



Advising Community on Graduate & Professional Students

Newsletter March 2021

WHO WE ARE

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

Welcome to the March issue of the GPS Newsletter!

In our February 2021 newsletter, we asked our Advising Community on Graduate & Professional Students members and friends the following question: **What do you LOVE about advising?** Responses to this question could have been provided from a lens of supporting graduate and professional students, membership in NACADA, involvement in the Advising Community on Graduate & Professional Students, or an alternate perspective.

We hope that the inclusion of this section in our newsletter encourages our readers to reflect on what they love about advising. Many thanks to those who shared their love for advising. Below are responses received from our Advising Community on Graduate & Professional Students members and friends:

- **Ariadne Swichtenberg-** What I love about advising graduate students is serving as a guide, resource, and advocate for students as well as influencing larger systems. As a liaison between our school's administration, my department, and the students, I often have a wide angle view to offer a unique perspective and valuable information up, down, and unilaterally. I feel my students benefit from my experience, knowledge, and personal attention that hopefully helps them to succeed personally and educationally.
- **Sherrie Jensen-** Being able to have such a positive influence in people's lives.
- **Angie O'Neal-** I love knowing that I can relieve some of the burden my students carry to make their path toward a PhD a little easier.
- **Angie Cook-** I LOVE the opportunities for creative problem solving! As advisors, we sit in a powerful position as knowledge-holders at our institutions. Students come to us with a variety of questions and circumstances, and to be the best at our jobs, we need to know about support services, engagement opportunities, academic policies, appropriate contacts...the list is endless! I absolutely love partnering with students on a particular situation and helping them explore their available options. I feel that I have an impact on their immediate situation, but I also get to teach them about the broader educational system and how best to navigate it. On a personal level, I love the challenge of new situations that need solutions! It doesn't matter how long I have done this or how knowledgeable I feel; there will always be that one student who comes up with a new circumstance that will stump me. The role never gets old and keeps me learning!
- **Elizabeth Cox Langefeld-** I love advising graduate students because I get to be part of all the good public service goals they have. My students primarily work in government and non-profit work, and I see good things happening all the time!

PUBLICATION SPOTLIGHT

This month's spotlight article focuses on how you can utilize a coaching method to assist your graduate and professional students with the effects of Imposter Phenomenon. The article, written by Lauren Henninger, Courtney Lewellen, and Kristin Richey, titled "Going Toe-to-Toe with Imposter Phenomenon," provides perspective on the characteristics of IP and the powerful questions within coaching conversations that advisors can use to process with students to alleviate the burden of IP. In conjunction with these conversations, the authors discuss how they utilize a reflection journal, the IP Scale, and other supports to combat IP in high-achieving students. You can read the article in NACADA's Academic Advising Today [here](#).

MEMBER HIGHLIGHT



***Nakiya Schurman**
University of Maryland,
School of Social Work*

Hello! My name is Nakiya Schurman, and I am the Associate Director of Graduate Student Advising at the University of Maryland School of Social Work (SSW). I received my Master in Social Work (MSW) from the SSW in 2006 and then returned to my alma mater in 2010 as an employee. My first position was an administrative role in the Field Education office, and then I became the School's first (and only!) Academic Advisor and have been in this role for 8 years. I currently advise almost 1000 MSW students as they navigate our program with over 7 specializations and two locations. It's a large but important role, and I am committed to making the lives of our students easier.

Seeing the interest in online coursework grow exponentially, I decided to pursue a master's degree in Distance Education and E-Learning (MDE) from the University of Maryland Global Campus. I will graduate this year, which is great timing because the SSW is seriously discussing adding an online program. I am looking forward to combining my student support expertise with the knowledge I've gained around building online programs.

I have been an on and off member of NACADA since 2013, but I've attended many conferences and have loved my time learning from others. As the first and only advisor at the SSW it can feel very lonely bouncing off ideas with just myself, so I would love to connect with others. You can reach me at nschurman@ssw.umaryland.edu.

PROFESSIONAL RESOURCE

This month we are sharing a valuable resource in NACADA: the NACADA Clearinghouse. Here you will find a wealth of advising resources, from theory to practice, on a variety of topics. There is a section specific to advising graduate and professional students, with articles and other resources. We encourage you to take a look on the NACADA website: <https://nacada.ksu.edu/Resources/Clearinghouse/Advising-Graduate-Students.aspx>

NACADA GLOBAL AWARDS NOMINATIONS

Get your nomination materials in for the upcoming Spring deadline! The following awards/scholarships are due **April 2, 2021 at Midnight CST**:

[International Conference Scholarships](#)

[Summer Institute Scholarships](#)

[Leigh Shaffer Award](#)

[ACD Service Award](#)

[Research Institute Scholarships](#)

The Global Awards Committee encourages all types of institutions to submit nominations and applications to help recognize the outstanding work of our colleagues throughout higher education. For more detailed information on awards

criteria, rubrics for scoring and necessary elements for a complete application or nomination, please visit: <https://www.nacada.ksu.edu/Programs/Awards.aspx> and <https://www.nacada.ksu.edu/Programs/Scholarships.aspx>.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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

The March GPS Talk online meeting will be held on Tuesday, March 30, 2021 from 3:00-4:00 p.m. CT. This informal online meeting will provide an opportunity for Advising Community on Graduate & Professional Students members and friends to discuss topics related to graduate and professional students. It will be recorded and the recorded link will be shared via our listserv once available. Instructions on how to register for the March GPS Talk are as follows:

- [Register](#) in advance for this meeting
- After registering, you will receive a confirmation email containing information about joining the meeting.

ADVISING COMMUNITY ON GRADUATE & PROFESSIONAL STUDENTS MENTORING PROGRAM

As mentioned in the February 2021 newsletter, the Advising Community on Graduate & Professional Students will be launching the inaugural mentoring program! This mentoring opportunity will be offered as a one-year commitment program and will be targeted to those who support graduate and professional students.

Mentor and mentee applications and details will be forthcoming within the upcoming weeks.

WRITING FOR PUBLICATION

NACADA Journal

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

NACADA Review

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

Academic Advising Today

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

PRAXIS

Call for Submissions: Interested in writing about PRAXIS? The *NACADA Review* is currently seeking submissions! Visit the *NACADA Review* [website](#) for more information and submission guidelines/instructions.

GRADUATE & PROFESSIONAL STUDENT APPRECIATION WEEK

The National Association of Graduate-Professional Students (NAGPS) and NAGPS member schools celebrate Graduate–Professional Student Appreciation Week during the first week of April each year. However, it is quite possible that the dates and activities associated with Graduate–Professional Student Appreciation Week might vary among and even within institutions. You can obtain insight into the history behind Graduate–Professional Student Appreciation Week as well as review a listing of possible activities that could be organized in celebration of Graduate–Professional Student Appreciation Week via the [NAGPS website](#).

How is your institution/department preparing to celebrate your graduate and professional students? We would love to hear from our Advising Community on Graduate & Professional Students members and friends regarding activities and initiatives that are being implemented on your campus to demonstrate appreciation for your graduate and professional students.

Please share examples of how graduate and professional students are being celebrated on your campus by emailing Jamie Heck, NACADA Advising Community on Graduate & Professional Students Chair, at reynoji@uc.edu by Friday, April 2, 2021. We will include all feedback collected in the April 2021 Newsletter. We hope that sharing these ideas will both recognize ways your institution/department has celebrated graduate and professional students and inspire others in implementing future activities and initiatives.

REGION CONFERENCE PRESENTATIONS

We want to recognize the below accepted region conference presentations focused on graduate and professional student advising. Thank you to the presenters for representing the Advising Graduate and Professional Student Community!

Virtual Region 1 & Region 2 Conference

Identifying and managing graduate student academic entitlement

Rachel Schwartz | Rutgers, The State University of New Jersey & Marian Diksies | Rutgers, The State University of New Jersey

This topic presentation will focus on how academic entitlement impacts the educational experience and manifests itself in and outside of the classroom. Participants will have the opportunity to review and assess case studies about strategies for managing academically entitled students. Case studies will include such aspects as student complaints about grades, curriculum, program options, and consideration of a "consumer mentality." This workshop will focus particularly on graduate students and unique challenges the graduate student population bring to academic advising.

Advising Education Students on Opportunities for Continuing Education and Pathways to Grad Degrees

Christen Eaton & Michael Katz | University of Southern Maine

As an education advisor, are you aware of all the certification endorsements available to your students and the academic path needed to obtain them? In this session we will share techniques to assist advisors in understanding department of education requirements and how teachers can create plan to obtain additional endorsements that will not only help them provide better learning outcomes for their students, but also career advancement for themselves. Teachers need to continue their learning to maintain their certification endorsements. This session will also provide advising resources, tools, and effective strategies that help teachers obtain stackable credits which will lead to future graduate degrees and the ability to achieve additional certification endorsements.

Virtual Region 8 & Region 9 Conference

Collaborate, Share, and Learn: Creating Support Groups for Graduate Students

Mercedes Butler | University of Nevada –Las Vegas

The presenter will discuss how they co-created a peer support group for the University of Southern California (USC) graduate students. Peer support groups provide an opportunity to reduce isolation and encourage students to express their thoughts, feelings, and personal concerns in a safe learning environment. Equally, peer support groups include mentorship opportunities, access to resources, and encouragement. As a result of participating in this session, attendees will learn the blueprint to create peer support groups that foster degree completion.

Virtual Region 4 & Region 7 Conference

Transitional Experiences of Foster Care Alumni in Graduate Degree Pursuits

Jennifer Farinella | Florida State University

For many, higher education increases opportunities in workforce and higher lifetime earnings; as level of degree attainment is higher, availability of benefits often increases. Frequently, these opportunities remain elusive for members identifying as vulnerable. A vulnerable population of interest is foster care alumni or individuals with dependency system experiences resulting from abuse, neglect, or trauma. Previous research indicated foster care alumni often espouse desires to attain higher education at the same proportion as nonfoster care peers; however, the reality is few gain access and fewer attain a degree. To develop an understanding of foster care alumni in graduate degrees, I conducted individual interviews and analyzed for common themes in capturing the phenomenon of graduate education pursuits by individuals with background experiences connected to foster care.

Virtual Region 3 & Region 5 Conference

Support Your "New Crew": Advising Prospective Graduate Students as They Transition to Grad School

Danae Miesbauer | Northern Illinois University

Exploring graduate and professional programs and finding the best fit can be overwhelming for many prospective graduate students. It is essential that graduate advisors provide early advising support to prospective students during the recruitment process to help them as they transition back to the classroom. Graduate students' needs are complex and require a holistic advising approach. This session will review the five themes of good advising provided in a study of adult graduate learners among online, cohort, and classroom learning environments (Schroeder and Terras, 2015). During this interactive session, the presenter will provide strategies and examples of how to incorporate these themes to better support students as they begin graduate and professional programs.

Pivot: Transitioning liberal arts students to graduate business programs

Emily Liverman | Kelley School of Business, Indiana University

Life, and education, don't always go as expected. What is a student to do when the degree they've worked on or the career they've worked towards loses its luster? Students confronting this late in their undergraduate career may feel stuck. But, they are simply at a pivot point! This program will discuss working with students as they consider the pivot, as well as their successes in the program and as alumni of specialized master's degrees in business. Attendees will walk away with an understanding of the specific value-add that liberal arts and sciences majors bring to graduate business programs and the business world, as a whole, as well how to convey this to their advisees.

Supporting Graduate Students in a Metropolitan Setting & Lessons Learned

Nina Marijanovic | University of Louisville

This session seeks to challenge common approaches to student retention efforts, providing some strategies for identifying the unique considerations of a student population. The session will also discuss the importance of collaboration for enriching the graduate student experience and provide a call to action for any educator invested in graduate student success. Attendees are encouraged to reflect on their student populations and contemplate how best to support their students' unique situations and needs—for example, the types of programs, the variety of student circumstances and demographics, and the culture of support for graduate students at the institution. Centering on the specific needs of a population provides the foundation required for truly effective strategies of support, engagement, and success.

Launching the Next Generation: The maiden voyage of a new approach to supervising graduate assistant

Angie Allred, Heather Searcy, Elyssa Tucker, Whitney Scott, & Shannon Barr | University of North Carolina at Greensboro



The Students First Office (SFO) at UNC Greensboro is a one-stop shop for academic advising and academic recovery, and employs 4-5 graduate assistants (GAs) every academic year. Feedback from previous GAs and measures of GA performance led departmental leadership and GA supervisors to reconceive SFO's approach to training, professional development, and support of GAs in their paraprofessional roles. The new model for GA onboarding and development focused the timeline and strategy for onboarding new GAs, the creation of a GA supervisor team to provide support for GA supervisors as they navigate supervision of paraprofessional staff and the development of a structured plan for continued professional development opportunities for GAs. This session will summarize the challenges that initiated this revision, the solutions that were implemented, and early outcomes of the revision of these changes.

Contact Us

Advising Community on Advising Graduate & Professional Students

Current Community Chair:

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Get Connected

Follow us on Facebook:

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

Subscribe to our Listserv:

listserv@listserv.ksu.edu

Bookmark our webpage:

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

If we have overlooked any conference presentations focused on graduate and professional students, please email Jamie Heck, NACADA Advising Community on Graduate & Professional Students Chair, at reynoji@uc.edu. We will recognize the region conference presentation in an upcoming newsletter.

UPCOMING EVENTS

March-April 2021: 2021 Virtual Region Conferences will be held. [Learn more](#) about the various region conferences that will be held in March/April 2021.

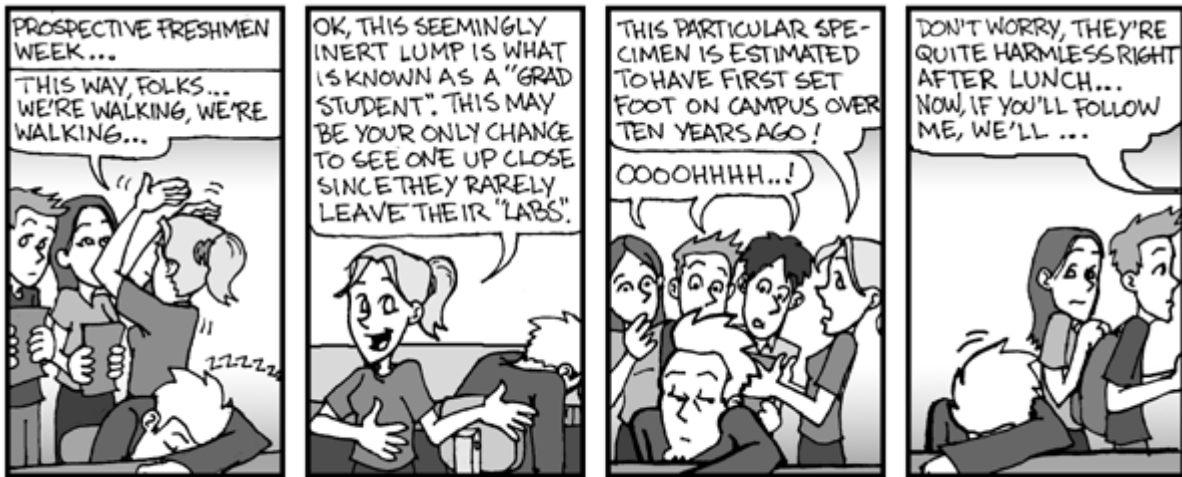
April 2, 2021: Have a favorite article from the *NACADA Journal* or *NACADA Review* that has had an impact on your academic advising philosophy or practice? Please consider submitting a nomination for the Leigh S. Shaffer Award! Deadline for nominations: **April 2, 2021**. Specifics regarding this prestigious award, a list of previously awarded articles, and submission details and link may be found on the following site: [Leigh S. Shaffer Award](#).

May 26-28, 2021: The 2021 Research Institute will go virtual this year, and be held May 26-28, 2021. This interactive, multi-day, virtual institute brings primary role advisors, faculty advisors, and advising administrators together

to explore new and continuing lines of inquiry within the scholarship of advising. Registration will open soon; get more information from the [website](#).

June 22-25, 2021: The 2021 NACADA International Conference will be held virtually June 22-25, 2021. The theme of the conference is “The Advising Odyssey: Empowering Students to Reach their Ithaca.” Make the most of your year-end professional development budget by registering for the [2021 International Conference](#); registration opens in early March. Take this opportunity to network and share with colleagues from around the world; enjoy cooking alongside a Greek chef; and listen to Dr. Michael Cosmopoulos, the lead archaeologist for the Iklaina Archaeological Project.

October 6-9, 2021: NACADA’s 2021 Annual Conference will be held in Cincinnati, Ohio October 6-9, 2021. The theme of the conference is “Together, All Things Are Possible.” [Learn more](#) about the NACADA Annual Conference.



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