



NACADA VIRTUAL REGION 8 & REGION 9 CONFERENCE

MARCH 23-24, 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 8 AND REGION 9 CONFERENCE](#)

Live and Semi-Live Sessions March 23 and March 24

On-Demand Sessions available March 23

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](#)

TUESDAY, MARCH 23, 2021

1-2 p.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!

2:10-3:10 p.m. central

WELCOME and OPENING KEYNOTE | **Jessica Specht** | Director of the Dual Degree Program | Governors State University



Jessica Specht is the Director of the Dual Degree Program (DDP) at Governors State University. Prior to accepting the role of Director in 2017, Jessica was an Academic Advisor for DDP, serving seven community colleges in the Chicagoland region. Previous to her work in DDP, she served as a Career Counselor in GSU's Office of Career Services, and spent her early career in K-12 education. Currently she is also the faculty advisor for the GSU chapter of Tau Sigma National Honor Society, serves on the Transfer Student Retention Committee, Commencement and Convocation Committees, and previously was an adjunct instructor for the undergraduate Psychology and Communication programs at GSU. Jessica possesses a M.A. in School Counseling from Governors State University, and a B.A. in Psychology with minors in Sociology and Philosophy from Purdue University-West Lafayette.

3:20-4 p.m. central

NETWORKING SESSIONS

Two Year College Conversations | Join a room ready to discuss all things related to two-year colleges and transfer students! Whether you want to talk about unique issues your two-year students are facing, learn more about the transfer process, or get some great ideas for your university to help recruit and retain transfer students, this could be a conversation you don't want to miss!

Dialogues on Diversity and Inclusion in Advising | If you are passionate about connecting with community of advisors who want to advance diversity and inclusion in their practices and on their campuses, check out this group! Whether you want to learn more about social justice on campuses, working on developing an affinity group in your community, or want to learn more about the issues facing higher education, join this information conversation.

Balancing Act | You're seeing students virtually, coordinating events on campus, helping kids with homeschooling, taking care of a household, completing a graduate or doctoral degree, and more, all during a global pandemic to boot. Do some or all of these sounds familiar? Have a conversation with colleagues who are experiencing the same challenges and learn some tips to help you not only survive but thrive through these unprecedented times.

Fantasy Pop Culture | Do you have an interest in all things fantasy, such as Harry Potter, Star Wars, or the Marvel Universe? Join this networking session to discuss upcoming releases, fan theories, and anything else in between! Take this time to discuss with your fellow fan! (Also, Hufflepuff is #1, Han shot first, and Thanos is lucky the MCU did not give us Squirrel Girl)

Advising during a Pandemic | Do you have virtual advising tips to share? Or, do you have questions on what advising might look like as we begin the process of returning back to campus? Join this group to discuss what steps you or your campus have done to help virtual advising as we continue the transition to a return to campus.

- C1.1 Make Assessment Happen to Make Advising Practice Better**
Deirdre Mooney & Karen Quinn | University of Calgary
Assessment of academic advising is challenging but crucial to improving practice. Often advising assessment measures student satisfaction, which may not be an informative tool for enhancing advising practice. How can advisors be reflective on their practice while evaluating their programming outcomes without directly relying on student input? By building assessment into our everyday practice using our appointment service log, we designed and tested a continuous assessment tool that tracks our practice and programming outcomes. Our methodology explores the advising interaction as a precursor to the successful achievement of student satisfaction and learning outcomes. This session overviews how we adapted our service log, the methodology used to test it, and highlights our key learning. The presentation also discusses how academic advisors could implement a similar model of assessment.
Assessment and Evaluation
R7 | C5
- C1.2 Voices from the Field - Researching Student Advising in Canada**
Shea Ellingham | Mount Royal University
Student advising enhances the success and retention of students at our post-secondary institutions. Providing guidance and support, from trained professionals (both faculty and staff) is not new to higher education, but is often under-researched, in particular, in the Canadian context. This session will outline a national study conducted in early 2018, sharing the voices of professionals working in the field of advising. The results describe the current state of advising in Canada and work to chart a course forward for organizations and institutions to support the modern-day student through the practice of advising. It also serves to inform the advising research agenda and contribute a much needed Canadian perspective.
Assessment and Evaluation
C1 | C4
- C1.3 The Major Declaration Mindset: Using Planned Happenstance Theory to Re-frame Conversations**
Lisa Hutton | University of Utah
Universities are increasingly looking at methods of encouraging students to declare majors earlier. Our broader North American culture supports this, frequently rewarding definitive answers with positive reinforcement, regardless of the reality of students completing their originally stated path. Conversely, Mitchell, Levin, and Krumboltz (1999) advocated that to remain undecided is to respect that one may not have all the data. While Krumboltz's theory of planned happenstance was originally developed for career counselors, this presentation will connect it to recent advising research and emphasize its relevance as an advising framework, and approach how advisors may re-frame the conversation around major exploration and declaration with other advisors, student affairs staff, and higher-level administrators to consider the role of unplanned events in learning and decision making.
Student Development, Theory, and Research
C3 | C4 | I5
- C1.4 Advancing Advising Initiatives through Cross-Campus Collaboration**
Christina Wolfe-Chandler | California Polytechnic State University & Edie Brown | Sonoma State University
"Someone must have already done this!" Have you ever had that thought while racking your brain to come up with strategic ways to achieve your newest advising initiative? Are your web searches leaving you high and dry? In this session, presenters from California Polytechnic State University and Sonoma State University will share the outcomes, benefits, and lessons learned from their ongoing collaboration. Participants will learn about the advantages of cross-campus collaboration, reflect on their own advising initiatives for the year, and create a plan to collaborate with a colleague at another institution who has engaged in similar efforts.
Training and Development
R2 | R7
- C1.5 Leading the Way for Gen Z: Helping First-Year Students to Explore Careers and the Future of Work**
Ann Lara | Cal Poly Pomona
California State Polytechnic University Pomona (Cal Poly Pomona) has recently focused the campus conversation around the "Future of Work" to create transformational opportunities for students to successfully navigate an evolving workforce. Providing students with an opportunity to explore and become career-ready during their first year of college is critical. This presentation will provide participants with an example of a successful program, "The Pineapple Club," that helps improve student retention and success. As a minority-serving institution, Cal Poly Pomona is committed to supporting low income, first-generation to college, historically underserved students who may need additional tools for navigating career competencies. This immersive experience helps Gen Z students leave their first year of college with a strong foundation for the changing world of work.
Career Advising
I6 | I5 | R6

- C2.1 Leading by Example: Cultivating a Community of Engaged Employees**
Cayleigh Olson | Fraser International College
"Engagement" is an incredibly popular buzzword in our society. But what does being engaged actually look and feel like? How can we foster a company culture of engagement especially if we seem to be the only one advocating for it? And why is engagement even important? As advisors, we are constantly thinking of new ways to engage our students. But what about our own colleagues, or ourselves? How can we create a culture of engagement in order to lead by example? This round-table discussion aims to create a platform to define, understand, and create opportunities for engagement. Walk away with actionable items that you can implement as soon as you return home from the conference.
Health and Well-Being
C2 | C6 | R6
- C2.2 Crucial Conversations: Advising Strategies to Increase Online Students' Use of Support Services**
Kristina King & Mitali Gadhia | Brandman University
The nature of online programs makes it all too easy for students to feel isolated from the university. As a result, many experience additional stress, feel hopeless and eventually drop out. How can academic advisors help online students know when, where, why, and how to use student support services? Our presentation will offer multiple approaches using advising theories that advisors can use to increase students' access and use of student support services. You will leave this session with practical tools and strategies to immediately support online students. With proper guidance, online students will feel empowered to overcome barriers to achieve their goal of graduation.
Advising Special Populations
C4 | I6 | R4

C2.3 Setting Up Your Digital Command Center for More Effective and Efficient Advising in Uncertain Times**Carrie Ben-Yisrael | Washington State University**

Want to learn how you can use every day digital tools/resources to get things done and make your advising session and program administration more effective and efficient? Many advisors struggle with knowing how to systematize their digital environment in a way that allows them to feel supported and equipped to do the job. Using Tiago Forte's Second Brain concept and David Allen's Getting Things Done methodology, with a few tweaks to your computer screen or other digital device, you can learn to set up your digital command center and automate your workflows using every day tools and software to make your life easier, while providing better student services.

Technology and Social Media**I7 | R4 | C4****C2.4 Exploring Transitional Phases of the Transfer Student's Advising Experience****Erika Black | Sonoma State University**

The transfer student experience begins when the student decides they want to transfer. Gard, Paton and Gosselin (2012) explains that the transfer student process includes areas such as academic preparation and advisement, transfer evaluation, financial aid, and psychosocial factors. As a result of similar research and the Graduation Initiative 2025, the Center for Transfer and Transition Programs (CTTP) was created to remove barriers that impede transfer student success by creating a strategic pathway to serve our transfer students holistically.

This session will discuss (1) best practices that are being implemented within the CTTP; (2) an overview of pre-transfer advising; and (3) a discussion about the three transitional phases of the transfer student experience and how they impact incoming, prospective and current transfer students.

Advising Special Populations**C4 | I6 | R2****C2.5 Re-Envision Your Advising Philosophy or Philosophy of Supervision to Revitalize Your Work****Megumi Makino-Kanehiro | University of Hawaii at Manoa**

Whether we know it or not, all advisors have an advising philosophy that guides our work with students. This session will explain why it is vital to actively re-envision an advising philosophy, and will facilitate a multi-step reflection process in terms of articulating a current advising or supervision philosophy, and then taking concrete steps to create a new philosophy or refine that philosophy by engaging in personal reflection, integrating NACADA concepts such as Advising Communities and core values and thinking about next steps. The goal is that each advisor will leave the session with a new, revised or strengthened advising / supervision philosophy that helps to sustain them and energizes their work.

Training and Development**R1 | C4 | C2****WEDNESDAY, MARCH 24, 2021****11:50 a.m.-12:50 p.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.

11:50 a.m.-12:50 p.m. central

Wellness Activities

- Yoga | Office Break Stretch
- Hamilton-themed Self-Care Presentation
- Gratitude Activity
- Seated Office Yoga
- Guided Meditation

1-1:45 p.m. central

C3.1 Concurrent/Dual Enrollment: Why it Matters to You and Your Institution?**Karina Smith, Kristi Lakatos, and Harmonee Teng | Boise State University**

Concurrent/Dual Enrollment, what is it and how does it affect you? Concurrent/Dual Enrollment is a fast growing nationwide program for high school students to take college level courses. Over the last 5 years Boise State alone has seen a 145% increase in both the number of credits and students who are participating in the program. Join Boise State University as we define Concurrent/Dual Enrollment, discuss collaboration efforts between high schools and colleges/universities, and outline accreditation standards for concurrent enrollment programs. In addition, learn how we have developed collaborative relationships with academic departments and advisors to ensure students are earning purposeful credit towards their future degree/career pathway.

Advising Special Populations**R2 | I5****C3.2 Who do you think you are? : Dealing with Imposter Syndrome in Post-Secondary Education****Brianna Harvie | Mount Royal University**

"I've run a game on everybody, and they're going to find me out." This quote from Maya Angelou proves that no one is immune to the effects of Imposter Syndrome, least of all students. The Bachelor of Education program at Mount Royal University is incredibly competitive, but sentiments of imposterism are pervasive throughout. This session will provide an overview of imposterism in general, research done within the BEd program on the impacts of imposter syndrome, and how we as academic advisors can help reduce these impacts as early as possible. Attendees will leave with a better understanding of Imposter Syndrome and a wealth of tips on how to impede its influence on our students.

Advising Special Populations**C4 | I5 | C3**

- C3.3 #NowTrending: Gen Z & Microcredentialing**
Lauren Daly | Touro University Nevada
 Gen Z students are increasingly concerned about whether the completion of a costly college degree will ensure them a job after graduation. IBM is one of a growing number of companies that no longer require college degrees from their applicants, instead citing "candidates who have hands-on experience" as being just as qualified for posted jobs. A national research survey by Northeastern University found that 55% of HR leaders agree that microcredentials are likely to diminish the emphasis on degrees in hiring over the next 5-10 years. Learn how microcredentials, nano degrees, and digital badges are emerging as job qualifications of the future, and discover how to advise students of their growing importance while encouraging them to complete their formal degree programs.
Technology and Social Media
 R6 | C4
- C3.4 Utilizing Effective Change Management Techniques to Increase Organizational Success**
Michael Hoffshire | Saint Mary's College of California & Tracy Pascua Dea | University of California, Berkeley
 Change is a constant reality for institutions in higher education. Successful change requires planning and project management and leaders who support individuals through the process of altering their behaviors and thinking. Leaders of organizational change (often mid- or upper-level professional) may benefit from knowledge and skills in moving people through change. This presentation will introduce participants to the key concepts, implementation and benefits of utilizing a change management approach to foster organizational success. Specific examples of change management tactics will be provided.
Training and Development
 R6 | C3
- C3.5 A Community College System's Response to COVID19**
Cheri Souza and Tiana Loo | University of Hawaii Community College System
 Due to the COVID-19 pandemic, Hawaii's public high school graduating class of 2020 will complete their K-12 journey with a potential gap in academic preparation as well as transitions to post-high school plans. Current circumstances will exacerbate the challenges of "summer melt" for high school seniors who have college intentions who fail to enroll. In response to this pandemic, University of Hawaii Community Colleges (UHCC) and Hawaii P-20 collaborated to implement the statewide "Next Steps to Your Future" Summer initiative providing over 120 free college career exploration courses for credit, and free virtual advising and counseling support to over 3000 recent public school graduates to support their post-secondary plans. This session will share outcomes from this effort and provide lessons learned in supporting students in their next steps after high-school in a fully virtual environment.
Advising Administration
 C4 | C6 | I6

3:05-3:50 p.m. central

- C4.1 Creating a Coordinated Care Network**
Lorraine Dinnel, Will Taylor, & Kira King | University of Washington - Tacoma
 When student care is coordinated, students have a better higher education experience. EAB (2019) makes clear that uncoordinated care has major consequences for students. In a Coordinated Care Network, the whole campus shares responsibility for student success and it makes the experience seamless for students. The presenters will share about recent endeavors on their campus to create a Coordinated Care Network. After introducing participants to retention data and the emerging needs of new majority student populations, the presenters will share how data has been used to inform the development of a Coordinated Care Network. Participants will learn about the support network - technology, processes and partnerships - in place at the presenters' campus and how they seamlessly support student success as a team. Attendees will also create a plan to implement a Coordinated Care Network on their own campus. Participants will engage in small group discussions to brainstorm campus partners, stakeholders, and next steps.
Student Persistence, Retention, and Academic Skills
 R2 | I5 | C6
- C4.2 Getting Gritty With It: Grit as an Advising Strategy**
Kelly Rush | Western Oregon University
 "I'm not a math person, never will be. Maybe college isn't right for me."
 How do you help a student with a perspective like this? How do you convince them that they're simply not a math person yet and that with continued, persistent effort they will eventually conquer the subject that they struggle with the most? Grit offers insight into working with students in these situations, no matter where they fall academically. Grit is where the rubber meets the road. It specifically addresses how to help students continue to find sustained motivation and persistence when confronted with failure. We will discuss how to apply Grit theory in practice and examine case studies. Participants will leave with strategies and techniques to apply Grit in your advising practice.
Student Persistence, Retention, and Academic Skills
 C4 | C3
- C4.3 Overcoming Dysfunction, Reorganization, and Student Success**
Yessenia Yorgesens, Kristin Grammer, Natalie O'Harra, Hideko Sera | University of Redlands & Dinh Nguyen | University of Southern California
 Barriers due to team dysfunction can inhibit student success. Identifying areas of dysfunction within academic advising organizations are a must in order to build a culture of accountability, a sense of ownership, and trust. During this session presenters will share how a school of education at a liberal arts institution overcame organizational dysfunction and created an office of student success to better serve student needs. Significant efforts were made to bridge academic advising and academics to align student success initiatives.
Training and Development
 C6 | I6 | R7
- C4.4 Advising on the Run: A Model for Transfer Advising**
Amy McKee | University of Hawaii at Manoa & Maria Vicente | University of Hawaii at Hilo
 Have you ever looked around your workspace and wanted to change? What would happen if you met students where they felt the most comfortable on campus? How would that change your advising practice? The challenge for this Transfer Counselor was to find a way to serve transfer students from seven community colleges across four islands in the Hawaiian archipelago without permanent office space. Given this remote working structure, how did this institution increase their transfer enrollment by 14.5% in one year? With perseverance, a bit of luck, and practicing Advising on the Run. In this session, we will discuss lessons learned from being out in the field and ways advisors across the nation can incorporate this model into their advising practice.
Advising Special Populations
 C4 | R2 | R4

- C4.5 Dialoguing difference: Reflecting on the relationship between advisorsocial & professional identity**
Avery Olson | CSU Long Beach, Adriana Ruiz Alvarado & Adriana Ruiz Alvarado | University of Redlands
Research on the profession of academic advising includes job satisfaction, and training and development of professionals into the field. While we know that professional identity is formed through experiences and socialization in the field (e.g., graduate preparation programs, membership in professional organizations, mentoring), we know little about what role social identities (e.g., gender, sexual identity, race, ethnicity, SES) play in these experiences and thus, how social identities shape professional identity. The purpose of this session is to examine the role of social identity in the professional socialization process (e.g., professional preparation programs, professional associations & organizations, mentoring), as well as how social identities shape the development of professional academic advisor identity. This interactive session will sample activities commonly used in Intergroup Dialogue to engage participants in reflection on social identities.
Diversity, Inclusion, and Social Justice
C3 | R2 | R3

4-4:45 p.m. central

- C5.1 Creating a college structure that focuses on student success**
Brett Jeter | Oregon State University
As many colleges look at increasing student enrollment, success, and retention numbers, we often look at quick fixes rather than the structure that impacts it all. In this presentation, I will share how our college removed a 38-year-old structure designed to control enrollment and implemented a structure that focuses on student success, student support and advising, and empowering students to take ownership of their curriculum. In this presentation I will explain how we evaluated the various factors that impacted student progress and satisfaction of their educational experience. This included a holistic review of the curriculum, advising structure, transition and support resources focused on academics and community, and the messaging we used to recruit and retain students.
Advising Administration
I2 | R5
- C5.2 New Destinations in Academic Advising: Social Work Perspectives in the Academic Journey**
Shannon Mark | University of Hawai'i at Manoa & Mari Ono | University of Hawaii at Manoa - Myron B. Thompson School of Social Work
What does Social Work practice have in common with academic advising? How about rapport building, strengths-based approaches, social justice and empowerment? Interested in taking this scenic journey? This presentation will introduce the application of social work philosophy, theories and best practices in working with diverse student populations. It is our observation that proactive/intentional advising is moving towards a social work generalist model of assessment, strategies of intervention, and use of collaborative resources. We will focus on 4 foundational models used in social work practice that are in alignment with the Council for the Advancement of Standards (CAS) and the NACADA Core Competencies of Advising. These include, Person-In-Environment Theory, the Empowerment Theory, Motivational Interviewing Method, and Short-term, Solution-Focused practice.
Student Development, Theory, and Research
R1 | R6 | C3
- C5.3 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
- C5.4 AAMPlify Mentors, GUIDE Mentees: Mentoring Programs to Rejuvenate Advisors**
Rachel Hale, Brandy Fleming, & Rachel De Los Reyes | UC Davis & Denise Nakaoka, Rayna Tagalicod, & Michelle Tagorda | University of Hawaii at Manoa
AAMP (Academic Advising Mentoring Program) at the University of California, Davis and GUIDE (Growth, Understanding, Insight, Development, and Experience) at the University of Hawai'i at Manoa are programs that nurture professional and personal advancement of academic advisors through one-on-one partnerships. Both programs provide structured environments for advisors to develop sustainable, engaging, and rewarding careers that benefit the individual and university community. GUIDE supports advisors with professional development opportunities, a parent support group, promotion/tenure support, and a walking club. AAMP provides learning and social opportunities for participants, including quarterly "Lunch and Learn" presentations, campus resource scavenger hunts, and social/networking events. Attendees will learn about the background and need for these programs, including missions/goals, program assessment/evaluation, partnerships, impact, and opportunities to implement similar programs.
Training and Development
R2
- C5.5 Autoethnography: How Our Identities as First-Generation Advisors Influence Academic Advising**
Jaine Park | ArtCenter College of Design & Mireya Milian | California Lutheran University
As one-third of all college undergraduates identify as first-generation students (Cataldi, Bennett, & Chen 2018), academic advisors have been advocating for intrusive advising (Earl, 1988) and elimination of the deficit-based mindset (Yosso, 2005). Autoethnography: How Our Identities as First-Generation Advisors Influence Academic Advising is an introductory workshop that will showcase the impact of an autoethnography to enhance one's role as an academic advisor. Participants will recognize their own journeys and identities to explore the potential barriers to build positive advising relationships with students through the autoethnography process. Presenters will discuss how the power of shared narratives promotes empathy, awareness, and connection to cultural and social experiences, and acceptance of differences in others. The outcome of this discussion will broaden rapport building skills while identifying navigational tools for students to achieve academic success.
Student Development, Theory, and Research
I5 | R1 | R3

5-5:45 p.m. central

- C6.1 Information Overload Can Be a Good Thing: Cross Campus Collaboration for Incoming Student Success**
Dina Bartoloni Mai | Chapman University
Do you ever feel like there are so many things you want to tell an incoming first-year, but never enough ways to reach out? Have ideas for sending information but do not have the resources to do so? Not able to see all your incoming first-years in person? Tired of students saying, "Nobody told me!" If you answered yes to any of these questions, come learn how our Academic Advising Center team collaborated with our campus Admissions team to create an email campaign targeted toward incoming new students. We will share our journey from initial concept in spring 2018, pilot run, and subsequent improvements over the following semesters. Examples of emails, step-by-step process, timelines, and positive outcomes will be shared.
Prospective Students and the First-Year Experience
I6 | C4

C6.2 BRAVING Trust in Advising: Why Trust Matters and How to Build It
Aimee Richards | University of Alaska Southeast

Trust is foundational to quality academic advising and fosters progression along the student development continuum. While research has highlighted the importance of trust in effective advising relationships, there has been little attention paid to how trust is built. Using sociologist Brene Brown's seven elements of trust as a framework, this presentation will examine the critical role of trust and how to establish it in the advising relationship. The presentation will define trust in the advising context, explore types and levels of trust, and examine the importance of trust with at-risk populations. A model for building interpersonal trust in the advising context will be proposed based on Brown's B-R-A-V-I-N-G framework: boundaries, reliability, accountability, vault, integrity, non-judgement and generosity. Attendees will be invited to reflect on trust in their advising relationships and how to put the B-R-A-V-I-N-G framework into practice.

Student Persistence, Retention, and Academic Skills
C4 | R2 | R4

C6.3 Stronger Together: Building a Strong Advising Community
Erin DeRosa | California State Polytechnic University, Pomona

This presentation will explore how advising administrators at one large, 4-year, public institution developed a cohesive advising community while maintaining a decentralized model of advising. Like many institutions with a decentralized model of advising, historically there had been a lack of continuity in the advising implementation across campus. In 2017, the Office of Student Success took the lead in developing centralized strategies to validate the advising profession, improve staff wellbeing, retain good advisors, improve communication and support, and build a community based on shared best practices.

Advising Administration
R7 | C6

C6.4 Mission Statement, Vision Statement, & Core Values: Finding your Advising Destination
Ashley Ysais, Vanessa Lopez, Diana Ascencio, & Kristi Kelly | Cal Poly Pomona

Do you know where you're headed? Have you spent time reflecting on your current advising goals? With numerous internal and external changes, the College of Science Advising Center at Cal Poly Pomona invigorated their Center's advising direction. We will discuss how we brainstormed and composed the Mission Statement, Vision Statement, and Core Values for our office. Session attendees will be given a framework to utilize in the creation or revision of their current mission statement, vision statement, and core values. In this session attendees will have the opportunity to learn, reflect, and begin a draft process. This session is designed for advising teams or individual advisors.

Training and Development
I1 | R1

C6.5 Supporting Students in Distress: Effective Advising Strategies for Working with College Students
Anthea Yugawa | UC Berkeley College of L&S & Anay Martinez | University of California - Berkeley

Advisers in the College of Letters and Science at UC Berkeley are not clinicians, but have increasingly been in advising situations where more clinical skills would be helpful in addressing the academic advising concerns of distressed students with whom they are working. With the addition of remote instruction due to the pandemic, advisers across our UC Campus are reporting more students in distress. UC Berkeley's Counseling and Psychological Services, part of University Health Services, reports an 8 percent increase from the 2017-2018 academic year to date in students seeking support.** What can we do to address this trend as advisers? This interactive workshop will provide advisers with specific resources, strategies, and approaches to support the academic advising needs of students in distress.

** Reference: (<https://news.berkeley.edu/2019/05/22/mental-health-issues-front-and-center-at-university-health-services/>)

Advising Special Populations
C4 | I3 | R4

6-7 p.m. central

CLOSING SESSION and KEYNOTE | Jason J. Dorsette | Professional Lead, Men's Development & Engagement | Oregon State University



Jason J. Dorsette is a native of North Carolina who now resides in Corvallis, Oregon. Jason is a PhD candidate in the College of Education Language, Educational Policy, and Equity program at Oregon State University. His research interest includes issues of access and equity in the context of higher education informed by race, gender, and the interconnectedness of other social identities. Jason has worked in higher education for over a decade and has proven track record of making positive impacts on the lives of students, faculty, staff, and community members that he interacts with. He currently works in the Educational Opportunities Program Educational as an associate director, serves as a faculty member in the College Student Service Administration (CSSA) graduate program, and serves as facilitator for the popular Black Minds Matter course all at Oregon State University.

Receiving his BA degree in History and Middle Grade Education and MS degree in Public Policy and Administration from North Carolina Central University—a Historical Black College & University (HBCU) Jason has served in leadership capacities regionally, nationally, and internationally in a number of higher education professional associations, as well as published and contributed to books and academic articles and journals.

Civically, Jason comes from a long family legacy of politically and socially involved relatives. Jason serves as the President of the NAACP Corvallis-Albany (Linn-Benton Counties) branch, board member for the City of Corvallis Imagine Corvallis Action Network (ICAN), and is Co-Founder of SoulForce Education—a non-profit organization that provides organizations with transformative learning experiences and activities designed to promote, explore, and implement diversity, equity, and inclusion tenets and principles ranging from the introduction of social change concepts and policies to specialized topics (e.g. implicit bias, racism, gendering, organizational culture and climate, etc.). During Jason's spare time, which is rare, he likes to read academic journals and publications, talk about the Dallas Cowboys (his favorite NFL team), spend time with family and friends, travel and visit blogs focused on men's social issues, wellness, and fashion. One of his guilty pleasures is getting lost for hours surfing YouTube.

ON-DEMAND SESSIONS

Academic Major Specific

I didn't get into nursing school, now what? The Importance of having a built in backup plan!

Janita Ehridge, Jennifer Laslo, Traves Butterworth, Alex Segura-Garcia, Selene Rangel, Anthony Terrell, & Jamie Tu | University of Nevada - Reno

The majority of nursing programs have a competitive application process with limited entrance and it is well known that nursing schools are impacted with qualified applicants. Like most healthcare professional programs the student demand is higher than the available slots. The inability to retain or graduate pre-nursing students timely is a common issue. Therefore, admitting students into pre-nursing with limited entrance into nursing schools without requiring a backup plan is a disservice to the student that leads to a financial loss for the university. As pre-nursing advisors we always tell our students to have a backup plan in case they don't get into nursing school. This statement is overwhelming to today's college student who is already anxious. How do we as advisors promote a proactive contingency plan as a positive experience for our pre-nursing students?

C4 | C2 | C5

Advising Administration

Excellence in Academic Advising: Evidence-Based Advising Transformation

Susan Campbell | University of Southern Maine (ret) and 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). Frostburg State University, Johns Hopkins University, and the University of Hawaii at Manoa are featured Charter Institutions.

C5 | C6 | I5

"Ya Gotta NACADA" e Leveraging NACADA for Professional Development, Promotion, and Role Expectations

Adam Ek | Brandman University

Are you looking for ways to simple, easy, effective, and cost-efficient ways to develop your or your team's advisor knowledge, skills, and abilities?

Whether you are attending this presentation as an individual contributor or an advising leader, this presentation will explore ways to leverage NACADA resources to transform yourself or your team to better support students, advisors, departments, and institutions. We will explore the potential impact investing in professional development can have on advisors, departments, advising community and the institution. We will share a framework for advisor development and a potential model for advisor promotion to mid or senior level roles. We will share some of our practical ideas we have implemented in our institution to leverage NACADA resources for advisor development.

C6 | I6 | R7

Advising Special Populations

Relational Advising in the Virtual World

Adam Ek & Miguel Aranda | Brandman University

Has virtual advising become our new normal? What will our students expect in the 21st century in a post pandemic world? How can we establish and maintain effective connections with our students when they are no longer in front of us?

Advising via video conference, phone, text, and email was becoming more and more prevalent before the pandemic but has accelerated in recent months. In this presentation, we will discuss some of the relational challenges of virtual advising. We will explore the differences and similarities between building relationships virtually and in person. We will share some of our best research and experience-based techniques and tricks for effectively connecting with our students.

R2 | R4 | C4

Diversity, Inclusion, and Social Justice

Campus Collaboration Improves Outcomes for 1st Gen, Low-Income, and Underserved Students

Marinka Swift & Greg Anderson | University of California - Davis

Aggie Jumpstart (AJS) is a cross-campus, collaborative student services program at the University of California, Davis. AJS provides holistic support for first-generation, low-income, and underserved freshman and transfer students in their first year. AJS utilizes staff and resources from the Dean's Office of the College of Agricultural & Environmental Sciences, UC Davis' identity-based Retention Centers, the Internship & Career Center, and student leadership programming staff. Attendees will acquire a model of responsive, equity-based student programming that utilizes holistic advising and is framed by student-centered experiences. Presenters will also provide examples of implementing holistic student services using cross-campus collaboration to foster sense of community and belonging. Presenters will share data from the pilot year of AJS that demonstrate its effectiveness in improving academic outcomes for marginalized students.

R2 | I5 | C6

Faculty and Peer Advising/Mentoring

Influence of Peer Mentors on First-Time Freshmen College Transition Experience

Sara Durazo-DeMoss, Aurora Vilchis, & Barbara Herrera | California State University - San Bernardino

In 2019, executive order 1110 called for the elimination of remedial courses in Math and English. To promote equitable outcomes for students, California State University, San Bernardino implemented changes to the summer transition program for incoming first-time freshman, Coyote First STEP (CFS). During CFS, students are enrolled in a college-level, baccalaureate credit-bearing math course and a resource class titled ESPU 1000. The 6-week program includes residential, academic support programming, and peer mentoring components. For summer 2019, CFS collaborated with the Student Mentoring Program (SMP) to create opportunities for connection, navigation and college skills. This presentation will focus on the influence of mentors on student experience and overall learning as a result of the peer-to-peer interaction.

I5 | R5 | I2

Health and Well-Being

Emotional Economics: Budgeting Empathy to Ensure Equal Support for All Students

Megan Terawaki | University of Hawaii at Manoa

Seeing student after student will leave you feeling drained and emotionally devoid. What can you do to ensure that you meet each student with equal support and avoid burnout? This is where emotions and economics intersect: you must budget your empathy to ensure that you treat your students equally and fairly. This presentation will add rational empathy, chronotypes, and emotional well-being to your toolkit to make you a better and more balanced advisor.

R4 | C5

Student Development, Theory, and Research

Advise-A-Mania: The Power of Storytelling in Academic Advising through Professional Wrestling

Michael Cerosimo | Loyola Marymount University & Matthew Markin | California State University - San Bernardino

What do academic advising and professional wrestling have in common? Storytelling. As academic advisors, storytelling plays an integral role in our lives from our understanding and implementation of advising approaches to how we learn. Stories have been a predominant way that we inform and educate (Hagen, 2007). This approach has been utilized for years through the art of professional wrestling. This session explores a narrative approach to advising through the lens of professional wrestling, which is rooted in captivating storytelling more than anything else. Using examples through the years of wrestling storylines, we will show how to be creative with your own storytelling and how it impacts your relationship with your students and colleagues. No pop culture or professional wrestling knowledge required.

C3 | C4 | R2

Student Persistence, Retention, and Academic Skills

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

Marcedes Butler | *University of Nevada – Las Vegas*

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

C4 | R2

Probation or not to be on probation?

Sonya Welch | *Westmont College*

Supporting students on academic probation is an effective strategy for promoting student success. All schools need to focus on how to support high-risk students. This program highlights the key concepts of students' academic career, which includes strategies and lessons learned by evaluating a student success course to ensure that students have academic and personal success.

"Renzulli, S. J. (2015). Using learning strategies to improve the academic performance of university students on academic probation. *NACADA Journal*, 35(1), 29-41"

R6

Technology and Social Media

New Student Outreach in a Time of Social Distancing

Jolene Muneno, Mari Ono, & Leilani Harjati | *University of Hawaii-Manoa*

With new rules on social distancing due to the global pandemic, advisors have had to create New Student Outreach programs that could be delivered virtually. This presentation focuses on the efforts of three advisors from the University of Hawaii at Manoa, representing the Myron B. Thompson School of Social Work, the Manoa Advising Center, and the College of Education. The presenters will each provide an overview of their virtual new student outreach programs and will share what worked for them to engage students online. The presenters aim for participants to gain new ideas about how to successfully reach new students virtually.

C4 | R7 | R4

Training and Development

Creating a Community: A Collaborative Approach to Advising on a Decentralized Campus

Michael Cersosimo, Jacqueline Leung, & Melissa Shelton | *Loyola Marymount University*

The Advising Collaborative (AC) at Loyola Marymount University is a community of advisors that share ideas and best practices, create resources, streamline information, and build communication across a decentralized advising campus. Over the last four years, the AC has grown as an initiative through collaboration to create a better advising network at the university with the goal of cultivating a better student experience. This session will look at how a group of advisors developed and implemented an advising collaborative and how advisors at other institutions can do the same.

I1 | I3 | I6

Never Give Up, Never Surrender: Perseverance in Academic Advising

Megan Terawaki & Matt Eng | *University of Hawaii at Manoa*

Advising literature often focuses on helping students persist in higher education, but advisors are an equally important subject to study in relation to perseverance. Using the 1999 cult classic, *Galaxy Quest*, as a lens, how can advisors reinvigorate themselves, improve their craft, and persist in the face of staffing shortages, diminishing budgets, increased workload, and limited advancement opportunities? This presentation will examine how the characters of *Galaxy Quest* overcame their faults and used their skillsets to defeat a common adversary, just as advisors may expand their advising toolkits to persevere and advance themselves in the profession. In the words of Commander Peter Quincy Taggart, "Never give up, never surrender!"

R7 | C4 | R1

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

Matthew Markin | *California State University - San Bernardino*, **Maria Domingo** | *California State University - San Bernardino*, **David To** | *San Diego State University*, **Comfort Sumida** | *University of Hawaii at Hilo*, **Leah Panganiban** | *University of Washington*, & **Sally Garner** | *University of Oregon*

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 | C2 | R2

Where There's a Will, There's a Way: Developing and Sustaining an Advising Community from the Ground Up

Maria Domingo, Evelyn Knox, & Matthew Markin | *California State University - San Bernardino*

Academic advising is a key component to student retention and graduation from college. Professional development and support, however, are oftentimes missing at universities resulting in lack of training, absence of communication, reduction in growth opportunities and advisor burnout. In order to aid this issue, the Professional Advisor Community was created by the Undergraduate Studies Office and academic advisors from California State University, San Bernardino. The community is intentional in the support, encouragement and professional growth of advisors. The community consists of a three-day intensive institute followed by monthly sessions to share stories, discuss topics and foster professional support. Through this community, we have seen tremendous growth in cross campus collaborations, campus partnerships, professional advisor retention and career satisfaction.

C4 | R6 | R2