our campuses. As official guides of the educational journey, it is customary to encounter the student who begins college without a clear direction. It is also common to work with an advisee who charts their course, but after facing roadblocks or detours, realizes that an alternative route is necessary. Research indicates that the number of students who experience academic indecision may be far greater than those formally identified by the institution as "undecided", since many students in declared majors lack certainty with their chosen field of study. It is estimated that in reality, 75% of all students entering college are actually undecided about their academic and career plans. Without the right support system in place, major indecision can negatively impact enrollment behavior since research indicates that a student's commitment to academic and career goals is one of the strongest factors associated with persistence to graduation. As academic advisors, we are positioned to empower each student at the onset of their educational journey. To be most effective, advisors must implement specific methods adapted from the career development field to effectively guide the major selection process. Critical navigation tools include assisting the student to identify their unique strengths, interests and values, and connecting these to viable academic options and promising careers. By utilizing this developmental approach, advisors will have the greatest impact on student success, directly affecting satisfaction and retention. Smith and Spight discuss:

- research and literature regarding undecided students and the major selection process
- major changing behavior and the pressures students face to decide early
- Virginia Gordon's Exploration Process Model, which includes Self-Knowledge, Educational Knowledge, Occupational Knowledge and Decision-Making Knowledge
- practical, hands-on tools advisors can use to facilitate the Exploration Process Model framework and help each student declare their major with confidence
- exemplary programs from institutions across the country that can be modified to meet the needs of students on your campus

DW28: December 15, 2009 (Tuesday) (REC011CD)

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Using the CAS Standards, NACADA Core Values, and NACADA Concept of Academic Advising to Assess your Advising Program (74 min)

Eric White (CAS Rep, NACADA Past President, Penn State University) and Charlie Nutt (NACADA Executive Director)

As institutions today focus on programs that support and enhance the academic success and persistence to graduation of their students, it becomes even more imperative that we evaluate and assess our academic advising programs in order to ensure that students are receiving the highest quality academic advising learning experiences possible. Conducting a self-study or self-assessment of your program and making revisions or changes in your processes, procedures, professional development, and student experiences is essential, especially in this time of financial crisis on campuses as we must clearly be able to demonstrate the quality of our work with students. The NACADA Board of Directors endorses three documents that champion the educational role of academic advising in a diverse world and should be used by campuses to conduct their own self-study of their programs. The three documents are the *Concept of Academic Advising*, the *Statement of Core Values*, and the *CAS Standards and Guidelines for Academic Advising*. White and Nutt provide an overview of these documents and share key strategies and practical suggestions for utilizing them to make significant changes in your programs as well as to assess the overall effectiveness of the academic advising experiences on your campus.

DW29: February 4, 2010 (Thursday) (REC022CD)

Advising Students on Academic Probation (84 min)

Moderator: Marsha Miller (NACADA Assistant Director of Resources and Services) and Panel (Shelly Gehrke, Jeanette Wong, Kristen Rigoni, Jessica Staten, Darren Francis, Karen Reynolds)

There is no single type of student or student population or characteristic that makes a student destined for academic probation: no one is exempt from the possibility. What factors put students at risk for academic probation? What are some typical probationary policies? Who are the stakeholders and what are their roles in supporting students on academic probation? What can advisors do? Academic probation is a reality for all institutions, whether the institution is highly selective or one that supports open access. All members of the academic community have an interest in and responsibility for fostering student success. In this broadcast, our Presentation Panel, led by NACADA Assistant Director of Resources and Services Marsha Miller, discuss these questions and more. Institutional programs that are supportive of the student on academic probation are presented, and useful resources for academic advisors are shared.

DW30: March 3, 2010 (Wednesday) (REC015CD and prompted 2013 Advising Strategies book)

Effective Academic Advising Strategies (84 min)

Moderator: Jayne Drake (NACADA President, Temple University) and Panel (Maura Reynolds, Kerry Kincannon, Janet Schulenberg, Jennifer Varney, Jeff McClellan, Scott Amundsen, Laurie Schreiner, Robert Pettay)

The CAS Standards for Academic Advising tell us that "the primary purpose of the Academic Advising Program is to assist students in the development of meaningful educational plans." The NACADA Statement of Core Values tells us that "Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting." Again and again, we hear advisors ask, "Exactly how do I go about doing that? What are some specific strategies I can use?" And in response to our question, "What topics would you like us to consider for future Webcasts?" we repeatedly hear such phrases as: "demonstrate advising techniques," "highlight best practices," and "show how the process works." This Webinar was designed with these questions in mind. If you have ever asked, "What works in academic advising?" you'll want to add this recording to your advising library right away! NACADA Publications Advisory Board Chair **Maura Reynolds** begins the conversation with a review of six important general principles for improving learning. Then, moderated by NACADA President **Jayne Drake**, our Presentation Panel discusses six strategic approaches to advising that they have found beneficial in their advising practice: **Self-Authorship, Motivational Interviewing, Intrusive, Strength-Based, Coaching, and Appreciative**.

DW31: April 8, 2010 (Thursday) (REC033CD)

Breaking Bad News: Delivery Techniques that Help Students Make Good Alternative Choices (85 min)

José Rodríguez (Florida International University) and Susan Kolls (Northeastern University)

We experience it every day -- a student is denied entry to her desired transfer program, another falls below the requirements for his program of study and faces potential dismissal; our advisee has chosen a major that is clearly a very poor fit. How do we tell a student he may not be ready for the next step in his intended path, or she might want to consider an alternative direction? Rodríguez and Kolls discuss effective communication behaviors to help us understand how to deliver bad news to

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students. They examine the role of the advisor in teaching students to reassess, redefine, and redistribute their goals and intentions, and offer ways to package the news in the best possible light, strategies for better student understanding, alternative paths and follow-up strategies. Four case studies are presented during the broadcast, and others provided in the Handout materials for follow-up group discussion.

DW32: May 13, 2010 (Thursday) (REC007CD)

The Role of Faculty Advisors in Student Success (81 min)

Kathy Stockwell (NACADA Vice President, Fox Valley Technical College) and Maura Reynolds (Publications AB Chair, Hope College)

At most institutions, faculty are expected to advise as part of their contractual obligation. Few if any, however, have been hired, much less been awarded tenure or promoted, because of their skill as advisors. And even at institutions which emphasize teaching and mentoring undergraduates, expectations for faculty, especially in conducting research and finding external support, have increased. Stockwell and Reynolds - both long-time faculty advisors - give practical ideas about enhancing and supporting the important work of advising done by faculty.

Season 5

DW33: September 16, 2010 (Thursday) (REC001CD and PG14)

Foundations of Academic Advising: Building the Framework: Advising as a Teaching and Learning Process

Jayne Drake (NACADA President, Temple University) and Nancy King (NACADA Past President, Kennesaw State University)

Those of us who have classroom teaching responsibilities in the academy more or less take for granted the process we engage in when we prepare classes for a new semester. Among other matters, we research and select the subject matter, determine the sequence in which to present information, think about ways both to engage students in the learning process and to assess their understanding of the material, and then we also prepare a course syllabus that, in essence, serves as a guide to the semester and spells out the nature of the shared responsibilities between faculty and students. Advising, in much the same way, engages this process and is valued to be one of the most important teaching responsibilities we undertake - whether we advise as part of our faculty responsibilities or full-time as professional advisors. The concept of advising as teaching offers us a foundation from which to view advising as critical to students' academic and personal development and success. It places the role of an advisor squarely within the role of a teacher.

Drake and King demonstrate that, when done right and well, advising, like teaching, is a shared and reciprocal responsibility between students and advisors/teachers. Issues addressed include:

- how advisors guide students in identifying realistic academic and career goals;
- how advisors help students to integrate their learning and to see its relevance to their lives;
- the characteristics employed for both effective classroom teaching and academic advising in the area of skills, communication, and attitude; and
- the reciprocal relationship and the shared expectations and responsibilities of advisors and students in the advising-as-teaching equation.

DW34 November 3, 2010 (Wednesday) (REC002CD and PG14)

Foundations of Academic Advising: The Conceptual Component of Advising: Developing the Purpose, Values, and Frameworks for Why We Do What We Do

Terry Musser (WAB Chair, Penn State University) and **Frank Yoder** (University of Iowa)

When an advisor and student come together to discuss an academic plan and develop the advisor-advisee relationship, there is more involved than just two human beings having a conversation. The advisor needs to know how to effectively engage the student in the conversation. Among the many questions that advisors should consider regarding the conceptual framework are: *What are the theoretical underpinnings contributing to this relationship (i.e. student development, decision-making, gender identification, advising style, learning or disciplinary theories)? What biases and values do I bring to the table? What is my institution's commitment to and goal for academic advising? What are the outside influences affecting the relationship and decisions.* A strong conceptual foundation helps the adviser understand the big picture of academic advising as well as tailor advising activities to the individual needs of the student. Musser and Yoder:

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- define the term *conceptual* in relation to the advising experience
- outline the components of the conceptual framework
- discuss the theoretical underpinnings of the academic advising experience
- discuss the institutional underpinnings of the conceptual framework
- discuss the individual advisor's utilization of the theoretical and institutional underpinnings
- suggest strategies for using resources such as the NACADA Core Values and Concept of Advising statement for creating professional development opportunities for advisors

DW35 November 18, 2010 (Thursday) (REC014CD)

Academic Advising for Student Retention and Persistence: *Tips and Tools for Advising as a Teaching and Learning Process*

Dana Zahorik (Fox Valley TC), Kathy Stockwell (NACADA President, Fox Valley TC), Darren Francis (Simon Fraser University) & Christy Walker (University of North Carolina-Chapel Hill)

Advisors who bring a teaching and learning perspective to academic advising often find that this approach opens doors to "teachable moments" that provide opportunities to assist students with igniting their potential. Utilizing a teaching and learning approach can assist us in developing the types of relationships that spark motivation and promote student learning. Creating and maintaining these effective relationships requires certain actions on the advisor's part: preparation for onset of an advising relationship, building rapport, communicating clearly, identifying realistic goals, and demonstrating a connection between academic coursework, academic experiences and real life. The tips and tools for advising as a teaching and learning process shared by our presenters have been utilized in a variety of 2- and 4-year institutions throughout North America and may be adapted to a wide range of advising situations. Among those discussed:

- thank you and welcome letters
- academic difficulty analysis form
- advising syllabus
- cultural profile
- learning style inventory
- early academic alert
- self-evaluation tool for students

While these tips and tools may be particularly useful for new advisors and institutions who have recently made a change to their advising model, anyone interested in considering fresh new ideas for approaching their advising services will find useful take-aways from this event.

DW36 December 15, 2010 (Wednesday) (REC021CD and PG11)

Academic Advising for Student Retention and Persistence: *Cultivating the Potential in At-Risk Students*

Blane Harding (Multicultural Concerns Commission Chair, Colorado State University) and Marsha Miller (NACADA Executive Office)

The retention and graduation of at-risk students has become a priority on many college and university campuses. Key points in this process are advising strategies that foster student self-authorship and thus move students from the periphery to the center of campus life. Harding and Miller:

- broaden and clarify our understanding of what is meant by at-risk students
- identify general group characteristics
- provide strategies in which advisors can enhance their effectiveness in helping this population reach their potential
- discuss student responsibilities in this process.

DW37 February 2, 2011 (Wednesday) (REC020CD and PG12)

Academic Advising for Student Retention and Persistence: *Understanding and Addressing the Needs of Adult Learners*

Jennifer Varney (Adult Learners CM Chair, Southern New Hampshire University) and Lisa Peck (Adult Learners CM Past Chair, Connecticut State University)

Often, adult learners delay enrollment in postsecondary education because their lives have taken them down a different path, including raising a family, entering the military, and/or working full-time. Regardless of the motivation for returning to school,

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adult students face some challenges that traditional students might not encounter. Varney and Peck explore some of the challenges that adult learners tend to share and discuss ways advisors can help this population succeed.

DW38 March 3, 2011 (Thursday) (REC003CD and PG14)

Foundations of Academic Advising: *The Informational Component of Academic Advising: Policies, Procedures and Beyond*

Kathy Stockwell (NACADA President, Fox Valley TC), Julie Givans Voller (Arizona State University), and Maura Reynolds (Hope College)

Information and advising go hand-in-hand. Advisees rely on their advisors to provide information about their areas of study, important dates, graduation requirements, campus resources, and so on. There is, however, much more academic advisors need to know within the informational component of advising. As Linda Higginson notes, "The substantive information that academic advisors need to know falls in to four groups—the internal environment, the external environment, student needs, and advisor self-knowledge." Our presenters explore these four pieces of the informational pie, pieces that are critical to advisor effectiveness and student success.

DW39 March 31, 2011 (Thursday) (REC016CD)

Academic Advising for Student Retention and Persistence: *A Strengths Development Approach*

Laurie Schreiner (Azusa Pacific University)

As noted by Campbell and Nutt in their 2007 Webinar broadcast, *Academic Advising's Integral Role in the Academic Success and Persistence of Students*, adopting a talent development approach to academic advising is a key element in supporting student persistence. Identifying and nurturing the talents that students bring with them into the college environment provides a foundation for their ultimate success and persistence. Teaching students to develop their talents into strengths that can be applied to the challenges they face during college goes one step further, enabling them to not only persist but to thrive in the college environment.

Schreiner introduced us to the Strengths-Based Approach in our March 2010 broadcast: *Reaching and Retaining Students: Effective Academic Advising Strategies*. Returning by popular demand, in this presentation Laurie outlines a strengths development approach to advising and provides resources and strategies for the effective use of this approach in a wide variety of institutions and advising settings.

DW40 April 27, 2011 (Wednesday) (split into REC013CD and REC017CD plus free segment - <http://youtu.be/PaGqMt1UO8k>)

Academic Advising for Student Retention and Persistence: *Strategies for Increasing Advising Effectiveness with Decreasing Resources*

Becky Ryan (University of Wisconsin), Laura Pasquini (University of North Texas) and Nora Scobie (Training and Development Commission Chair, University of Louisville)

Our presenters share best practices and strategies to enhance retention and obtain student success through the utilization of effective professional development practices, technology initiatives, and group advising. Posing the question, *In this day and age, is it possible for advisors to lead a managed and balanced work approach, and for administrators to not only support the concept, but to actually assist in making it happen?* Nora, Becky and Laura share their perspectives on staff development, technology, and group advising with the goal of providing viewers with insights on how to work smarter, not harder.

DW41 May 19, 2011 (Thursday) (REC004CD and PG14)

Foundations of Academic Advising: *The Relational Component of Academic Advising: Strategies for Effective Communication, Rapport Building & Student Engagement*

Peggy Jordan (Oklahoma City Community College) and Katie Beres (St Louis University)

Relational skills are fundamental to being able to advise students. Necessary for every advising encounter, whether individual, group or virtual in nature, relational skills are often the last formally taught skill in advising. Jordan and Beres introduce topics of self-awareness, boundary setting, difficult conversations, talking with emotional students, special populations of students, and giving referrals. Event objectives include developing the ability to:

- Identify foundational tenets of effective communication based on counseling and learning theoretical frameworks
- Apply tenets to student situations that create a positive rapport

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- Identify long term techniques for continuing student engagement after rapport is established

Season 6 – Introducing AdvisorConnect

DW42: September 14, 2011 (Wednesday) (REC038CD)

WEBINAR: *Leading Forward: Technology Planning for Sustainable Advising*

Jennifer Joslin (NACADA President-Elect, University of Oregon) and Laura Pasquini (Technology in Advising Commission Chair-Elect, University of North Texas)

Advising units all over the world are being asked to do more with less. Today's students – both on campus and at a distance – are coming to us with higher expectations of technology usage than earlier generations. We feel the “push” from all directions to try new forms of technology to meet our students' wants and needs. We recognize that the campus of the future must create a dynamic learning experience for our students, staff, and professionals. So where do we begin? NACADA President-Elect Jennifer Joslin (University of Oregon) and NACADA Technology in Advising Commission Chair-Elect Laura Pasquini (University of North Texas) come to the AdvisorConnect Webinar platform to share their ideas on developing a “big picture” for communication and strategic planning for the implementation of technology in academic advising. Rather than trying everything, they contend, it is important to decide what we want to do, and then move forward to do it well.

DP01: October 26, 2011 (Wednesday) (REC039CD)

PANEL DISCUSSION: *Conducting Needs Assessment for Professional Development*

Panelists: Nora Allen Scobie (Chair, Professional Development Cmte, University of Louisville), Julie Givans Voller (Lead Editor, NACADA monograph, *Comprehensive Advisor Training and Development: Practices that Deliver*, Arizona State University-Tempe), Andrew Brewick (University of Idaho). Moderator: Charlie Nutt, NACADA ED

Comprehensive professional development for academic advisors is essential to effective academic advising. If we are to provide quality advisor training and development opportunities we must identify the professional development needs of all who advise including faculty, professionals, and peers. This panel discussion will focus on ways to effectively conduct a professional development needs assessment and how to use the results to plan valuable advisor training and development opportunities.

DW43: November 10, 2011 (Thursday) (REC040CD)

WEBINAR: *Steps in Developing an Assessment Plan for Academic Advising*

Charlie Nutt (NACADA Executive Director), Rich Robbins (Assessment Institute AB Chair, Bucknell University), Sharon Aiken-Wisniewski (University of Utah), Karen Boston (University of Arkansas-Fayetteville)

Academic Advising is integral to the success, retention, and persistence of our students in colleges and universities across the globe. However, in order for institutions to identify the success of the academic advising experiences of students, it is essential to have in place an assessment of academic advising plan. In addition, assessment of academic advising is key to all accreditation efforts by regional accreditation agencies and content based accreditation efforts. NACADA Executive Director **Charlie Nutt**, Assessment Institute Advisory Board Chair and Faculty **Rich Robbins**, and Assessment Institute Faculty Members **Sharon Aiken-Wisniewski** and **Karen Boston** come to the AdvisorConnect Webinar platform to outline for participants the steps in developing an assessment plan for academic advising as well as provide hands-on examples of programs that have been implemented on college campuses. Regardless of institutional size or advising model, this webinar is a must for all institutions who need to develop an academic advising assessment plan that focuses on student learning and program effectiveness.

DP02: November 16, 2011 (Wednesday) (REC041CD)

PANEL DISCUSSION: *Key Issues for Academic Advising Administrators*

Panelists: Jennifer Joslin (NACADA President, University of Oregon), Nancy Markee (M22 co-editor, University of Nevada-Reno), William Torgler (Chair, NACADA Administrators Institute Advisory Board, University of Akron). Moderator: Charlie Nutt, NACADA ED

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Today's academic advising administrators deal with many issues. Borrowing from the just released NACADA monograph *Academic Advising Administration: Essential Knowledge and Skills for the 21st Century*, three academic advising administrators will discuss key issues administrators face today and highlight challenges administrators will face in the future.

Immediately following the broadcast, Casey Self (Executive Director of Academic Advising, University College and School of Letters & Sciences, Arizona State University-Tempe) responded, *'Fantastic job! I had about 10-13 folks attend, and we stayed and chatted for another half hour afterwards about issues you raised. Thanks so much! I really like this new AdvisorConnect format!'*

DP03: February 2, 2012 (Thursday) (REC042CD)

PANEL DISCUSSION: *Advising International Students from China*

Panelists: Yung-Hwa Anna Chow (Washington State University), Maren Larson (Penn State), Wei-Chien Lee (San Jose State University). Moderator: Terry Musser (Penn State)

What should academic advisors know about the educational systems and educational assumptions of the international students they advise? How can advisors communicate successfully with students transitioning between cultures? How can advisors make materials user friendly to international students? Drawing on their experiences as international students and as advisors working with international students from China, our panelists will suggest strategies to assist advisors as they interact with students making language and cultural transitions.

DW44: March 6, 2012 (Tuesday) (REC044CD)

WEBINAR: *Legal Implications of Academic Advising*

Audrey Wolfson Latourette and Tom Grites (Richard Stockton College of New Jersey)

Academic advising, particularly with the advent of the National Academic Advising Association (NACADA) in 1977, has assumed an increasingly significant role in higher education in terms of retention, graduation and transfer rates (Tricoli, 2009). Whatever method of advising is employed by the institution of higher education, the goal remains essentially the same: to provide a structured relationship wherein students can satisfy all academic requisites, maintain the necessary cumulative average, fulfill athletic and scholarship requirements, properly prepare for graduate school mandates, and graduate in a timely fashion. At the same time, many in the academy express concern regarding the legal implications of erroneous guidance given a student which hampers his or her ability to comply with these objectives. Unquestionably, education at every level operates within an increasingly complex arena of national and local regulations. References in the literature describe a posture of increasing consumerism adopted by college and university students coupled with an evolving legal responsibility on the part of the advisor (Makar, 2002). Yet an examination of case law in the university context suggests that the traditional deference exhibited by courts with respect to the academic decision making of colleges and universities endures. Research indicates that despite the employment of a variety of theories upon which students sue advisors, including educational malpractice, breach of a fiduciary relationship, estoppel, and breach of contract, generally the academic advisor and his or her institution will not be deemed liable for errors in advice tendered, barring gross negligence, fraudulent conduct, or arbitrary and capricious behavior. So what do academic advisors and advising administrators need to know to protect themselves, their institutions, and their advisees?

Audrey Wolfson Latourette, J.D. joins NACADA Past President Thomas Grites in the AdvisorConnect platform to discuss the potential legal implications of academic advising. They will review the posture of the courts with respect to intervention in both the public and private college and university context, share an analysis of a variety of legal theories employed by students to enforce statements issued by academic advisors or other representatives of the university, and share strategies to limit individuals' and institutions' potential liabilities.

DP04: March 29, 2012 (Thursday) (REC045CD)

PANEL DISCUSSION: *Critical Issues in Advising at Open Admissions Community Colleges*

Panelists: Kathy Stockwell (NACADA Past-President, Fox Valley Technical College), Tim Kirkner (Immediate Past Chair, Two-Year Colleges CM, Montgomery College-Rockville). Moderator: Marsha Miller

Open admissions institutions welcome all students, many of whom may not have the skills needed to succeed in college. The challenges these students face are many and advisors are tasked with helping them succeed. What are some successful strategies advisors use to help students acquire needed basic skills? How can advisors help students whose families lack an

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understanding of the academic demands college places on students? What can be done to assist students who must work full-time as they attend classes? Join the panelists in a discussion of these issues and learn practical ways advisors can help more of these students succeed.

DP05: April 18, 2012 (Wednesday) (REC046CD)

PANEL DISCUSSION: *Defining the Role of Faculty within Advising at Community Colleges*

Panelists: Ruben "Mike" Flores (Palo Alto College), Todd Taylor (Chair, Two-Year Colleges CM, Columbus State Community College). Moderator: Charlie Nutt

As student enrollments increase and public funding decreases many community colleges are asking faculty to join professional advisors and counselors in advising students. Establishing and maintaining strong collaborations between all advisors is needed if we are to help community college students reach their goals. This panel discussion will focus on how to define the roles of the different types of academic advisors and how to use these role definitions to provide effective and comprehensive academic advising experiences for all community college students.

DW45: April 26, 2012 (Thursday) (REC047CD)

WEBINAR: *Ethical Decision Making in Academic Advising*

Joanne Damminger (Salem Community College)

Academic advisors are often faced with ethical decisions that require sound decision-making and accurate resolutions. Ethics involves decision-making based on maximizing good and minimizing harm wherever possible (Denise & Peterfreund, 1992; Durkheim, 1993; Frank, 2000). This train of thought is common place so when ethical decisions involve what is morally right and wrong, the course of action is relatively clear. However, ethical conflicts often involve right versus right options that are more complex. In these cases, decisions are not as obvious, but can and should be decided on the basic principles of right action.

NACADA Board of Directors member **Joanne Damminger** brings her highly acclaimed NACADA Summer Institute topical session to the AdvisorConnect venue to discuss general ethical principles that advisors and advising administrators will want to consider in providing appropriate assistance to all students and professional development for advisors. Advisor development related to ethical decisions is critical to effective advising practice, and advisors need to be skilled in resolving ethical dilemmas that arise when all principles of right action cannot be followed at the same time. NACADA's Core Values and the Council for the Advancement of Standards guidelines, which will be reviewed in the presentation, are helpful in resolving such dilemmas as they relate directly to general ethical principles. Joanne will also define and clarify language associated with ethical issues and dilemmas and share examples of dilemmas and their potential resolutions.

Summer 2012 – FREE

Join us for **TechTalks** - a week of FREE 60-minute virtual sessions of action packed fun to learn about common topics in technology in advising - Sponsored by the NACADA Technology in Advising Commission
Moderator: Laura Pasquini, Commission Chair

Monday, August 6 - *The Speech that was Never a Blog Post: Trends and Future for Technology in Advising*
Jennifer Joslin, NACADA President, University of Oregon

What lies ahead for technology and advising and NACADA in the future? Join this panel chat as Jennifer shares ideas from the Horizon Report and how it will impact the advising profession and shares updates for how the NACADA association is using technologies to better serve the its members around the globe.

Tuesday, August 7 - *What the Tweet?: @AcAdvChat & the #AcAdv Community Using Twitter for Professional Development*
Paul Cox, University of Iowa
Sarah Howard, The Ohio State University
Bil Morrill, University of Oregon

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Personal Learning Networks (PLNs) make use of social networks to allow users to personalize learning resources, create community around common professional interests, and even attain professional development goals. Over the past two years @AcAdvChat has used Twitter to create a community, bringing advising professionals together each week to share ideas, resources and dialogue around various advising topics. #AcAdv is more than a hashtag: it is a way to learn.

Wednesday, August 8 - Advising Technology Mythbusting: Guidance and Challenges for Using Social Media on Campus

Julie Larsen, University of Texas at Dallas

Eric Stoller, Higher Education Consultant/Blogger

NACADA Technology in Advising Commission members Laura Pasquini, Julie Larsen, and Eric Stoller TechTalk *Advising Technology Mythbusting: Guidance and Challenges for Using Social Media on Campus* - and demonstrate how to leap interweb hurdles and land on our feet!

#AdvTech and #AcAdv: Communications 101 + Social Media Strategy, Channel Selection, FERPA Follies, and Web-based Advising Tips.

Thursday, August 9 - Advising Reflections & Sharing: Blogging to Support our Profession & Student Learning Outcomes

Jason Barkemeyer, The University of Utah

Sally Garner, University of Oregon

Esther Chung, University of Toronto Scarborough

Blogs are a way to reflect, share, and build a community. NACADA Technology in Advising Commission members Laura Pasquini, Sally Garner, Jason Barkemeyer, and Esther Chung discuss how blogging can help connect students to resources, improve our staff development, or connect our professional and faculty advisors in our advising unit and beyond. The panelists share their experiences and ideas of how blogging helps them professionally, personally, and on campus.

Friday, August 10 - Technology Adoption & Life Cycle: From Implementation to Evaluation of Technology in Advising

George Steele, Enrollment Builders

Clay Schwenn, University of Washington

So you want to use technology in your advising practice? We've got a plan for that – or at least some ideas to help you evaluate and move through the technology implementation process. In this session you will learn about various ideas and considerations from our experienced panel, and hopefully some helpful suggestions for those of you who wanting to use technology in advising in your office or on campus.

Season 7 – C/IG Sponsored

(NOTE: Due to Protech conversion in EO, only one webinar was held in Fall 2012)

DW46: September 12, 2012 (Wednesday) (REC048CD)

Engaging Online Across Student Populations

Tyann Cherry (Distance Ed Advising CM Chair, Webster University), Jennifer Varney (Distance Ed Advising Chair-elect, Southern New Hampshire University), Kristen Betts (Armstrong Atlantic State University), Robert Moody (Fort Hays State University)

Whether we advise students who attend all of their classes in a traditional classroom setting on campus or all of our students are online, the ways in which we communicate, relate, and engage with our advisees are changing. Please join us for our upcoming Panel Discussion, when will be joined by distance education experts for a candid conversation about how we can communicate with our students using technology, how we measure the effectiveness of our communications, and how we tie levels of online engagement to retention. Panelists invite participants to send questions ahead of the webinar session. Please email your questions to cherry@webster.edu.

DW47: February 27, 2013 (Wednesday) (REC049CD)

Advising ESL and International Students

Moderator: Terry Musser (Penn State University) Panelists: Yung-Hwa Anna Chow (ESL & International Students Advising CM Chair, Washington State University). Panelists: José Rodriguez (Webinar Advisory Board Chair, Florida International University),

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Ana Frega (Emerging Leader, University of Massachusetts-Boston), and Hyun-Soon Kong (Emerging Leader, University of Manitoba)

Recruitment of international students has become a high priority for many higher education institutions in the United States and Canada. As a result, academic advisors are seeing significantly higher numbers of advisees who have come to their campuses from other parts of the world. What do academic advisors and advising administrators need to know to provide appropriate support for these students? Questions we need to ask may include: *Why do students choose to come to North America for higher education? What cultural and financial circumstances may factor into their decision-making processes? What should advisors know about the prior experiences and assumptions of students who began their education in other systems? How can advisors help these students capitalize on experience they bring from their own countries? How can we assist with the initial transition to our campuses? How can we help these students adjust to a new culture and educational system?* Drawing on their experiences as international students and as advisors working with international students, recent immigrants, and refugees, our panelists will suggest strategies to assist advisors as they interact with students who are transitioning into North American higher education.

DW48: March 28, 2013 (Thursday) (REC050CD)

Advising Transfer Students: Strategies for Today's Realities and Tomorrow's Challenges

Moderator: Thomas Grites (Editor M24, Richard Stockton College of New Jersey). Panelists: Karen Archambault (Advising Transfer Students CM Immediate Past-Chair, M24 author, Brookdale Community College), Ross Hawkins (Emerging Leader, Advising Transfer Students CM Chair-elect, M24 Contributor, Missouri State University), Sandy Waters (M24 author, Old Dominion University)

The "completion agenda" set by the Obama administration and the Lumina Foundation has stimulated certain realities within the higher education community, one of the foremost among them being the increased enrollment of transfer students. As a result, transfer students have been thrust into the forefront of new and renewed strategies for meeting the challenge presented by the completion agenda – more graduates. This new reality lies amid other challenges imposed by accreditors and employers – demonstrable student learning outcomes. This webinar will review the realities and challenges we are facing and provide an array of advising programs and strategies that will facilitate meeting the ultimate national completion agenda.

DW49: April 24, 2013 (Thursday) (REC051CD – PG17)

Advising Strategies for Students who are on Academic Probation, Facing Dismissal, or Seeking Reinstatement

Moderator: Tyann Cherry (Webster University) Panelists: Jox Cox (PDR Issues IG Chair, Indiana University Southeast), Stacey Braun (Emporia State University), Tina Knox (University of Illinois Urbana-Champaign), and Erin Stone (University of Manitoba, Canada)

In February 2010, then NACADA Probation / Dismissal / Reinstatement (PDR) Issues Interest Group Chair Shelly Gehrke was joined by a panel of Interest Group members to discuss *Advising Students on Academic Probation*. Laying the foundation for this topic, Shelly's team discussed how we define "student on academic probation," factors that place students at risk for being placed on probation, typical probationary policies, stakeholders responsible for supporting students on academic probation, and the role and responsibilities of those who advise these students. Some institutional programs that are supportive of this student population were considered and useful resources for advisors shared.

In April 2013, current PDR Issues Interest Group Chair **Joy Cox** will be joined by a new panel of Interest Group members who will discuss their work in meeting the needs of these students. Topics to be address include:

- Models for specific programs that work with students on probation, including international institutions
- Early alert mechanisms
- Methods for intervention
- Materials for working with students on probation, including online components

Plan now to join us for this lively and informative conversation about advising students on academic probation, facing dismissal, or seeking reinstatement!

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Season 8 – C/IG Sponsored

DW50: September 25, 2013

Emerging Issues in Academic Advising Theory

Moderator: Peter Hagen (Richard Stockton College of New Jersey) Panelists: Sarah Champlin-Scharff (Theory & Philosophy CM Chair, Harvard University), Janet Schulenberg (Theory & Philosophy CM Past Chair, Penn State University), Marc Lowenstein (Richard Stockton College of New Jersey), Hilleary Himes (Penn State University)

The vision of NACADA: The Global Community for Academic Advising is to be the leader within the global education community for the theory, delivery, application and advancement of academic advising to enhance student learning and development. In this Web Event, sponsored by **NACADA's Theory and Philosophy of Advising Commission**, our panelists will consider questions such as *Where do the theory and philosophy of advising stand today? Where are they headed? How is theory related to our practice? Is there a difference between "theory" and "philosophy" and if so, how are they related? What theories of advising are represented in the most important literature on the subject? How should our limited ability to know our students affect how we think about the nature of advising? What will a successful theory of advising accomplish?*

Panelists will offer separate but related short takes on these questions, then invite event participants to text in questions for further discussion. Our moderator will help identify linkages among the presentations, and there will be ample opportunity to begin an open conversation, which will then be continued at our October Annual Conference in Salt Lake City.

DW51: November 14, 2013 (Thursday) (REC052CD)

The Peer Advising Advantage: Creating Meaningful Connections

Moderator: Kathy Stockwell (Fox Valley Technical College) Panelists: Dana Zahorik (Fox Valley Technical College), Connie Rice (Santa Clara University), Megumi Makino-Kanehiro (University of Hawaii-Manoa), Kellie Stegath (Fox Valley Technical College)

Peer advisors can provide the necessary connection students need in order to become engaged. In this Web Event, sponsored by NACADA's **Peer Advising and Mentoring Commission**, our panelists will consider the benefits and challenges of peer advising programs. Topics of discussion will include development of programs and necessary resources to be successful, initial and continuous training ideas, program assessment and evaluation of peer advisors, and creative incentives/payment of peer advisors.

DW52: December 11, 2013 (Wednesday) (REC053CD)

Developing Intercultural Communication Skills for Academic Advising

Moderator: Tyann Cherry (Webster University) Panelists: Kathy McKeiver (Global Engagement CM Chair, Northern Arizona University), Luiza Dreasher (Iowa State University), Yvonne Halden (University of Manitoba)

The rapid internationalization of our institutions of higher education has created a climate in which all education professionals are required to work with students and colleagues who do not share our worldview or cultural norms. Intercultural competence has become an expected skill set for all of us in higher education today, yet few of us have had more than rudimentary exposure to the field of intercultural communication. In this Web Event, sponsored by NACADA's **Global Engagement Commission**, our panelists will discuss essential concepts of intercultural communication and their application to academic advising. They will consider the need for paying attention to cultural differences, challenges and opportunities of culturally diverse environments, understanding cultural differences and their impact on academic advising, and more.

DW53: January 30, 2014 (Thursday) (REC054CD)

LGBTQA Ally Development and Advocacy Empowerment for Academic Advisors

Moderator: Mandy Metzger (CM for LGBTQA Advising and Advocacy, Carroll University) Panelists: Craig McGill (Florida International University), Christy Carlson (Trent University), Nathan Vickers (University of Texas-Austin)

While we have seen significant sociopolitical gains for the North American Lesbian / Gay / Bisexual / Transgender / Queer / Asexual (LGBTQA) community in recent years, work toward fair treatment and healthy development of all individuals is ongoing. Involvement of non-LGBTQA-identified individuals is crucial to the advancement of this work. Many higher education professionals wish to support LGBTQA students, but feel they lack the resources to do so. In this Web Event, sponsored by the **NACADA Commission for LGBTQA Advising and Advocacy**, our panelists will discuss ally development, advocacy, and

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engagement, and their application to academic advising. They will consider what the advising literature has explored regarding the needs of LGBTQA-identified students, ally development models, potential roles and responsibilities for allies, and more.

DW54: February 16, 2014 (Wednesday) (REC055CD)

Soldiers to Students: Academic Advising for Returning Veterans

Moderator: Terry Musser (Penn State University) Panelists: Jill Geisler Wheeler (University of Arkansas), Terry Watson and Jorge Trevino (Penn State University World Campus), Kent Seaver (North Lake College)

According to H.R. 1238: True Cost of War Act of 2013, introduced in the U.S. House of Representatives in March 2013, over 2,400,000 members of the United States Armed Forces have served in military operations in Afghanistan and Iraq since 2001. Many of these service members are entering our higher education institutions as students in classroom or distance learning venues. Whether we serve as faculty advisors, full-time advisors, or advising administrators, understanding the needs of this student population is crucial to our ability to assist their transition into and persistence through college. In this Web Event, jointly sponsored by NACADA's [Advising Veterans, Military Students & Family Members Interest Group](#) and [Advising Students with Disabilities Commission](#), our panelists will consider the impact of deployment cycles and issues veterans may experience and share information and strategies that will aid us in assisting our student veterans, both face-to-face and at a distance.

DW55: April 24, 2014 (Thursday) (REC056CD)

Balancing Academic Advising with other Faculty Responsibilities

Moderator: Bob Hurt (Faculty Advising CM Chair, California State Polytechnic University-Pomona) Panelists: Allison Hoffman (Northwest Missouri State University), David Boose (Gonzaga University), Jeanne Westgard (Salt Lake Community College), Nancy Dreschel (Pennsylvania State University)

Regardless of academic discipline and institutional type, many faculty feel stretched to their limits by teaching, research, and academic governance responsibilities. In this Web Event, sponsored by NACADA's [Faculty Advising Commission](#), our panelists will share tools and strategies to balance advising with those other tasks. Participants will hear from a diverse panel of experienced faculty advisors from a broad range of institutional types and will leave with practical ideas for ensuring that students receive the best possible advising without neglecting other responsibilities.

Season 9

DW56: September 9, 2014 (Tuesday)

Advising and the Completion Agenda: Key Voices in Higher Education

Moderator: Jennifer Joslin (NACADA Associate Director) Panelists: Andrew Koch (Executive Vice President of the John N. Gardner Institute for Excellence in Undergraduate Education, Dominique Raymond (Vice President, Alliance State Relations, Complete College America), Charlie Nutt (NACADA Executive Director)

Higher education associations and national agencies are promoting President Obama's goal to increase the number of students who complete degrees, certificates, and other credentials by 2020. These associations and funding agencies are supporting institutions that promote degree completion. These efforts are not restricted to the United States but are part of the international education picture as well. In this Web Event, led by NACADA Associate Director Jennifer Joslin, our panelists will provide an overview of the major issues that are a part of the Completion Agenda. Join us for a compelling hour-long discussion about this critical trend in higher education.

DW57: November 13, 2014 (Tuesday) (REC057CD)

Integrating Academic and Career Advising

Moderator: David Spight (University of Texas-Austin) Panelists: Heather Doyle (Dalhousie University), Misti Dawn Steward (Florida State University), Patricia Griffin and Nikki Brown (Fort Hays State University), Jeff Elliott (University of Tennessee)

Join us for a lively and timely conversation that will connect the dots of career readiness to academic advising as higher education continues to expand career development. Building upon the foundational knowledge that Joanne Damminger and Ken Hughey discussed in their presentation, *Making Career Advising Integral to Academic Advising*, the international team of panelists in this new webinar will share their thoughts, experiences, and practical application suggestions related to merging

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academic and career advising, student career readiness and exploration, how to market a major/career exploration to students, and more!

Academic advising personnel are encouraged to view (or review) Joanne and Ken's foundational presentation (<http://www.nacada.ksu.edu/Events-Programs/Events/Web-Events/Digital-Recordings.aspx>), which covered applying career theories to advising; competencies needed for effective career advising; the advisor's role in facilitating students' academic and career planning; the advising process; and resources, activities, and interventions to enhance career advising. These web events are brought to you by NACADA'S Career Advising Interest Group.

DW58: December 4, 2014 (Thursday) (REC058CD)

Strengths and Challenges of Academic Advising in Two-Year College Communities

Moderator: Kathy Stockwell (retired, Fox Valley Technical College) Panelists: Amanda Hodges (College of The Albemarle), Melinda Mechur Karp (Community College Research Center), Beth Noreus (Bay de Noc Community College)

In previous Webinar seasons, NACADA members have discussed "[Critical Issues in Advising at Open Admissions Community Colleges](#)" and "[Defining the Role of Faculty within Advising at Community Colleges](#)." In this Web Event, sponsored by NACADA's [Two-Year College's Commission](#), NACADA Past President Kathy Stockwell will return to lead our panelists as they delve deeper into the unique components of two-year college communities and the strengths and challenges encountered by advising professionals in these diverse settings. Strategies for utilizing strengths as we advise through the challenges will be shared.

DW59: January 29, 2015 (Thursday) (REC059CD)

Advising and the Completion Agenda: Strategies for Student Success

Moderator: Jennifer Joslin (NACADA) Panelists: Sandy Waters (Old Dominion University), Kathleen Shea Smith (Florida State University), Vanessa Harris (University of New Mexico)

Higher education institutions are working furiously to achieve President Obama's goal to increase the number of students who complete degrees, certificates, and other credentials by 2020. In our September 2014 webinar, *Advising and the Completion Agenda: Key Voices in Higher Education*, our panelists shared an overview of the major issues that are a part of the Completion Agenda. In this follow-up Web Event, led by NACADA Associate Director Jennifer Joslin, NACADA members will share advising strategies that can be adapted and used around the globe to meet persistence and completion goals.

DW60: February 18, 2015 (Wednesday) (REC060CD)

Academic Advising for Military Students

Moderator: Jill Geisler Wheeler (University of Arkansas-Fayetteville) Panelists: Rodney Mondor (University of Southern Maine), Robin Lawther and Amy Jefts (Embry-Riddle Aeronautical University), Joshua Stone (Southern New Hampshire University)

In 2013, NACADA's [Advising Veterans, Military Students & Family Members Interest Group](#) and [Advising Students with Disabilities Commission](#) jointly sponsored [Soldiers to Students: Academic Advising for Returning Veterans](#), in which our panelists discussed issues that veterans may experience and shared strategies for assisting student veterans.

Webinar participants have responded with appreciation for the information previously shared and requests to "dig deeper" regarding the needs of current military students, as well as student veterans. **Jill Geisler Wheeler**, a panelist from the 2013 broadcast, will serve as moderator for a new team of panelists, who will share information and practices gleaned from their experiences advising these students. Topics to be addressed include:

What does it mean to be "military-friendly"?

- Navigating the complexities of military life
- Advising Online
- Military benefit processes and procedures
- Collaborating with the VA
- Identifying struggling students
- Green Zone training
- Academic self-management for military students

DW61: March 3, 2015 (Wednesday) (REC061CD)

Advising Strategies for Students on Academic Probation

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Moderator: Joy Cox (PDG-IG Chair) Panelists: Kristin Lively (IUPUI), Kelly Reddick (East Carolina University), Julie Preece and Cynthia Wong (Brigham Young University)

In [2010](#) and [2013](#), the NACADA Probation/Dismissal/Reinstatement Issues Interest Group sponsored webinars in which panelists shared information and strategies for assisting students who are on academic probation, facing dismissal, or seeking reinstatement. Laying the foundation for this topic, they discussed how we define "student on academic probation," factors that place students at risk for being placed on probation, typical probationary policies, stakeholders responsible for supporting students on academic probation, and the role and responsibilities of those who advise these students. Institutional programs that are supportive of this student population were discussed and useful resources shared.

Webinar participants have responded to these events with appreciation for the information, ideas, and materials previously shared and requests for additional strategies to assist them in meeting the needs of these struggling students. PDR Issues Interest Group Chair Joy Cox has responded to those requests with the development of a Pocket Guide and recruitment of articles for NACADA's quarterly e-publication, *Academic Advising Today*, on this topic. On Tuesday, March 3, 2015, Joy will return to the AdvisorConnect venue with authors from these publications to discuss the good work being done at their institutions to help academically at risk students find their way to successful degree completion. Topics to be addressed include:

- What happens when chronically struggling students are given another chance?
- Maximizing the use of an early alert system through advisor outreach
- Individualizing an academic probation program through institutional partnerships and selective technology systems

Plan now to join us for this informative conversation!

DW62: April 23, 2015 (Wednesday)

Academic Advising and Social Justice: Privilege, Diversity, and Student Success

Moderator: Julie Larsen (University of Washington) Panelists: Sarah Stevens (University of Southern Indiana), Louis Macias (Florida International University), Shannon Burton (Michigan State University), Drew Puroway (University of St. Thomas)

Academic advisors and advising administrators must understand social identities in order to identify the challenges students face when interacting with various campus systems. However, advising professionals are often untrained in dealing with issues of privilege and diversity. In this Web Event, sponsored by the [NACADA Diversity Committee](#) and led by [NACADA Technology in Advising Commission](#) Chair Julie Larsen, our panelists will share information and strategies that can help advisors form stronger relationships with students, identify specific challenges and roadblocks facing students, and create individualized solutions to increase success and retention. In addition, they will discuss ideas for reconceptualizing advising around issues of social justice which can foster both the ability and the responsibility to be voices for change at our institutions.

Season 10

DW63: September 16, 2015 (Wednesday) (REC063CD)

Advising Needs of First Generation Students: NACADA Leaders Share their Experiences

Panelists: Charlie Nutt (NACADA Executive Office) John Paul (JP) Regalado (Texas A&M University-Corpus Christi), David Spight (University of Texas at Austin), Dana Zahorik (Fox Valley Technical College)

In September 2014, US First Lady Michelle Obama wrote a [blog post](#) encouraging her readers to view "A Walk in My Shoes: First Generation College Students," a documentary video by Kansas State University's College of Education. This powerful film delves deeply into the lives of five current students and three successful alumni who consider topics such as family concerns, financial issues, language barriers, socialization, learning disabilities, and navigating the college experience. Ms. Obama says, "Neither of my parents graduated from college, so when I got to campus as a freshman, I'll admit I was a little overwhelmed... I didn't know how to pick the right classes or find the right buildings." She shares that if it weren't for the resources and the friends and the mentors that she found on her campus, "I honestly don't know how I would have made it through college."

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Current NACADA President John Paul (JP) Regalado, President-Elect David Spight, Vice-President-Elect Dana Zahorik, and Executive Director Charlie Nutt all understand from personal experience exactly what the First Lady - and the students in the K-State documentary - are talking about, for all four were themselves First Generation Students. Sponsored by the [NACADA First Generation College Student Advising Interest Group](#), on Wednesday, September 16th, JP, David, Dana, and Charlie will come to the Webinar platform to discuss their experiences - what challenges they faced, what inspired them, what helped them overcome. Plan to join us for an inspiring hour as our top NACADA Leaders share what it has meant to them to be First Gen Students and what we can do as academic advisors to help First Gen students achieve academic success.

Registrants are encouraged to consider viewing the "A Walk in My Shoes" documentary prior to the webinar. A trailer of the documentary is available [HERE](#) and the DVD may be purchased from the NACADA Store [HERE](#). All sales proceeds from this video will fund academic advising scholarships.

DW64: November 5, 2015 (Thursday) (REC064CD)

Academic Advising for High Achieving Students: Strategies that Foster Resilience

Moderator: Melissa Johnson (University of Florida) Presenters: **Kerry Thomas** and **Nova Schauss** (Oregon State University)

In Spring 2014, **Kerry Thomas** and **Nova Schauss** (Oregon State University) were awarded "Best in Region" for their presentation, *Advising Students on Developing Resiliency as a Strategy for Academic Success*, at the NACADA Region 8 Conference. That October, at the NACADA Annual Conference in Minneapolis, Kerry and Nova were the conference "top draw" with over 500 attendees at their session. Attendees gave the presentation a perfect evaluation score, praising them as *engaging, inspirational, and motivating*. Among the attendees was [Advising High Achieving Students Commission](#) Chair **Melissa Johnson**, who immediately began the conversation about ways to bring this much-needed information to a wider audience. In Spring 2015, Kerry and Nova presented *Advising Students on Developing Resiliency* as a pre-conference workshop for the Region 8 Conference and wrote "[The 'F' Word: Why Teaching Resiliency is Critical](#)" for the June edition of *Academic Advising Today*.

On November 5, 2015, Melissa Johnson will be delighted to introduce Kerry and Nova to viewers in the Webinar format. Inspired by the work of Brene Brown, Martin Seligman, Carol Dweck, and William Sedlacek, Kerry and Nova will ask us to consider how often we meet with students who share deep concerns or struggles during an advising appointment. Have you ever wondered how, as academic advisors, we can help them navigate these trying times, take ownership over what they can change, and reframe the way they look at what they cannot change? In this Web Event, sponsored by NACADA's [Advising High Achieving Students Commission](#), Kerry and Nova will share strategies, curriculum, language, and the latest research that will assist you in guiding students through challenges. Although there may be particular relevance to high achieving students, viewers will find that these strategies have broad applicability to many student populations.

DW65: December 10, 2015 (Thursday) (REC065CD)

Communicating Effectively in Academic Advising: It's not just WHAT we say, but HOW and WHEN we say it

Panelists: Denée Janda, Megan Perkins, and Debbie O'Neill (University of Colorado-Boulder); Melissa Jenkins (Bentley University) and Jessica Karner (Worcester Polytechnic Institute)

In 2008, Jose Rodriguez (Florida International University) began the discussion of the importance of communication skills in academic advising in the NACADA Webinar environment with his presentation of *Significant Conversations: The Art and Science of Communication in Transformational Advising*. In 2010, Jose returned to our Webinar venue with Susan Kolls (Northeastern University) to further the discussion with *Breaking Bad News: Delivery Techniques that Help Students Make Good Alternative Choices*. Recordings of both of these Web Events are now available for viewing on the [NACADA YouTube channel](#).

On December 10th, a team of five "Best of Region" presentation winners will continue the discussion when they assemble to share their insights on important aspects of communication that are essential to quality academic advising. Our Region 10 team, Denée Janda, Megan Perkins, and Debbie O'Neill (University of Colorado-Boulder) will consider how nonverbal communication influences advisor-advisee interactions, contributing to the quality of their relationship. Our Region 1 team, Jessica Karner (Worcester Polytechnic Institute) and Melissa Jenkins (Bentley University) will consider what happens when the trusting relationships developed between advisor and advisee lead to the sharing of sensitive information. These combined teams will discuss how advisors can demonstrate caring to their students by becoming aware of how we

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communicate with our advisees. They will provide practical tips for implementing effective communication techniques and strategies.

Registrants for the coming Web Event are encouraged to view the recordings of the previous webinars on this topic for expanded understanding.

DW66: February 3, 2016 (Wednesday) (REC066CD)

A Narrative Approach to Academic Advising: Helping Students Create Their Stories

Panelists: Peter Hagen and Richard Trama (Stockton University)

On February 3, our presenters will share their insights about how narrative—storytelling—can inform the work we do as academic advisors. When we listen to the concerns that bring students to our offices, we are essentially listening to them tell the stories of their lives. When we impart advice to them, we are essentially sharing with them how their stories might unfold. In this webinar, the presenters will explore how advisors might become more skilled at storytelling and story-listening. Moreover, the presenters will outline some ways in which we might cultivate the storytelling skills of our students in order to help them to create their own educational stories. The presenters will share their stories with you and also some ideas and techniques about how you can implement a narrative approach to advising.

DW67: March 23, 2016 (Wednesday) (REC067CD)

Advising Needs of First Generation Students – Taking a Closer Look

Panelists: Louis Macias (Commission Chair, University of Wisconsin-Madison), Heather Doyle (Dalhousie University)

In an April 2015 NACADA Webinar, [Academic Advising and Social Justice: Privilege, Diversity, and Student Success](#), **Louis Macias** (University of Wisconsin-Madison) began a discussion exploring the value of first generation student anti-narratives, specifically those of high-achievers, in enhancing professional practice and success-promoting psychological orientations among students. Since that webinar, Louis has become the Chair of NACADA's [First Generation College Student Advising Interest Group](#), and he returns to the webinar venue on March 23rd to build on his initial presentation, as well as the personal stories shared by our First Gen NACADA Leaders in our September 2015 webinar, *Advising Needs of First Generation Students: NACADA Leaders Share their Experiences*. Louis will be joined by **Heather Doyle** (Dalhousie University), who will share the results of her work on a project providing support to first generation students through mandatory advising and student success programming. The results of Heather's work was published through the Higher Education Quality Council of Ontario (HEQCO). Join us for an informative hour as we consider the full spectrum of first generation student experience, from those who are high-achieving to those who enter college having not yet met the general entrance requirements for their program of study.

DW68: April 13, 2016 (Wednesday) (REC068CD)

Intersectionality: Understanding Our Students' Multifaceted Identities

Panelists: Sarah Stevens (University of Southern Indiana), Courtney Drew (Rotary International), Wendy Parker-Schindler (Gateway Community and Technical College), Craig McGill (Florida International University)

In April 2015, a team of panelists, sponsored by the [NACADA Diversity Committee](#), came to the Webinar platform to discuss [Academic Advising and Social Justice: Privilege, Diversity, and Student Success](#), laying the foundation for the topic in this venue. They shared information and discussed strategies designed to help advisors form stronger relationships with students, identify challenges and roadblocks faced by students, create individualized solutions to increase student success, and reconceptualize advising around issues of social justice.

Attendees for this event requested more information related to social justice and advising. One said, "I think it should be a series on social justice issues where you look at things in a particular way that will empower others." Our panelists agree, and therefore **Sarah E. Stevens** will return, joined by three new colleagues, to discuss how the concept of intersectionality can inform our relationships with students, our advising practices, and the ways in which we foster student success.

In advising, we often think about the separate needs of specific student populations. What we may fail to understand, however, is that none of our students possesses a single identity factor. Intersectionality provides an understanding of the multi-layered identities inhabited by our students (and ourselves). Grounded in reference to theorists such as Audre Lorde,

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Patricia Hill Collins, and Evangelina Holvino, our panel will consider how we can create our own intentionally intersectionalist approach to deepen both our understanding of student needs and our critical self-reflections as advisors.

DW69: May 18, 2016 (Wednesday) (REC069CD)

Demystifying Research in Academic Advising

Panelists: Sarah Champlin-Scharff (Incoming Research Committee Chair, Harvard University), Wendy Troxel (Illinois State University), and Shannon Burton (Michigan State University)

Advisors are in a unique and strategic position to view all aspects of education, including student transitions, course planning, career readiness, as well as important developmental stages of maturity. Observance of these complex processes informs the practice of advising continually, and with a little structure, could be studied systematically to add to the growing body of knowledge related to advising.

The goal of this webinar is to help advising practitioners gain confidence in conducting research that is integrated into the everyday work of advising. The session will cover three critical areas of scholarly inquiry: the identification of a focused study through articulation of purpose and research questions, the relationship between ethical standards for professional practice with those of institutional research boards (IRB) and research integrity, and the ways in which advisors and academic administrators can use existing and original scholarly inquiry to inform practice. Presenters **Sarah Champlin-Scharff** (Incoming [NACADA Research Committee](#) Chair), **Wendy Troxel** (Research Committee Past Chair), and **Shannon Lynn Burton** (NACADA Board of Directors and Research Committee member) represent these three areas from the lens of the faculty, ethics officers, and advising practitioners. They will also discuss ways to identify and connect with colleagues (and students!) to form collaborative research teams.

Season 11

DW70: September 15, 2016 (Thursday)

Raising Compassion Satisfaction in Academic Advising: Practical Strategies for Dealing with Complaints

Panelists: Dawn Fettig and Megan Stephenson (University of Colorado-Boulder) and Josh Morrison (Ivy Tech Community College)

Sometimes, students come to the advising office with complaints; sometimes, advisors and/or administrators must deliver bad news. As representatives of their institutions primarily concerned with student success, advisors and administrators can take on the concerns of their students and experience stress, burnout, and other negative outcomes related to their work. In this [NACADA Advisor Training and Development Commission](#)-sponsored webinar, through the use of actual student complaint scenarios, we will explore situations which may cause advisors, and advising administrators, to take on those concerns. Our presenters, who received outstanding attendee responses to their 2015 NACADA Annual Conference presentations on this topic, come together to share practical strategies for avoiding burnout (compassion fatigue) by recognizing and dealing effectively with stress response, managing conflict, and promoting compassion satisfaction.

DW71: November 1, 2016 (Tuesday)

Advising Student Athletes

Panelists: Adrienne Ridgeway (Marquette University) and Karen Schiferl (Chicago State University)

Intercollegiate athletics is a unique feature of higher education in America. Student-athletes who participate in intercollegiate athletics are a special population on college campuses because of the dichotomous relationship between athletics and academia. This webinar, sponsored by the [NACADA Advising Student Athletes Commission](#), will explore the academic experience of student-athletes in higher education and will offer professionals who advise student-athletes some best practices. The goal of this webinar is to provide practicing academic advisors with experience-based and contemporary knowledge on the college student-athlete to enhance their understanding of the student-athlete population and ability to advise effectively. Focus will be on athletic culture and higher education; the student-athlete experience and identity; NCAA eligibility standards, regulations, and reform; and academic advising and support specific to student-athletes.

DW72: December 14, 2016 (Wednesday)

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Helping Students Clarify their Dreams: Advising the Foreclosed Student

Panelists: Kyle Ross (Eastern Washington University), Anna Brown (Washington State University), Jose Ramos (Old Dominion University), Olga Salinas (Boise State University)

In a 2001 NACADA Journal article, *"It's What I have Always Wanted To Do." Advising the Foreclosure Student*, Shaffer & Zalewski noted that current literature in education and psychology uses the term **foreclosure** to refer to students "with unexplored yet confident and committed future plans" (p.62). In their 2015 contribution to the NACADA Clearinghouse of Academic Advising Resources, [*Courageous Conversations: Advising the Foreclosed Student*](#), **Kyle Ross** and **Olga Salinas** explained that "foreclosed students are identified as such because they have bound themselves to a single choice with very limited research into their interests, strengths, and abilities or of program and career options." At the 2015 NACADA Annual Conference in Las Vegas, **Kyle Ross** and **Anna Brown** drew a large audience and received outstanding evaluations for their presentation, *I Just Want to Help People: Advising the Foreclosed Student*, and were encouraged by participants to continue the conversation on this topic.

Kyle, Olga, and Anna, joined by colleague **Jose Ramos**, will now bring the conversation to the Webinar venue. As they will explain, a student's major is a significant part of their identity. When students are not succeeding in their major, advisors often have the responsibility of talking with them about changing. Foreclosed students, who are deeply invested in their program of study but chose that major without exploring other options, will likely be resistant and defensive when told they are not succeeding. How do advisors have this conversation without killing the dream?

Kyle, Olga, Anna, and Jose will address how to recognize the "foreclosed" student and how to have the difficult conversation of redefining their academic path so that they can still achieve "dream" career goals, such as "helping others" and "saving the world." They will focus on two different points in a student's academic career: (1) in the first year, when there are signs of initial academic difficulty and (2) in the third year or beyond, when they are not accepted into their desired program. They will discuss how to recognize when a student is foreclosed on a major and/or career choice based on subtle cues or statements behind why they are pursuing that major/career. They will share practical tools and techniques that are grounded in student identity theory, motivational interviewing, and career development theory.

DW73: February 1, 2017 (Wednesday)

Mindset, Right to Fail, and Persistence: Academic Advising in Support of Student Success

Panelists: Noelle Moreland and Vanessa Correa (Northern Virginia Community College) and Comfort Sumida (University of Hawaii at Hilo)

Research suggests that many students are entering college environments lacking skill sets that are predictive of college persistence and success. In addition, today's students often have misleading perceptions regarding their abilities and the effort required to succeed in college. There are those who feel they lack the 'natural' acumen to do well in a course, and others who believe they have innate ability that transcends the need to study. When these students encounter academic difficulties, many feel lost and lack the skills needed to manage these difficulties and "bounce back."

How do these attitudes impact students' lives and chances of academic success, and how can they be changed? This webinar will explore how advisors can help these students to cope, navigate, and thrive.

Our presenters, whose 2015 NACADA Annual Conference presentations on this topic drew high attendance and received outstanding participant evaluations, will discuss:

- the idea of mindsets, as defined in the research by Stanford Professor Carol Dweck, which provides increased understanding of how an individual can be successful, regardless of their natural skillset.
- the concept of "right to fail," how it is relevant to student success, and how it can be applicable in a wide variety of institutional settings.
- how advisors can help students define (and sometimes redefine) their notions of "success."
- practical application intervention strategies that can increase student motivation, encourage exploration of major and career options, support students experiencing academic difficulties, and encourage academic engagement and re-engagement.

FREE Event (Outside Series) – February 16, 2017

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15 to Finish – Advising Matters

Panelists: Charlie Nutt & Jennifer Joslin (NACADA), Tom Sugar & Dhanfu Elston (Complete College America)

DW74: March 9, 2017 (Thursday)

It's On Us Too: Understanding & Navigating Title IX as an Academic Advisor

Panelists: Shannon Lynn Burton (Michigan State University) and Mark Duslak (Lake-Sumter State College)

Many institutions are grappling with new Title IX requirements and the issues surrounding the reporting and investigation of relationship violence and sexual misconduct. Many academic advisors are now mandated reporters, yet have little knowledge of the policies, procedures, and support services available to both complainants and respondents. As advising may be the only area where students have sustained contact with a representative of the institution, academic advisors may find themselves on the forefront of these difficult conversations. In this webinar, advisors will receive a primer on Title IX legislation, student rights and responsibilities in the investigation process, and the resources available to support all parties involved, as well as a review of what being a “mandated reporter” means and the implications for the advising relationship.

Attendees will:

- Gain an understanding of the history and parameters of Title IX in relation to relationship violence and sexual misconduct;
- Learn basic reporting protocols on campus;
- Understand student rights and responsibilities surrounding the investigation process; and
- Discover resources both on and off campus to support all parties involved.

DW75: April 6, 2017 (Thursday)

Nudging Students to Success: The Integration of Academic Advising and Motivational Psychology

Panelists: Heather Luth (University of Redlands), Nicholas Holladay (), Jordan Parshall (University of Missouri)

In this webinar, presenters from highly-rated past NACADA conferences come together to address a dilemma that academic advisors from across the globe are all too familiar with: How do we effectively motivate students to take advantage of student success offices and academic planning tools? Despite the fact that most higher education institutions now offer a wealth of student success resources, survey data suggests that these offices are under-utilized by students. Our presenters will discuss the micro and macro factors that contribute to this issue, and will argue that academic advisors play an essential role in the solution. Utilizing techniques found in Richard Thaler and Cass Sunstein’s “Nudge: Improving Decisions about Health, Wealth, and Happiness,” advisors are able to nudge students into making good decisions by altering predictable behavior through incentives. Discussion will focus on nudging students via intentional acts of persuasion and guidance to produce outcomes while maintaining a student’s agency.

FREE Event (Outside Series) – May 11, 2017

Improving Academic Advising to Support Student Success: A Campus-Wide Approach to Open Dialogue and Changing Culture (NACADA-APLU Partnership)

Panelists: Charlie Nutt, Lynn Brabender, Jennifer Joslin

DW76: May 24, 2017 (Wednesday)

When Students are Sad and Stay Sad: Best Practices in Advising Students with Depression

Panelists: Julie Preece, Scott Hosford, Derek Griner, and Michael Brooks (Brigham Young University)

Students with psychological issues are attending our college campuses in more increasing numbers than ever before (Gallagher, 2003; Gibson 2002; Harris & Robertson, 2001). These students also take more time to complete their degree than students who do not report mental health issues due to students not seeking mental health support (Hunt & Eisenberg, 2010; Koch, Mamiseishvili, & Higgins, 2014). The American College Health Association stated that in 2015, 35.5% of undergraduate college students reported that they felt so depressed that it was difficult to function. A further 65% reported feeling “very sad,” and 9.8% reported they had “seriously considered suicide”(ACHA, 2015). These students are not required to visit with a college therapist or Disabilities Services unless seeking treatment or accommodations. However, all students at some time during their college career are required to visit with an academic advisor. As a result, college advisors will often have more interaction, save faculty, with these students than any other professional group on campus. In a study by the presenters, NACADA membership reported that about 50% of advisors said a student confided that they were suicidal. More

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than 36% of advisors also reported that students told them they engaged in self harm. Given this reality, it becomes clear that advisors need to be prepared to serve these students or to refer them to the appropriate service providers (i.e., the disability services office) (Vallandingham, 1997).

While advisors should not be expected to offer psychological help, it is imperative advisors understand, identify, and are comfortable advising and accommodating students with psychiatric illnesses, such as depression, both in the office and the classroom. It is important to note that the symptoms of depression for male and females can look quite different.

In this webinar, our presenters (all licensed psychologists) will bring their highly-attended and positively-evaluated 2015 NACADA Annual Conference presentation to the wider Web Event audience. They will focus on encouraging advisors, faculty, and other members of the college community to recognize the signs and symptoms of depression in both male and female students. They will also explore how such symptoms may impact the student, the advisement session, and performance in the classroom. Ideas will be presented on how the advisor and/or other college professionals might better inform their practice on advising students who may struggle with this illness and how to ask the most difficult of questions.

Season 12 (Building Advisor Competency)

DW77: September 12, 2017 (Tuesday)

Building Advisor Competency: Facing Fear and Creating Our Best Professional Selves

Panelists: Erin Justyna (Texas Tech University) and Lisa Laughter (University of California-Davis)

Ever had fear stand in the way of pursuing professional passion? Experienced self-doubt or insecurity about being “good enough?” Moved through days (or weeks, or years) in “default mode” rather than intentionally creating your best professional self? If you have ever answered “Yes” to any of these questions (or know someone who may have), then you won’t want to miss this webinar! Our presenters are convinced that when individuals become mindful and begin to design their professional identity, free from fear, they create new opportunities and purposeful pathways that lead to greater productivity and fulfillment – and they are excited about having opportunities to share their thoughts and experiences with advising colleagues. Drawing from their 2016 NACADA Annual Conference presentations, which received outstanding attendee responses, Erin Justyna (Texas Tech University) and Lisa Laughter (University of California-Davis) will begin with a discussion of fear’s unique ability to steal potential, stand in the way of dreams, and prevent us from living lives of intentionality and purpose. They will address the pitfalls of living in fear and discuss how to “feel the fear and do it anyway.” They will consider what it means to have a profession of advising as well as what it means to be a “professional” in the field.

Participants will

- learn the three different levels of fear and the five truths about fear
- learn the importance of taking responsibility for our own lives and ways to work with students in this area
- learn the importance of mindset and creative ways to create a more positive mindset
- understand the concept of professional identity and rationalize its importance in their lives
- be able to articulate their current professional identity and identify resources for identity development

FREE Event (Outside Series) – Sept 28, 2017

The Impact of Academic Advising on Dual & Concurrent Enrollment Students (NACADA-NACEP Partnership)

Panelists: Charlie Nutt, Adam Lowe, Mary Stephenson, Megan Mudd, Gail Zehr, Troy Schmidt

DW78: November 15, 2017 (Wednesday)

Building Advisor Competency: Developing a Profession of Advising through Training, Development, and Scholarship

Panelists: Theresa Hitchcock (Advisor Training & Development Commission Chair, University of Louisville), Rebecca Hapes (Advisor Training & Development Commission Past Chair, Texas A&M University), Heather Ammons (The University of Alabama), Matthew Howe (Hudson Valley Community College)

In the September opening broadcast of this year’s *Building Advisor Competency* series, presenters discussed *Facing Fear and Creating Our Best Professional Selves*. In this webinar, sponsored by the [NACADA Advisor Training and](#)

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[Development Commission](#), commission members will build on that foundation and address concepts surrounding the development paths of academic advisors and the advancement of academic advising as a profession.

Our presenters will discuss what it means to be “a professional” in the academic advising field, including the characteristics and behaviors of an advising professional, and how progressive training and development of advisors (new, mid-level, advanced) and the scholarship of advising (i.e., service, presenting, teaching, publishing, research) contribute to this understanding. They will provide suggestions for how advisors can assess their current professional path and create a development path based on the recently developed [NACADA Academic Advising Core Competencies Model](#). Existing NACADA resources designed to facilitate and improve training, development, and scholarship of academic advisors will be discussed.

Academic advisors of all experience levels will benefit from this engaging discussion and panel. Plan ahead to join us on November 15, 2017!

DW79: December 13, 2017 (Wednesday)

Building Advisor Competency: Introduction to the NACADA Academic Advising Core Competencies Model

Panelists: Teri Farr (Professional Development Committee Chair, University of Illinois at Urbana-Champaign), Sara Ackerson (Washington State University), Debra Dotterer (Michigan State University), Rhonda Christian (Durham College), Ashley Clark (University of Texas at Austin), Josephine Volpe (University of Illinois-Chicago)

In the summer of 2015, NACADA Professional Development Committee (PDC) Incoming Chair Teri Farr was tasked with leading the PDC team with looking forward into the future of the academic advising profession to identify what competencies academic advisors will need to have, how these competencies could best be articulated by the association, and how they can be used by the association to provide professional development opportunities for NACADA’s membership. Over the next 18 months, the team conducted a review of the available advising literature, spoke with subject matter experts, consulted with a wide array of NACADA constituencies, and crafted the [NACADA Academic Advising Core Competencies Model](#). The model was approved by the association’s Board of Directors in March 2017 and made available to all advising professionals on the [PDC webpage](#). PDC members then began Phase 2 of this initiative – identification and review of NACADA resources currently available to assist academic advising personnel with competency development and capacity building.

In this [NACADA Advisor Training and Development Commission](#)-sponsored webinar, Teri Farr is joined by PDC members to discuss the **NACADA Academic Advising Core Competencies Model**. They will share some of their experiences with the model’s development process, the thoughts underlying its framework and core competency areas, and the ongoing project of resource identification and development.

Join us on December 13, 2017 to learn more about this aspirational and inspirational professional development initiative!

DW80: February 1, 2018 (Thursday)

Building Advisor Competency: Conceptual Understanding Component

Panelists: Julie Givans Voller (Maricopa County Community College District), Susan Poch (Washington State University), Kyle Ross (Washington State University), Sara Ackerson (Washington State University)

At the request of the association’s leadership, the [NACADA Academic Advising Core Competencies Model](#) (2017) was crafted by the Professional Development Committee (PDC). The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success.

In our December 2017 webinar, PDC Chair Teri Farr led members of her team in an ***Introduction to the NACADA Academic Advising Core Competencies Model***, sharing their experiences with the model’s development process, the thoughts underlying its framework and core competency areas, and the ongoing project of professional development resource identification and development.

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In this webinar, our presenters will continue the conversation with a deeper look at the Model's **Conceptual component**. The competencies included in the conceptual component provide context for academic advising. Too often overlooked in training and development programs, the conceptual component addresses the ideas and theories that academic advisors must **understand** about students, their institutions, themselves, and their environment in order to appropriately convey the critical nature of academic advising to their stakeholders.

Join us on February 1, 2018 to learn more the six core competency areas included in the Conceptual component.

DW81: March 6, 2018 (Tuesday)

Building Advisory Competency: Informational Knowledge Component

Panelists: Kathy Stockwell (Fox Valley Technical College) and Debra Dotterer (Michigan State University)

At the request of the association's leadership, the [NACADA Academic Advising Core Competencies Model](#) (2017) was crafted by the Professional Development Committee (PDC). The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success.

In our December 2017 Webinar, PDC Chair Teri Farr led members of her team in an ***Introduction to the NACADA Academic Advising Core Competencies Model***, sharing their experiences with the model's development process, the thoughts underlying its framework and core competency areas, and the ongoing project of professional development resource identification and development. In February 2018, our presenters followed up with discussion of the Model's **Conceptual understanding component**.

In this webinar, our Presenters will continue the conversation with a deeper look at the Model's **Informational knowledge component**. The competencies included in the informational component provide advising personnel with the substance of academic advising. It covers the **knowledge** that academic advisors must gain to be able to guide students at their institution. When the subject of academic advising comes up, thoughts inevitably turn to the amount of information advisors are expected to know or have access to, for information is the coin of the advising realm!

Join us on March 6, 2018 to learn more the seven core competency areas included in the Informational component.

DW82: April 4, 2018 (Wednesday)

Building Advisor Competency: Relational Skills Component

Panelists: Rebecca Hapes (Texas A&M University), Josephine Volpe (University of Chicago-Illinois), Rhonda Christian (Durham College), Ashley Clark (University of Texas-Austin), Dawn Fettig (University of Colorado-Boulder)

At the request of the association's leadership, the [NACADA Academic Advising Core Competencies Model](#) (2017) was crafted by the Professional Development Committee (PDC). The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success.

In our December 2017 Webinar, PDC Chair Teri Farr led members of her team in an ***Introduction to the NACADA Academic Advising Core Competencies Model***, sharing their experiences with the model's development process, the thoughts underlying its framework and core competency areas, and the ongoing project of professional development resource identification and development. In February and March 2018, our presenters followed up with discussion of the Model's **Conceptual and Informational components**.

In this webinar, our Presenters will continue the conversation with a deeper look at the Model's **Relational component**. The competencies included in the relational component provide advising personnel with the **skills** needed to convey the concepts and information from the other two components to their advisees.

Join us on April 4th to learn more the seven core competency areas included in the Relational component.

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DW83: May 9, 2018 (Wednesday)

Using the Academic Advising Core Competencies Model to Create an Action Plan for Professional Growth and Development

Panelists: Teri Farr (University of Illinois at Urbana-Champaign), Theresa Hitchcock (University of Louisville), Erin Justyna (Texas Tech University), Jennifer Joslin (Kansas State University)

Throughout this 2017-2018 NACADA Webinar series on ***Building Advisor Competency***, our presenters have shared information about the new [NACADA Academic Advising Core Competencies Model](#) – the history of its development, the framework that underlies it, and the explanation of the individual competencies. From the first release of the Model, advising professionals and administrators have asked, “So now what do we do?” and “How can we implement these ideas on my campus?” In this concluding presentation for the Webinar season, our presenters answer those questions. As they explain how the Core Competencies provide a roadmap for professional development, they will discuss ways to integrate the competencies into advising practice and develop a concrete, intentional professional development plan. Whether you are a lone advisor in an academic department, part of a committee charged with designing training and development for advisors, or an administrator responsible for advisor development, this presentation will help you take the Core Competencies and apply them on your campus.

Season 13

DW84: September 12, 2018 (Wednesday)

Academic Advising for “Double Dose” First Generation Students

Panelists: Tara Connolly and Sione Lavaka (Truckee Meadows Community College)

All students face challenges when they begin higher education. A considerable body of research explores the added challenges that first-generation students encounter, including developing a sense of belonging. But what about first-generation students who have the added challenge of being first-generation in a new culture as well? This webinar’s Presenters refer to these students as ***double-dose first-gen students***, and as members of this population themselves, they have experienced first-hand many of the challenges and obstacles they will discuss. In this [NACADA First Generation College Student Advising Community](#)-sponsored event, the Presenters will begin with a brief explanation of the concept of double-dose first-gen students, and then explore the cultural challenges that arise as these students navigate higher education. They will frame this exploration through Geert Hofstede’s *Cultural Dimensions Theory*, taking a closer look at some specific differences between the U.S. national culture and other national cultures (such as Pakistan, China, Kenya, Mexico, Philippines, and India) that are often the place of origin of double-dose first-gen American students. They will then review select advising approaches through this cultural lens to determine the pros and cons of each approach as it relates to the double-dose first-gen population, considering ways to overcome the potential downfalls to ensure that advisors and students are able to work collaboratively to better ensure students’ sense of belonging, engagement, and success in higher education.

DW85: November 6, 2018 (Tuesday)

Academic Advising and First-Year Students: The Power of Purpose and Movement toward Self-Efficacy

Panelists: Carol Wilson (Wofford College) and Hannah Byrd & Rolando (Roly) Torres (Florida State University)

Higher education professionals are called upon to recognize the new experiences students face as they transition into college during their first year. As students learn to think and act for themselves, instead of relying upon authority figures to prescribe their choices, they encounter increased responsibility for their own learning and growth. While navigating new academic systems, traditionally-aged students also move through the initial stages of Chickering’s 7 Vectors of psychosocial development. As new college students develop competence, learn to manage their emotions, and move through autonomy to interdependence, they can lay a strong foundation for academic success.

In the [NACADA Advising First-Year Students Community](#)-sponsored webinar, the Presenters will consider ways to support students as they move through this important transition year, discovering new identities and setting goals for their personal and academic futures. Since students’ movements through these vectors are unique, advisors’ awareness of these stages fosters effective understanding of and communication with students in the first year.

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The Presenters will also discuss ways to facilitate the learning and reflection process, based on Baxter Magolda's Theory of Self-Authorship (2004) and Kolb's Experiential Learning Theory (1984), in a variety of student meeting settings. They will share strategies to promote the transformative power of guided reflection and value-exploration through activities that can influence student confidence in decision-making, comprehension of intrinsic and extrinsic motivational factors, and achievement of both personal and academic goals. Coaching skills that empower students to take ownership of all aspects of life and articulate their own vision for success will be explored.

DW86: December 4, 2018 (Tuesday)

Academic Advising in their Language: Communicating with Today's Students

Panelists: Brighton Brooks (University of Alaska), Jennifer Payne (University of Mississippi), and Tristin Woolbrink (Southern Illinois University Edwardsville)

Engagement with students "where they are" has become increasingly complex for educational professionals as language and preferred modes of communication evolve at an ever-increasing pace. Demands of constantly-changing communication technologies combine with challenges of working with students accustomed to instantaneous feedback. Advising professionals may struggle to keep up with the latest forms of textspeak used by their students in relation to academic performance, major exploration, and experiential learning.

Academic advisors serve a unique role in student retention, managing expectations, and advocacy. In this webinar, the presenters will consider the importance of building rapport with advisees so they feel comfortable sharing their concerns. Drawing on Social Construction of Reality theory, participants will be challenged to think about their personal advising practices to accommodate (or not) the way students choose to communicate in order to instill self-efficacy. Effective ways that advisors can assist students to view experiences as growth opportunities will be shared, and strategies to instill self-efficacy will be explored.

DW87: February 6, 2019 (Wednesday)

Incorporating Coaching Conversations into Academic Advising Practice

Panelists: Gail Fairfield (Indiana University), William H. Johnson (University of North Carolina at Greensboro), Kathleen Shea Smith (The University of Oklahoma), and Linnette C. White (Indiana University School of Medicine-West Lafayette)

As explained in the "[Academic Coaching](#)" section of the *NACADA Clearinghouse of Academic Advising Resources*, coaching is an advising approach that can empower the student to reflect and act upon the range of goals, interests, and passions available in higher education, and academic advisors may incorporate coaching methods into their practice in order to address the whole student. Through coaching, students can develop their abilities to think critically, solve problems, overcome personal obstacles, discover their strengths, and generally make the most of their college experiences. Although the research on coaching is still new, it suggests that coaching can also support the kind of student engagement that leads to retention and completion – move them from just "surviving" to actually "thriving" in school.

In this webinar, sponsored by the [NACADA Academic Coaching Advising Community](#), participants will learn about the basic premises of coaching, see a short coaching demonstration video, and encounter several models for implementing coaching in a higher education setting. The Presenters will share key coaching concepts and stories of educators who have successfully implemented coaching on their campuses in unique ways. Attendees will discover the value of utilizing coaching with students, hear about one model for coaching conversations, and have an opportunity to think of ways they might implement coaching on their campuses.

DW88: March 6, 2019 (Tuesday)

You Are Not So Smart: Academic Advising Edition

Panelists: Amanda Voight & Gina Beyer (Arizona State University)

At the 2017 NACADA Annual Conference, "Best of Region 10" presenters **Gina Beyer** and **Amanda Voight** (Arizona State University) drew over 200 enthusiastic attendees to their presentation entitled, *You Are Not So Smart: Advising Edition*. Participants described it as *energetic, funny, and engaging*, as well as *informative*, and encouraged that it be taken to a wider audience.

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In this webinar, drawing from concepts introduced in David McRaney's 2012 bestselling book, *You Are Not So Smart*, Gina and Amanda will discuss these concepts' relevance to the work academic advisors do with students. They will take participants on an adventure through their brains, demonstrating how easy it is for us to fall prey to ways our minds work, including biases and logical fallacies in the context of education. They will show how these natural workings of our brains can affect our daily lives and create social and psychological challenges, and they will share tips and tricks on how to work through the challenges of the human mind to improve student learning.

Imagine an emotionally charged, highly resistant 3rd year student who was doing okay for semesters but is now failing most of her courses and has to come to your office to register for classes. The student doesn't appear to like you or the university. What might be going on in the student's brain? In yours? How will you help her? Gina and Amanda will use interactive case studies so participants can apply their new insights to create solutions for some of their most challenging student interactions.

DW89: April 18, 2019 (Thursday)

Academic Advising in an Era of Instant Gratification: The Pathway to Empowerment

Panelists: Jessie Karner (Worcester Polytechnic Institute) and Samantha Patente & Stacy Ramsey (Columbia Southern University)

The rise of the digital age has brought transformation at both the individual and societal levels. With constantly changing forms of technology literally at our fingertips, we must continually learn new ways to access information and connect with one another. This 24/7 access to people and things all over the world with a simple click of a button has given rise to a culture of **instant gratification**. Expectations of rapid response have increased demands on education professionals, who are required to evolve with their students and "meet them where they are" whenever possible. Advising personnel daily face new challenges to meet student needs and often feel pressured to move at a pace that may feel too rapid to produce optimal outcomes.

How can advisors do their best for students in an era of *instAdvising*? How can advisors foster development of effective decision-making and problem-solving skills when there is so much emphasis on speed and efficiency? How can advisors juggle setting appropriate boundaries and managing student expectations in ways that are healthy for all, while still meeting the expectations of their institutions?

In this Webinar, three advisors who received outstanding accolades for their presentations on this topic at the 2017 NACADA Annual Conference team up to share their ideas and expertise. They will discuss ways that advisors and their students experience the phenomenon of instant gratification in their educational settings. They will share strategies to create advising relationships that facilitate learning and foster student empowerment. And they will consider tools that can utilize instant gratification to help students stay on track and feel more investment in the work advisors do with them. Participants will leave with a resource packet that they will be able to utilize with their colleagues and refer to when working with students on their own campuses.

DW90: May 21, 2019 (Tuesday)

Academic Advising and Anger: Keeping Advisors and Students Safe

Panelists: Julie Preece, Scott Hosford, & Michael Brooks (Brigham Young University)

Academic advising professionals know that there may be times when they are called upon to work with students who are frustrated or angry. The American College Health Assessment survey in 2016 reported that in a 12-month period 41% of college students surveyed said they had felt overwhelming anger. Not all students are able to express their concerns and frustrations openly or in a safe manner. Some may communicate hostility in a passive way; others may express themselves in a way that feels threatening to the advisor. How can advisors recognize warning signs, even if passive, that a student is angry? How can advisors help a student while defusing their frustration?

In May 2017, this team brought their presentation of *When Students are Sad and Stay Sad: Best Practices in Advising Students with Depression* to the NACADA Webinar audience. Enthusiastic participants described it as "the best webinar I have attended" and requested to hear more from this team. In response to popular demand, our Presenters return to share their ideas and expertise for strategies to help advisors stay safe when working with a student who is openly or passively angry. Video clips of

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advising sessions will be shown, and the Presenters will offer suggestions for recognizing angry students. They will provide strategies to calm a student and share possible plans to keep both advisor and student safe in the advising situation.

This webinar will assist viewers in developing [Academic Advising Core Competencies](#) from both the Informational and Relational components. For example, advisers need to know, understand, and have a plan to implement the rules, procedures, and regulations of their institutions when it comes to advisor and student safety (I-3). Being aware of the behavioral proclivities of students and issues that may lead to closed or open aggression involves core competencies I-5 (knowledge of the characteristics, needs, and experiences of major and emerging student populations), as well as R-6 (the ability to facilitate problem solving, decision-making, meaning-making, planning, and goal setting). The skills an advisor may need in order to calm a student and/or defuse an angry student may fall within the scope of R-2 (the ability to create rapport and build academic advising relationships), R-3 (the ability to communicate in an inclusive and respectful manner), and/or R-4 (the ability to plan and conduct successful advising interactions).