



NACADA VIRTUAL REGION 4 & REGION 7 CONFERENCE

MARCH 29-30, 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.

Register for one, or one a day! Participation in the region conference is not required to attend a preconference workshop. Space is limited, register today.

[NACADA VIRTUAL REGION 4 AND REGION 7 CONFERENCE](#)

Live and Semi-Live Sessions March 29 and March 30

On-Demand Sessions available March 29

All recordings will be available for 45 days after the conference

Subject 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](#)

MONDAY, MARCH 29, 2021

10-11 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!

11:10 a.m.-12:10 p.m. central

WELCOME and OPENING KEYNOTE | **Dereck J. Rovaris, Sr., Ph.D.** | Vice Provost for Diversity, Equity & Inclusion and CDO | Louisiana State University



Dereck J. Rovaris, Sr. is the Vice Provost for Diversity, Equity & Inclusion and CDO at Louisiana State University. He serves as principal advisor to the president, provost, and campus community on matters involving DEI. He serves as an institutional spokesperson on issues of diversity and inclusion and is responsible for developing and implementing strategic initiatives and policies aimed at cultivating a campus environment that embraces individual difference, sustains inclusion, and enhances institutional access and equity.

Previously, he was the Associate Vice Chancellor for Academic and Multicultural Affairs at the LSU Health Sciences Center at New Orleans. In 2008, the American Council on Education selected Rovaris as a presidential fellow. He served his ACE fellowship year at DePaul University in Chicago. He returned to Xavier University of LA to serve as Special Assistant to Academic Affairs. In 2007 Rovaris completed a Council for Opportunities in Education professional development tour in England and The Netherlands. In 2006 he completed the Management Development Program at Harvard University.

He has served as an educational consultant, conducted workshops, and been a featured speaker on the local, national, and international level. Rovaris has traveled throughout North America, and in Europe, Africa, and the Caribbean. He serves on a variety of educational and non-profit boards. Among other leadership roles, he is currently the National President for the American Association for Blacks in Higher Education and a Council of Fellows Board Member with the American Council on Education.

12:20-1 p.m. central

Networking Session

- New Advisor
- Advising Administration
- Confessions from Advising

- C1.1 Invited Session: Appreciative Advising**
Jennifer Bloom | Florida Atlantic University
This session will focus on providing you with an overview of this exciting movement within the academic advising community called Appreciative Advising. We will first define the terms academic advising and Appreciative Advising and look at the important role that advising plays in student success. The six phases of Appreciative Advising – Disarm, Discover, Dream, Design, Deliver, and Don't Settle – will be defined. Participants will not only learn what each phase means, but they will also have the opportunity to learn how to implement each of these phases.
Training and Development
C4 | R4 | R2
- C1.2 Like A Mother: Remote Advising with Little Ones at Home**
Gabriela Izaguirre & Isabel Capella | Florida International University
The COVID-19 pandemic is disproportionately hurting women employment in the United States especially mothers who tend to provide the majority of childcare due to school and daycare shutdowns. Despite the ability to advise students from home, mothers feel pressured to maintain optimal work performance while...feeding the baby, providing snacks and entertainment, setting up the Zoom classroom, changing the baby, worrying over milestones, worrying about proper socialization, worrying about learning styles, doing the laundry and dishes, cooking, etc. What can you do to lessen the burden during this crisis? In this presentation, we will discuss how to manage your student's expectations, identify and utilize resources available to you, how to obtain some "work-life balance," how to discuss difficulties with superiors and colleagues, and how to negotiate flexible work schedules. We welcome a candid conversation with all participants and want to know what's worked for you!
Diversity, Inclusion, and Social Justice
R7 | R3
- C1.3 Peer Mentoring Gone Virtual- Building Community Online**
Ellen Murkison | Georgia Institute of Technology
Engineering students often must wait until after their freshmen year to take major coursework, contributing to a feeling of being "disconnected" to information, lowered satisfaction with their degree, and a delay in forming study and peer groups. Now due to virtual learning, the connection is even harder to make. This session will highlight our department and how we moved our peer mentoring program fully online. We will discuss the training and supervision process for mentors, the program basics as well as the creative approaches we took to build community among the first years. Both quantitative and qualitative assessment information will be provided on the key program outcomes, as determined by participating mentors and mentees. This session is applicable for advisors interested in Peer Mentor training and leadership development
Faculty and Peer Advising/Mentoring
I6 | I7
- C1.4 Navigating Virtual Orientation using the Canvas Platform**
Jessica Graves | Mississippi State University
In the midst of a global pandemic with orientation quickly approaching, our university chose to implement a virtual approach to orientation. There was no "one size fits all" when it came to developing a strategy to meet the needs of incoming students. As such, adaptation was essential in developing and implementing a successful and meaningful virtual orientation experience for new students. The Canvas learning management system (LMS) proved to be a helpful tool in preparing new freshmen and transfer students for his/her virtual advising session. Explore how this strategy could work for you through stories of success while identifying areas for improvement to enhance the student experience. No matter the uncertainty around the global pandemic, you can be confident in your skills as an academic advisor through virtual orientation activities using an LMS.
Training and Development
C4 | I7 | R4
- C1.5 NACADA Presentation Development: Creating a Proposal Workshop Series for Your Advising Community**
Joel Jackson | University of North Texas
This session provides a broad overview of a workshop series designed to assist and guide advisors at the University of North Texas through the process of developing a presentation proposal for NACADA conferences or for academic purposes. The primary goal of this presentation is to offer an in-depth discussion on how institutions can implement a successful workshop series in order to increase and promote advisor engagement and foster professional development through collaboration.
Training and Development
C2 | R7 | R6

- C2.1 Soothing the Dissatisfied Student: Resolving Conflict in an Academic Advising Center**
Jennifer Humber & Ginger Hudson | The University of Alabama
Soothing the Dissatisfied Student: Resolving Conflict in an Academic Advising Center
Advisors are often faced with the opportunity to assist students who are dealing with conflict or a challenging situation that has caused them great concern and unhappiness. To assist students, advisors often implement appreciative advising to learn more about the students' specific challenges and concerns. To resolve any type of conflict, proper communication is key. By practicing better communication skills as it relates to conflict resolution, advisors can become more confident in their ability to assist dissatisfied students. Attendees will have the opportunity to participate in activities and group-based discussions that relate to various student scenarios. These improved practices will enhance the advisor's ability to soothe, renew, and strengthen student-advisor relationships.
Training and Development
R2 | R3 | R6
- C2.2 Improving Student Communication in a Virtual World**
Wendy Yoder & Olivia Butler | Southwestern Oklahoma State University
Beginning in March of 2020, in-person instruction was disrupted across the United States by the COVID-19 pandemic. Subsequently, advising meetings and academic coaching sessions were affected across many institutions of higher education. As we began planning for the 2020-2021 school year, our University academic support departments teamed up to pursue third-party platforms in order to facilitate one-on-one interactions between students and University staff. Throughout the semester, the communication platforms proved to be vital regarding student engagement and retention. In addition to communication platforms, we used the analytics available through our learning management system to improve the way we engaged students. By using these separate systems as a collective, we were able to analyze the data that helped us adjust our methods in real time - to increase student engagement and improve communication.
Student Persistence, Retention, and Academic Skills
R2 | C4 | I7

- C2.3 Maintaining Work-Life Balance without Losing Your Mind or Your Job**
Andrea Harris | Pepperdine University & Camille Reid | University of West Georgia
 Has your advising meeting ever been zoom-bombed by your own child? Have you received a work call on your cell phone while you were in the bathroom playing Candy Crush? Do you wear fuzzy slippers during professional meetings? Have you experienced any or all of these while working harder than you have ever worked in support of your students, colleagues and university? This session will explore how to handle work-life balance, whether working from home is the usual or a new practice related to the times. Using humor and practical data and information, we hope to help attendees develop some healthy practices to enact suitable boundaries between work and life, as well as feel less alone about their experiences.
Health and Well-Being
 R1 | C4
- C2.4 Building Community: Connecting Students Through an Ambassador Program**
Mackenzie Ewing | University of Missouri
 One way that students feel a sense of belonging at a university is by being involved in clubs, organizations, and their departments. It has become increasingly difficult during COVID e 19 for students to be social and connect, which is important for their overall wellbeing and retention. This presentation will highlight how students make connections to campus and build community through a student ambassador program. The presentation will review best practices in developing an ambassador program which will include how to get started, an outline of a semester, student feedback, briefly review possible expenses if you have a budget, and how to possibly navigate a program through a global pandemic.
Faculty and Peer Advising/Mentoring
 I6
- C2.5 Ready, Set, Train! Planning and Implementing New Advisor Training**
Jenna Nobili, Jesse Sunsk,i & Angela Neri | University of Central Florida
 In preparation for the arrival of 20 new academic advisor positions, an Advisor Training and Development team was created at a large public university. This team was first tasked with creating a centralized training program for this group of new hires. The problem? Components of the program had to be ready within six weeks! The team encountered additional challenges as the onboarding of the advisors occurred at the start of the pandemic and the switch to remote work. Through evaluation of training needs, collaboration with campus partners, and involvement of advisors to review training content, the New Advisor Training Curriculum was established. This session will discuss how to plan and implement a new advisor training program, including the importance of campus partnerships, communication, and flexibility
Training and Development
 C5 | R7

TUESDAY, MARCH 30, 2021

8:50-9:50 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.

WELLNESS SESSION | Health at your Desk | Kristee Phelps, MS, CPT

Work From Home Injury Prevention Plan | Who thought the WFH routine would be a pain in the neck (or back, or hips)? Not having your awesome ergonomic workstation at work can be problematic. We can help! The ability to perform the job duties for people who work on a computer requires a high level of flexibility, strength, and endurance of the joints, muscles, and nerves of the neck, shoulder girdles, and arms. The exercises that we provide will focus on training the flexibility, strength, endurance and postural awareness of the muscles primarily used in these prolonged and repetitive tasks – that is, the deep cervical flexors and cervical accessory muscles, scapular stabilizers, core and hip musculature.

10-10:45 a.m. central

- C3.1 It's Okay to Not Be Okay: The Impact of Toxic Positivity**
Susie Saucedo & Erika Olvera | The University of Texas at San Antonio
 As Academic Advisors we are known as cheerleaders and supporter of students. But, during challenging times it is inherent for us to analyze the situation, our response and encouragement strategies. It is easy to say, "Just be positive!" or "Don't worry, be happy," but these types of phrases can be more damaging than helpful. Toxic positivity is "the overgeneralization of a happy, optimistic state that results in the denial, minimization, and invalidation of the authentic human emotional experience." (Quintero, Long, 2020) It is easy to hide under the disguise of positivity and avoid the issues that affect mental health. The pandemic has only worsened our desire to avoid uncertainty.
Health and Well-Being
 R2
- C3.2 Trauma Informed Advising**
Lynda Moore & Lori Elmore-Staton | Mississippi State University
 COVID-19 has been a collective traumatic experience that has resulted in unprecedented social change, especially on the college campus. The college landscape has shifted, leaving many students without the traditional social component of the undergraduate experience. The ambiguity of scheduling class formats and requirements coupled with potential family illness and/or economic hardships brought about by COVID-19 result increases in already high levels of anxiety among college students. Therefore, it is imperative that advisors be finely attuned to signs and symptoms of trauma and how these may present in the academic environment (e.g., repeatedly not showing for advising sessions), as high levels of stress are incongruent with future oriented planning. The presentation will prepare advisors to recognize these collective symptoms as trauma, so that they are better prepared to assist students during this challenging time.
Health and Well-Being
 C4 | I5 | R3
- C3.3 Academic Planning with One-Click Registration Increases Student Credit Loads**
Adam DeRosa & Kimberly Adams Goulbourne | Broward College & Advising Administrationsh Gupta | EAB
 Learn how using EAB's Academic Planning and one-click registration to create long-term academic plans can increase graduation rates, revenue improves spring to fall re-enrollment, and provides a more holistic career goal-oriented advising.
Technology and Social Media
 I7 | C4 | R6

- C3.4 Make Your MARK: A Comprehensive Campus-Wide Advisor Training Program**
Christopher D'Auria & Jennifer Janes | The University of Texas at Arlington
 This interactive session will explore the need for and implementation of a campus-wide advisor training program at UT Arlington, MARK Training. The presenters will discuss the knowledge gained from participation in this training, the campus partnerships used to enhance the training, and the steps being taken to evolve the training for future participants.
Training and Development
 C4 | I6 | R3
- C3.5 "Got Equity"... Identifying an equity approach and navigating students to their destination.**
Robert Diaz, Christa Jahoor, & Frank Kurz | Broward College
 The objective of our presentation is to demonstrate how Broward College identifies Equity groups using EAB's navigate platform to create strategic outreaches and communications to those groups. We will discuss difficulties in scaling across advising teams, faced by two year state colleges with large student populations. We will share strategies, advice and recommendations, we have developed over the past two years in using EAB's Navigate platform, that allow for efficient and effective use of adviser's time and caseloads.
Student Persistence, Retention, and Academic Skills
 C2 | C4 | C6

12:05-12:50 p.m. central

- C4.1 Factors Contributing to Poor Retention for Students with Learning Differences**
Alexander Morris-Wood | Beacon College
 Factors Contributing to Poor Retention for Students with Learning Differences will utilize data collected in a virtual transition-to-college program to illustrate skill-based barriers that impede on the post-secondary transition and sustainment rate for students who are neurodiverse. Frameworks to better understand educational histories and implications in higher education will be reviewed to increase proactive support planning for students who learn differently.
Advising Special Populations
 I5 | R4 | C2
- C4.2 Crisis, Collaboration, Creativity Enhanced Our Advising Practices, And They Can Enhance Yours Too!**
Kayla Molnar, Tina Lyles, Allyson Huntley, Celina Brown, & Laci Gerik | McLennan Community College
 As advisors adapt continually to the unexpected changes resulting from the coronavirus pandemic, our professional commitment--to serve students well--remains a motivating force during these unprecedented times. This session illustrates the power of this commitment in making positive change in the experiences of students and advisors by sharing the challenges encountered by one community college advising team amid this global crisis and the collaborative processes used to implement creative solutions to serve students well. The aim for this session includes revealing lessons we learned from our experiences that enhanced our advising practices for the betterment of our students, our advising team, and our institution as a way of encouraging advisors facing extraordinary obstacles to continue to strive toward serving students well.
Advising Administration
 I3 | R6 | R7
- C4.3 Increasing First Generation College Student Success through Access to Social Capital**
Tyler Stoldt | Manhattan Area Technical College
 Description: This presentation will review Social Capital Theory as it relates to the success of first generation college students. The presentation will help faculty and staff understand barriers that first generation college students encounter and provide implications for practice when working with first generation college students.
Advising Special Populations
 C3 | I5 | R2
- C4.4 Transitional Experiences of Foster Care Alumni in Graduate Degree Pursuits**
Jennifer Farinella | Florida State University
 For many, higher education increases opportunities in workforce and higher lifetime earnings; as level of degree attainment is higher, availability of benefits often increases. Frequently, these opportunities remain elusive for members identifying as vulnerable. A vulnerable population of interest is foster care alumni or individuals with dependency system experiences resulting from abuse, neglect, or trauma. Previous research indicated foster care alumni often espouse desires to attain higher education at the same proportion as nonfoster care peers; however, the reality is few gain access and fewer attain a degree. To develop an understanding of foster care alumni in graduate degrees, I conducted individual interviews and analyzed for common themes in capturing the phenomenon of graduate education pursuits by individuals with background experiences connected to foster care.
Advising Special Populations
 I5 | C6 | I6

1-1:45 p.m. central

- C5.1 But Now We're Stressed Out: Wellbeing, Reflection, and Resilience in Practice**
Joyce Jones | Rice University
 An American Psychological Association (APA) study found that approximately 67% of Americans experienced an increase in stress this past year, with over half reporting a negative effect on their behavior ("APA"). While the stressors are disparate and numerous, they have undoubtedly been exacerbated by current events. The unresolved chronic stress can have significant, lasting mental and physical effects ("EXCLI Journal"). This session will provide a framework for understanding the importance of wellbeing in cultivating resilience and reducing the harmful effects of stress in one's life. Participants will engage in meaningful and thoughtful reflection to assess the underlying causes of personal stress. They will leave the presentation with a personalized wellbeing action plan with attainable and strategic goals to implement in their daily lives.
Health and Well-Being
 C2 | R6
- C5.2 Taking the Leap: Transforming the Advising Model to Support Student Growth in the Community College Environment**
Courtney Yount McGinnis, Gabrielle Moore-Jones, & George Hudson | Metropolitan Community College Kansas City- Penn Valley
 Come engage with our TRIO Project Success Team as we discuss the decision to change our traditional advising model to one that supports First Year Scholars transitioning into Transfer Scholars. The team will share how the program was redesigned to meet students' developmental needs from the moment they enter the program to the time they transfer to a 4-year institution. We will share how our updated Student Success plans, which use milestones and KPIs, as well as our workshops, events, and community interactions work together to support the model. We will also highlight how important collaborations with other offices increased our ability to better identify and support eligible students. We hope you'll share your ideas with us, too!
Advising Special Populations
 C3 | C4 | R4

C5.3 Location, location, location: Does location really matter when advising students?

Melissa Musser, Cassie Kunkel, Katie Smith, Katie Bryan, & Elizabeth Johnson | Tarleton State University

A panel discussion regarding the location of advising offices: centralized vs decentralized. The panel will address the advantages and disadvantages of having advising offices located in one central location versus having advising offices located across campus in respective academic buildings, using data secured from surveying advisors at 4 year public institutions. Topics of discussion will include: how this affects collaboration, professionalism, caring, and communication between advisors, between advisors and supervisors, and between advisors and other university staff; how location affects the advisor/student relationship in terms of the NACADA core values of caring, inclusivity, and empowerment will also be addressed; and how office location affects advisor development, retention, and job satisfaction.

Advising Administration

R4 | I1

C5.4 Allrecipes for Advisors: Getting Students out of the Grubhub Mindset

Amy Wages & Alice Bae-Hansard | University of North Georgia

"Confused? Use promo code ADVISEME to get FREE advising delivered to your inbox!" Accustomed to Grubhub-style instant gratification at all hours, college students expect no less from their advisors. Increasing numbers of first-generation students have led to greater dependence on advisors from first-year students. Students order out using last-minute emails about everything from library hours to tuition refunds. How can we teach students to cook a few meals for themselves instead of driving every answer to their doors? Attendees will learn to better shift from prescriptive to developmental advising by teaching students to use advising tools to cook their own meals. The presenters will measure out the meats and veggies of this shift with hypothetical student situations and suggested responses.

Prospective Students and the First-Year Experience

C3 | C4 | R6

C5.5 Together toward...lunch?

erin donahoe-rankin | University of North Texas, College of Visual Arts & Design

I say, "Socratic dialogue," and you, too polite to say it, think "that sounds so dry." But if Socrates were a sandwich, you'd know exactly how to fix that. If a sandwich is dry, reach for the condiments! A little mayo, a little mustard...wait, you don't eat mayonnaise, not even vegan kind? Sorry about that mustard allergy. You say your friend is from a place where they put butter on their sandwiches? WHOA. Psst, isn't butter on bread just toast?... This session is just what you ordered, a deli-fresh take on Socratic dialogue and three recipes for using it- an approach to daily advising practice, a method of inquiry with students, and as a lens to consider just what IS a sandwich...or academic advising.

Student Development, Theory, and Research

C3 | R7 | R1

2-2:45 p.m. central

Networking Session

- Mentoring
- Technology in Advising
- Transitions in the Time of Corona

3-4 p.m. central

WELCOME and OPENING KEYNOTE | Brittany Wagner | Founder, 10 Thousand Pencils, LLC



Brittany Wagner is a nationally respected athletic academic counselor and motivational speaker best known for her role as the breakout star of the hit Netflix documentary series, Last Chance U. Recognized for her compassion, encouragement, and no-nonsense attitude, Brittany guided many young men to academic and professional success despite run-ins with the law, extreme poverty, abandonment, and often a complete lack of academic preparedness. She has helped over 200 football players academically qualify for nationally respected NCAA Division I schools, and all of the students Brittany advised who are currently playing in the NFL, also hold college degrees.

Brittany's inadvertent stardom led to feature interviews with ABC's Nightline, The Dan Patrick Show, GQ, The New York Times, and Sports Illustrated -- to name a few.

For the past four years, Brittany has traveled all over the country as a motivational speaker. In the fall of 2017, she launched her own company, Ten Thousand Pencils (10KP). Through 10KP, she is able to aid at-risk youth by working individually with high school and college-level administrators, counselors, and teachers to help them build relationships with these students and better support their emotional, social, and academic needs.

Brittany's first book: Next Chance You: Tools, Tips and Tough Love for Bringing Your A-Game to Life is available for pre-orders now and will be published on September 7th of this year.

A new, scripted television series based on Brittany's personal and professional life is in the making! Actress Courteney Cox will be portraying Ms. Wagner in this series. Michael Strahan is also an executive producer on the project.

Lastly, she is an adjunct professor in the College of Business at The University of Montevallo and is a boxing coach at Battle Republic.

Brittany earned both her undergraduate and graduate degrees in Sports Communication and Administration from Mississippi State University, and currently resides in Birmingham, Alabama with her daughter, Kennedy.

ON-DEMAND SESSIONS

Advising Administration

Creating a Student-Nominated Advisor of the Year Award: A Review of Our Framework

Joel Jackson, Amanda Foltz, & Nysa Love | University of North Texas

As academic advising has become an increasingly complex profession, the basic need to acknowledge great work has remained a constant. As we consider the complexity of academic advising and what connotes "Good Advising", we must consider the need to create and develop an award process which encompasses NACADA Core Values and translates this into measurable findings. This session will provide attendees with a step-by-step framework and guidelines for creating a robust student-nominated advisor of the year award.

R7 | C2 | R4

Excellence in Academic Advising: Evidence-Based Advising Transformation

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

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 EAdvising Administration, and how it is powered by people (Task Force), informed by evidence (data and analysis), and driven by standards (Nine Conditions of Excellence). Former or current EAdvising Administration cohort institutions will share their insights into the process and what they have learned to date.

C5 | C6 | I5

Academic Major Specific

A Drastic Career Change: Advising Students Looking to Enter a Growing Tech Field

Stacy Schutte & Kelley Price | Kennesaw State University

Students are flocking toward degrees in technology fields at cyber-speed! Join us as we discuss our experiences and strategies of working with bachelors and masters students looking to make a drastic career change at all ages and stages of life. We will discuss three main topics: a) Factors that are causing students to dramatically change careers and enter a growing tech field now more than ever b) Common concerns students bring to academic advisors, and common concerns advisors have about career changing students and c) Strategies academic advisors have used to help career changing students be successful on their new path.

C4 | R5 | I5

Advising Health Sciences Students During a Pandemic

Sarah Aitken & Amy Lyle | Chattahoochee Technical College

This presentation will include our personal philosophies as Health Sciences Academic Advisors. Including how we had to quickly adapt to providing personal academic information virtually to both our current and new incoming Health Science students. Learning how to accurately assist our students who are pursuing a career in the Health Sciences field without meeting face to face.

R1

Advising Special Populations

Recovery Mode: Serving Visiting Students Displaced by Natural Disasters

Kimberly Gilchrist-Wynter, Teresa Martin, Laura Cruz, Kenia Perez, & Laura Reyes | Florida International University

The Atlantic hurricane season of 2017 proved itself to be one of the most active and destructive seasons ever, producing 17 named storms, 10 of which resulted in the formation of hurricanes. That September, Hurricane Maria severely ravaged the island of St. Croix in the Virgin Islands and devastated Puerto Rico. As a result, thousands of students from these American territories opted to continue their education at colleges and universities on the mainland. This presentation will explore how one of the largest urban, public, Hispanic Serving Institutions (HSI) in the nation, responded to the immediate needs of these displaced students. In addition, it will focus on best practices on how to serve such students in the future, and the importance of creating a Task Force, granting financial assistance, and providing campus resources.

C4 | I3 | R7

Virtual Field Trip - for FTIC Students

Marilyn Rule & Frank Kurz | Broward College

Virtual Field Trip- demonstrates how to use Zoom with FTIC students to ensure student success by using the features of sharing screens to teach students how to access and bookmark important resources and tools that are found throughout the College's website. This strategy also builds confidence in the students once they know how to access key sites and promotes a trusting and supportive relationship between the advisor and the student to provide a positive experience for the student where they feel connected and ready for academic success. This approach can be used either with individual students or in small group settings with FTIC students.

C4 | I5 | I6

Career Advising

Building Blocks for Empowering the Undecided and Exploratory Student

Lauren Davis & Angie VanSickle | University of North Georgia

Upon applying for college, most students are expected to declare a major. This daunting task creates pressure on students to know what they want to do with their future before they're given the opportunity to explore. These students need an advocate to help them navigate the degrees, programs, and campus resources available during their time of uncertainty and exploration. Advisors can not only provide information, but can also foster self-discovery, self-confidence, and decision-making skills through various advising strategies and approaches. Advisors who take an appreciative advising approach often reach these students by acknowledging each student as an individual and building relationships based upon each student's needs. By identifying and understanding the types of undecided and exploratory students, advisors can better assist students with choosing a major.

C4 | I6 | R2

Diversity, Inclusion, and Social Justice

Integrating Social and Cultural Programs in Pathway Program Advising **Nicole Inclan, Olga Bedoya, & Kelly Brussel | University of Central Florida**

International students are often seen as a homogeneous population on campuses. Presenters highlight intentional and personalized social and cultural programming strategies for a very diverse international population in a pathway program. Strategies contribute to retention, program completion, student engagement, and sense of belonging
C6 | I6 | R2

Faculty and Peer Advising/Mentoring

Advising Answers! Supporting Technical College Students and Faculty in a Remote Advising World **Corey Cantrell, Michelle Martin, & Bethany Schultz | Chattahoochee Technical College**

Like institutions throughout the world, Chattahoochee Technical College faced an unprecedented challenge as a result of the pandemic. As a hands-on technical college, students and faculty faced the arduous task of moving technical instruction online with minimal warning. The success of our institution's response to the pandemic was encouraged by a collaborative academic advising model pairing teams of Faculty and Academic Advisors in our programs. This system of collaboration helped our college navigate this transition through our engagement with students and with integration of new technologies in advising practices. Our experience shows the value of a collaborative advising model and how the relationship between Faculty and Academic Advisors contributed to a more cohesive educational experience for the student and led to positive educational outcomes.
C4 | R2 | C3

Prospective Students and the First-Year Experience

Virtual First-Year Advising: Connecting with Students and Colleagues Online **Jill Hartmann-Roberts | University of Georgia & Ellie Meyer | Calhoun Community College**

Starting a new position is tough enough. However, starting a new position, and a few months later, a national pandemic hits, even harder. Being patient with the learning curve, for oneself and for students is key. Come learn how one advisor at UGA has made connections with students and colleagues virtually during their first year, has maintained rapport while building trust with students in a virtual setting, and continues to building a virtual network while working remotely. Setting realistic expectations, being aware of micro-messaging, role modeling positive communication behavior, along with learning other tools for new advisors navigating the world of virtual advising in a new role will be included in this program.
C2 | R2 | R3

Student Development, Theory, and Research

Advising Students Through a Study Abroad Program **Ben Littlepage & Samir Patel | Murray State University**

Students elect to participate in a study abroad program for a variety of reasons. Reasons to participate include gaining cultural competencies, understanding disciplinary principles through a different cultural lens, and participating in experiential learning. Academic advisors have a unique opportunity to help student find meaning through this transformative experience. The concurrent session will explore Mezirow's (1997) Transformative Learning Theory, specifically his three primary assertions for how learning takes place. Attendees will participate in small group discussion, work collaboratively to answer a case study, and recognize ways to integrate Mezirow's theory into their advising practice.
C4 | I2 | R4

Learning is a cycle to knowledge **Mary Francis & Sarah Ayres | Oklahoma State University**

Is knowledge more than taking in information? How does learning transform into knowledge? Moving from learning to knowledge requires action. Developing knowledge requires processing information, pondering information, and using information. Professional advisors must understand that learning is a cycle, recognize that students have different learning styles, and adapt conversations with students to include these styles. This presentation will discuss elements from Kolb's Experiential Learning Theory. We will begin by discussing the Cycle of Learning and Learning Styles. Then cover how advisors can use the Learning Spiral to coach students to develop better learning skills for deeper retention of information and to create knowledge.
R2 | C5 | R6

How do I think about tomorrow, when today will last me until next week????

Kylie Crosland | Mississippi State University

Applying the ASCA School Counseling model and planning tools to complete our many tasks as advisors, be effective, and make positive change. This session will explain an approach to developing an advising curriculum to support student personal, career and academic development, discuss action planning strategies and calendaring for execution of new initiatives within your already packed schedule and tips for streamlining advising load and data collection.
C3 | C4 | R4

Tell me what to take! - Reframing Liberal Arts to Generation Z **Jessica Farquhar, Becky Robertson, & Jay Fuller | Northeastern State University**

With many states expressing a desire to shift funding away from the liberal arts, in favor of STEM fields, there are many arguments giving validity to a Liberal Arts Education. These arguments express how Liberal Arts majors know how to write, speak, and learn. Some universities even argue that a Liberal Arts Education creates good citizens. While the writers humbly agree with these arguments, we also make the argument that a liberal education is about being human. Join us as we examine the importance of a Liberal Arts Education and how we can impart this knowledge to a generation who may find themselves questioning the value of such an education.
R1 | R5 | C3

Student Persistence, Retention, and Academic Skills

Coach Speak: What I learned as a football coach's son, and how it influenced my advising **Philip Aguinaga | University of North Texas**

In Texas (and the rest of the U.S., to be honest), football is king of the sports world. Personally, I have been more than aware of that fact - my dad has been a middle school and high school coach for 25 years. As he neared retirement, I recently reflected with him on some of the experiences we have had over the years, mostly connected through football, and some of the lessons he passed along to me. This presentation will explain some of those principles, how they have impacted my advising philosophy, the specific advising populations I have connected with, and end with a discussion on how coaching and mentoring relationships mirror advising.
R2 | R4

Training and Development

Keep Calm and Work Remote: Staying sane in the virtual world.

James Moore | *Chattahoochee Technical College*

I lost my sense of taste. My joints hurt so bad I wanted to die. And, before it was over I had slept for 36 hours straight. Yes, I had COVID. And, those were just the physical symptoms. The stress of the "new normal" was yet to come. When I woke up I learned that the college was shut down for a week. After that week learned the department was to work from home. What happened to the old normal - Face to face advising. What is this "new normal"? How does a face to face personality cope in the virtual world? This presentation shares both the initial "advice" that I gleaned during my 15 plus years of teaching online and some of the content of virtual "training sessions" that I presented during staff meetings.

R7 | R2 | R4

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

Mark Nelson | *Oklahoma State*; **Christina Bowles** | *Missouri State University*; **Rebecca Hapes** | *Texas A&M University*; **Cecilia Olivares** | *University of Missouri*; **Camille Reid** | *University of West Georgia*; & **Stephanie Morawo** | *Auburn 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.

R2 | C6 | R4