



NACADA VIRTUAL REGION 3 & REGION 5 CONFERENCE

APRIL 7-8, 2021

[PRECONFERENCE WORKSHOP WEEK](#) | MARCH 1-5, 2021

Preconference Workshop Week features 25 virtual, in-depth, interactive, professional development sessions. These sessions are typically the first day of the conference, but in 2021, we are combining all two- and three-hour sessions from all ten regions into one week.

[NACADA VIRTUAL REGION 3 AND REGION 5 CONFERENCE](#)

Live and Semi-Live Sessions April 7 and April 8

On-Demand Sessions available April 7

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, APRIL 7, 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 | *Academic Advising and Student Retention: A Winning Combination (Pandemic or No Pandemic)*

Dr. Aaron W. Hughey | University Distinguished Professor and Program Coordinator, Department of Counseling and Student Affairs | Western Kentucky University



Dr. Aaron W. Hughey is a University Distinguished Professor and Program Coordinator in the Department of Counseling and Student Affairs at Western Kentucky University, where he oversees the master's degree program in Student Affairs in Higher Education, as well as graduate certificate programs in International Student Services and Career Services.

Before joining the faculty in 1991, he spent 10 years in progressive administrative positions, including five years as the Associate Director of University Housing at WKU. He was also Head of the Department of Counseling and Student Affairs for five years before returning to the faculty full-time in 2008. Dr. Hughey has degrees from the University of Tennessee at Martin (Secondary Education – Biological Science), the University of Tennessee at Knoxville (Educational Psychology), Western Kentucky University (Counselor Education – Student Personnel Services), and Northern Illinois University (Educational Administration with an Emphasis in Higher Education).

He has authored (or co-authored) over 60 refereed publications on a wide range of issues including student learning and development, recruitment and retention, leadership, standardized testing, diversity and educational administration. He regularly presents at national and international conferences and consults extensively with companies and schools. He also provides training programs and conducts webinars for multiple organizations on a variety of topics centered on evidence-based best practices. The increasingly important and still-evolving role of academic advising as an integral component of effective student retention initiatives is one of his specialties.

11:20 a.m.-noon central

Networking Session | More information available soon.

- C1.1 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.
Advising Special Populations
C4 | C3 | R2
- C1.2 Collaborative Strategies for Retention and Academic Remediation**
Jada Russell & Karen Messing | University of Tennessee - Knoxville
The Office of Student Services and Undergraduate Student Affairs collaborate to form interventions for students completing lower and upper division coursework. Lower-division interventions include mentoring and academic success support through the Vols First Year Experience, CON Ambassadors and Students Taking Academic Responsibility (S.T.A.R.) programs through the completion of their freshman and sophomore years. Upper-division intervention strategies include co-creation of individualized academic planning for students who are out of sequence, coordination of academic service learning opportunities, evaluation of exam results for academic remediation of deficiencies in low competency areas and utilization of faculty engagement to support student success.
Learning Objectives: Participants will learn strategies to support student success and ways to collaborate with other units to maximize efforts.
Reference:
"Dorsey, L. & Baker, C. (2004). Mentoring undergraduate nursing students: Assessing the state of the science. *Nurse Educator*, 29(6), 260-265."
"Tinto, V. (1990). Principles of effective retention. *Journal of The First-Year Experience & Students in Transition*, 2(1), 35-48."
Student Persistence, Retention, and Academic Skills
16 | C4 | C2
- C1.3 Brewing Career Success of the Undecided Student**
Courtney Lewellen & Lauren Henninger | Indiana University School of Medicine
Advisors play a vital role in the case of the "undecided student." As Lead Advisors for the Indiana University School of Medicine, every student matriculates with the career goal of becoming a doctor, but with 52 specialties to apply to and fellowships galore post-residency, our students often only they know they want to "help people." As advisors, we are given the opportunity to coach students through the process of developing self-authorship in accordance with choosing their career path. Based on Magolda's Theory of Self-Authorship, advisors can act as thought partners in helping students learn to find answers to their own questions. Within our session, participants will learn how we incorporate career coaching within our advising sessions and come away with tips for incorporating into their own practice.
Career Advising
C4 | R2 | R6
- C1.4 Be Prepared: Emergency and Crisis Planning for Advisors**
Sarah Howard | The Ohio State University
The move to remote working and advising in the spring of 2020 caught a lot of advising units unprepared for this disruption to normal circumstances. Now that we have settled into some sort of routine within a pandemic, it is important to be sure that your advising unit is prepared for other types of emergency situations: disruptive or disturbed individuals, campus emergencies, weather emergencies, and health emergencies. This session will assist advisors and advising administrators in evaluating current emergency preparedness plans and filling gaps where emergency plans may not yet exist. We will also discuss how to train advisors on emergency plans and how to incorporate emergency planning into regular staff conversations.
Advising Administration
13 | R6
- C1.5 Onboarding New Advisors During a Shutdown: How an LMS Saved our Sanity**
Becky Sass, Lorain Ambrocio, & Dave Sagehorn | Columbia College Chicago
Starting a new job is already stressful, but have you done it in the middle of a pandemic? While COVID-19 was freezing new hires across the country, Columbia College Chicago sneaked under the wire and hired two new advisors just before the campus shut down. Thanks to an intentional, LMS-based training program that was already set up, our new advisors are not only surviving—they're thriving! Our model has become a valuable way to ensure each advisor on our large team is trained the same way and can hit the ground running. If your advisor training could use an update, join our presenters as we take you step by step through our own development and assessment process—which started well before COVID-19 hit.
Training and Development
17
- C1.6 Expanding the Winner's Circle beyond Nursing!**
Mathew Deffendall | University of Kentucky
For many incoming students, the attractiveness to health care is a lure because they want to help people and it's a job in demand. However, all too often the competition on the track results in some students choosing a different path. This presentation utilizes the experience of a large, research 1 institution partnering with career services to expand the winner's circle for students not selected into a selective admission program. Our session will share the techniques and processes which nursing advisors refer students to the career center and how we utilize the career decision making process to retain students at the institution. <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Anticipatory-Guidance-as-an-Advising-Strategy-for-Pre-nursing-Students.aspx>
Academic Major Specific
C4 | R4 | I2

- C2.1 From Surviving to Thriving: A Metacognitive Approach**
Samantha Felhaber & Breanna Falb | The Ohio State University
It is common for students to experience a lack of success in their first semester or first year of college. This less-than-stellar performance is not usually a sign of their individual intelligence, but rather their inability to engage in metacognition. Using the book "Teach Students How to Learn" by Dr. Saundra McGuire, presenters will review how metacognition can support sustainable academic success. Presenters will discuss how metacognitive strategies are being taught to a population of first-year students at The Ohio State University, impacts of this education, and other possible implementations of metacognition in a variety of higher education settings including academic advising.
Student Persistence, Retention, and Academic Skills
C3 | I2 | R6

- C2.2 Closing the First-Gen Retention Gap**
James Wicks & Kristen Janson | Middle Tennessee State University
 An advisor-led intervention program was implemented for a single college at a large southeastern university in the fall 2018 term to address retention gaps between first-generation and non-first-generation students. Using a structured communication plan, first-generation students in the fall 2018 cohort were invited to attend several workshops, which included ice breaker activities, faculty statements, overviews of campus services, and student mission statement activities, among other things. Following the program, the first-gen retention gap for the fall 2018 cohort narrowed to 2 percentage points lower than the previous record. Additionally, for the fall 2018 cohort, first-generation student retention in the college was 4.6 percentage points higher than the previous record. Presentation attendees will learn how to develop a similar program designed to engage first-generation students and improve their chances of success.
Advising Special Populations
 C4 | C6 | I5
- C2.3 Please Answer My Email! What Academic Advisors Can Learn From Email Marketing Best Practices**
Carrie Daut | Loyola University Chicago
 On average, adults spend fewer than three seconds reading an email, and a whopping 39 percent of college students admit to not always reading emails from their academic advisor (ouch!). So as advisors work to diversify their outreach to students, how do we craft the "right" email when an email still needs to go out? In "Please Answer My Email! What Academic Advisors Can Learn From Email Marketing Best Practices," participants will review simple email marketing techniques that can increase advisee engagement — and will see how one email template brought the presenter a 77 percent advisee response rate. Participants will leave this session with straightforward tips that can be implemented the very next time they open their inbox.
Technology and Social Media
 R4 | I7
- C2.4 Intersectionality: The Crossroads of Students' Identities**
Wendy Schindler | Northern Kentucky University
 As children, we're taught to categorize and sort. Round pegs do not fit in square holes. Towers are built with the biggest pieces on the bottom and smaller as we build upwards. It's no wonder we assign labels and put people in boxes as adults. As advisors, it's easy to fall into those habits and see students one-dimensionally; however, students have multi-faceted identities, just like us. Intersectionality provides an understanding of how these identities exist in a system of privilege and oppression. We'll discuss how intersectionality can inform our relationships with students, our advising practices, and the ways in which we foster student success. Each participant will create a personal and intentional intersectional approach to deepen your understanding of student needs and critical self-reflection as an advisor.
Diversity, Inclusion, and Social Justice
 C6 | I5 | R3
- C2.5 CARE Plan: Redesigning Advising for Pre-Program Health Care Students**
Carol Paguntalan, Karla Gilliam, & Jennifer Lopes | Piedmont Technical College
 Advising of pre-program health care students is a complicated process. The complexity is heightened by the need to consider many factors, such as specific prerequisite coursework, grade point averages, testing requirements, and timelines for program application and program acceptance. Piedmont Technical College's CARE Plan has had promising results in its first year, with increases in both persistence and retention, in a population that has lagged behind other departments of the college. In this session, participants will learn about the elements of the CARE Plan, including: guided pathways, early connection activities, a common first semester, and a required Health Care Careers course. In the CARE Planning Center, a designated centralized location for advising for pre-program health care students, students and advisors collaboratively develop individualized degree plans.
Academic Major Specific
 C4 | I2 | R4
- C2.6 Advisors as Teachers - Teaching Emotional Intelligence Skills**
Quenshia Graves | Indiana University - Bloomington
 This presentation is a different perspective of Emotional Intelligence and advising. Previous research looked at how academic advisors should be proficient in Emotional Intelligence to be successful as an advisor. Which is true, this is a very important set of skills when working with students. However, this presentation takes a creative look at how advisors can teach students Emotional Intelligence skills through advising appointments. Teaching students self-management, relationship management and social awareness can improve their ability to navigate college and improve their success both in and out of the classroom. All of these skills are related to emotional intelligence leadership theory. In the presentation participants will engage in discussion and work through scenarios to better understand how to teach these skills to students.
Student Development, Theory, and Research
 C4 | R6

THURSDAY, APRIL 8, 2021

9-9:45 a.m. central

- C3.1 Try the Trend: Adding "Quick Coaching" Questions to Your Advising Toolbox**
Nichole Mann | Indiana University East
 Success coaching is one of the major trends moving through student affairs, and many advisors are starting to wonder how we can leverage the principles and strategies used in coaching to benefit our students. In this presentation, we'll explore the anatomy of a coaching question: what their characteristics are, when and how they might be used to achieve our desired outcomes for student learning, and how to fit them in alongside everything else that needs to happen in a typical advising meeting. Advisors will learn how to begin creating a few high impact questions that can be easily integrated into regular advising meetings, helping to build relationships and encourage truly transformational advising interactions.
Student Development, Theory, and Research
 C3 | R2 | R6
- C3.2 Why Do I Have So Many Advisors? Supplemental Advisors and Student Success**
Kayla Powell & John Blaine | University of Kentucky & Kathryn Jenkins | East Tennessee State University
 Supplemental (non-primary major) and/or program advisors are becoming more common within higher education, particularly on larger college and university campuses. These advisors play a key role in supporting student success and retention. Supplemental advisors specialize in areas including pre-professional/graduate admission, Honors programs/colleges, transfer admission, First Generation programs, education abroad and more. However, there is little academic focus on this topic. This session will explore ways that supplemental advisors can be an asset to students, major advisors and administration. Discussion themes will include various roles supplemental advisors can perform, ways that major and supplemental advisors can collaborate, opportunities and challenges for advisors, and positive impacts for student success.
Advising Special Populations
 C4 | R6 | R2

- C3.3 Student Success through Self-Assessment, Problem-Solving, and Self-Reliance**
Karen Spangler | Ball State University
 Learn about a series of worksheets that guide students in the practice of self-reflection (Kolb 1984) (Gibbs 1998), problem-solving (Toyoda 1930), and accepting ownership of their academic experience (Kovacs 2017). Five research-based worksheets - a syllabus, self-reflection assessment, semester plan, problem-solving exercise, and course sequencing worksheet will be presented. They are based on Conceptual Core Competency #4 and Relational Components #5 and #6. Presentation, practice, and discussion will guide you to design worksheets to specifically meet your students' needs or use as they are. These tools are designed to encourage your students to learn to be the catalysts and engineers of their progress, academic development, and success.
Student Persistence, Retention, and Academic Skills
 C3 | R6 | R5
- C3.4 Leveraging Advising Technologies to Strengthen Proactive Advising**
Nicole Glenos, Brian Peters, & Tremaine Brittan | North Carolina State University
 Proactive advising supports and helps retain at-risk students through the use of proactive communications during critical periods. This session will highlight how advising technologies can help identify and communicate with at-risk students for early interventions such as major changers, transfer and international students, first-year students, and students on warning or probation. We will discuss the ways that institutions with decentralized advising models can leverage technology and build campus partnerships to promote student success. We will discuss various partnerships we forged to lower barriers and facilitate early interventions for special populations of students. The presentation will cover diverse approaches for implementing technology-enabled interventions for proactive advising, including case management delivery models, data analytics, queries, course sites, and enrollment management tracking.
Technology and Social Media
 I7 | C4 | I6
- C3.5 Creating a Student Intake Form: An Inclusive Approach to Student Support**
Adam Wade & Jairo McMican | Central Carolina Community College
 In Spring 2019, a team of faculty and staff started the process of creating a student intake form. Join us as we share about our experience of creating a form geared towards learning about individual student needs prior to enrollment, early successes and lessons learned, and the impact an intake form can have on student success. Participants will be able to review and take away a copy of our student intake form, review our outreach process, examples of outreach, and early impacts. Our goal is to meet every student where they are and ensure that support systems are in place to reinforce success at our institution and beyond. Our student intake form is vital piece of that support system that we have built to ensure support for every student.
Prospective Students and the First-Year Experience
 C6 | I6 | I5
- C3.6 Amplifying voices and supporting visibility: being and becoming Black & BOLD**
Jenifer Berry | Indiana University Bloomington
 Unfortunately, many students sit in silence feeling voiceless and invisible on our campuses. Prioritizing these students' narratives amplifies voices and supports visibility, creates safe spaces, and is an act of social justice. Using a Black Queer student group as a casestudy, participants will examine the purpose and practices used; learn and identify ways to better support underrepresented students; and understand how to create voice and visibility for marginalized students. These practices, acknowledge one's privilege and intersectionality (Crenshaw, 1989), mattering (Scholssberg, 1989), and embrace a queer of color critique (Ferguson, 2004) while demonstrating how to create educational equity for students on the fringes. In this session, participants will reflect and learn ways to begin better supporting marginalized students.
Diversity, Inclusion, and Social Justice
 C6 | I5 | R2
-
- 11:05-11:50 a.m. central**
- C4.1 The Coaching 'Zone of Genius': the Unique Value of Academic Advising in the Support Ecosystem**
Lindsay Sommerauer | Western University
 Supports and interventions are often designed for certain populations or challenges. What about common, nebulous challenges of normal development e discovering purpose/priorities, education/career dilemmas, designing one's life and handling its risks? For many, these challenges are new; students bring them to advisors as one, big, tangled knot. Advisors need tools and strategies to guide toward clarity so students can design actions toward their own success - we must coach them. Yet with limited time and resources, we also must get clear on our own 'zone of genius': our unique value among on-campus supports. We must provide holistic, understanding care while increasing referral power. Reflect on your team's 'zone of genius' and gain coaching tools and questions for more impactful conversations.
Training and Development
 C4 | I6 | R2
- C4.2 Exploratory Student NBA Draft**
Andrew Morrow | Ball State University
 Selecting a college major or career can be a dry, tedious, and confusing task for students. Students hold multiple misconceptions about majors and careers that advisors often help challenge. This fun and engaging experience breaks down barriers to make the decision more enjoyable. Join this session for a pun-filled exploration of college majors via a mock NBA draft experience. This session will provide attendees with a unique and engaging program to help students select a major and career. Attendees will learn about developing a new program for exploratory students, will trial a NBA Draft, and will engage in discussion regarding how to impact exploratory students. Please join me to learn how you can provide a new strategy for helping students discover work values, fit with major, and develop efficacy in the decision making process.
Advising Special Populations
 C4 | I2 | R6
- C4.3 Developing an Advising Retention & Student Success Program for Students on Academic Probation**
Sarah Adams & Lucas Pint | Ball State University
 Out of a necessity to retain upperclassmen students, the Ball State University RISE (Reaching to Inspire Student Excellence) Program was born. Academic advisors from across colleges, work one-on-one or in a success course with academic probation students to build relationships and foster student success. For three semesters, the programs' focus has been on implementing training for academic advisors, creating student action steps and employing success strategies-growth mindset, resiliency etc. We would like to share how our retention initiative was developed to meet the needs of our students on academic probation. Our presentation will provide a look into our seminar course, and an analysis of our RISE program as a model to help advisors and administrators replicate our retention strategy at other institutions.
Student Persistence, Retention, and Academic Skills
 R7 | R4 | I5

C4.4 Applying Design Thinking Principals to Academic Advising Work
Rob Rennich | Columbus State Community College

This interactive, discussion oriented session was recognized as the "Best of OHAAA 2019". As an academic advisor studying instructional design, learning about design thinking has had a profound impact on my advising approach. Attendees will learn the answers to the questions: What is design thinking? What are some basic tools of design thinking? How can I use design thinking and its tools to improve my advising practice? Furthermore, we will discuss how design thinking fits nicely into current theories and techniques of academic advising, such as developmental advising and appreciative advising.

Career Advising
R6 | R1 | C3

C4.5 Social Empathy in Advising Students Experiencing Marginalization
Cari Allyn Brooks & Candice Bolding | Clemson University

Did you know that empathy in college students is decreasing over time, and as people gain wealth and power over their lifetimes, the less empathetic they become? If interpersonal empathy is your ability to feel for another person, social empathy is your ability to feel for entire groups of people, recognizing the larger contexts within which they live. Advisors are uniquely situated to both deploy and model social empathy in their work, particularly important in serving students experiencing marginalization or minoritization. Advisors in their role as teachers can also foster social empathy growth in their students. This presentation will help advisors understand what social empathy is and how they can use social empathy skills to serve their students.

Diversity, Inclusion, and Social Justice
C3 | C4 | I5

C4.6 Better Together: The Power of Group Advising for Student Success
Colleen Rose | Indiana University Bloomington

Group advising is a powerful, yet underutilized tool in academic advising. Advising in a group context supports student socialization and connectivity, increased awareness of opportunities, maximum use of advisors increasingly limited time, and much more. This session will explore theories and evidence-based teaching strategies that support group advising, as well as models for implementation. Participants will discuss both barriers and benefits to group advising within their unit and will leave with actionable, realistic steps to leverage group advising within their advising practice.

Student Development, Theory, and Research
C4 | R4 | R6

noon-12:45 p.m. central

C5.1 Maximize Your Impact: Proactive Advising Approaches at a Big Ten

Almira Karajic, Blaine Harvey, Aysel Hoffman, Chou Yee Ngue Her, & Bob Wiedenhoeff | University of Wisconsin-Madison

Proactive advising centers supporting students holistically through early interventions and forming strong relationships. This session will highlight how an advising unit can use proactive advising approaches to assist students with goal attainment, enhancing student motivation, approaching students before situations develop, and increasing student success. We will focus on strategies with access and retention at the forefront for historically underrepresented students at a Big Ten institution. The presentation will cover technology and social media approaches for advisor rapport, removing barriers as advisors, critical outreach points, and leveraging campus partnerships to maximize advisor impact.

Advising Special Populations
C4 | R2 | R6

C5.2 Coaching the Murky Middle: Strategies for a Successful Advising Intervention

Megan Bergman & Jennifer Alter | Purdue University

As students who are not on academic probation but who also do not possess a high cumulative GPA, the murky middle has been a popular topic of discussion in the world of academic advising. This session aims to empower academic advisors to engage in proactive advising interventions to support their murky middle students. Topics covered include how to identify students who are in the murky middle, how to use a mix of advising approaches to support murky middle students and how to plan for and assess an appropriate advising intervention for murky middle students in an advising cycle.

Student Persistence, Retention, and Academic Skills
C4 | I5 | R6

C5.3 Advising effectively across generations

Danita Mumphard | SIUE

Being an experienced advisor, I can relate to the need to change advising styles, advising materials used in the sessions and know the student populations of the next generation has different tendencies on what works best for the advisor/student relationship building process. The campus culture shifts as well, bringing about changes in school policies, leadership visions, and practices. With every new generation that is admitted to a college setting, seasoned advisors can be open to new innovative methods to reach students who shun seeking college practitioners in person, but we it is imperative to find ways to connect since advisors have advice to help students guide their decisions, create a graduation plan and provide emotional support to new, transfer and continuing students. With technological support/programs and asynchronous advising, advising can be convenient, rewarding, and accomplish the same mission of retaining students to the university as many years before and keeping the graduation rates on the rise.

Career Advising
C4 | R6 | I5

C5.4 Moving from Advising to Mentoring- How Peer Advisors Contribute to Student Success

Michelle Henderson | University of Louisville

In a time where advisors have more to do with less resources, the need for creative solutions to addressing student needs is essential. The use of Peer Advisors in an academic advising center can help lighten an advising load, provide extra staff support, and offer numerous other benefits to both staff and students. Shifting from strictly peer advising to peer mentoring has made drastic changes in student satisfaction and their sense of belonging at our institution. Throughout this interactive session, participants will discuss strategies for effectively utilizing peer advisors/mentors as key components in student satisfaction, persistence, and overall well-being.

Faculty and Peer Advising/Mentoring
I6 | R6 | I5

C5.5 You'll Use This Later: Current Requirements and Future Relevance

Robert Singleton | University of Kentucky

This presentation will introduce a technique for demonstrating to students the short-term and long-term relevance of various academic requirements. The technique is designed to address common questions/concerns related to academic issues, for example, the 'purpose or benefit' of a course or assignment ("I'll never use this..."). From this starting point, the presentation will also demonstrate how the technique can be reinforced and expanded in subsequent student/advisor meetings, with the larger goals of encouraging students to become more actively engaged in their academic career, and assisting in the development of skills related to decision-making, problem-solving, meaning-making, situational analysis, and abstract thinking. The technique designed for incorporating into existing advising models/approaches. It is not intended as a replacement.

Student Development, Theory, and Research

C4 | R1

C5.6 The Value of Imperfect Advising: Embracing vulnerability in the advising relationship

Andrea Legato | Western University

The advising as teaching model positions advisors as facilitators of students' academic meaning-making. This has the potential to lead one to believe that advisors should always have the correct answers. This presentation seeks to question that assumption by examining the value of vulnerability in the advising relationship. Through our willingness to embrace vulnerability, we create opportunities to connect more effectively with the students we advise. This presentation will examine the value of imperfection by discussing the research on vulnerability, perfectionism, and humanistic psychology, focusing on its applicability to the academic advising relationship. Attendees will receive practical tips and examples of what vulnerability within the academic advising relationship looks like, how to move past advising perfectionism, and how to cultivate meaningful relationship with students.

Student Development, Theory, and Research

C4 | R1 | R2

1-1:45 p.m. central

C6.1 From Office Calls to Teams Calls: Create an Effective Online Advising Experience

Laura Jacobs | Southern Illinois University Edwardsville

The pandemic thrust many advisors into online advising for the first time. We simultaneously navigated new ways to do our work, a global health crisis, and struggling students. For many of us, our online advising practice was cobbled together haphazardly to survive the dramatic shift to remote work and online education. This presentation allows us to take a step back and intentionally structure online advising systems for an improved virtual experience for you, the advisor, and for the students with whom you work. We explore ways to effectively use technology, identify advising approaches well suited for the online context, and transform relationship-building skills for online interactions. Finally, we consider how to incorporate these new virtual advising practices into our existing, traditional advising structures.

Technology and Social Media

C4 | I7 | R2

C6.2 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.

Advising Special Populations

C4 | I2

C6.3 The Never-ending Onion: Peeling back the Layers of Academic Actions

Danielle Stertz, Cassandra Hamilton, & Nadia Kaminski | University of Wisconsin Extended Campus

Like an onion, being on academic probation "stinks" and might even make one cry. Similar to how an onion elevates the flavor of your dish, academic actions can elevate our students' growth potential. While academic actions are governed at the institutional level and can be challenging to understand, there is much within our control to reinterpret policy for ourselves and for students. During this session, we will share how we "peeled back the layers" of academic actions at our institution. Participants will learn to use Plain Language techniques, strategies for refining student support resources, and Motivational Interviewing concepts to enhance coaching conversations with academically at-risk students.

Student Persistence, Retention, and Academic Skills

C4 | R5 | R3

C6.4 Let's Talk! Region Needs Assessment Roundtable

Karen Hauschild | College of Charleston & Patricia MacMillan | Ontario Tech

We want to hear what you think! As the Region membership has grown and advisors, administrators, faculty and students move in and out of the region, it is often challenging for region leadership to keep a thumb on the pulse of what is happening in the minds and hearts of the membership. This Roundtable discussion will focus on listening to member feedback to guide future programming and initiatives. Areas of particular interest are Communication, Inclusiveness and Membership, but other topics will be welcomed. New and seasoned members should join in this open forum to meet and share ideas and concerns with Region leadership and other attendees. Together, we will grow stronger.

Assessment and Evaluation

R7

C6.5 Bridging the Gap in International Advising

Dami Oke | Purdue University, Fort Wayne

As international student populations continue to grow in higher education, it is imperative that these students are well equipped and supported for success. Doing so will further increase retention and in turn, enrollment rates at our institutions. The goal of this presentation is to share reflections, challenges, and practical actions to take in the practice of advising international students. The presenter's experience as an international student in her undergrad will serve as a foundation for this presentation, along with her prior roles working with international students. Attendees will leave with self-realization of practical ways to better assist the international student population.

International/Global Advising

I5 | R2 | C4

C6.6 The Show Must Go On: Virtual Onboarding and Supporting New Advisors in the Pandemic
Susannah Lawrence, Megan Akogyeram, Gwendolynne Grace, & Tommy Yandle | North Carolina State University

The shift to virtual processes in light of COVID-19 has impacted almost every facet of higher education this year and, despite the virtual shift, the pandemic has not stopped the need to hire and train new advisors. Come learn how one large academic advising department quickly transitioned to virtual onboarding, while maintaining a strong sense of community and communicating departmental policies, procedures and culture to new advisors. Participants will learn from the perspectives of the trainer, team members and multiple trainees, gain new virtual onboarding ideas, and have the opportunity to share experiences and best practices.

Training and Development
C5 | R2 | R7

2-3 p.m. central

CLOSING SESSION and KEYNOTE | What is Your Why and How Your Why Can Help Students Find Theirs
Susan L. Hawkins-Wilding | Assistant Vice President for Academic Advising | Ivy Tech Community College



Susan L. Hawkins-Wilding is Assistant Vice President for Academic Advising at Ivy Tech Community College. She provides college-wide leadership and oversight of academic, career, and transfer advising. Additionally she chairs the statewide Student Retention and Success Council and collaborates with academic and student affairs, financial aid and Ivy Tech Workforce Alignment.

Prior to working at Ivy Tech Community College, she served as Director of Advising and Career Services at the University of Wisconsin-Parkside in Kenosha, Wisconsin, where she led and administered advising and career programming, managed program growth goals and retention projects. She has also served as Director for The Exploration of Vocation at The College of Wooster in Ohio where she managed a five million dollar grant and coordinated vocational exploration programming and experiential student experiences. Additionally, she has held positions as Coordinator of Student Services at Ohio Dominican University in Columbus, Ohio, and Academic Advisor for the Alternatives Program at The Ohio State University.

Hawkins-Wilding earned a Master of Arts in Educational Policy and Leadership from The Ohio State University and a Bachelor of Arts in Communication from Youngstown State University. Her areas of interest within Higher Education include academic and career advising integration, service learning, assessment, and non-verbal communication. Her greatest joy is helping people align their interests, skills, and values to their world of work.

ON-DEMAND SESSIONS

Academic Major Specific

Advisors are the Common Denominator! Identifying and Breaking Down Math Barriers

Shawntae Harris Mintline & Cassie Tackett | Wayne State University

There has been a fair amount of research conducted on math anxiety and avoidance among elementary education teacher candidates. Much of this literature revolves around how faculty can provide support to students in math teaching pedagogy courses and the negative effects that underprepared educators have on their students. Academic advisors are not often part of the conversation, even though their involvement is critical in supporting student success. This session will explore how advisors can support and advocate for students navigating remedial mathematics coursework. Participants will leave with an overview of the literature on math preparedness, tips on identifying structural barriers in mathematics at their own institutions, and best practices on working with faculty and other colleagues to support math anxious students.

I2 | I5 | I6

Advising Administration

Excellence in Academic Advising: Evidence-Based Advising Transformation

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

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). Florida International University, Wiregrass Georgia Technical College, and SUNY-New Paltz are featured Charter Institutions.

C5 | C6 | I5

Advising Special Populations

Advising Dual and Concurrent Enrollment Students

Melissa Recknor | Surry Community College

Dual enrollment programs in the United States have seen a steady increase as they provide a unique opportunity: To earn college credits, at no charge, while still in high school. The benefit to families is a minimal cost for their students to earn college credits, or a full credential, while still receiving traditional high school support from teachers, counselors, and principals. Institutions that collaborate with a local education agency (LEA) to offer these programs increase their full-time equivalency (FTE) and enrollment. While the high schools continue to support their students, it is crucial that institutions provide advisors or coaches to do the same. The purpose of this session is to provide suggestions for an advising model, or models, and practices to include while advising dually enrolled high school students.

C4 | I5 | R6

Advising Traditional and Non-traditional Students: All Students, Different Needs.

Carrie Jaeger | Thomas More University

In this presentation, Advising Traditional and Non-traditional Students: All Students, Different Needs, we will explore the advising needs of traditional compared to adult undergraduate students. This talk is intended for those responsible for advising traditional (18 to 24 years old) and/or non-traditional students (25+), as well as for those responsible for advising programs and initiatives at their institutions. The researched-based presentation will explore the differences between these student populations' perceptions of their advisors in advising sessions. It will also examine how outcomes of advising are affected based on these perceptions. Because advising is an important aspect of a student's education, understanding this information can also help increase the chances of student success and retention. Findings are applicable to schools of all sizes.

I5 | R2 | R4

Creating a Culture of Care: Academic Advising Support for Former Students Returning

Jada Chubb | Clemson University

Readmission to college after one or more semesters away can present challenges for former students returning (FSRs). Among concerns of transition to academic life, navigating changes in curricula, catalog years, and academic advisors, can be a frustrating process rooted in institutional policies and procedures. Oftentimes in addition to these challenges, limited support is available to guide FSRs through the readmission process to create a plan for success. As student demographics and experiences change, institutions must be equipped to support academic needs and beyond. During this session, participants will explore approaches to academic advising philosophies to create a culture of care through conceptual, informational, and relational practices.

C4 | I5 | R4

Dual Enrollment: The New Transfer Student Population?

Kelli Schneider | Bowling Green State University

Although most universities consider dual enrollment students as first-time college students after graduating from high school, this population of students does offer unique challenges and benefits. As this population increases, our advising practices must also adapt to serve both current dual enrollment students and incoming students with dual enrollment credit. In this session, the presenters will review the basics of dual enrollment and approaches to advising this population. The presenters will also provide suggestions for building programs to transition dual enrollment students to college post-high school graduation, outlining parallels between incoming transfer and dual enrollment students and modeling initiatives after transfer student-focused programs. Leaving this session, attendees will be equipped with new tools to better serve dual enrollment students in and after high school.

I5 | C4 | R4

In Their Winning Circle: Understanding the Needs of Low-Income and First Generation College Students

Alexandria Schnurpel | University of Texas at Austin & Christopher Kelley | University of Tennessee, Knoxville

In order to grow the winner's circle, we must first understand the unique perspectives and experiences that students bring with them to college. In this session, we will recall our experiences with academic advisors and student success advocates during our undergraduate careers as first generation and low-income students. This session will explore the multidimensional context of these identities from the context of a small, private institution with faculty advisors to a large, research institution with professional advisors. We will also explore student development theory narratives that we experienced during our collegiate journey and how they could similarly be used to help advisors with their current students.

I5 | R2 | R3

The warm+intrusive advisor: a relationship-driven equity model for urban at-risk students

Sarah West | Cleveland State University

Research has suggested that for at-risk student populations, intrusive advising is an approach that produces positive results for both the advisee's academic success as an individual actor while enhancing the relationship between the student and the advisor as a collaborative dyad (Kirk-Kuwaye & Nishida, 2001; Abelman & Molina, 2002). For highly vulnerable student groups, then, this is a powerful model with an ethos of "intrusion" at its core. Using the theoretical framework of syncretism--the blending of two or more schools of thought--may be a vehicle by which intrusive advising can evolve to meet the needs of specialized urban student populations. The equity approach of the warm demander (Kleinfeld, 1975; Wilson & Corbett, 2001) can blend with intrusive advising to create a wholly new model: warm intrusive advising. This presentation explores this new model and its potential applications.

C6 | R7 | R6

Assessment and Evaluation

Unpacking Satisfaction: Predictors of Student Satisfaction with Advising and How to Improve It

Jim Disrude | McHenry County College

Kuh called academic advising the "single most powerful predictor of (student) satisfaction" while Schreiner found satisfaction scores with advising almost "doubled the ability to predict retention beyond what demographic characteristics and institutional features could predict." But moving the needle on satisfaction can feel elusive. Attendees of this presentation will 1) better understand the predictors of satisfaction, 2) learn about a multi-stage collaborative process one college used to improve its satisfaction scores, and 3) receive an assessment toolkit they can modify to help improve scores within their own context.

C4 | R4 | R7

Career Advising

An Untapped Resource: Using Alumni in Advising

Maria Bergstrom | Michigan Technological University

Once a student graduates, their primary connection to their college or university is often only through fundraising or athletic events. But what if the knowledge and experience of our alumni could be mined to support our current students? At Michigan Tech, we have gone beyond the occasional informational interview to actively using alumni in advising and instruction. I will share course assignments we've created, describe programs we've developed to bring alumni back to campus to interact with current students, and demonstrate online platforms we are using to help us stay in touch with alumni. Participants will learn more about how alumni can contribute to student success, discover tools to find and connect with interested alumni, and develop strategies for networking with alumni from their own institutions.

I6 | R6

Engaging Students, Alumni, and Donors in a Virtual World through Career Conversations

Theresa Yogi & Kaylene Trimmer | Kent State University

Kent State University is engaging their students, alumni, and donors by hosting a series of career-focused conversations. This initiative has been shaped through three years of experience and changing variables, including the inability to meet in person. Each conversation has featured two-to-four alumni panelists from the same industry to showcase the variety of occupations in the field. Students drive the discussion asking their own questions in a relaxed environment. By hosting and moderating this series, the Kent State Honors College advisors have established an alumni support network that can be utilized for students' informational interviews, resume reviews, and shadowing and internship opportunities. This network allows the Honors advisors to further strengthen their career-focused rapport with alumni, donors, current and prospective students alike.

I5 | R2 | R4

Listen, Reflect, Respond, and Refer: Four Steps to More Integrated Academic & Career Advising

Christopher Klein & Julie James | Indiana University Bloomington

Two Academic Advisors from the IU Bloomington Kelley School of Business, one of whom are former career advisors, invented a four-step method for more integrated advising: "Listen, Reflect, Respond, and Refer." This is a response to the two major challenges they've identified in integrating academic advising and career services: (1) academic and career advisors excel in their own roles, but don't always know how "the other office" works; and (2) students aren't always able to articulate how their curricular goals align with their career goals. This interactive workshop will showcase how to integrate student's career development needs into everyday academic advising conversations. By listening, asking reflective questions, and checking in with the student on their needs, we can then confidently refer them to campus partners to ensure their future success.

C5 | I6 | R4

Piecing Together Academic & Career Advising through Training and Meaningful Conversations

Alexandria Burns | Sinclair Community College - Mason Campus & Julie Montgomery | Sinclair Community College

What should I major in? What strategies can I use to choose a major? How can a professional certificate or degree lead to immediate work opportunities? What are the trending positions in my desired career field? While providing academic guidance to promote student success is vital to an Academic Advisors' work, encouraging students to partake in career planning is also vital to the student's decision-making skills, goal-setting skills, and career preparation abilities. Academic and career advising go hand in hand, especially within the community college system. Whether they are a first-year college student or a transfer student, it is common for students to question their academic path and career objective during an advising meeting. Join us as we share our experiences piecing together advising and career strategies while supporting our student's collegiate journey.

C4 | R4 | I6

The Paradox of Choice: How too many career and major choices is overwhelming

Beth Hanneman | University of Kentucky

Selecting a major and/or a career can be overwhelming for our students. How do we help advise our students to make a choice when they have an abundance of options? Using the research from the book 'The paradox of choice, why more is less' by Barry Schwartz, this interactive session explores how making a choice has become increasingly complex for our students in terms of a major and/or career selection. Attendees will learn about practical ways to limit choices and help assist students to focus on the important ones which will lead to greater satisfaction from the major and career choices they do make.

R6 | R4 | R1

Diversity, Inclusion, and Social Justice

Is Your Advising Assessment Socially Just?

Jonathan Siason | Spalding University

As student affairs professionals, everyone agrees that more work needs to be done in ensuring that our advising strategies are socially just, equitable, and reflective of our diverse student populations. What may be equally important to grapple with and reflect on is whether the assessment tools that we use to critically evaluate our own practice in academic advising are just as socially equitable and culturally sensitive. How do we ensure that student learning outcomes and goals we create in the assessment of academic advising truly capture our students' unique, lived experiences? This presentation outlines a culturally responsive approach in determining the effectiveness of academic advising. It also discusses challenges and opportunities in reframing assessment as being crucial to social justice practice in higher education.

C6 | I5 | R7

Power, Privilege, and Difference: Managing Difference to Grow the Winner's Circle

Christopher Kelley & Kathleen Modica-Forster | University of Tennessee - Knoxville

How do we grow the winner's circle? Let's address power and privilege and learn how to manage difference to create an inclusive community that empowers everyone on campus to succeed and win! This session will explore these concepts while giving practical information about how these things are manifest into the lives of professionals and students alike. The presentation will include some activities and a practical step that everyone can take to help move them along in their professional journey to become inclusive professionals.

C6 | R3

SOS: Supporting OurSelves - A conversation for people of color on self-care

Quenshia Graves | Indiana University - Bloomington

Many people of color experience microaggressions and racial traumas, for some as much as everyday. The purpose of this presentation is to have a conversation about the racial traumas and microaggressions experienced in the work place and to discuss possible self care skills to take better care of themselves when issues arrive in the future. This will be an opportunity to learn from each other and begin better self care techniques. This discussion is only for people of color, as this is a time for healing and release.

R3| C6

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

Wendy Schindler & Julia Yang Bedell | Northern Kentucky University

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.

C2| C6

Unprecedented: Advising LGBTQA Students Through a Pandemic

Wendy Schindler | Northern Kentucky University & Brian Hinterscher | Southern Illinois University Edwardsville

There is no denying COVID-19 has sent shockwaves through higher education. It's absolutely unprecedented-there was no repository of best practices for a pandemic. Although all students are affected, our LGBTQA students are particularly vulnerable. By being prepared for the unique challenges faced by LGBTQA students, advisors can enhance their effectiveness in supporting a diverse student body. In this session we will discuss how the COVID-19 pandemic is affecting LGBTQA students in terms of social connection, housing, academics, and healthcare; and ways to support our students as they navigate these uncharted waters. Participants will have the opportunity to consider the resources and policies of their home institutions and create a personal pandemic resource kit for supporting their LGBTQA advisees.

C6| I5| R4

Faculty and Peer Advising/Mentoring

"Daring Greatly" and "Braving the Wilderness" of Advising

Lauren Henninger | Indiana University & Alyssa Cozad | University of Michigan

Brene' Brown defines connection as "the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship." Like their students, advisors also navigate cases of identity exploration and development. Come learn how a Mentor and Mentee from the NACADA Region 5 Conference Mentoring Program connected through the work of Dr. Brene Brown. This presentation will explore how they used the literature to mold their mentor relationship and how it related back to their everyday jobs as advisors and people. This session will delve into two of her books; "Braving the Wilderness" and "Daring Greatly" and also mention pieces from Ted Talks and her website.

R2| R4| R3

Health and Well-Being

Celebrate yourself! Creating Mini-Advising Shrines

Karin Readel | University of Illinois, Urbana Champaign

The life of an advisor can be stressful and overwhelming, filled with a myriad of people and tasks competing for our time. Advisors don't always get the chance to celebrate their own accomplishments or express themselves creatively. During this session participants will learn about a hands-on activity that fosters self-care and connections with students and co-workers. Using a variety of up-cycled materials, the presenter will demonstrate how to design and construct a personal mini-shrine to advising. Shrines can illustrate a personal advising philosophy, an important advising collaboration, or the appreciation of an advisor's (or co-worker's) efforts. Designs are only limited by the participants' imaginations! This activity can also be used as a team building activity at participants' home institutions.

R2| R1

Holding Space in the Online Environment

Gabriela Brunner, & Leslie Deeb, & Alex Berry | Richland Community College

"Holding space" means being physically, mentally, and emotionally present for someone. It means to create a relatively safe space where students can express their feelings. This session will be an opportunity for attendees to partner with staff from a Student Success team who will empower them with inclusive language, basic facilitation tools, and resources to ultimately empower students in the online learning and advising spaces they create. This will be an open and interactive space for attendees, as well as provide an opportunity to gain basic, practical skills that can be used in advising, coaching, and teaching.

R3| R2| R1

International/Global Advising

Integrated Models for Academic + Study Abroad Advising

Amanda Roshan-Rawaan & Natalie Techentin | Indiana University and Maria Papapietro & Victoria Lo | Elon University

For institutions that believe study abroad should complement - not inhibit - a student's degree progress, the integration of academic and study abroad advising is critical. In "Integrated Models for Academic + Study Abroad Advising," two institutions (one mid-sized private, the other large public) will provide an overview of their academic and study abroad advising models, including how those offices work together to support student success and the resources that make it possible. Presenters also will share examples of their efforts to bridge the advising realms and cross-train each other.

C4| I3| R2

Prospective Students and the First-Year Experience

The Human Connection in Intrusive Advising: Developing Advisor/Student Relationships

Laurel Gilbert | Miami University Regionals

This session details the development of effective, personal advisor/student relationships over the course of the first semester in a selective pre-nursing cohort while using invasive advising techniques. The presenter shares reflections, experience and data about teaching a combined three-credit-hour load in a first-year experience class and a study skills class related to a required human anatomy course, as well as her observations on implementing intrusive advising techniques with students in the cohort. Participants will be asked to brainstorm strategies that institutions can use in the first semester to increase the effectiveness of intrusive advising techniques through fostering organic human relationships between advisor and student in a classroom setting.

C4| R2| C6

Sense of Belong Development with First-Year Remote Learners

Christine Lancaster, Ellen Forsman, Sara Jawhar, & Alexandra Tharp | Eastern Michigan University

Sense of Belonging is shown to have a relationship with student success in higher education (Hurtando & Carter, 1997; Strayhorn, 2012). Advisors can play an important role in providing opportunities for students to develop sense of belonging. Traditional programs typically require in-person gatherings towards this goal. What opportunities are available for advisors to support first-year students learning remotely? This presentation will discuss recent research on four distinct areas of sense of belonging. It will include how staff and students collaborated to provide a first-year student program during a semester impacted by restrictions due to the pandemic. Attendees will have the opportunity to begin to develop similar programs at their institution that reach their target population and use available resources.

C2 | R2 | I6

Student Development, Theory, and Research

Mapping Your Future: Teaching Students to Explore Themselves and the College Experience in Context

Myc Wiatrowski | Indiana University

What is the purpose of college? What is a learner? What does it mean to explore and prepare for careers? In our effort to serve exploratory students better, we implemented a first-year seminar designed to help students critically evaluate these questions and develop a better understanding of themselves and their academic and career interests. By leveraging the multidisciplinary approaches provided by academic and career advisors in a co-taught course, we empower our students to take ownership of their education and map their future. This presentation discusses the development of our course, its structure, why our questions matter, and our preliminary outcomes.

I2 | C1 | R5

Student Ways of Knowing: Belief, Contested Knowledge, and Lay Expertise in Advising

Myc Wiatrowski | Indiana University

This presentation, drawn from qualitative dissertation research, examines how students learn to interact with their institution in a variety of contexts, focusing on the effect a priori student knowledge has in advising. I demonstrate how the methods by which students learn about their campus (and its representatives) come from a variety of folkloric channels—ones that are traditional, unofficial, expressive, and vernacular. It is my contention students' institutional knowledges are as informed by informal community relationships as they are by official resources, and it is this shared vernacular knowledge that informs the beliefs, decisions, and actions of students on campus. By exploring the lore of college students, it becomes possible to highlight and amplify their concerns; concerns that often go ignored, intentionally or not, by those in official institutional positions, illustrating how students "recognize, and resent, their lack of power in relation to professors and administrators" (Bronner 2012: 6).

C3 | C2 | C4

Teach Them How to College: Using Joshua Eyer's How Humans Learn as Theory for Advising Practice

Lauren Solina | TCAT Murfreesboro

This presentation will explore the theories presented in Joshua Eyer's book *How Humans Learn: The Science and Stories Behind Effective College Teaching* as they apply to the concept of "Advising is Teaching". Eyer presents the five disciplines of curiosity, sociality, emotion, authenticity, and failure as applicable to creating an optimal learning environment. I will discuss how these disciplines can be used in an advising session to assist a student in becoming both more active as a stakeholder as well as more purposeful in the pursuit of a degree pathway.

C3 | R1 | C2

Student Persistence, Retention, and Academic Skills

It's In The Syllabus

Adam McChesney | Oakland University

Teaching and advising are one in the same, a process which changes a student by providing them with knowledge and insight. Often, students do not realize that advising is teaching, and consider it a separate entity from their college coursework. An academic advising syllabus can help bridge that divide and help students see that they indeed will be learning from their adviser. This session can help you consider your advising office's mission, learning outcomes, advising curriculum map, to include in a comprehensive advising syllabus to provide to your students. Attendees will leave this presentation ready to begin the process of creating their own advising syllabus that aligns with what students are used to seeing in the college classroom.

C4 | C5

Parties - The Solution to All of Our Advising Problems?

Kristen Thornton & Catie Lawrence | University of Michigan

As advisors, time and resources are limited, while the needs of students and demands of the job are limitless. How can one successfully meet the needs of their students, while still fulfilling all other responsibilities? At one university the answer was parties! Community building is crucial to relationship building with students. With this knowledge, our advisors began implementing intentional, targeted, and collaborative programming (parties!), creating opportunities for advisors to meet students in their space while simultaneously building a culture of community. We'll share how these programmatic elements provided many time saving benefits for advisors and how implementing Tinto's theory via parties allowed this university to reconnect with its students.

R2 | R3

Student Success Programs: Learning Through Failure When Working With Probation Students

Lydia Rall | Columbus College of Art & Design

In the spring of 2018 Columbus College of Art & Design launched a modules based probation program, created to work with students on Academic Probation. The program was aimed at helping students with academic success. The first semester was a flop. We had to reevaluate goals, ideas and content to effectively reach these academically at-risk students. The program was re-launched in Fall 2018, and saw a 20% success rate in student participation, and GPA improvement. In Spring 2019, the program saw participation rates of 88% among students enrolled, with GPA boosts overall. Thinking about big picture things like student buy in, practicality, mentorship and module themes we learned from our failures to create a program that students look forward to attending.

C4 | R1

SUCCESSFLIX: An On-Demand Proactive Advising Initiative

Sarah Forbes | Rose-Hulman Institute of Technology

In this session, learn how one institution implemented an on-demand proactive advising initiative to more broadly share strategies for success. SUCCESSFLIX functions like a streaming service and allows students to learn strategies from their favorite television characters, where they want and when they want. Details regarding the development of the idea, selecting television shows, writing scripts, recruiting students, editing videos, and designing the course in a learning management system will be shared, along with promotional strategies, initial feedback, and next steps. Participants will also have an opportunity to brainstorm ideas for implementing an on-demand initiative as their institution.

I6

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.

16 | C6 | R3

Technology and Social Media

Attracting and Retaining Students using the Power of Technology

Tara Franklin | Trident Technical College

Times are changing and so are trends and issues affecting student populations. With these changes' advisors are forced to come up with innovative ways to attract and retain students. This presentation will explore how technology is beneficial for the advisor and the student, how advisors are integrating advancing technologies, and the advantages and challenges of using technology. The information disseminated in this presentation can assist advisors in incorporating their current technology into the advisement process. Participants will take away an understanding of how technology can be effectively utilized in advisement and retention plans. Integrating technology with advisement fosters more meaningful advisor/student relationships, with an overall goal of improved student success and retention.

17

Get a CLUE! Using a Smartphone Scavenger Hunt to Help Students Succeed

Bonnie McCarty | Middle Tennessee State University

Connect, Learn, Utilize, Engage! The CBHS Advising Center at Middle Tennessee State University holds a smartphone-based scavenger hunt in early fall to help students identify academic support resources, learn about various campus services, and connect with other people on campus. Participants scan QR codes or complete activities around campus in order to receive credit for each scavenger hunt task. (In 2020, the hunt was held virtually due to COVID.) Join this session to see a demonstration of the scavenger hunt and receive helpful information on how to create your own smartphone scavenger hunt, for a fun, engaging flipped advising activity.

17 | 16 | 11

How the Pandemic Got Me to Embrace Technology to Connect with Students Differently

Rebecca Russell | Wayne State University

Now more than ever it is important to be proactive in our outreach to connect with our students and embrace using the different technology options we have available. In this session I will review the video messaging plan and content that I have made and released for my students to date, we will review the plan for future content, and how and when I push these messages out to my students. I use short but targeted videos to get these messages out to ensure students are able to review the message quickly. Last, I will show our Canvas page used to relay university resources to our students 24/7 and easily connect to send messages in one location students are familiar with using.

C4

Navigate: Our Microbrew for Success

Nicole Vidden & Ashley Luebeck | University of Wisconsin - La Crosse & Katelynn Bozich | Miami University

Can you create meaningful virtual collaboration to enhance the student experience? Presenters will share stories of success in their current adaptation of Navigate at their institution. This session will give examples of how student success software can be integrated into your advising practices, specifically with incoming transfer populations and seniors approaching graduation. Discussion will center on appointment scheduling functionality and a single platform for campus-wide record keeping. A review of our successes, challenges, and campus collaborations will take place. Feedback and experiences from faculty advisors will also be provided. Participants will brainstorm ways that they can incorporate student success software into their practice.

17 | 16 | R2

Training and Development

Advisor Training: Using your LMS to develop a competency-based online advisor training program

Carol Paguntalan, Katya Terry, & Nicole Fuller | Piedmont Technical College

Advisor training and professional development are critically important in the development of high-quality advising programs. Only trained advisors, with the necessary knowledge, skills, and competencies can deliver accurate and comprehensive advising to students. In this workshop, we will explore the process of developing a low-cost, high-quality advisor training course, utilizing the college's learning management system (LMS) as a platform of instruction. The advisor training course incorporates NACADA's core competencies into a three-tier model, from advising basics to master advisor. Included will be a discussion of successes and challenges, and an opportunity for participants to ask questions or share experiences about their own online advisor training.

C5 | C4 | R7

For Advisors, by Advisors: Designing and implementing a new advisor training series

Kate Thome, Kaitlin Peterson, Megan Stevenson, & Lindsay Spitzley | Michigan State University

This presentation will discuss how we created and developed an online, interactive new advisor orientation program at a large research institution. Our goal is to share our implementation process with individuals from institutions of any size who are looking to develop a comprehensive online training program. Attendees will learn how we analyzed institutional training needs, designed a course outline, developed activities and materials, and evaluated user feedback. They will be provided an opportunity to consider how our process could be applied to meet their own institutional training needs.

17 | R7

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.

R7 | R6

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