



NACADA VIRTUAL REGION 1 & REGION 2 CONFERENCE

MARCH 10-11, 2021

[NACADA VIRTUAL REGION 1 AND REGION 2 CONFERENCE](#)

Live and Semi-Live Sessions March 10 and March 11
On-Demand Sessions available March 10
All recordings will be available for 45 days after the conference
Schedule and sessions subject to change.

Key for the Schedule | Click on the links to learn more about the advising track and the NACADA Core Competencies.

C1.1 | Session code – concurrent session 1, session 1

Title of presentation and presenters

Session abstract

[Advising Track](#)

[Core Competencies](#)

WEDNESDAY, MARCH 10, 2021

9-10 a.m. central

NACADA VIRTUAL REGION CONFERENCE ORIENTATION | All participants are invited to discover the opportunities to maximize their virtual conference experience. During this session, attendees will learn more about the resources and leadership opportunities available within NACADA: The Global Community for Academic Advising and the divisions that make up association's structure. Participants will also learn useful tips about how to best navigate the conference website and NACADA app to maximize and enhance their virtual regional conference experience. NACADA leaders will help guide the conversation to help all participants plan to take full advantage of their conference!

10:10-11:10 a.m. central

WELCOME and OPENING KEYNOTE | **Dr. Farouk Dey** | Vice Provost, Integrative Learning and Life Design, Johns Hopkins University



In his inaugural role as Vice Provost for Integrative Learning and Life Design at Johns Hopkins University, Dr. Farouk Dey leads programs and services that bridge curricular and experiential learning with life aspirations for undergraduate and graduate students, postdoctoral fellows, and alumni across the university's schools and divisions. In his former role as Dean of Career and Experiential Education at Stanford University, he successfully built and scaled career and experiential learning by creating a vision of meaningful work and a networked approach of personalized connections and inclusive communities. He is now working with education and industry leaders at Johns Hopkins University to launch a new vision of equitable access to life purpose for all students regardless of background or social capital using principles of integrative learning and life design.

Dr. Dey has held senior leadership and board roles at Johns Hopkins, Stanford, Carnegie Mellon, the University of Florida, the National Association for Colleges and Employers (NACE), the American College Personnel Association (ACPA), and various startups and non-profit organizations. His credentials include a PhD in Higher Education Administration, EdS in Higher Education Administration, MBA, MEd in Counseling Psychology, and BBA in Finance.

A native of Algeria, Dr. Dey has been involved in education since a young age and has developed a passion for helping people and organizations achieve their ultimate potential. He was named one of LinkedIn's Top Ten Voices in Education and is recognized in higher education circles for his thought-provoking writings, engaging speaking, and transformational leadership. Dr. Dey has served as a consultant for many organizations and universities, faculty at several institutes, and keynote speaker at many conferences in the US and around the world. Most notably, he led a four-year Department of State initiative to build career education and talent development programs at universities throughout the Philippines, taught transformative leadership courses for the Ministry of Education in Singapore, hosted dozens of international delegations from around the world, and delivered keynotes at conferences in Austria, Algeria, Egypt, France, Germany, Korea, Russia, and across the United States. The central theme of his work has been inclusion and equity of access to education and opportunity for all people regardless of background or social capital.

11:20 a.m.-noon central

Networking Session | 11:20-11:40 a.m. central

- First-time attending/Participating in a NACADA event
- Working with first generation college students – strategies and challenges
- Community college advisors/working at a community college
- Retention challenges while working remotely/during the pandemic
- Advisor support during the pandemic – tips, tricks, and ideas

Networking Session | 11:40 a.m.-noon central

- Challenges advising students remotely and how to improve communication online between advisor and student
- Advising Administration – advice if you are thinking of making the switch into administration
- Advising at and working for HBCUs & HSIs
- Advising STEM students during a pandemic

- C1.1 Improving Retention and New Student Conversion During COVID: The Funnel Huddle**
Richard Finger | Lehman College - City University of New York
The goal of doubling the number of quality credentials awarded from 45,000 to 90,000 by 2030 is daunting. Throw in a global pandemic and continuing the momentum needed to achieve this goal suddenly seemed impossible! This presentation will focus on the student facing COVID response efforts of our "Funnel Huddle", a working group is comprised of the leadership of 13 key student success areas with their work grounded in collaborative leadership theory. The results of these efforts yielded 4.5% enrollment growth for the Fall 2020 semester and the largest freshman class ever. This presentation will link collaborative leadership as it impacts group composition, rules of engagement, approaches to work, and creating a culture of collaboration.
Advising Administration
C4
- C1.2 eMentoring: Empowerment through Experience, Exposure, and Engagement**
Gavin Farber | Temple University; Rita Berson | Drexel University; Victoria Bowman | Mercer County Community College; Meghan Ingstrup | Rutgers University; Lori Brucker | Rowan University; and Mary Lehr-Furtado | The College of New Jersey
Join our interactive panel featuring mentors and mentees paired through the NACADA Region 2 Mentoring Program. Listen to the stories of each mentoring dyad as they highlight their experiences in the program. Learn about the history of the regional program, the benefits and challenges of mentoring, and how to get involved! Participants will also hear about alternative engagement opportunities with the advising profession such as informal mentoring pathways. Mentoring has no boundaries and is open to all practitioners who seek opportunities to grow and develop with the guidance and support of a peer.
Training and Development
R2 | R3 | R6
- C1.3 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 Special Populations
C4 | R6 | R7
- C1.4 How to Navigate Career Change with Academic Advising Practices**
Peter Palumbo | Providence College & Katherine Fernandes | Providence College
This engaging session will explore the transferrable skills within the advising field to help advisors that are looking to move forward professional or potentially shift to a new position outside of academic advising. Topics/theories discussed include:
- Appreciative Advising
 - Meta-cognition e Growth Mindset
 - Motivational Interviewing
 - Proactive Advising
 - Leveraging relationship development across campus (i.e. cross-campus collaboration)
- This session will focus on the practical application of the academic advising experience with case studies. The application of these methods will examine the adaptability associated with the advising field while tackling the challenges associated with pivoting from academic advising to other higher education fields.
Training and Development
R6 | R2 | C4
- C1.5 What will you do with that major? Empowering exploratory students to champion their choices.**
Ann Colgan | West Chester University & Katelyn Shellaway | West Chester University
Students often hesitate to choose desired majors, uncertain of marketability. Students in liberal arts may spend energy justifying choices or change their minds because of external pressures. To resolve this problem and empower students to develop confidence in their choices, advisors partner with career services to enable students to develop a concise rationale, understanding the value of their discipline and its relationship to employment. Participants will discuss factors contributing to students' hesitancy regarding majors, explore efforts to educate students about the merits of their preferred fields, and develop tools to assist students in merging major and career goals to produce an "elevator speech" projecting robust defense of their choices and confidence in their futures. Participants will develop a checklist for major/career validations, tools for collaborating, and appreciation for the persistent work that students must undertake.
Career Advising
I6 | C4 | R6

- C2.1 I'm sick of it! Higher ed needs to get its act together**
Joshua Smith | Loyola University Maryland
In this active session, we will dissect the privileges of higher education and call out practices that present barriers to success for first-generation students and students of color. We will engage in a design-thinking exercise to create the ideal college experience that is student-centered and appreciates the need for differentiated advising and teaching. Participants will leave with a hunger to make meaningful change back on their campus by employing a similar exercise when they return.
Diversity, Inclusion, and Social Justice
C1 | R5 | C6
- C2.2 Maximize Your Potential: How to enhance and reinvigorate advising for high-achieving students**
Jared Johnson | Virginia Commonwealth University & Jenna Venable | VCU
Honors students are often the life blood of the classroom, advising office, and university. These students have the potential, not only for graduate programs, but to reach the apex of their career ladder. However, high-achieving students feel like they have a standard upon them not to need help or anything "extra." As their advisors, we cannot become complacent or insouciant. Moreover, we need to challenge them with insightful questions and help them reach their ultimate potential and navigate the tides of academic success. Our presentation will address how to utilize developmental theory to become more perspicacious as an advisor and become more adept at asking pertinent questions to help enhance your high achievers' experience with advising.
Academic Major Specific
C4 | R6 | I6

- C2.3 Finding Beauty in the Journey: Articulating the Value of the Arts Degree**
Erica Kalinowski | The College of New Jersey & Robert Bullard | Rowan University
 "So you want to major in the Arts?" Cue the questions from family, friends, and sometimes students themselves. Those considering arts majors might fear marketability, uncertainty of path, and skepticism from loved ones. At two NJ institutions, a focus on transferable skills and leadership development are key components of success for students in the Arts. Through seminars, career and leadership-focused activities, and intrusive advising, students gain depth and breadth of skills, can articulate their value, and are better prepared for post-graduation opportunities. This session will focus on helping students in the Arts shape and tell their stories through academic choices, co-curricular opportunities, and articulation of career competencies. Participants will reflect on current advising practices and take away concrete ideas for infusing career preparation.
Career Advising
 R6 | C5 | C2
- C2.4 Physically Distant and Socially Engaged: Sense of Belonging within Technology Centered Environments**
Serafina Smith | Rutgers University & Hyunjin Yeo | Rutgers University
 The COVID-19 pandemic left faculty, staff, and students scrambling to respond to the calamity. Due to institution closures and anti-immigration rhetoric, several international students traveled back to their home countries or were confined to their place of residence in the U.S., leading to feelings of social isolation. Using Moore's transactional distance theory, Maslow's hierarchy of needs, and scholarly work on college students' sense of belonging, this presentation will examine international students' sense of belonging in a virtual world and amplify how effective student engagement cannot be gauged through one lens or modality. Moreover, it will provide a framework for administrators to develop and assess student support interventions and provide practical advice to pivot programs to meet students' needs.
International/Global Advising
 I5 | C6
- C2.5 Hard Work with a Full Heart: On being a (quiet) professional advisor**
Banks Blair | Virginia Tech
 Advisors come from all walks of life, entering the practice at different points along different paths in their journeys (Justyna, 2014). Motivation to advise students often stems from a variety of influencing factors, and for new advisors, it may be challenging to adapt to the field and develop a sense of autonomy and efficacy-a professional identity. In this interactive session, audience members will learn how the tenets of the quiet professional mindset, a way of life in military special operations and first responder communities, can be applied to their own professional identity development in the field of advising. New and seasoned advisors alike will benefit from the opportunity to discuss these topics with their peers and consider how the quiet professional mindset might also benefit their institutions and opportunities to serve in NACADA.
Training and Development
 R1

THURSDAY, MARCH 11, 2021

7:50-8:50 a.m. central

CONVERSATIONS with NACADA | The Board of Directors of NACADA: The Global Community for Academic Advising serves many roles, an important one being to guide the association's strategic planning and to document and measure how the association achieves its goals for the future. To meet this objective, the Board of Directors have been focused this year on updating our shared Vision, Mission, and Strategic Goals that set a course for the association. This session, facilitated by members from our Board of Directors, will offer membership an opportunity to discuss and provide feedback on the newly drafted Vision, Mission, and Strategic Goals, as the Board of Directors move to approving them this summer. The Board of Directors are committed to promoting NACADA's relevance and growth in support of advisors and their advisees across the globe, and want to hear your voice. Please join us for this interactive session and engage in a discussion of how you can help our Board of Directors move our association will move forward.

7:50-8:50 a.m. central

Wellness Activities

7:50-8:10 a.m. central | Meditation with Stephanie Kirylych | This session is an opportunity for you to recharge and support your own well-being. During this morning meditation you will be guided to focus on your breath, get grounded into the present moment, and start your day with clarity and a sense of calm. No previous meditation experience is required.

8:15-8:50 a.m. central | Yoga with Liz Sutton | This morning 35-minute slow flow will help you ease into your conference day. We'll move through some easy sun salutations and make sure we have plenty of time to stretch. Modification options for poses will be offered throughout the session. Some previous experience with yoga is helpful but not required. Make sure you have a yoga or exercise mat and water handy.

9-9:45 a.m. central

- C3.1 Connecting with Students in a Virtual World: Utilizing Basic Counseling Skills in Everyday Advising**
Jessica Groves | University of Connecticut
 Many times, advisors will find that their students will bring up personal issues when discussing academic ones. This murky water between advising and counseling can leave some advisors feeling uncomfortable or unsure about what to say. An advisor's willingness to occupy the space between counseling and advising, before referring, builds trust and strengthens the quality of the student-advisor relationship. This session will provide advisors some basic counseling techniques that can be used to build a connection with students (especially in a virtual world) both in everyday advising and when a student is in need. Advisors will leave this session with the knowledge and confidence to stay anchored in any difficult conversation.
Training and Development
 C4 | R2 | R3
- C3.2 Effective Advising for Faculty Advisers Using the NACADA's Core Competencies**
Margaret Mbindyo | Millersville University & Banks Blair | Virginia Tech
 Students seek help from many different sources during their years in higher education. One of the most important sources is the faculty adviser. NACADA: The Global Community for Academic Advising encourages advisers to adopt the framework of its core competencies to improve student success. This presentation will highlight what the competencies are, act as a reminder to those who are familiar with them and expound on how faculty can utilize them for effective advising.
Faculty and Peer Advising/Mentoring
 C5 | I5 | R5

C3.3 Retaining Transfer Students: Rationale, Barriers, Strategies, and Outcomes

Thomas Grites | Stockton University (Ret)

This session will provide an analysis of the reasons for the historical neglect of transfer students in higher education, identify the barriers that have contributed to this neglect, and offer strategies for reconciling the discrepancies between how institutions provide transitional experiences for first-time-in-college students and for transfer students. Participants will be able to identify ways to examine their transitional programs, identify barriers for transfer students, and develop plans for enhancing advocacy roles for the transfer students on their campuses.

"Astin, A.W. (1975). Preventing students from dropping out. San Francisco: Jossey-Bass."

"Tinto, V. (1987). Leaving college: Rethinking the causes and cures of student attrition.(1st Ed.). Chicago: University Press."

Advising Special Populations

15 | C5 | I3

C3.4 Applying Student Development Theory to the Practice of Academic Advising

Alesia Brennan, Ruth Glickman DeLisle, & Colby Gray | University of Massachusetts Amherst

Most academic advisors have studied student development theory, either through graduate coursework or self-study. But how do we use those theories to inform our advising work? This session seeks to bridge the gap between student development theory and advising practice by providing the three theories the presenters find most useful to their work and illustrating how to use those theories in advising through case studies. The three theories highlighted include Baxter Magolda's "2008" self-authorship, Gilligan's "1993" theory of moral development for women, and Marcia's "1966" identity status theory. This presentation will also provide participants with sample advising scenarios and thoughts on how they can utilize those scenarios to practice using theory in their advising work.

Student Development, Theory, and Research

C3 | R6 | R4

C3.5 Informal Advising Networks: Connecting Students to Wider Circles of Support

Michele Pavitt | Southern Maine Community College

As advising practitioners, we rely on trusted models such as "developmental," "proactive," and "advising-as-teaching" to guide our efforts. An underlying assumption is that our one-to-one relationships with advisees contribute significantly toward student success.

But what if students perceive their advising experience in starkly different terms? That question points toward one of the key findings of my recent qualitative study of first-year advising. While participants stated that they benefited from interactions with advisors, they described their advising experience as a more dynamic set of interactions with an informal network of people, including work-study supervisors, residence-life counselors, and favorite professors.

Participants in this interactive session will explore ways to incorporate the notion of informal advising networks into their work as practitioners in order to enhance student outcomes.

Student Development, Theory, and Research

C4 | R2

9:55 a.m.-10:55 a.m. central

AREA CONNECTION TIME and NETWORKING | Connect with participants from your commonwealth, district, province, state, or territory for updates from your NACADA Liaison, as well as networking opportunities.

11:05-11:50 a.m. central

C4.1 Let's Get Virtual: Orienting your Students from a Distance

Colleen Libertz | Carnegie Mellon University

With the shift to virtual learning in 2020, many universities had to quickly adjust their academic onboarding and orientation for new students. But we were ready, we've been onboarding and registering our students virtually for years. While the future is uncertain, it's likely that virtual learning and engagement will continue to be a part of the student experience and we need to adapt and be prepared to change with it.

During this presentation, I will share our best practices, lessons learned, and resources we utilize to make information easy to understand and to prepare our incoming students in a virtual format. Using newsletters, social media, an online course, academic advising, and virtual events, our students are ready come September to jump into their first semester!

Prospective Students and the First-Year Experience

R5 | I2 | I7

C4.2 Navigating Burnout in Academic Advising through Mindfulness

Wiona Porath & Timothy Beaucage | Johns Hopkins University

Advisors are often held responsible for student retention and provide a multitude of services to meet the needs of an increasingly diverse student body. Advisors cite large advising loads and severity of student issues as reasons for burnout. Are you experiencing job burnout? Are you disillusioned at work? Have you become cynical or critical at work? Do you lack the energy, have your sleep habits or has your appetite changed? Want to have tools to cope? Want a practical mindfulness exercise to practice? If you answered yes to any of these questions, then this session is for you! This session is geared towards all advisors who feel that they would benefit some advice on how to obtain the ever-elusive balance between life and career.

Health and Well-Being

R7 | I6

C4.3 Community College Advising Coordinators: Understanding their Roles as Middle Managers

Brian Kapinos | College of our Lady of the Elms

This presentation is an overview of an exploratory qualitative study that examined how community college advising coordinators describe their roles as middle managers. Thirteen advising coordinators from thirteen different community colleges within two undisclosed northeastern states participated in this study. The study found that there were several administrative and logistical barriers to coordinating advising services faced by the interview participants. These barriers included issues meeting senior management expectations, other staff members within the institution, and several limitations of authority surrounding advising. The barriers and challenges will be discussed during the presentation and attendees are encouraged to bring their experiences and ideas for future research to the Q and A portion of the presentation.

Advising Administration

R7 | I3 | 0

C4.4 Building Stronger Advisor-Advisee Relationships by Reducing Student Communication Disconnect

Kaycee Gnatowski | University of Southern Maine & Tessa Winship | University of Maine System

Academic advisors play an essential role in providing a prosperous college experience for all students, yet some students struggle to form a continuous communicative relationship with their academic advisor. What's the problem? What can academic advisors do to help minimize student communication disconnect? In a quest to help answer these puzzling questions, two academic advisors team up and combine their separate research studies to help academic advisors understand perceived student communication barriers and how they influence the advisor-advisee relationship. Through the use of virtual interactive activities, shared experiences, and colleague networking opportunities, participants will leave this session understanding common perceived student communication barriers, and how they can apply relationship-building strategies to help minimize these barriers to promote a continuous communicative advisor-advisee relationship. We will see you there virtually!

Student Development, Theory, and Research

R2 | C4 | R4

C4.5 DIY: Creating Sustainable Spaces for Student Affairs Professionals to Explore Race and Identity

Bradley Heikes, Mydashia Hough, Joshua Mackey, and Rachel Nieves | Columbia University

Representation and conversations on race and identity benefit staff morale, advisor retention, and student comfort. At this session, participants will learn how, through grassroots efforts, a group of advisors started an Exploratory Committee on Race and Identity, initiating dynamic conversations to educate and empower staff to better understand themselves, their coworkers, and their students. Utilizing quantitative results from surveys and qualitative data brought to the forefront through consciously facilitated workshops, presenters will share best practices and tangible next steps for professionals hoping to start the conversation on their campuses with their colleagues and teams. Participants will be able to develop confidence in embarking on this work even if they identify as a beginner in this field.

Diversity, Inclusion, and Social Justice

C6 | R3 | I3

noon-12:45 p.m. central

C5.1 Advising and Supporting Students with Invisible Disabilities

Tiffany Putman, Libby Jakubowski, & Gabrielle Pennington | Tidewater Community College

Nearly one in five college students report having some kind of disability. The top three disabilities reported by students are Learning Disabilities, Attention Deficit Hyperactivity Disorder, and Psychiatric Disabilities. These types of disabilities are commonly referred to as Invisible Disabilities. This presentation will provide an overview of Invisible Disabilities and the unique challenges faced by students who have them. Participants will gain a better understanding of how to advise, refer, and support these students. Participants will also learn approaches to make their offices more inclusive. The session will consist of a Microsoft Powerpoint presentation, interactive exercises, and group discussions on specific scenarios.

Diversity, Inclusion, and Social Justice

C6 | I5 | R3

C5.2 Setting Sail: Cognitive Load Theory and Academic Advising

Jennifer Stach | Merrimack College & Becca Legro | Wentworth Institute of Technology

Cognitive load theory (CLT), defined by Sweller (1988) builds on the Working Memory model of learning, stating that if learning tasks are made unnecessarily complex or distracting, we will learn less efficiently. CLT is traditionally used in designing classroom instruction, recognizing the limitations of Working Memory in receiving, processing and integrating new information. This session will explore an alternative use of CLT in designing academic advising interventions. After a basic overview of the theory, the role of complex or distracting content in relation to advising will be examined. The presenters will propose alternative strategies and draw clear connections to the theory's applications in academic advising to improve intervention outcomes. Finally, participants will reflect on CLT in their own advising practices

Student Development, Theory, and Research

C3 | C5

C5.3 Sinking into Grief: Issues of Bereavement and Loss in the Advising Relationship

Emile Mike Boutin | MGH Institute of Health Professions

Students experience loss and grief in a multitude of ways, and that has never been more true than in these pandemic times when students are dealing with the loss of support systems, socialization, future expectations, or the deaths of family or friends. What are advisors to do? This interactive workshop will present contemporary approaches to grief, including the Dual Process Model (Stroebe & Schut, 1999). Then, in light of relational advising core competencies that challenge us to make meaning, we will develop and practice counseling skills around issues of grief through a case study model to refine our advising practices. Attention will be given to open ended questions, body language, dealing with tears, managing silence, and meaning making practices.

Training and Development

C4 | R2 | R6

C5.4 Believe in Yourself: Using the Principles of the Appreciative Approach to Anchor Your Personal Life

Lynn DeRobertis & Helena Cole | University of New Haven

Appreciative Advising is a strength-based model grounded in positive psychology. Research shows that adopting the framework of Appreciative Advising with students can have a positive impact on our work with colleagues, friends, family, and even ourselves. Furthermore, when these principles are practiced intentionally, it can lead to greater satisfaction in life and work.

Come to this presentation to hear about the theories behind these practices and the benefits associated with applying them intentionally to our personal lives. Using the Principles of Appreciative Inquiry, participants will engage in a series of virtual exercises that will introduce them to strategies that if practiced regularly can lead to a more appreciative (and happy!) life inside and outside of work.

Health and Well-Being

R1 | C2

C5.5 Navigating the Promotional Tides: Redefining Successful Professional Relationships

Gavin Farber & Joy Stroman | Temple University

The higher education profession is competitive and climbing the career ladder can seem like a never-ending battle through "The Advisor Games". When promotions are few and far between, it's easy for colleagues to battle for the top prize, while losing focus and professional altitude.

Practitioners face challenges of trying to understand the future of their trajectory while working through their personal struggles with their superior's decision. Gain new self-awareness of how to professionally channel emotional energies while navigating your vertical and horizontal career mobility. Join two former contenders as they discuss their struggle to find peace in their advising center after a challenging scramble for acceptance, balance, respect and transformation.

Health and Well-Being

C1 | R2 | R6

C6.1 Things My Manager Says

Bryan Brittle | Southern New Hampshire University

Does your supervisor use certain phrases that just about drive you up a wall? Ever left a meeting feeling unheard? Have you wondered, "What exactly am I supposed to do?", while receiving instruction? If so, this session is for you. We will review statements made by real leaders in real meetings to take a lighthearted look at the different points of view between the manager and the managed, what causes tension between the two, and strategies to improve communication. We will also take a look at who the ideal manager is (the answer may surprise you) and how realistic those standards are. Tips and strategies offered for those giving and receiving orders.

Training and Development

C6 | I6 | R3

C6.2 Pandemic-inspired "self-guided advising tool" empowers new students while boosting enrollment

Michele Pavitt, Amanda Gagnon, & Kathleen Doan | Southern Maine Community College

The idea emerged from a pandemic-fueled impending debacle in the spring of 2020. Despite conducting hundreds of one-to-one advising sessions for new incoming fall 2020 students, the backlog of admitted, unregistered students continued to mount. Due to restrictions imposed by the spread of the coronavirus, we were unable to keep up with the demand for one-to-one advising sessions. A remote group alternative, offered through Zoom, attracted surprisingly low student turnout.

The solution? An online, student-friendly, visually appealing "self-guided advising tool" that offered key information to students in the form of quick videos and photographs. The tool guided students through login procedures, program requirements, and course selection in a clear, four-step process. In follow-up meetings, advisors were able to respond to individual student concerns and questions.

Prospective Students and the First-Year Experience

C4 | I7 | R4

C6.3 Creating and Administering Exemplary Advising Programs

Thomas Thomas | Wilkes University

When dedicated advisors and faculty make the move to administration, they often find themselves caught between their training in educational theory and the realities of an environment where business concepts have become dominant. Administering effective advising programs is a unique endeavor, requiring an oftentimes awkward synthesis of educational theory, student-development theory, business management and strategic planning. In the most effective programs, business management concepts actually become the tools to advance our educational objectives instead of the obstacles we often see. This session will explore where these various components complement each other and where they come into conflict, with the purpose of making your vision a reality for students each day. Appropriate for current directors and for those considering making the transition to administration.

Advising Administration

C5 | C4 | I1

C6.4 Collaborative Interaction: Using "Yes, And" in Academic Advising

Tim Douglas | Emerson College

We review curriculum. We parse our notes from prior meetings. We stay on top of faculty changes, and external opportunities. But when it comes to simply LISTENING to our advisees, we just kind of count on that skill to be there when we need it. You are invited to explore the process of active listening and the theory of "Yes, And" in this fun, interactive session. You will leave with a simple, easy to use method for getting more out of the students you interact with in every meeting you have.

Training and Development

R4 | R2 | C2

C6.5 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.

Academic Major Specific

C4 | I5 | R6

CLOSING SESSION and KEYNOTE | Dr. Julie Nash | Vice Provost for Academic Affairs at the University of Massachusetts Lowell



Julie Nash is Vice Provost for Academic Affairs at the University of Massachusetts Lowell, where she oversees retention and student success, pedagogy, curriculum, and accreditation.

Dr. Nash has a Ph.D. in English and worked as an English Professor before moving into administration. She is passionate about access and equity for all students and created the River Hawk Scholars Academy to support first-generation college students, a program that helped UML receive the national "First Forward" designation. She has been an invited presenter nationally and regionally on such topics as higher education leadership, supporting first-generation college students, advising, and inter-campus collaborations.

ON-DEMAND SESSIONS

Advising Administration

Excellence in Academic Advising: Evidence-Based Advising Transformation

Vicki McGillin | Gardner Institute & Susan Campbell | University of Southern Maine (ref)

Despite the importance of improving retention and completion rates, few institutions have been able to do more than react to concerns about advising outcomes and retention patterns. Rarely have they been able to systematically examine the relationship between advising and retention, much less use evidence to establish standards for academic advising. The standards and evidence-based process developed under the Excellence in Academic Advising project, a partnership between NACADA and the Gardner Institute, powers this examination. This interactive panel discussion will feature an overview of EAA, and how it is powered by people (Task Force), informed by evidence (data and analysis), and driven by standards (Nine Conditions of Excellence). Frostburg State University, Johns Hopkins University, and the University of Hawaii at Manoa are featured Charter Institutions.

C5 | C6 | I5

Helping Tigers Earn Their Stripes: One University's Approach to Proactive Annual Advising

Carla DeLucia & Stephanie Bauschard | Rochester Institute of Technology

As part of the university's on-time graduation initiative, the advising community developed a plan to support each Tiger as they "earn their stripes." Learn how one large private university is transitioning from a decentralized advising approach that lacked coordination, to a comprehensive framework that includes proactive advising throughout the student life-cycle. This strategic approach to advising has resulted in increased gains in student success. The presentation will highlight how the university streamlined existing advising operations by creating an advising framework that promotes student success. It will review the development and continued implementation of year-level advising as well as lessons learned throughout the process. The new advising framework is helping to strengthen systemic support for students and build an environment that promotes on-time graduation.

C4 | R6 | R2

Rising like a phoenix: Rebuilding your advising team

Carolyn Jensen | Penn State University College of Science

The days of having the same advising staff for decades are ending. Modern advising professions frequently must move out to move up. In the absence of a career ladder, advising managers have a responsibility to their team members to position them to move to new opportunities. Supporting your staff in this arena is great for them but can leave you with a constant need to fill position and build new teams. What do you do when you are faced with such a situation? Over the past 7 years, our office has had two complete turnovers of staff. Rather than looking at this situation as a disaster, our approach is to look at turnover as an opportunity for both the individuals and the team alike.

I6 | I3

The Learner Services (Call-In) Model Supports Professional Advisors and Non-Traditional Students

Michael Boudreau, Amy Nichols, & Nicole Bruno | Northeastern University

Academic advisors can sometimes spend more time playing the role of a search engine than they do on targeted academic advising/support.

The Learner Services (Tier One Advising Team) model helps students navigate their entire academic and professional journey. Learner Services partners with academic advisors to quickly, efficiently, and effectively ensure students are getting inquiries addressed while referring inquiries that require deeper program path planning and support.

Learning objectives include how to provide:

- Quick turnaround
- Multiplatform access
- Constant, dedicated support
- Institutional culture change

Our interactive presentation will provide a detailed overview of the Learner Services model and its development, implementation, growth, and existence today. We will also offer suggestions on how it might be implemented elsewhere or serve all student populations.

C4 | I6 | R4

Advising Special Populations

Everything I Need to Know about Advising, I Learned from Video Games

Zack Underwood & Helene Goetz | Virginia Tech

Video games and gaming culture interweave our students' current and past lives. As academic advisors, we can relate to students through video games (even if we have never played the latest game). Video games provide academic advisors with a bridge towards advising our students in three main areas and overlap NACADA Core Competencies. Gaming provides academic advisors with discussions regarding critical thinking, transitional issues, and resiliency conversations.

This presentation will help academic advisors examine lessons learned from video games and video game literacy. Using examples of gaming from the 1980s to present, presenters will interact with audience members through discussion and briefly playing games to find overlap between the advising profession and video games. All backgrounds of advisors are welcome.

R2 | C4 | R6

Helping Our Pregnant and Parenting Students Beat the Odds!

Natalie Fein | Community College of Philadelphia

Did you know 4.8 million (26%) undergraduate students are raising children but less than 1 in 10 complete a bachelor's degree within 6 years? Certain conditions related to pregnancy and post-pregnancy may require the involvement of multiple college departments to ensure Title IX compliance and student success. Pregnant and Post-Partum students have many challenges to deal with including childcare, scheduling, physical and mental health challenges all of which can affect academic success and persistence. Participants will gain a better understanding of this underserved population, best practices, resources, Title IX implications and be ready to advocate for improved policies, procedures, and practices at CCP.

C4 | C6 | R2

"I don't have any classes on Friday, so I will do all my homework then."

Gail Minichiello | University of Southern Maine

"My roommate had friends over, so I couldn't study for that test." and "I earned an 80 on my last math test, so it will be okay for me to skip some of this other math homework." As an advisor, you have heard students invoking any of the 10 categories of loopholes to justify why they have not maintained the habit change needed to improve their academics. Based on Gretchen Rubin's Strategy of Loophole-Rejecting from her book "Better Than Before," this session prepares advisors to assist students in identifying their loopholes. Effective strategies to help students reject their loopholes and maintain their academic habit change will be discussed. This session is particularly beneficial for supporting academic probation/development students.

C4 | I5

Student Concussions: More Than Just a Headache

Amanda Menier | SageFox Consulting Group

Concussions and other brain injuries have the potential to derail student progress considerably and create serious threats to student persistence. While any student can experience a concussion, special populations of students such as student-athletes and student veterans are especially at risk. To best support students recovering from concussions, academic advisors should understand the range of symptoms and recovery times students may experience as well as the potential setbacks students may face in individual classes and their overall degree progress. This session will provide participants with the opportunity to share their institution's practices surrounding concussion as well as participate in a mock advising session with an injured student. Implications for post-Covid neurological symptoms will also be discussed.

15 | C6 | C5

The Impacts of Advisors' Cross-cultural Empathy, Advisor-advisee Rapport and Advising Satisfaction on International Student Sense of Belonging

Xiao Yuan | Niagara University

International students in the United States face acculturation challenges in the academia and have low sense of belonging to institutions. This study examined the impacts of academic advisor's cross-cultural empathy, advisor-advisee rapport, and advising satisfaction on international student sense of belonging to institutions in the United States higher education. Advisors' cross-cultural empathy and advising satisfaction had positive effect on student sense of belonging. Advisors cross-cultural empathy partially mediated the effect of advising satisfaction on sense of belonging. However, advisor-advisee rapport was not associated with international student sense of belonging. Significant differences were found in those impacts and associations between Chinese international students and non-Chinese international students.

C5 | R2 | R3

The Many Faces of First-Generation: Supporting Academic Engagement Among a Diverse Population

Reid Higginson | Bridgewater State University (Advisor) & Harvard University (Postdoctoral Scholar)

This presentation discusses the diversity of individuals who are first-generation college students and the divergent relationships they have with college officials. Drawing on in-depth interviews with 49 students over their first year at one Public Regional Comprehensive University, this presentation identifies three distinct populations of first-generation students: those who are middle-class, those who are low-income, and those who are low-income but attended top high schools. Each of these groups described different approaches to their relationships with advisors and professors, from fiercely independent, to highly interactive, to selectively engaged. After presenting these research findings, this session will open into a discussion about how advisors can best support and build relationships with each of these unique first-generation populations.

15 | C6 | R2

Assessment and Evaluation

Cracking the Assessment Code: Measuring Student Learning Outcomes

Brittany Mayes | Mercy College

Has your advising office created learning outcomes for their students but need guidance on creating assessment tools to measure and collect their data? This session is just what you need! In Cracking the Assessment Code: Measuring Student Learning Outcomes participants will be given the tools to create assessment plans that will allow your advising office to measure Student Learning Outcomes. The presentation will focus on strategies for administering assessment plans to your student population and how to collect and assess the data.

R7 | C5

Career Advising

Exploring an Unconventional Approach to Career Advising

Zenobia Garrison | Montgomery College

Amidst this pandemic, students are experiencing higher levels of anxiety about future career opportunities and prospects more than ever before. With a deficit of 10 million jobs in the workforce today, there are fewer internship offerings by employers, resulting in less opportunity for students to develop career relevant skills (Fain, 2020). Additionally, in a remote setting, students experience less access to career counselors who can help them work through career decision-making difficulties and challenges. Attendees will learn how Montgomery College, a multi-campus community college in Maryland, is leveraging the remote environment and Starfish technology to institute the Career Referral Program designed to help students overcome career dissonance, gain career clarity, and develop career choice efficacy. The session will outline program components, desired outcomes and processes adapted for implementation.

"Fain, P. (2020, November 11). Career exploration in college. Inside Higher Education.

<https://www.insidehighered.com/news/2020/11/11/more-urgency-about-creating-career-exploration-options-college-students>"

R6 | I7

Diversity, Inclusion, and Social Justice

Empowering Educational Activism on the Part of Advisors and Advisees

Jennifer Schneider | The Community College of Philadelphia

This presentation addresses the question of "What is educational activism?" and what does it mean in the context of the advisor-advisee and faculty-student relationship. The presentation first explores a variety of definitions, as the ways in which scholars and practitioners define the term vary. Rose (2017) notes that activism can take many forms and occurs in actions both large and small. After reflecting on the variety of ways in which educational activism is defined and interpreted, the presentation synthesizes common themes as well as what it means to be an educational activist. The presentation concludes with a variety of strategies and approaches for how to be an educational activist. Viewers will learn strategies for adopting and applying educational activism in practice, as part of the advisor-advisee and faculty-student relationship.

R6 | C6 | R4

Supporting our Asian Students and their Holistic Development

Lee Juarez | The Pennsylvania State University & Sridevi Rao | The University of Texas at Austin

The Pennsylvania State University is one of many universities taking action to create spaces for Asian students to support their college experience, while providing open dialogues about identity development. The presenters will use an Asian Critical Race theory lens to highlight aspects of the creation of their student group, Asian Students in Alliance (ASIA). The session will provide tangible strategies for higher education professionals to better support their Asian student population on their respective campuses.

15 | I1 | C6

Faculty and Peer Advising/Mentoring

NACADA & NSF Aspire Alliance Partnership: Changing the National Conversation about Faculty Advising

April Dukes | University of Pittsburgh & Sean Bridgen | NACADA: The Global Community for Academic Advising

It is time to shift the national conversation about the skills that support faculty success in their careers and in turn, student success. The NSF Aspire Alliance aims to promote underrepresented minority student academic achievement, and effect change by aligning and reinforcing both professional development and hiring practices of diverse and inclusive STEM faculty. NACADA is a key Alliance partner; together they aim to enhance opportunities for faculty development about three key areas: advising, research mentoring, and inclusive teaching. In this session participants will: (a) learn about the collaboration, (b) provide input to help build this national initiative, and (c) discuss ways that their institutions will be able to leverage this new collaboration to benefit their faculty.

C4 | R3 | C6

Health and Well-Being

Addressing Student Anxiety in Academic Advising

Courtney Lloyd & Marie Bunner | West Chester University

Stress and anxiety among college students is a widespread concern in higher education. Academic advisors work with students on a range of issues where students often identify anxiety as the cause of poor academic performance. "The propensity for mental health issues to hinder the success of college students" has reached far beyond test anxiety or an aversion to math (Beiter R, Nash R, McCrady M, Rhoades D, Linscomb M, Clarahan M, Sammut S, p. 90). Participants will discuss the prevalence of anxiety among college students and pragmatic approaches to address student anxiety and assist students in managing anxiety while adjusting to college life and academic pressure.

Reference: Beiter R, Nash R, McCrady M, Rhoades D, Linscomb M, Clarahan M, Sammut S. (2015). The prevalence and correlates of depression, anxiety, and stress in a sample of college students. *Journal of Affective Disorders*, 173, 90-96.

C4 | R2 | R4

Gratitude as an Ingredient for Success

Amanda Chapman | Simmons University

Combining theories of positive psychology, advising theories, and personal experience and philosophy, we will delve into the key role that gratitude plays in our ability to succeed in our everyday roles as Academic Advisors. Additionally, we will discuss how these concepts apply to college students and their success throughout college. At the end of the presentation, we will review several strategies for cultivating gratitude among certain student populations including first-year students, undeclared students, and students at-risk.

R1 | R6 | C4

Prospective Students and the First-Year Experience

From Pandemic Woes to Orientation #GOALS: Evolving to a flipped orientation advising model

Marlena McGlothlin Lester, Daniel Newcomb, Alexis Miller, & Alice Noble | Virginia Tech

While flipped-advising is not a new concept, this advising team has traditionally conducted summer orientation as an in-person experience. The pandemic necessitated a re-imagined orientation advising model utilizing new technologies while also introducing students to the university's learning management system. During this interactive presentation, participants will learn how to create an engaging and collaborative program that led to 100% participation from students and provided them a one-on-one advising experience. Explore how this advising team pivoted to a successful flipped orientation advising model, and learn what worked, what did not, and how to embrace the unknown!

C4 | R4 | R5

Student Development, Theory, and Research

First Year Students: Cultivating A Growth Mindset

David Dearden | University of North Carolina Charlotte

First year college students face a myriad of challenges, which may result in students developing a fixed mindset. Carol Dweck (2006) defines growth mindset as persistent and willing to exert effort. A person with a growth mindset believes they can develop their intelligence if they work hard. In contrast, a fixed mindset is a belief that attributes, such as intelligence, is not changeable; therefore, resulting in a willingness to give up rather than persist. This session provides an overview of how growth mindset can cultivate persistence with first year students. Attendees will be provided the opportunity to discuss practical ways of introducing and fostering a growth mindset, which helps students rethink their approach to not only their academics, but also to life.

C4 | R6 | R1

The Narrative Paradigm in Academic Advising: Where Are We Now?

Peter Hagen | Stockton University

For the past ten years or so, the array of available theoretical perspectives on academic advising has increased to also include the narrative paradigm. The presenter will discuss the history of the narrative paradigm in academic advising and how it may have influenced the practice of and research in advising. Major works in the narrative paradigm will be briefly reviewed. Participants will be guided to reflect on their own theoretical paradigm and on the extent to which their own practice might or might not be guided by the narrative paradigm.

C3

The Power of Transformational Advising: Helping Students Find Their Voice

Katy McLaughlin | Brandeis University

When students begin their time at college, they often experience a sense of academic uncertainty as the structure of high school gives way to previously unencountered levels of educational choice and freedom. Even when students are aware of their academic options, they may not feel capable of making the "right" choices regarding course and major selection when faced with conflicting guidance from parents, peers, and cultural narratives. This presentation will focus on ways to facilitate transformational advising experiences (Kincanon, 2009) that support self-directed academic decision making in students. We will explore practical advising interventions that range from in-meeting techniques to longer term student-advisor partnerships involving reflection exercises.

C3 | C4 | R6

Student Persistence, Retention, and Academic Skills

Advising to promote student success: Consistent Data from Portugal and the US!

Janice Stapley & Keith Gissubel | Monmouth University

Advising to promote student success: Consistent data from Portugal and the US.

Our new data from two continents reveal that using cognitive reappraisal predicts adjustment whereas emotion suppression predicts poor adjustment, especially among those who experience "Flow". Attendees will gain insight into ways to model cognitive reappraisal and enhance advising sessions by being mindful of the implicit messages we send when we help advisees to plan schedules or choose a major. Advisors can refer students to workshops to better manage their emotional and intellectual energy by learning to use "Flow" and reframe challenges. New data on brain plasticity supports advisors' modeling and suggestion that change in personal characteristics which students may have believed to be fixed, can happen, allowing students to effectively use mindsets and behaviors that are associated with college success regardless of the type of course delivery.

C3 | I5 | R2

Creating a Mentor Based Recovery Program for Academically At Risk Students

Bethany Samuels | Utica College

Working with Academically At Risk students can be challenging and rewarding. In Fall 2018 the Utica College Center for Student Success developed a robust Academic Recovery Program for first and second year students. Creating a Mentor Based Recovery Program for Academically At Risk Students will share insights of how the program was developed, collaborated with other campus offices, and how a mentor based program helped 73% of at risk students improve their GPA from fall to spring semester.

C4 | R2 | R6

Success with Students Academically Adrift: Student Learning Theories and the Advising Toolkit

Christine McLaughlin, Kristy Forrest, Diane Shaw, Alexis Johnson, & Mackenzie Johnson | Merrimack College

Merrimack College's Phoenix Program's success with students on academic probation is accomplished through its three-pronged approach to monitoring and advising: regular meetings with an academic coach, a reduced credit load for the probationary semester, and enrollment in PHX1050: Foundations of Academic Development, a newly instituted one-credit course housed in the Academic Success Center. This presentation from staff in the Office of Academic Support & Advising will outline how the Phoenix Program is managed, with particular attention to how academic coaches/instructors successfully use student learning theories to increase students' confidence and self-awareness; the goal is to have students understand how to view their academic setback as an opportunity to become more effective learners.

C4 | I5 | R2

Technology and Social Media

Empowering Student / Advisor Relationships using Technology

Lindsay Crawford | University of Southern Maine

Advisors are using technology now more than ever before and as a result, the landscape of advising is changing. This presentation will look at pedagogical approaches and frameworks to utilizing technology in our advising to empower student/advisor relationships. From an assessment foundation, we will review utilizing frameworks developed by George Steele's (2014) Intentional Use of Technology and by integrating the frameworks used by our K-12 partners including the ISTE Standards (2000) and the SAMR model (Puentedura, 2013). Participants will learn about the research in Technology Education, learn practical strategies in implementing technology in advising, and brainstorm at least one way they'll integrate technology into their advising in an intentional way.

C3 | I7 | R2

Training and Development

High Impact Educational Practices: What They Are and How to Promote Them

Madeline Goldman | Virginia Commonwealth University

High impact practices are important to help students experience student success in terms of academic achievement, student engagement, satisfaction, persistence and educational attainment. Participating in these activities results in higher engagement and more robust outcomes for students, especially for historically underrepresented students in post secondary education. Examples of high impact practices, including learning communities, undergraduate research, internships, study abroad and service learning, will be discussed. Participants will learn how the advising office at VCU encourages all students to participate in these high impact activities. There will also be time for the attendees to reflect on how they could implement these practices at their own institution. Participants will learn how to get students involved in such activities at departmental and institutional levels.

C4 | R3 | I6

Lessons learned: Using feedback from academic advisors to revamp your onboarding program

Kelsey Bannon & Judi Brewer | University of Southern Maine

Well...we revamped it, updated our processes and thought it was perfect. We presented our ideas at the 2019 Region I NACADA conference and were excited to start onboarding new advisors at the University of Southern Maine. Afterwards, we only became more interested in the topic. We continued researching and received valuable feedback from our most recent team members. We realized it was time to make even more radical changes. This presentation provides recommendations on revamping your new-hire process with do's and don'ts, an example of a well-balanced schedule, quotes from advisors and tips for onboarding in a virtual environment.

C2 | R2 | C4

Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing

Ashley Thomas | NACADA Executive Office - Kansas State University

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal and the NACADA Review, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, NACADA-produced books, the new online, scholarly journal NACADA Review: Academic Advising Praxis and Perspectives, and the flagship NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

R7

The NACADA Emerging Leaders Program: Engaging and Inspiring Diverse NACADA Leaders

Banks Blair | Virginia Tech; Margaret Mbindyo | Millersville University; Amber King | Delaware Tech; Wiona Porath | Johns Hopkins University; Autumn Grant | Wheaton College; & Wanda Reyes-Dawes | Manchester Community College

Do you want to help shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Interested in engaging and inspiring future association leaders by serving as a mentor? Consider participation in the Emerging Leaders Program (ELP), NACADA's mentoring initiative, which works to support diversity in NACADA's leadership and contributes to the association's mission of being a global community. Join us for this session and gain valuable knowledge from program participants about the ways in which the NACADA Inclusion & Engagement Committee and ELP are fostering diverse voices in the association's leadership.

C6