NACADA VIRTUAL REGION 6 & REGION 10 CONFERENCE
APRIL 22-23, 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 6 AND REGION 10 CONFERENCE

Live and Semi-Live Sessions April 22 and April 23
On-Demand Sessions available April 22
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

THURSDAY, APRIL 22, 2021

11 a.m.-noon 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!

12:10-1:10 p.m. central

WELCOME and OPENING KEYNOTE | Cultivating Belonging: Academic Advising's Role in Creating Beloved Community/ies
Jennifer Joslin | Associate Vice President for Academic Affairs and Director of the Robert and Mary Cox Compass Center | Drury University

Dr. Jennifer E. Joslin works at Drury University as Associate Vice President for Academic Affairs and Director of the Robert and Mary Cox Compass Center. She is a former NACADA President and current NACADA consultant. She is co-editor of the forthcoming book Advising LGBTQ Students (2021) with Craig McGill and the academic advising edition of New Directions in Higher Education with Wendy Troxel (2018), among other publications. Jennifer has lived as an out lesbian since earning her A. B. at Occidental College. She is a former chair of the NACADA LGBTQ Advising and Advocacy Advising Community and a former chair of The University of Iowa LGBTQ Staff and Faculty Association (where she earned her M.A. and Ph.D.).

She is a wife to Kathy Davis, a mom to Melissa, Anthony, and Truman, and a proud member of the Jane Austen Society of North America (JASNA) and the National Association for the Advancement of Colored People (NAACP). She supports truth-telling and reconciliation in higher education and acknowledges that she lives on land belonging to Osage and Kickapoo Nations and Peoples.

1:20-2 p.m. central

NACADA NETWORKING

Let's Talk Training | Chat and share stories with other attendees about what's worked (and hasn't worked) in advisor/staff training and onboarding, whether it's remote or in-person. Facilitated by Jake Rudy | University of Minnesota - Twin Cities.

Embracing Self-Care in Advising | Connect with other attendees and talk about strategies, resources, and opportunities related to advisor self-care. Facilitated by Kacey Gregerson | University of Minnesota - Twin Cities.

Basic Needs and Academic Advising | Talk with other attendees about how advisors and institutions might support student basic needs (food, shelter, weather-appropriate clothing, internet access, etc.) What has worked? What hasn't? Facilitated by Marnie Andrews | University of Minnesota - Twin Cities.

Advocating for Advising/Communicating with Administrators | Informally connect with other conference attendees about what has and hasn't worked when you talk about advising and advisors with "non-advising" administrators! Facilitated by Billie Streufert | Augustana University.

C1.1   **Shut Up, Stop Helping, Start Teaching**
Matt Sprengeler | Des Moines Area Community College
Academic advising is a complex task. Understandably, we often resort to familiar tools, like those embedded in the developmental advising model. But sometimes a fresh approach is better. As NACADA says, advising is teaching. "Shut Up, Stop Helping, Start Teaching" takes a closer look at what we can learn from teachers and professors. In 2005, Marc Lowenstein's article "If Advising is Teaching, What Do Advisors Teach?" broke important ground for our profession. This presentation will build on his ideas, and the work done in subsequent years, to help advisors add new skills and goals to the professional toolbox.
Student Persistence, Retention, and Academic Skills
C4 | R5 | R2

C1.2   **Professional Quality of Life: Action planning to prevent burnout and support compassion satisfaction**
Jessica Lewis | South Dakota State University & & Agatha Ampaire | South Dakota State University
Academic Advisors are caregivers. This role exposes advising professionals to unique joys and challenges on a daily basis. As a result, these employees face both Compassion Fatigue (CF) and Compassion Satisfaction (CS) from their work with students and families. The variety of issues we face - from triumphs to trauma - can invigorate and/or drain our emotional resources.
Participants will consider the data and the implications of being a caregiver. Advisors will complete action planning to address individual and organizational challenges with CF and CS to enhance their Professional Quality of Life.
Health and Well-Being
R4 | R4 | R6

C1.3   **Let's Hear it for Acca-Awesome Advising: Implementing an Integrative Advising Approach**
Rebecca Weidner & Amy Soto | Brigham Young University
Single voices stand alone but when voices come together they create beautiful harmonies. Just like individual performers in an acapella group can stand alone, advising approaches can also be used in isolation with great success. However, when voices blend together it creates a different variation of sound and feeling. Likewise integrating advising approaches can empower advisors to uniquely adapt to individual student needs. This presentation will invite advisors to reflect on their practice and teach advisors ways to implement a more eclectic approach to advising through the lens of the Barden Bellas from the hit movie Pitch Perfect. Advisors will have an opportunity to reflect on their advising approach.
Student Development, Theory, and Research
C3 | C4 | R4

C1.4   **Instilling Hope: Hope Focused Advising**
Karen Drew | University of Wyoming; Jordan Drew | Fordham University Graduate; & Katie Greathouse | University of South Florida
The broad range of positive benefits associated with student hope has tremendous empirical support (O'Hara, 2013; Snyder, 1994, 2000; Lopez, 2013). Given the strong evidence that hope predicts academic outcomes, informing academic advisors on methods of increasing hope may lead to increased student self-esteem and academic retention (Snyder, 1994, 2000; Lopez, 2013). Academic advisors should know that students high in hope tend to move toward achieving academic goals positively, tend to affect their peers positively, and they tend to remain in school until they have earned a degree (Marques, Gallagher, & Lopez, 2017; Snyder, 1994, 1995, 2004, 2013). The purpose of this presentation is to explore the benefits of using hope focused practices in academic advising and to learning methods of instilling hope during the academic session.
Training and Development
C4 | I5 | R2

C1.5   **Advising Rural and Small Town Students**
Karen Ganss | University of Colorado Boulder
Students from rural and small towns are gaining recent recognition as an underrepresented population in higher education. Research shows this population enrolls and persists in college at lower rates than urban peers, among other challenges. Not only do rural students overcome many barriers to pursue their educational goals, but they bring with them unique strengths and cultural values that often manifest themselves in advising settings. Join this session to learn more about this unique population and the ways in which you, as an Academic Advisor, can assist in the success and persistence of rural students in higher education. Attendees will be provided tangible advice to use with students immediately and resources to learn more about the importance of rural education.
Advising Special Populations
I5 | R2 | C4

C2.1   **Rebel, Trouble-maker, or Something Else? Assist Students in Developing Skills for College/Life**
Karen Hicks | Weber State University
A vast number of students start college struggling with skills such as time management, organization, or prioritizing, and the ability to self-motivate, begin tasks, or control impulses yet these are all skills/behaviors that are expected of college students. Why do some students struggle more than others in these areas and how can we as advisors help them develop some of these skills? During this presentation, we will identify executive functioning skills, their impact on the academic experience, and how advisors can assist students to increase these skills. Participants will also be encouraged to share their ideas and experiences in working with students struggling with executive functioning challenges.
Advising Special Populations
I5

C2.2   **From Familiar to Foreign: Addressing the Five F's of Study Abroad in Advising**
Allison Ewing-Cooper & Mariah Nunes | University of Arizona
Advisors play a unique and critical role in encouraging students to study abroad. In order to study abroad, students must overcome five obstacles, known as the Five F's of Study Abroad (fear, academic fit, faculty/advisor support, finances, and friends/family). How, as advisors, do we help students overcome these five barriers? This presentation will provide data from a research study we conducted about why students do and do not study abroad. Participants will then explore how their departments/schools address the Five F's of Study Abroad and walk away with ideas to incorporate into their advising practices.
International/Global Advising
C4 | R4 |

C2.3   **Telling the Whole Story: Assessing Advising Impact on Student Learning Outcomes**
Angela Bowlus | Metropolitan State University
This presentation will explore the development of an assessment strategy by one college's advising unit to better understand how advising services impact student learning outcomes. There are many examples of advising assessment being tied to indirect measures such as retention, persistence, and graduation rates. How can we develop direct measures of advising impact that tell a better story of the work we do? We will explore how one advising unit has moved forward with an assessment strategy that captures data from students, staff, and review of academic records to provide a more qualitative viewpoint of the value of academic advising.
Assessment and Evaluation
R7 | C4 | C5

C2.4 **Evaluating Your Work: Do Your Advising Interactions Fit With Your Core Values?**
Kami Merrifield & Jill Hewins | University of Arizona
Advising is a relationship between advisors and students designed to facilitate student success. Often forgotten is how the relationship impacts advisors as institutions may prioritize transactional needs of students over advisor wellbeing. Advisors may find themselves in situations where they are not acting in alignment with their core values, leading to burnout and job dissatisfaction. The goal of this presentation is to help advisors identify their core values and advising guiding principles. Advisors will leave with a self-assessment worksheet that can provide quantifiable insights into their advising practices that they can share with their leadership.
Health and Well-Being
R1|R7|R4

C2.5 **Trauma Stewardship for Advisors: Caring for Self While Caring for Students**
Martha Johnson | University of Minnesota - Twin Cities
Join to explore concepts from Laura van Dernoot Lipsky's book "Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others." You'll develop an understanding of your trauma exposure response as well as tools for professional wellness. The presenter will share their perspective and experience as an academic advisor.
Health and Well-Being
C3

4-5 p.m. central

Region 6 Virtual Awards Ceremony and Region Update | Streamed live at youtube.com/user/NACADAEO
Region 10 Virtual Awards Ceremony and Region Update | Streamed live at facebook.com/NACADA

Celebrate the Region Award Winners and learn more about Region activities. Family, co-workers, and colleagues that aren't registered may watch the ceremony live.

5:10-5:55 p.m. central

Wellness | Yoga Nidra | Yoga Nidra is a progressive relaxation and mindfulness technique that calms the nervous system, relaxes the body, and supports a healthy stress response. The session includes gentle movement, breathwork. a guided yoga nidra meditation. | *Presented by Kaity Rose Holsapple, owner of* Wild Earth Yoga Therapy.

FRIDAY, APRIL 23, 2021

9:50-10:50 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 | Yoga, Wellness, Advising and You | Simple "work-related" session for all levels including tips for how to incorporate yoga philosophy and poses when advisors are in in the office. | *Presented by Toni Lee Viney, Manager, Undergraduate Programs, Mechanical Engineering, and owner of* Best Day Ever Yoga.

11-11:45 a.m. central

C3.1 **Multi-Semester Planning: Helping Students Choose Their Own Adventures**
Jill Trumm & Dana Gravesen | The University of Iowa
What should I take next semester? When's a good time for an internship? Can I fit a minor around my two majors? Will I still graduate on-time if I change my major? How can I fit everything in!? Students ask us many questions as they design their plans of study. How can we help them make informed choices to maximize their college careers with intentional planning, both of courses and co-curricular experiences? When those plans go awry, how can we help them revise their visions of the road ahead? Using student examples and our online tools, we will share what we've learned regarding the art of using multi-semester plans in context of all that advisors already cover in appointments to empower students to write their own stories.
Student Persistence, Retention, and Academic Skills
C4|R5|R6

C3.2 **Success on the Orientation Express**
Helen Hemmer & Maureen Fray | Northern Arizona University
Does the prospect of another summer of New Student Orientation send you running? In response to advisor burnout and student feedback, Northern Arizona University implemented an innovative hybrid group advising model that is more efficient and effective than traditional 1:1 advising at building advisor:advisee relationships, teaching academic information, and supporting student transition during Orientation. Session participants will learn about the difference between a 1:1 and hybrid group advising model. They will have the opportunity to hear about the development process, program details, training, lessons learned, and walk away with detailed information to begin implementing on their own campus. Join us on the Orientation Express and learn how to make advising at Orientation more meaningful for students and effective for your advising team.
Prospective Students and the First-Year Experience
C4|R2|R7

C3.3 **Challenges and Opportunities in Advising Adult Students**
Cheryl Schultz & Christine Feit | Mount Mercy University and Megan Arey & Rylee May | Kirkwood Community College
Join us in a round-table discussion addressing questions, concerns and best practices in working with adult students pursuing undergraduate degrees. Topics will be driven by those participating in the round-table. Discussions may include, but aren't limited to: understanding the needs and wants of adult students, addressing challenges that occur within the advising relationship, unique programs/services for this population and effectively advocating for these students at your institution. Take advantage of this time to learn from your colleagues and share your stories about the opportunities and challenges in advising this important and growing group of students.
Advising Special Populations
I5|I6|R2

C3.4   **Retention and Student Success During a Pandemic**
Jen Sjuts | Metropolitan Community College
The Covid-19 pandemic greatly impacted the educational framework at MCC, and Academic Advising was one of many departments affected. Advising strategies were adapted to meet the changing landscape. For our students, overcoming educational obstacles, technological challenges, financial hardships, isolation or increased responsibilities at home, and health concerns were some of the barriers to student success. We adapted by increasing our availability, adjusting to new, more effective ways of communication, maintaining collaborative efforts with on and off campus resources, and proactively engaging students. The team will discuss the strategies used to support students during the pandemic and report on the positive outcomes.
Student Persistence, Retention, and Academic Skills
C4|I6|R4

C3.5   **More than Onboarding: Developing a Cross-Campus Approach to Advisor Training and Development**
Dana Parcher | University of Colorado Boulder
A good onboarding process does more than help individuals get ready to work. A good onboarding process can help motivate individuals, cultivate a sense of belonging, educate individuals on shared values and language, and make individuals feel proud and excited to work at the organization. Regardless of the size of the institution, a proper onboarding process can be done and at the University of Colorado Boulder, we have attempted to do just that. In this presentation, participants will learn about the year-long onboarding program at CU Boulder, which incorporates three, main elements: community building, information sharing, and a standardized training (using Canvas, a learning management system). Participants will have the opportunity to think about how an onboarding process like CU Boulder's could adapt to their own institution, as well as learn the details and elements involved in building and maintaining the Canvas training course.
Training and Development
R7|C3

11:55 a.m.-12:55 p.m. central

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

1:05-1:50 p.m. central

C4.1   **Plot Twist: The Role of The Student Debt Crisis In Advising and Student Development**
Tembi Bergin-Batten & Benjamin Landsee | The University of Iowa
Our students face unprecedented college costs and debt in an uncertain economy. As students realize the ways in which student debt has limited opportunities for previous generations, they cannot help but question their own decision making around paying for college. Is it worth it? They come to advisors with a growing sense of urgency about college costs, indebtedness, and what student loan debt means for their future. In this presentation we explore how students' orientation toward education has changed due to their increasing sense of indebtedness. We analyze how advisor and student assumptions about the financial risks of college play out in appointments. Finally, we demonstrate which skills strategies, and ethical frameworks advisors might use to help students cope, problem solve, and plan as they grapple with indebtedness.
Student Development, Theory, and Research
C4|I5|R6

C4.2   **The Language of Learning- Academia as a Second Language**
Caitlin Rovner | Chadron State College
Student admittance to higher education can be restricted due to a variety of factors. While many of these e such as financial, cultural, and academic obstacles - are frequently identified, discussed, and addressed, this presentation aims to highlight the exclusionary language of tertiary education.
Through the misadventures of one foreign advisor acquiring the language of learning in the USA, and presenter-led self-reflection of the audience, attendees will develop an understanding of how word choice can affect the message that students are receiving.
Diversity, Inclusion, and Social Justice
R3|C6|R2

C4.3   **Efficiency, Sustainability, and Intentionality in Advising**
Karli Hansen | Colorado State University
Learn about one academic advisor's necessity to be more efficient in advising practices due to an ever-growing caseload. Efficiency, Sustainability, and Intentionality in Advising will introduce tips and tricks to making Microsoft Outlook, Word, and Excel your favorite work assistants; ultimately decreasing the amount of time you spend on emails, note-taking, graduation planning, check sheets, and "wait when is that deadline?" Generation Z, "Zers", are more technologically savvy than any generation before; being more familiar with the way they best connect with information and getting good at it ourselves, will make a world of difference in our work balance and college students success. Do you also have tricks up your sleeves? You'll be in good company with a space to share your knowledge and recommendations too!
Training and Development
C4|R4|I7

C4.4   **Connecting Students to their Passions and Goal Setting**
Kelly Pistilli | Iowa State University
Students often come to college not knowing what drives them, their purpose, or the goals they want to accomplish e even if they have chosen a major and think they know their path. I have developed a series of thoughtful questions/activities based in a growth mindset and grit mentality that has found great success with students. Students in my first-year seminar class get to identify their passions/values which enable them to gain insight to goal setting in a unique way. In this session, I will share specific assignments, future-thinking activities, and reflections that I have implemented over the past two years in my course. Attendees will see examples of completed assignments, learn how to incorporate these practices, and will be encouraged to share their own experiences.
Prospective Students and the First-Year Experience
C4

2-2:45 p.m. central

C5.1   **Re-Thinking Parental Involvement: From Helicopter Parents to Helpful Co-Pilots**
Bethany Brown, Samantha Burroughs, & Richard Leary | Weber State University
Take flight with us as we unearth our biases towards parental involvement and consider the positive impact parents can have in academic advising. We will explore the unique characteristics of Generation Z, and the importance of creating a team dynamic between advisor, student and parent. Soar to new heights as we discover best practices for encouraging students to chart their own course while utilizing supportive parents as co-pilots.
Advising Special Populations
C4|I5|R2

C5.2 **Incorporating Advising Theory into Student Activities**
Allison Ewing Cooper, Mariah Nunes, & Paloma Boykin | University of Arizona
As academic advisors, we have the opportunity to study theories about our profession. But how do we put them into practice with our students? The goal of this interactive presentation is to share three engaging activities we created and use based on three advising theories: Strengths-Based Advising, Happenstance Learning Theory, and Motivational Interviewing. Participants will be guided through three activities, exploring their own strengths, journeys into higher education, and motivation for change. These activities can be taken back to the audience members' institutions and implemented into one-on-one appointments, small group sessions, and success courses.
Student Development, Theory, and Research
C3|C4|

C5.3 **Virtual Can Work! Streamlining registration for all first-year students**
Katie Meyer, Kaylee Scheer, & Ashley Vigen | University of North Dakota
On-campus advisement and registration programs can be cumbersome, overloaded with information, time-consuming, and costly to both the institution and their incoming students. Academic advisors at the University of North Dakota reinvented their new student transition program to a virtual format (before virtual became our reality!), allowing students to register sooner and gather information in the timeframe that matters to the student and their parents. In this session you will learn strategies for implementing a virtual new student transition program, the pre-transition information collection process, campus buy-in, and the student experience from admission to successful course registration.
Advising Special Populations
C4|R5|R6

C5.4 **Adding Tools to the Toolbox: Reinvigorating Faculty Advising**
Joyce Stern & Belinda Backous | Grinnell College
Campuses with a faculty-based advising model have an additional level of challenge with enhancing faculty competency in their role as advisers. This session will situate how a small, liberal arts campus responded to institutional challenges -- imbalanced enrollments, skyrocketing levels of personal challenges in the student body, and a desire to increase student persistence -- by shining a spotlight on advising as a mechanism to facilitate change. Examples of how faculty adviser training is constructed and conducted will be demonstrated, including a basic introduction to at least two different evidence-based practices and their use in advising (e.g., motivational interviewing, mindset, metacognition, and evidence-based study strategies).
Faculty and Peer Advising/Mentoring
C4|R4|I1

C5.5 **The Heart of Communication: Using Validation to Strengthen Advising Relationships**
Jill Paulson | University of South Dakota
Have you ever spoken with someone and while they listened, you felt unheard and unsatisfied? As advisors, it is our responsibility to do more than just listen to our advisees in order to help them achieve academic success. Yet, many of us unintentionally omit a critical element of effective communication. In this session, you will learn about the importance of and how to use a four-step validation method. Development of this communication skill will allow you to help calm the fears of your advisees, boost their excitement in times of success, and make them more open to your valuable advice and guidance. In effect, you will learn how to build a stronger advising relationship for the benefit of both advisee and advisor.
Training and Development
R2|R3|

3-3:45 p.m. central

C6.1 **How May I Help You Raise Your GPA?: Research Investigating Services and Supports that Impact GPA Improvement in College of Science Students**
Monica Linford | Weber State University
What challenges face students seeking to improve their GPA's and which factors assist students in doing so? The answers become critical for students applying to selective programs or for students on academic probation. Two College of Science academic advisors answer these questions with data. Their survey examined social support, community support, and individual student strategies. Their results aligned well with the work of prominent higher education scientists Sarah Goldrick-Rab and Angela Duckworth (2016). This presentation examines the WSU College of Science Student Success Survey and discusses it in the light of current academic scholarship. Attendees will learn how to better assist their students in understanding how to achieve GPA improvements.
Student Persistence, Retention, and Academic Skills
C3|I6|R6

C6.2 **Making Connections in an Ever-Changing Environment**
Carol Stepan, Vika Filimoeatu, & Marilyn Richards | Brigham Young University
Students at large universities often feel less connected to their campus community. Failing to connect with faculty or other students in co-curricular activities may contribute to a decline in academic success, emotional well-being and, ultimately, graduation. Research shows that students who are connected and engaged are more likely to succeed and graduate (Kuh, 2009). This session will explore how advisors have inspired learning by connecting students to peers and faculty through resources and co-curricular activities. Advisors from BYU Life Sciences, BYU University Advisement (open-major) and BYU Honors Program will share successful strategies their advising programs have implemented in the past, as well as adaptations and practices that have evolved in a remote-learning format. Participants will have opportunities to share and gain insights about fostering student connections in ever-changing environments.
Student Development, Theory, and Research
C4|I6|C6

C6.3 **Evaluating the First Year Experience Program**
Dr. Neena Nizar | Metropolitan Community College
First Year Experience (FYE) programs have been implemented in universities and colleges to address the emergent needs of matriculating students. It is well documented that many students are not prepared for the rigors of postsecondary education and FYE programs are designed to supplement the necessary academic and life skills. These academic and life skills range from knowing the location of the library to seeking out appropriate personnel when personal issues arise. Evaluating programs developed to address such a wide range of knowledge and skills is an obvious challenge, especially when each FYE is customized for each corresponding university or college. In the case of our FYE program at Metropolitan Community College (MCC(, Nebraska, evaluation of student Knowledge, Attitudes, and Behaviors (KAB) provided a conceptual model to examine the program as a whole.
Prospective Students and the First-Year Experience
I5|C4|I6

C6.4   **Advising as a Secure Base: Applying Attachment Theory to the Advisor-Advisee Relationship**
Kami Merrifield & Allison Ewing-Cooper | University of Arizona
There are many theories regarding how advisors can work with advisees to build success (e.g., Appreciative Advising, Coaching, Strengths-Based), but less is known about the underlying relationship and what it may mean to students and their perceptions of themselves and the university. Attachment Theory offers a framework for understanding the advisor-student relationship from a developmental perspective. Attachment Theory, introduced by John Bowlby (Bowlby, 1969) and refined by Mary Ainsworth (Ainsworth, 1982), focuses on the relationships between children and their caregivers and how that relationship influences children's views of themselves and the world around them. This presentation will introduce Attachment Theory, how it applies to academic advising, and provide opportunities for advisors to apply Attachment Theory to solve common student problems.
Student Development, Theory, and Research
C3|C4|R1

4-5 p.m. central

CLOSING SESSION and KEYNOTE | It's Time for a Mindshift – You Matter!
Chris Mullen | The Workforce Institute

Dr. Chris Mullen, PhD, SPHR, SHRM-SCP is the executive director of The Workforce Institute at UKG, the leading workplace think tank focused on the frontline employee experience. In his role, Dr. Mullen leads the institute's education and research initiatives, which focus on empowering organizations with meaningful strategies to improve employee engagement by delivering a modern work experience. His 15-year career as an HR practitioner and leader shaped his Ph.D. work in work-life negotiation.

A sought-after speaker, thought leader, and executive coach, Dr. Mullen routinely speaks about the often overlooked challenges faced by employees who must be present to perform their job and the strategic value of empowering this segment of the workforce. His insights have been featured in publications including Harvard Business Review, Forbes, The Wall Street Journal, HR Magazine, and NBC News. Dr. Mullen resides in Colorado with his wife, three daughters, and son. He is an avid amateur mountaineer.

ON-DEMAND SESSIONS

Advising Administration

Be Wavey: Learn How to Adapt to Change and Create New Academic Advisement Initiatives
Cristian Vergara & RoseMarie DiStefano | New Jersey City University
Whether you have been advising for one year or ten years, you have experienced changes within your position as an academic advisor. Learn how you can transform new projects to university wide initiatives, improve faculty relations, and utilize new technology tools to efficiently serve your student population. This session will provide a framework of New Jersey City University's new advisement model that includes major based cohorts, systematic data analytics and an innovative use of intrusive advisement for students on academic probation. Create a discussion on how to increase cross-divisional collaborations, while transforming the advisement experience for a Hispanic Serving Institution using technology-enhanced tools to start a new wave!
C4|C5|R2

Excellence in Academic Advising: Evidence-Based Advising Transformation
Susan Campbell | University of Southern Maine (ret) & 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 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

A Mid-size Public University's Approach to Transferring with Ease
Amanda Peters, Daniel Swenson, Chelsea Mellenthin, & Gerri Lorenz | University of North Dakota
At the University of North Dakota, it took weeks--sometimes months--to process transfer student credit evaluations. With a change to our process, and commitment to ongoing adjustments, we were able to decrease the amount of time it took to process evaluations down to just a few days. Learn how we garnered the support from departments and advisors with the help of our administration to make this process seamless for our transfer students.
C4|R5|I5

Our Coaching Evolution: What We Learned, Who We Influenced, and Why It Mattered?
Krissi St John & Elizabeth Bailey | University of Phoenix
With a history of recognizing the value of strong academic advising, we developed, improved and maintained a robust coaching program for adult learners and non-traditional students. Our program has enhanced the institution's ability to support students' progress while producing unexpected yet valuable effects across university departments. Hear about the implementation of this developmental coaching program that allowed us to transition from traditional, transactional advising to a more holistic coaching-based model. Learn how introducing new training and leadership methods supported the program and contributed to an institutional cultural transformation. Apply insights on incorporating a coaching model, organizational change management, and achieving results to your institution's unique culture.
C4|R2|R7

Assessment and Evaluation

Create Success: Exploring a Data-Driven Advising Model
Elizabeth Leckie, Andrew Grace, Jennifer McLaurin, Samuel Banford, Rachel Luebbert, Paige Tinsman, Kate Wolsey, & April Casiano | University of Utah
The Create Success Initiative is a data-driven campaign that uses a team-advising model, a multi-prong messaging campaign, and transformational experiences to improve student outcomes, including retention to graduation. In this presentation, we will explain how our Undergraduate Affairs team gathers and uses data, how team-advising helps students navigate the university, how transformational experiences enhance student learning, and how the team crafts effective messaging. We will conclude by discussing how other institutions could take advantage of similar resources and techniques.
C2|C4|R4

Diversity, Inclusion, and Social Justice

The NACADA Emerging Leaders Program: Engaging and Inspiring Diverse NACADA Leaders
Dawn Fettig | University of Colorado Boulder, Fabiola Mora & Jill Putman | Colorado State University, Jake Rudy | University of Minnesota, Twin Cities
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 panel session and gain valuable knowledge from past program participants about the ways in which the NACADA Inclusion & Engagement Committee and ELP are fostering diverse voices in the association's leadership.
C6|C2

Health and Well-Being

Tidying Up Your Academic Advising
Kelsie Poe | Iowa State University
The KonMari method is the new topic in tidying up your physical space. With her two best selling books and a popular Netflix series, Marie Kondo is helping people tidying their personal lives by only keeping possessions that spark joy and organizing those things in a positive way. But what about applying this philosophy to the academic advising job and the spaces we occupy as professionals? Using the theories of KonMari, as well as other minimalism and simple living tenets, Tidying Up Your Academic Advising will help advisors declutter their professional lives and focus on what sparks joy in their work.
R4|C4|R1

Student Development, Theory, and Research

Quick Connections: Building Rapport in 30 Minutes or Less
Camille Gooch | Weber State University
With large caseloads and other competing demands, many advisors typically have 30 minutes or less to meet with students in individual appointments. This short time frame rarely leaves as much time as we'd like for developing and building relationships with our advisees. Using Core Competency Relational Component 2 "Create rapport and build academic advising relationships" as a starting point, this session will provide practical ideas and suggestions for before, during, and after your appointments to enhance your ability to make meaningful connections and build rapport.
R2

Class Deans: Developmental Advising as a Resiliency Initiative
Brian Peterson | Central College
Effective advising, both academic and developmental, is of paramount importance in helping students get the most of their college experience, and advising models vary across institutions. In one such model, class deans can serve as useful developmental advisors, especially in conjunction with an existing faculty advising structure. Faculty support and student resiliency, as opposed to retention, may be the clearest and most useful benefits of this partnership. This session describes the implementation of a class dean model, its impact on faculty advising, and its benefits to students and faculty on a residential liberal arts college campus. Emphasis will be placed on lessons learned as well as results identified.
I6 | R6 | C4

Faculty and Advisor Collaboration for Improved Student Success and Retention
Vicki McGillin & K Patrick | Metropolitan Community College
Advisors have continuously struggled with developing quality relationships with faculty to support students online. In 2020, Metropolitan Community College (MCC) introduced a one-stop student support model of service that makes a student's advisor their primary point of contact for faculty, academic support, financial aid, course scheduling, and advising conversations. Support services were aligned centrally across all targeted developmental courses, designating a three-prong approach to assist students Advisors developed partnerships and resources to support faculty in their interactions with students needing academic assistance. MCC made a concentrated effort to significantly increase its online learning resources to contribute to student success. As a result of these efforts, we have improved connectivity with faculty and advisors and have seen increased usage of student resources, as well as improved student outcomes.
C4 | I6 | R2

Holistic advising: Beyond Academics
Noelle Moreland | Mesa Community College
Are you looking for possibilities to find ways to adjust the advising process and increase student retention and success? When students come in for advising, they are not just brining in their questions about academics. They are bringing in the questions they don't know they have, their stressors, their goals, and their struggles. Utilizing holistic advising allows the advisor to develop a relationship with the student, opening the possibility of increasing retention and success for the student. In this session, participants learn about holistic advising as well as the role holistic advising can play in student success. The participants will be exposed to multiple possible touch points where holistic advising methods could be implemented and practiced.
C4 | R2

Understanding the Real Story: How Narrative Impacts the Readmission Process
Angela Bowlus | Metropolitan State University
This presentation explores how narrative impacts the readmission from suspension process for students. The power of each student's story, how well they describe what happened, what's changed, and how they plan to move forward all impact a decision to readmit a student from suspension. We will explore how an institution prepares student's to tell that story, how personal interviews add to the narrative, and how the person(s) making readmission decisions interpret(s) that information. We will then explore how the process could be improved to collect the narrative, and whether student background impacts their ability to tell that story. Ideas will be shared about process being created to support student narrative and the impact that narrative may have on ultimate student success after readmission.
C3 | C4 | R6

Technology and Social Media

There's an App for That: Tech-Savvy Tips for Utilizing Social Media within Advising
Madeline Rencher | University of Utah
Facebook. Instagram. Snapchat. Twitter. We live in a society that dictates we be reachable at all times, more than simply having email on our phones. With multiple social media platforms and messaging apps, advisors now have new mediums to contact and promote content to students. The phrase 'there's an app for that' is quite apt: most everything a student uses lies within an app. Join the discussion led by an advisor who runs multiple social media accounts and coordinated a social media takeover on their university's main account, representing the advising community on an account with 91k followers. We will explore the ways that we as advisors can interact with students in the digital age in a productive and exciting way.
C4 | I7 | I6

Training and Development

Becoming an Academic Advisor: Understanding Who Chooses the Profession
Michele Tyson | University of Denver & Rene Couture | Arkansas Tech University
The purpose of this program is to present findings of our NACADA-sponsored survey regarding backgrounds of NACADA members whose primary role is in academic advising. We asked academic advisors about their demographics, educational backgrounds, and what they enjoyed most and least about their work. Knowing these issues can help advising administrators gain a better understanding of advisor recruitment and retention concerns, as well as help those currently in the profession understand collectively who they are in relation to other advisors.
R7 | C1

How Academic Advisors can rock their campus with OKRs: Strengthening your advising services
Erin Bergeron | Utah State University
How Academic Advisors can rock their campus with OKRs: Utilizing Objectives and Key Results to strengthen your advising services.
Have you ever found yourself asking what can I do to better serve my students and how do I get there? "OKRs are not a silver bullet. They cannot substitute for sound judgment, strong leadership, or a creative workplace culture. But if those fundamentals are in place, OKRs can guide you to the mountaintop." (Doerr,J.) Come learn how utilizing Objectives and Key Results has helped Google, Bono, our college and other organizations and individuals create stronger and more effective services.
References: Doerr, J. (2018). Measure what matters How Google, Bono, and the Gates Foundation rock the world with OKRs. New York: Portfolio Penguin.
R7 | R6 | C5

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

Using Student Data to Increase Efficiency and Effectiveness: A Primer
Hailee Starr | University of Wyoming & Kami Merrifield | University of Arizona
There are many ways analytics can be used in advising such as: targeted communication strategies, identifying student needs, managing prerequisites, predicting course enrollment needs, and tracking services by student usage. However, advisors are busy working with students every day and it can seem overwhelming to learn yet another new system. Yet, having access to student data can make advisors more efficient and effective in their responsibilities to their student population. In our presentation, we will discuss how student data can be leveraged to problem-solve communications, interventions, and

identification of underserved students. We will also provide advice for how to get started accessing and using data at different institutions with various data management software.

I7 | R4 | R7