PRECONFERENCE WORKSHOP WEEK | MARCH 1-5, 2021

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

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

NACADA VIRTUAL REGION 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 | 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.

4:10-4:55 p.m. central

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 | C5
C4.4 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

C4.5 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 of 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

5:05-5:50 p.m. central

C4.1 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

C4.2 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

C4.3 Setting Up Your Digital Command Center for More Effective and Efficient Advising in Uncertain Times
Carrie Ben-Yisraei | 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

C4.4 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

C4.5 Re-Envision Your Advising Philosophy or Philosophy of Supervision to Revitalize Your Work
Megumi Makino-Kanehito | 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 then 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
C3.1 Concurrent/Dual Enrollment: Why It Matters to You and Your Institution?  
Karina Smith, Krisi Lakaos, and Harmonne 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  
Brianne Havie  | 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 impostorism are pervasive throughout. This session will provide an overview of impostorism in general, research done within the BEd program on the impacts of impostor 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  
Cheri Souza and Tiana Loo  | University of California, Berkeley
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 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, & Xia 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 Yorgesen, Kristin Grammer, Natalie O’Hara, 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 Inter-group 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 Hawaii 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 AAMP/Mentors, GUIDE Mentees: Mentoring Programs to Rejuvenate Advisors
Rachel Hale, Brandy Fleming, & Rachel De Los Reyes | UC Davis & Denise Nakaoka, Rayna Tagalilod, & 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 Hawaii’ 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
C6.1 Information Overload Can Be a Good Thing: Cross Campus Collaboration for Incoming Student Success
Dina Bartoloni Mal | 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 Brené 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 | R3 | R4
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 Ehrighe, 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 admission 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?
C6 | 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). Former or current EAA cohort institutions will share their insights into the process and what they have learned to date.
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 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 explore some of our practical ideas we have developed 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 (AJ) is a cross-campus, collaborative student services program at the University of California, Davis. AJ provides holistic support for first-generation, low-income, and underserved freshman and transfer students in their first year. AJ 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 AJ 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 Heredia | California State University - San Bernardino
In 2019, executive order 11101 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 (CF5). During CF5, students are enrolled in a college-level, baccalaureate credit-bearing math course and a resource class fitted ESPU 1000. The 6-week program includes residential, academic support programming, and peer mentoring components. For summer 2019, CF5 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 Marklin | 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
New Destinations in Academic Advising: Social Work Perspectives in the Academic Journey
Shannon Mark | University of Hawai‘i at Manoa & Mari Ono | University of Hawai‘i 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 Persistence, Retention, and Academic Skills

Collaborate, Share, and Lean: Creating Support Groups for Graduate Students
Mercedes 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.

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.


Technology and Social Media

New Student Outreach in a Time of Social Distancing
Jolene Muneno, Mari Ono, & Leilani Harafji | University of Hawai‘i-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 Hawai‘i 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.

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.

Never Give Up, Never Surrender: Perseverence in Academic Advising
Megan Terawaki | University of Hawai‘i 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 skills 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!”

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.

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 Hawai‘i 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.

Where There’s a Will, There’s a Way: Developing and Sustaining an Advising Community from the Ground Up
Maria Domingo & 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 initiative 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.