



## 2023 NACADA Region 1 Conference

*Wicked Revolutionary Advising*  
March 8-10, 2023  
Boston Park Plaza  
Boston, Massachusetts

### Conference Schedule

\*Sessions and schedule are subject to change.

#### Wednesday, March 8

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Registration and check-in 8 a.m.-5 p.m.  
*4th Floor - Conference Level*

Lunch on your own 12-1:30 p.m.

**First Timers Reception (Invite-Only)** **12:45p.m.-1:30 p.m.**

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*The Terrace - Lobby Level*

**Welcome | Maximize Your NACADA Membership and Your Conference Experience** **1:30 p.m.-2:40 p.m.**

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*Mara Gould | University of Massachusetts-Boston*  
*Carlton Jones | University of Connecticut*  
*The Terrace - Lobby Level*

We've combined the best advice and put it into one session. All participants are invited to discover the opportunities to maximize their membership experience. Through activity and discussion 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 the association's structure.

**Winthrop**

Need to decompress, destress, or just take a break? Stop by to do a few activities to help you feel happy, relaxed, and connected. There will be Boston-themed coloring pages and word searches along with QR codes to meditations, gratitude journal prompts, a happy playlist, and videos of cute baby animals.

**Concurrent Session 1**

2:50-3:50 p.m.

**C1.1 Coaching Skills for Advisors: Using the GROW model**

**Emile Boutin** | *MGH Institute of Health Professions*  
*Beacon Hill*

The International Coaching Federation (ICF) defines coaching as 'a partnership with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential'.

The GROW coaching model enables students to set Goals, reflect on Reality, explore Opportunities and Obstacles, and articulate the Will they have to meet those goals. The advisor moves from problem-solver to partner in the process.

Through this workshop, participants will learn about an approach to using the GROW model of coaching in advising. We will discuss how to get buy-in from administration and faculty, train advisors, and develop a community of coaches.

Through lecture, Poll Everywhere, and role play, we will learn about the GROW model, and put our own coaching skills into practice.

**Training & Development**

**C3 | R6 | C4**

**C1.2 Open Networking Session: Find new friends to explore Boston with**

*Stuart*

**C1.3 How Investing in Advising Supports Equity**

**Dana Booker** | *Quinsigamond Community College*  
**Janine Bradley** | *Quinsigamond Community College*  
**Christina Tzortzinis** | *Quinsigamond Community College*  
**Jane Lesniewski** | *Quinsigamond Community College*  
*Back Bay*

In 2021, the Commonwealth of Massachusetts made a significant investment in the community college system through the SUCCESS fund, Supporting Urgent Community College Equity through Student Services. Quinsigamond Community College used this funding to expand their Advising services, establishing a new developmental case management model of advising. With a focus on smaller caseloads, more intentional communication strategies, and coaching techniques, QCC is already seeing a shift in our SUCCESS Scholar's outcomes. Attendees of this session will learn more about how investing in advising has helped one community college make strides towards equity, leaving with concrete examples and tangible ideas they can use to inform their own work.

**Diversity, Inclusion, & Social Justice**

**C6 | 15 | R7**

**C1.4 FIRE'd Up: A Revolution in Peer Advising**

**Tamara Scapicchio** | *University of New Hampshire*  
**Saege Robinson** | *University of New Hampshire*  
**Kelsey Perrault** | *University of New Hampshire*  
*Tremont*

How can a peer advising model promote academic success and community engagement? In the past eight years, UNH's Paul College peer advising program has turned standard peer advising relationships into a First Year Innovation and Research Experience (FIRE). FIRE is a yearlong required course, integrating team-based academic challenges and game design to encourage engagement with campus resources. Peer advising is the foundation of the FIRE Program, incorporating advising best practices into the classroom with weekly check-ins and lessons focusing on academic and professional skill-building while fostering strong relationships and peer team support. Each year, the value of peer advising is clear with 92% of students reporting they benefit from regular meetings with their peer advisors. In this session, we'll share the revolution of our program's development and success.

**Faculty and Peer Advising/Mentoring**

**16 | R2 | R6**

**C1.5 Pathways to Retention: Engaging First-Year Students with Advising**

**Alexa Weber** | *Hofstra University*  
**Elizabeth Babinecz-Binckes** | *Hofstra University*  
*Cambridge*

Hofstra University's Pathway to Pride program introduces advising to first-year students utilizing multiple touchpoints during their onboarding process. Keeping in mind the competing priorities of today's students Hofstra uses a hybrid, interactive approach, leveraging educational technology and in-person connections. Join this session to learn strategies and ideas that help contribute to an 80% first-year retention rate.

**Prospective Students and the First-Year Experience**

**C4 | I5 | R2**

**C1.6 Getting it Perfect: Exploring Perfectionism in Ourselves and Our Students**

**Lynsey Thibeault | University of Southern Maine**

**Kim Charmatz | University of Southern Maine**

**Franklin**

Academic advisors (who also happen to be recovering perfectionists) will engage participants in a discussion exploring how perfectionism reveals itself in our own lives and in the lives of our students. From a place of curiosity, we will create a shared definition of perfectionism and consider how and why it exists. As advisors, we can recognize when students may be impacted by perfectionism, both positively and negatively. We will review the ways perfectionism shows up for students, ways advisors can recognize when perfectionism is impacting students negatively, and strategies and approaches for working with students and ourselves when experiencing perfectionism. Through case studies, small and large group discussion, and sharing resources, participants will work together to discuss strategies they can implement in their advising practice.

**Student Development, Theory, and Research**

**C4 | C3 | R6**

**C1.7 Is your Academic Deficiency Process Still Relevant?**

**Christie Soltys | Quinnipiac University**

**Newbury**

We are slowly entering a post COVID world, in which the last several years will have lasting impacts on our education system. Math and reading scores in elementary and high school are lower than they have been in years (Mervosh, 2022), student mental health concerns are on the rise (American Psychological Association, 2022), and student's high school and college experiences have been less than ideal. With all of these variables colliding, the college student population will be differently prepared, and universities may begin to notice an increase in students on Academic Deficiency. With the changes in the college student population, universities need to make sure that their academic deficiency practices are still relevant and positively impact the students they are serving. This presentation will highlight some of the recent changes that The Learning Commons at Quinnipiac University has implemented. The presenter will facilitate discussion and support participants through a brainstorming process to help participants identify places for change within their academic deficiency process.

**Student Persistence, Retention, & Academic Skills**

**C3 | C4 | R4**

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**Concurrent Session 2**

**4-5 p.m.**

**C2.1 Accessible Advising with Universal Design**

**Julie Stanwood | Lesley University**

**Jake Farias | Lesley University**

**Marika Cerbone | Lesley University**

**Back Bay**

As increasing numbers of neurodiverse learners enroll in our institution, we used survey research to explore faculty attitudes for integrating universal design in their courses. Survey results show faculty are interested in the topic but have limited understanding as to how universal design benefits students. Inspired by this research, our advisors strive to model a universal design approach in academic advising processes. Accessible advising considers physical spaces, cultural environments, relevant content and much more. This presentation will focus on sharing survey results, how they continue to inform academic advising, as well as how inclusive tools can be proactively and reactively applied to these practices. Media will include PowerPoint, handouts, and discussion, with the goal of providing participants ideas and strategies to bring back to their institutions.

**Advising Special Populations**

**C6 | I5 | R3**

**C2.2 Two if by Land and One if by Sea? Identifying and Discussing Career Misconceptions with Students**

**Jessica Groves | University of Connecticut**

**Beacon Hill**

Over the course of my career, I have noticed trends around career misconceptions. These trends were present regardless of the type of institution I worked at, and regardless of the student population. I found that students would carry these misconceptions, holding tightly to them, and using them to make academic and career decisions, which many times, impeded their success or growth. Advisors, staff, and faculty can use these misconceptions as an opportunity to elaborate and educate students on the realities of the working world, so that they can make more informed and personal decisions around their academics and career goals. This session will review 5 misconceptions that

students have around careers and career exploration, where they come from, and how we, as faculty and staff, can support students, while providing accurate information.

**Career Advising**  
C5 | R6 | C4

**C2.3 Optimizing Equitable Academic and Career Success Through a Holistic and Asset-Based Advising Approach**

**Deborah Federico | University of Massachusetts Boston**  
**Benny Berger | University of Massachusetts Boston**  
**Tremont**

UMass Boston's Academic and Career Engagement and Success Center recently transformed its advising model from a collaborative but siloed approach to a holistic model that intentionally integrates academic and career advising. Our integrated model is vision-driven and data-informed and was implemented to increase student success by choosing a fitting major/career and establishing career goals early on to keep them on track to graduation and post-graduate success. In addition to explaining how our integrated advising model is being developed and executed, we will discuss what we have learned from this process and what considerations might be beneficial for others interested in engaging in similar work. We will conclude with how we intend to evaluate and continue to improve on outcomes and student experiences.

**Diversity, Inclusion, & Social Justice**  
C6 | C4 | R4

**C2.4 It's About Team Time!**

**Meghan Crist | Binghamton University**  
**Shira Williamson | Binghamton University**  
**Cambridge**

Have you and your team been feeling so down and under pressure? You are all way too fine to be this stressed, yeah! With a little help from our fairy godmother, Lizzo, we understand how you're feeling and know how to help. IT'S ABOUT TEAM TIME! Post pandemic return to work hit hard for everyone and during the same time our academic advising office had the added challenge of three employees leaving and hiring four new ones. New ways to engage students and a collaborative, positive work environment emerged through the emphasis we put on team building. Based on research and our experiences, we will share some of the light hearted traditions that we have implemented to prioritize team morale and our wellbeing. Join us because we got a feeling that we gon' be alright!

**Health and Well-Being**  
R2 | I1 | R1

**C2.5 Hybrid Orientation: The best of both Worlds**

**Danielle Robert-Massey | Northeastern University**  
**Newbury**

Hybrid Orientation Advising - the best of both worlds of transactional advising and creating a welcoming space. The best of both worlds, integrating the best practices of in person and virtual orientation advising to form a hybrid model. Participants will be able to learn about one advising office's approach to welcoming new students, completing the necessary transaction for course registration, and introducing students to hybrid education while empowering students to take ownership of their academic careers from day one. This presentation will share this department's orientation advising historical approach, strategic strategy for implementation, and best practices.

**Prospective Students and the First-Year Experience**  
C4 | I6 | R4

**C2.6 Cultivating a Growth Mindset Within Advising**

**David Dearden | University of North Carolina Charlotte**  
**Franklin**

College students face a myriad of challenges, which may result in students developing a fixed mindset. Carol Dweck (2006) defines growth mindset as persistent and willing to exert effort. A person with a growth mindset believes they can develop their intelligence if they work hard. In contrast, a fixed mindset is a belief that attributes, such as intelligence, are not changeable; therefore, resulting in a willingness to give up rather than persist. This session provides an overview of how a growth mindset can cultivate persistence within academic advising. Attendees will be provided the opportunity to discuss practical ways of introducing and fostering a growth mindset, which will help students reshape their approach to not only their academics, but also to life.

**Student Development, Theory, and Research**  
C3 | C4 | R4

**C2.7 SUCCESS: Building While Flying... Our process, lessons learned and how-to's**

**Sarah Cooper | Northern Essex Community College**  
**Martha Mazeika | Northern Essex Community College**  
**Jacques Morrow | Northern Essex Community College**  
**Jazmine Mateo | Northern Essex Community College**

**Dermot Luddy | Northern Essex Community College  
Stuart**

In August 2021 a fledgling staff of three embarked on a voyage of SUCCESS (Supporting Urgent Community College Equity through Student Services). This student support program, "the plane," was incubated in the summer of 2021, and took flight that September. Hear how we created a purposeful, inclusive, and holistic program of high-impact practices for our most vulnerable student populations of First Gen, BIPOC, Hispanic, and Pell Eligible students with GPAs between 2.0-2.99. Listen to how the crew of now-ten staff navigated paths through campus culture, learned lessons, revised and expanded the program, celebrated successes, and worked cohesively to support the mission. Finish with a working session of collecting thoughts and ideas, on launching, revising, or expanding a student success program of your own.

**Student Persistence, Retention, & Academic Skills**

**C6 | 16 | R2**

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**Hotel Check-in** **5-6 p.m.**

*Hotel Lobby*

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**Graduate Student Networking Event (Invite-Only)** **6-6:30 p.m.**

**Avenue 34 – The Loft**

This event will be an excellent opportunity to meet other graduate students and share experiences and future plans. There will be several well-connected attendees from various aspects of the advising world to share their own career journeys and provide information about opportunities in a variety of educational settings.

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**Welcome Reception** **6-8 p.m.**

**Avenue 34**

Formal Remarks at 6:30 p.m.

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**Thursday, March 9**

**Wellness Activity | Meditation with Stephanie Kirylych** **6-7 a.m.**  
*Winthrop*

**Registration and check-in** **7 a.m.-5:30 p.m.**  
*4th Floor - Conference Level*

**Wellness Brain Breaks** **8 a.m.-5:30 p.m.**  
*Winthrop*

Need to decompress, destress, or just take a break? Stop by to do a few activities to help you feel happy, relaxed, and connected. There will be Boston-themed coloring pages and word searches along with QR codes to meditations, gratitude journal prompts, a happy playlist, and videos of cute baby animals.

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**Continental Breakfast** **7-8 a.m.**

*Grand Ballroom*

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**Concurrent Session 3** **8-9 a.m.**

**C3.1 Sippin' on the Tea with Transfer Students: Creating Connection and Engagement in a Large Major**  
**Chelsea Zabel | University of Connecticut**  
**Newbury**

The tea was hot on Monday afternoons when discussing the impactful transition to a new, nearly 19,000 student and 4,057-acre campus. In this semester-long seminar, transfer students were encouraged to self-reflect, evaluate plans and engage in meaningful conversation while also being introduced to campus resources and opportunities. Each week, students were led through and guided by an Academic Advisor with the goal of providing this unique student population with a combination of emotional and instrumental support as they navigate the transition into the university

community. The goal of this presentation is to share findings and applicable takeaways from running with a new initiative to provide strategic support to students transitioning into a new university space.

### **Advising Special Populations**

**R2 | I5 | R6**

#### **C3.2 Building a Comprehensive Model of Career Advising: Connecting Curriculum Outcomes to Career**

**Lindsay Carpenter Connors | Fitchburg State University**

**Sean Goodlett | Fitchburg State University**

**Melisa Alves | Worcester State University**

**Back Bay**

Incorporating comprehensive career advising into faculty driven academic advising allows for students to not only access quality career development within their academic departments, but also shapes the way academic disciplines discuss the connection between their curricula and the world of work. In this presentation we will review a three year campus wide initiative to develop academic department specific career competencies and advising tools, called Action Plans. We will discuss our process of planning, engaging and supporting faculty liaisons, and the eventual implementation and incorporation of the Actions Plans within advising and across campus into the overall student experience.

### **Career Advising**

**C4 | I6 | R6**

#### **C3.3 Out with the old and in with the new! Re-imagining a Peer Academic Leadership Program**

**Heather Flaherty | Lasell University**

**Cambridge**

Peer Advising can be an effective strategy, but sometimes we need to try something new. The Peer Academic Leaders (PALs) Program at Lasell University replaced our previous Peer Advising Program. After changes to our Advising model took place, it was time to change the way we envisioned Peer support. The new PALs program aims to intentionally connect students with exciting academic and career opportunities. The PALs, connected within our 5 Schools, support students as they navigate academic processes and support our connected learning philosophy. This session will provide an overview of our experience re-imagining our peer leadership role. We will discuss what can go wrong, and right, with peer advising and leadership programs, and will leave room for discussion.

### **Faculty and Peer Advising/Mentoring**

**C4 | I2 | R6**

#### **C3.4 Wicked Good Self-Care for Caring Selves: How to Prioritize YOU to Help Others**

**Christen Eaton | University of Southern Maine**

**Grand Ballroom**

Through this session, participants will be reminded of the importance of self-care to reduce the risk of burnout, disinterest, exhaustion, irritability, and increase performance and motivation. These are not new to us and we constantly coach our students on ways to avoid them but, how often do we coach ourselves? This session will provide practical tools and activities to help stay healthy, motivated, and collaborative to better support students. Participants will also learn the benefits of departmental self-care activities and how to incorporate them into your advising practice and professional climate. Join us for a session of reflection and regrouping to put our best selves forward.

### **Health and Well-Being**

**R2**

#### **C3.5 Bridging Social Capital: A Tool to Help Students Envision a Future and Thrive in College**

**Michele Pavitt | Southern Maine Community College**

**Franklin**

We've all observed the empowering effect of long-term goals. Once students can envision a career path that matches their interests and strengths, they see their college experience in a new light. It's not just a pointless slog through random academic disciplines; it's a steep learning curve toward a rewarding future. Paradoxically, students shouldn't turn only to trusted mentors or family members for inspiration for career goals. According to two theories, "The strength of weak ties," and "bridging social capital," students are more likely to find great career ideas through conversations with acquaintances with similar interests. The research suggests that the path to college success lies in connecting students to networks of "weak ties" within the college and the community."

### **Student Development, Theory, and Research**

**C3 | R4 | R6**

#### **C3.6 Keeping Kindness in our Practice: Academic Discipline Strategies to Help Students Find their Way**

**Jackie Brousseau-Pereira | University of Massachusetts Amherst College of Social and Behavioral Sciences**

**Vanessa Blais | University of Massachusetts Amherst College of Social and Behavioral Sciences**

**Beacon Hill**

As academic deans, we spend a disproportionate amount of time working with students who struggle to maintain good academic standing. Prior to the pandemic, we started examining outcomes data to learn more about issues such as: how many students facing academic discipline eventually graduate from UMass? How long does it take? Who gives up and never graduates? Who transfers elsewhere? What issues are getting in the way of success? Most importantly, what

can we do to help students turn things around and succeed? In this session, we will discuss what we learned from the data and share the strategies we've developed. Participants will get an opportunity to share what's working or what they would like to try on their campuses.

**Student Persistence, Retention, & Academic Skills**

**R6 | I5**

**C3.7 Like, Follow, and Subscribe: Revolutionizing Advising and Building Community**

**Lucas Lavera | University at Albany**

**Sarah Gelfand | University at Albany**

**Tremont**

Have you ever wondered how to build community with the students you work with? Do you feel like your office is great, but students don't know it? Does using social media in a professional setting intimidate you? Then this is the session for you! In our session, you will learn best practices in appreciative advising through social media and building relationships with students. Learn how two professional Millennials and 35 Gen Z students have changed the narrative in advising and provide a place where all students are welcome. The practices discussed in this session will enable you to develop a strong student community within your academic advising offices and foster students' leadership skills.

"Bloom, J. L., Hutson, B. L., & He, Y. (2008). The appreciative advising revolution. Champaign, IL: Stipes"

"Strayhorn, T. L. (2012). College students' sense of belonging: A key to educational success for all students. Routledge"

**Technology & Social Media**

**C6 | R2 | C4**

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**Concurrent Session 4**

**9:10-10:10 a.m.**

**C4.1 It's a Marathon, Not a Sprint: Developing an Appreciative Advisor Onboarding**

**Ali Rensing | Northeastern University**

**Jake Goldblum | Northeastern University**

**Tremont**

In this session, we will provide an overview of the process used to onboard new team members. This onboarding process is rooted in the Appreciative Education model, which provides a theoretical framework that centers people over process. This session will provide participants with an overview of the Appreciative Education framework, how it informs the onboarding process, and ways participants can utilize resources to implement an impactful onboarding process at their home institutions. This will be a hybrid session consisting of a brief presentation, an opportunity for discussion, and time for participants to start developing their own onboarding plans.

**Advising Administration**

**R7 | C3 | C4**

**C4.2 Transfer Students are Wicked Cool! Revolutionizing the Transfer Student Experience.**

**Rachel Kim | University of New Hampshire**

**Kara Claridge | University of New Hampshire**

**Cambridge**

It's no secret that it's harder for transfer students to assimilate. We welcome them at Transfer Orientation and then leave it up to them to find their way. Why is it that we don't offer the same patience and care to transfers like we do to the incoming first-year students? To address this problem, at the Peter T. Paul College of Business and Economics at the University of New Hampshire, we've shifted our transfer advising practices and developed a seminar course for transfers. Through guest lectures and peer mentors, we've created a transfer receptive culture within the college. We've seen transfer students rise to success at the place they finally can call home. We hope to share our best practices to support transfer students at your institutions.

**Advising Special Populations**

**I6 | R2 | C4**

**C4.3 Tripping up on Words: Generational Divides and Identity-First Language**

**Lisa Brucken | Norwich University**

**Christin Martin | Norwich University**

**Grand Ballroom**

Have you considered recently how words impact people you interact with? Person-first and identity-first language theories help build inclusive and respectful environments and reduce stigma. How does the understanding of language by Generation X relate to the vocabulary of Millennials or Gen Z? Do Baby Boomers use the same dialects as other generations? We will explore these questions, including our ability to adapt to new language expectations. Come learn and share your own experiences! As two colleagues who are ourselves in different generations (Gen X and Millennial), we are fascinated by our own connection to the nomenclature of our generations and how we understand language differently. "Words have energy and power with the ability to help, to heal, to hinder, to hurt, to harm, to humiliate, and to humble." -Yehuda Berg

**Diversity, Inclusion, & Social Justice**

**C6 | R2 | R7**

**C4.4 Wicked Good Wrap-Around Support Efforts to Improve Student Retention and Academic Success***Cindy Firestein | Simmons University**Christine Henningson | Simmons University**Ally Yarri | Simmons University***Back Bay**

This session will spotlight resources, specialized programming, and processes created to support and retain academically at-risk students. An overview of how advising utilizes the early alert system (Starfish) for retention, tracking, and outreach will be provided. The revisions to the institution's undergraduate leave of absence/withdrawal process with an emphasis on outreach, retention and tracking will be discussed. How advisors collaborate with campus partners to provide wrap-around support will be covered during this session as well as the role our Success Coaches play in supporting at-risk students. Advisors will also share how Simmons supports them in avoiding burnout. The facilitators will share case study/scenario examples of at-risk students, success workshops implemented, handouts/links to resources, and templates texting outreach, postcard outreach, and auto reply emails. Time will be left at the end for questions.

**Student Persistence, Retention, & Academic Skills****R6 | R2 | I6****C4.5 Student Success via Intrusive Advising and Shared Spaces: 2-year Degree at 4-year University***Malka Sigal | Yeshiva University***Newbury**

Explore the impact of intrusive advising and shared advisor/student spaces applied in a cohort-based associate degree program at a traditionally four-year university. Intrusive advising within a framework of developmental advising allows a small administrative team to have a large impact on student success, and structured shared spaces give further opportunities for students and advisors to build rapport and relationships. This session will delve into how our retention initiatives have led to outcomes that exceed national averages for first-to-second year retention, two-year program graduation rates, and four-year program graduation rates. The right support can empower any student to succeed.

**Student Persistence, Retention, & Academic Skills****R6 | I6 | R2****C4.6 "I'm Levitating!": How Staff Rise to New Heights Through Proactive Training***Brendan Caputo | Long Island University**Trey Pogue | Long Island University**Gabrielle Barone | Long Island University***Beacon Hill**

The session explores how our staff enacts proactive coping strategies for advising, engages in peer-to-peer and cross-campus professional development, and utilizes data to thrive in a wholistic advising model. We will incorporate the five steps our senior staff follow to guide the team in decision-making, task management, student engagement, and academic advising. Additionally, participants will review sample professional development activities and worksheets we designed to increase intentional advising and teamwork. Furthermore, we will share the qualitative and quantitative data that informs our professional growth as a staff and how staff developments have dynamically increased the interactions with our advisees. There will be time allotted for reflection and questions on how to implement staff training and proactive coping within participant institutions.

**Advising Administration****R6 | C4 | I6****C4.7 360 Degree Advising for Graduate Students***Julia Zeigler | Brandeis University***Franklin**

Students in 2022 face an unprecedented number of unknowns and uncertainties, and many are still finding their footing after lasting impacts of the pandemic. In recent years, theories on connected and shared learning have posited that in addition to classes, students learn in every other interaction: through peers, campus counselors, advisors, etc. Institutions that offer support from all angles, or as we call it, "360 degree support", will be the most successful in retaining students in this population. Using Brandeis University's International Business School as a case study, this presentation will explore the ways institutions can respond to students' needs by creating a suite of comprehensive services that support them in all the spaces and identities they inhabit.

**International/Global Advising****C4 | I5 | R4****Networking Sessions****10:20-10:50 a.m.**

**First Generation College Student Advising Community**  
**Graduate Professional Students (GPS)**  
**LGBTQIA Advising Community**  
**Student Athlete Advising Community**  
**Well-being and Advisor Retention (WBAR) Advising Community**  
**Two-Year Colleges Advising Community**

**Grand Ballroom**  
**Cambridge**  
**Back Bay**  
**Beacon Hill**  
**Tremont**  
**Newbury**

**Opening Keynote****11 a.m.-12 p.m.****Steven Jarvi**  
**Grand Ballroom**

Steven Jarvi is the Associate Dean for Student Academic Life in the College of Arts and Science at Boston University. Prior to BU, Dean Jarvi was the Assistant Vice Provost for Student Success at the University of Connecticut. He began his career in education north of Boston as a guidance counselor at Hamilton-Wenham Regional High School and eventually transitioned to higher education as a career counselor at Brandeis University. At the University of Connecticut, he led the university's advising efforts for students undecided about their major and for students transitioning between majors. In addition, he oversaw the UConn's TRIO and First Year Experience Programs. He currently oversees academic advising in the College of Arts and Sciences at BU including Pre-Professional Advising and the Office of Student Programs and Leadership which runs the College's first year experience program.

Dean Jarvi earned his Ph.D. in High Education Administration from UConn, an M.Ed. in Guidance and Counseling from BU, and a B.S. in Psychology from Springfield College.

**Lunch and Awards****12-1:30 p.m.****Grand Ballroom**

Celebrate and congratulate the 2023 Region 1 Award and Scholarship winners.

**Concurrent Session 5****1:40-2:40 p.m.****C5.1 Conversations with the Keynote**  
**Steve Jarvi | Boston University**  
**Newbury**

Join our conversation with the Keynote Speaker, Steve Jarvi, Boston University.

**C5.2 STCC's MILE Program - Promoting College SUCCESS for BIPOC Males**  
**Miguel Maria | Springfield Technical Community College**  
**Carmelo Solivan | Springfield Technical Community College**  
**Christian Dejesus | Springfield Technical Community College**  
**Cambridge**

This session will address the retention and graduation trends of BIPOC male students at colleges and universities across the country. We will examine why rates are so low and what Springfield Technical Community College's Male Initiative for Leadership and Education (MILE) Program is doing to reverse the trend of males not graduating with their degrees. In this session, participants will examine whether their campus culture is conducive to promoting the academic, personal, and professional success of BIPOC males. Presenters will also discuss strategies for navigating the establishment of an identity-based program and best practices for students, specifically Black and Latino males, in a community college setting. This workshop benefits participants interested in designing new programs or improving current initiatives which seek to address success rates of BIPOC males on their campus.

**Advising Special Populations**  
**16 | R3 | R2**

**C5.3 DEAR Friday Conversations: A Model for Deepening DEI Conversations with Your Advising Team**  
**Phoebe Mott | University of Southern Maine**  
**Erica Mercier | University of Southern Maine**  
**Back Bay**

Presenters will share how they have implemented a holistic developmental model for engaging their advising team in ongoing conversations about DEI. This model incorporates historical education, personal integration, and action steps. Attendees will learn how academic advisors can deepen their understanding of privilege, oppression, social justice, and anti-racism through team discussions. DEAR (Diversity, Equity, and Anti-Racism) Friday has helped shift the culture in our advising department by developing a brave space for our team to continuously reflect on DEI, express vulnerability, and form deeper connections with one another. Participants will leave with ideas, topics, and resources to aid in the facilitation and assessment of an ongoing DEI discussion group.

**Diversity, Inclusion, & Social Justice**  
**C6 | R7 | C2**

**C5.4 The Lazy Genius Guide to Advising**  
**Valerie Como | Bentley University**  
**Meghan Charbonneau | Bentley University**  
**Tiffany Goodall | Bentley University**  
**Tremont**

Do you want to learn how to be a wicked Lazy Genius? Kendra Adachi has coined the term to describe her philosophy of being a genius about the things that matter and lazy about the things that don't. This approach can be instrumental when navigating the many "shoulds" and constant juggling act we experience as advisors. Join us for this interactive session to learn more about The Lazy Genius principles and how you can use them to focus your advising efforts on what matters most.

**Training & Development**  
**C4 | R6**

**C5.5 The Power and Art of Nudging**  
**Kal Srinivas | Syracuse University**  
**Beacon Hill**

Leveraging early alerts in the form of a "nudge" to bring about behavior changes in faculty, staff, and students was an uphill task. We enlisted folks across campus in and out of the classroom to identify students at-risk and those thriving to help with advisor workloads. Nudging strategies highlight how we supported the whole student to improve academic success, as measured by reductions in DFW rates to degree completion. From using nudges to drive compliance with COVID; prods to drive adoption for an program for first generations students, links to intake survey, we will demonstrate how nudge strategies improved student experience, such as number of students supported by an initiative, time saved, process improvements, resources gained or reallocated, and more. So, was there a Tipping Point?

**Technology & Social Media**  
**I7 | C5 | R7**

**C5.6 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing**  
**Brian Kapinos | Connecticut State Community College**  
**Susan Taffe Reed | Dartmouth College**  
**Constitution**

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.

**Training & Development**  
**R7**

**C5.7 Helping New Staff Set Sail: A Discussion about Onboarding New Employees**  
**Laura Kenney | Northeastern University**  
**Krystal Ristaino | Northeastern University**  
**Franklin**

Your candidate accepted the position. Now what? Research shows that investing in a new employee's on-boarding correlates with their success and retention. During this session, the presenters will go in depth into the evolution of one advising office's on-boarding process at a private four-year university. This program will share their experiences creating an inclusive training schedule, highlight successful welcoming approaches, and examine best practices in on-boarding from a variety of companies and colleges. Throughout the presentation, participants will be encouraged to share their office's current practices, lessons learned and future on-boarding goals in small groups. Discussion will also focus on key considerations in developing an on-boarding schedule including prior experience of new employee, team dynamic and institution or office culture and priorities.

**Training & Development**  
**C6 | I1**

Canada  
Connecticut  
Maine  
Massachusetts  
New Hampshire  
New York  
Rhode Island  
Vermont

Winthrop  
Beacon Hill  
Franklin  
Back Bay  
Newbury  
Tremont  
Cambridge  
Constitution

### **Revolutionizing Your Accomplishments in a Wicked Good Professional Portfolio**

**Judi Brewer** | *University of Southern Maine*

**Kelsey Bannon** | *University of Southern Maine*  
Cambridge

"One of the most powerful things advisors can do to contribute to the professionalization of advising is to deliberately develop their own identity as an advising professional" (Justyna, Erin, 2016). Creating a professional portfolio to showcase your skills, experiences and accomplishments helps to define your identity and elevate the field of academic advising. Advisors at the University of Southern Maine have researched best practices in creating an impressive, comprehensive and authentic portfolio to use for professional development planning and growth within the realm of Academic Advising and beyond.

#### **Training & Development**

**R6 | C2**

### **The Correlation of Retention and Autonomic States: The Polyvagal Theory in Education**

How do physiological states and threat connect to education and retention? The Polyvagal Theory may provide helpful insight that allows those in higher education to respond. The presentation will incorporate the published works of Drs. Stephen Porges, Peter Levine, and Deb Dana to better understand how people respond to perceived threat. The fear of failure can create an emotional state of overwhelm that moves students out of engagement and into a physiological state of shutdown. A stronger understanding of physiological states of being will help attendees as they construct relationships with students and create purposeful and intentional villages for students as they pursue their educational goals.

#### **Student Persistence, Retention, & Academic Skills**

**C3 | I2 | R4**

### **Working 9 to 5 - What a way to make a living!**

**Stephanie Affi** | *D'Youville University*

Cambridge

Learn how one private university in Buffalo, NY implemented a 32-hour work week while maintaining employee salaries and benefits. This overview will share how the implementation of technology, cross-training, and community spirit allowed staff to maintain student services, extend business hours, and better balance their work and life with a 4-day work week.

#### **Health and Well-Being**

**I1**

### **Discretion at work: How Academic Advisors Work with Probationary Students**

**Joseph Daniel** | *Virginia Tech*

Beacon Hill

Discretion at work: How academic advisors work with Probationary students  
This presentation is the results of a pilot study for my dissertation exploring the practice of advising between colleges and how academic advisors use discretion in their practice when working with probationary students. Using interviews of participating advisors this study explores the various personal, organizational, and professional tensions that underlie advising practice and how these advisors navigate these tensions when interacting with this specific population of students. Drawing from institutional logic frameworks (Thornton, Ocasio, and Lounsbury, 2012) I explore the hierarchy of needs and expectations on advisors and how they use their discretion to satisfy student/client, organizational, personal, and professional needs.

#### **Advising Administration**

**C4**

### **Building a Peer Advising Program: Creating Buy-In and Providing Value Across University Constituencies**

**Elena Akins** | *Northeastern University*

Back Bay

This presentation will describe the process of building a Peer Advising Program in an undergraduate Academic Advising office. It will detail the process of bringing the vision for the program to life: proposing the program to office leadership, hiring and training students, crafting and updating the budget, and building the structural components of the program through which Peer Advisors support students. It will also address strategies for creating buy-in to the program across the various stakeholders - students, student staff, and professional staff - as well as strategies to navigate challenges in each group along the way.

**Faculty and Peer Advising/Mentoring**  
**16 | C6 | R7**

### **Academic Recovery Program - Reimagining Student Success, Post COVID**

**Dan Kwash | Babson College**  
**Samantha Stanley | Babson College**  
**Brian Duggan | Babson College**  
**Back Bay**

The pandemic forced us to reimagine many aspects of our day-to-day work with students. Like our colleagues elsewhere, the Department of Student Advising & Success at Babson College pivoted to meet the ever-evolving challenges of the day and we believe we are in a better position today as we emerge from the pandemic. The purpose of this session is to provide the NACADA members with an overview of the Academic Recovery Program for academically at-risk students offered by our advising team at Babson College. We will also demonstrate how our engagement evolved over the past few years and discuss the changes and resources we have used to enhance the experience so that the student can be more engaged with their advisor, professors, and resources on campus.

**Advising Special Populations**  
**C4**

### **Alarm Clock Theory: How to Wake a Student Up to Midterm Grades**

**Emily Leal | Merrimack College**  
**Back Bay**

This poster presentation is primarily based on Baxter Magolda's (2001) theory of self-authorship. It introduces three different types of students along a spectrum: the sleeping student, the snoozing student, and the awakened student. The sleeping student dissociates from this moment of crisis, the snoozing student attempts to change before returning to old habits, and the awakened student attempts to change and commits to it. It uses "the value of lived experiences by marginalized people: (Soloranzo & Yosso, 2001) and Rowe et al.'s (1994) White Racial Conscience model to explore the factors that determine how the students will react. I propose that we can shift a student from sleeping to awakened through exploring motivation and understanding when to let go.

**Student Development, Theory, and Research**  
**C3 | C4**

### **Implementing a Holistic Case Management Advising (HCMA) Model in Connecticut's Community Colleges**

**Brian Kapinos | Connecticut State Community College**  
**Licella Arboleda | Connecticut State Community College**  
**Michael Buccilli | Connecticut State Community College**  
**Beacon Hill**

The Connecticut Board of Regents approved the Holistic Case Management Policy in April 2020 which mandated that the community college system reduce its advisor ratio from 750-1 to 250-1 per advisor along with implementing a holistic case management approach to better support all Connecticut community college students with a specific emphasis on closing equity gaps within the state. Starting in 2021, the Guided Pathways Advising Model began to take shape with the scaling up and hiring of over 100+ advising staff across the State of Connecticut. This presentation is to provide an overview of the work done within the Connecticut Community College system on the Holistic Case Management rollout which includes enrollment and retention data for all 12 Connecticut Community Colleges currently implemented with Holistic Case Management Practices.

**Advising Administration**  
**C2 | C4 | C6**

**Concurrent Session 6**

**4:30-5:30 p.m.**

#### **C6.1 The Power of PRIDE Advising on Exploratory Studies Students**

**Leigh-Ann Gomes | Springfield College**  
**Paige Konstant | Springfield College**  
**Tremont**

Are your advising meetings transactional or conversational? Are your undeclared students engaged in the exploration process? Springfield College adopted a college-wide advising model focused on empowering students to make well-informed decisions through meaningful academic advising conversations. The undeclared population, which is the largest major for the incoming class every year, is advised and counseled through an intentional exploration process enhanced by PRIDE Advising. Join the Director and Assistant Director of Academic Advising at Springfield College to learn how the power of PRIDE advising guides undeclared students to engage in self-exploration, major exploration, and career exploration while staying on track to graduate in 4 years!

## Academic Major Specific

C4 | R1 | R4

### C6.2 Alumni as Pre-Health Near-Peer Mentors

**Lauren Meyer** | *Syracuse University*  
**Krystal Ripa** | *Upstate Medical University*  
**Franklin**

Pre-health advising often involves "informal" peer mentoring, which can take the form of information from friends, family, and even anonymous and incredibly unreliable internet sources. Formalizing these interactions can be difficult as most pre-health students are taking one or more gap years prior to application to professional school, limiting the population of "peer" mentors who have progressed through the application cycle. At Syracuse University, we have rethought our "near-peer" mentoring to include alumni who are currently enrolled at our neighboring medical school, Upstate Medical University. Our program, "Orange to Upstate", formalizes "near-peer"/alumni mentorship for pre-health students through training, connection, and assessment. We will discuss our process and the challenges we have overcome due to the limitations imposed by public health concerns.

#### Faculty and Peer Advising/Mentoring

16 | R6 | R3

### C6.3 Slow Advising: Modeling and Implementing Self Care in Holistic Advising

**Hannah Stuble** | *Hamilton College*  
**Kevin Alexander** | *Hamilton College*  
**Back Bay**

As practitioners who work as holistic advisors we aim to engage in dialogue to incorporate strategies of how we infuse slowness into our advising. We draw upon literature from feminist studies, slow scholarship, and research on productivity within the neoliberal academy. We situate slow movements (i.e. food, fashion, parenting, etc) to ground our work. Some questions examined include: How is slowness self care and community care? And, what are the implications of slow scholarship for social justice? How does this relate to the student experience and a student's sense of belonging? We will conclude by co-collaborating with folks in the room to brainstorm new strategies of slowness.

#### Health and Well-Being

C4

### C6.4 Open Discussion: Navigating the 'great resignation' as staff and supervisors

**Constitution**

### C6.5 Transitioning from In-Person Student Registration to Online Advisor Registration

**Michelle Niestepski** | *Lasell University*  
**Katrina Daly** | *Lasell University*  
**Victoria Turnquist** | *Lasell University*  
**Heather Flaherty** | *Lasell University*  
**Cambridge**

This presentation will discuss the opportunities and challenges brought about as one institution transitioned from having first-year students register for courses during summer orientation to having primary role advisors register students for their courses. Presenters will share why this change was made, how it was implemented, and how it impacted advisors' relationships with their students. Presenters will also discuss their involvement in crafting and executing a new academic advising experience for orientation to replace the time that was previously allotted for course registration.

#### Prospective Students and the First-Year Experience

C4

### C6.6 Executive Function Coaching: Helping Students To Be Better Students

**Cassandra Estey** | *Quinsigamond Community College*  
**Beacon Hill**

Do students come to college with the necessary skills in place to be successful or do they often come to the "land without bells" with little understanding of what a college curriculum is like? Executive Function Coaching is designed to help students, especially those from historically marginalized communities, to develop the skillsets they need to not only survive but thrive in a college learning environment. The focus of this presentation is to provide educators, advisors, and other higher education personnel the understanding of what Executive Function Coaching is, how it can benefit different students, and offers real-life data to support the use of it in higher education institutions that are focused on student success.

#### Student Persistence, Retention, & Academic Skills

16 | R6 | 15

### C6.7 Spill The Tea

**Derek Pooley** | *Syracuse University*  
**Sue O'Neill** | *University of Massachusetts Lowell*  
**Newbury**

Ever wanted a safe place to bring up topics from your institution that bug you? This is the place for you. Bring up those topics in a safe and comfortable space to get feedback and suggestions from others that attend the session. There will also be time to trade cards to keep the conversation going well after the session is over.

**Training & Development**

**C6 | R3 | R7**

**Dinner on your own**

**5:30 p.m.**

**Friday, March 10**

**Wellness Activity | Self-Guided Walk Around Boston Public Garden**

**6:30-7:30 a.m.**

If interested in going as a group, meet by the birdcage chairs in the lobby.

**Registration and check-in  
4th Floor - Conference Level**

**7:30 a.m.-12:30 p.m.**

**Coffee/Refreshment Break  
Grand Ballroom B Foyer**

**7:30-8 a.m.**

**Wellness Brain Breaks  
Winthrop**

**8-11 a.m.**

Need to decompress, destress, or just take a break? Stop by to do a few activities to help you feel happy, relaxed, and connected. There will be Boston-themed coloring pages and word searches along with QR codes to meditations, gratitude journal prompts, a happy playlist, and videos of cute baby animals.

**Concurrent Session 7**

**8-9 a.m.**

**C7.1 Carrying the Weight: The True Cost of First-Gen Guilt  
Zachary Desjardins | University at Albany, SUNY  
Shannon Sousa | Northeastern University  
White Hill**

First-Generation College Students (FGCS) are the trailblazers of higher education for their families. Every semester FGCS are navigating the "hidden curriculum" while possibly carrying significant guilt for leaving their families and responsibilities at home. This guilt can manifest itself in lower academic persistence rates, as well as a poor sense of belonging both in the collegiate environment and with their family. This presentation will draw on topics of: intersectionality, appreciative advising techniques, and personal anecdotes to uncover where this "guilt" comes from to illuminate how Academic Advisors can help FGCS navigate the complexities of a "double life". Participants will leave this session advising with a greater intention to address FGCS guilt and empower students to take agency over their own academic and personal journeys.

**Advising Special Populations  
I5 | R2 | C4**

**C7.2 Creating Culturally Competent Programming for Affinity Groups through Strategic Partnerships  
Jennifer Barone | University of Massachusetts Boston  
Sara Hoang | University of Massachusetts Boston  
Whittier**

Explore multiple ways to engage affinity groups through meaningful and holistic career programming with strategic partners on and off campus, including multicultural offices, academic departments, alumni, employers, professional associations, and key community members. Best practices for creating asset-based programming that celebrates students' cultural wealth, value of academic studies, and provides a foundation for career success will be discussed in an interactive format. Attendees will have an opportunity to plan how they can leverage resources across their campus and in their communities to expand capacity while creating inclusive, holistically based, culturally competent career programming for affinity groups that tie into the value of students' majors and academic studies, through carefully chosen strategic partnerships.

**Career Advising  
I5 | I6 | R3**

**C7.3 Crafting Your Personal Advising Mission Statement: Revisiting Your Values to Ground Your Practice**  
*Kristin Ciampa | University of Southern Maine*  
*Emma Roose | University of Southern Maine*  
*Back Bay*

A Personal Advising Mission statement can be a powerful tool to define your goals, allow you to synthesize your purpose as an Advisor, and articulate your values, dreams and passions. Furthermore, a personal mission statement can act as a 'North Star' to your advising practice, grounding and guiding you back to your purpose when you're lost or untethered from your work. Our practice as Advisors is individual and unique and creating a statement to guide your work can be transformational. In this presentation you will gain the knowledge and tools to craft your Personal Advising Mission Statement. This statement can serve as a touchpoint to guide your practice, help you make decisions, and connect you to your deeper motivation as a professional.

**Health and Well-Being**

**R1 | C2 | R4**

**C7.4 Examining the Conference Experience and What Do I Do Next as a NACADA Member?**

*Mara Gould | University of Massachusetts-Boston*  
*Jen Drake-Deese | State University of New York at Binghamton*  
*Locksley Knibbs | Florida Gulf Coast University*  
*Wendy Troxel | NACADA Executive Office*  
*Beacon Hill*

Cap off your conference experience and share your feedback with a follow up discussion lead by members of NACADA leadership. We want to hear from you. This is an opportunity to continue networking as well as provide candid feedback about your conference experience. We'll ask you to share your takeaways from the conference, identify potential goals and obstacles that you may face in implementing them as well as discuss opportunities for involvement within NACADA.

**I1**

**C7.5 Developmental vs Transactional Advising: Exploring A Healthy Balance**

*David Dearden | University of North Carolina Charlotte*  
*Tremont*

The student experience within higher education is not isolated to a vacuum and several factors, including their advisor's philosophy on advising, can influence their journey. Advisors have an essential role in supporting and serving as a change agent for institutional transformation to advance equitable student success (Chamberlain & Burnside, 2022). Advising is most often done from one of two different perspectives: Developmental or transactional. Research has shown that students who have a positive advising experience have greater persistence and completion rates (Bettinger & Baker, 2014; Pascarella & Terenzini, 2005). This session provides attendees an opportunity to discuss the differences between developmental and transactional advising and to discover ways of combining both perspectives to provide an integrated and holistic approach to advising.

**Student Development, Theory, and Research**

**C3 | C4 | R4**

**C7.6 Spilling the tea: A Step By Step Foundation to Onboard Advising Team Members**

*Carlota Deseda-Coon | Syracuse University*  
*Nathan Vickers | University of Texas at Austin*  
*Cambridge*

An advisor's first year can be overwhelming, with so much to learn and process. A solid foundation from a well-paced, structured training program can relieve some of that stress. This presentation will focus on ways to build, enhance, deliver, and assess an effective training program to help new team members bridge the gap between the unknown and becoming a productive part of your advising team. Focusing on student development theories, resources for creating advisor training programs, and the presenters own knowledge and experience as trainers, we will summarize tools on how to prepare your new team members to effectively advise students. Attendees will have the opportunity to share effective practices in their own programs.

**Training & Development**

**C2 | I2 | R7**

**C7.7 Open Discussion: Incorporating DEI into advising practices**

*Newbury*

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**Concurrent Session 8**

**9:10-10:10 a.m.**

**One more chance to see the most popular sessions, rated by you, conference attendees! (These repeated sessions will be evaluated for the presenters' benefit, but the second presentation will not be factored into any Best of Region decisions.)**

**C8.1 Best of Region Contender | Presentation TBD**

*White Hill*

- C8.2 Best of Region Contender | Presentation TBD**  
*Whittier*
- C8.3 Best of Region Contender | Presentation TBD**  
*Back Bay*
- C8.4 Best of Region Contender | Presentation TBD**  
*Beacon Hill*
- C8.5 Best of Region Contender | Presentation TBD**  
*Tremont*
- C8.6 Best of Region Contender | Presentation TBD**  
*Cambridge*

**Networking Sessions**

**10:20-10:50 a.m.**

"I'd rather be at Disney"	<b>White Hill</b>	
"You know you're a parent when..."	<b>Whittier</b>	
"Pets are pawsome" (Pet lovers)	<b>Back Bay</b>	
"I do marathons...on Netflix" (TV Fans)	<b>Beacon Hill</b>	
"Let's Taco bout it" - (Foodies)	<b>Tremont</b>	
"Reading - What a novel idea" (Avid readers)	<b>Cambridge</b>	
"Is there a doctor in the house?" #notthatkindofdoctor (Current or Future Doctoral Students)		<b>Newbury</b>

**Brunch, Closing Keynote, and State Swag Giveaways**

**11 a.m.-12:30 p.m.**

**Monique S. Cooper**  
**Grand Ballroom**

Monique S. Cooper is an equity-minded higher education professional who is passionate about creating and sustaining inclusive campus climates where students from diverse backgrounds can thrive. Her extensive professional experiences include teaching, counseling, advising, and administration at a variety of institutions. Her multicultural and equity-minded philosophy focuses on optimizing holistic development, cultural empowerment and empathy, and career readiness and satisfaction for all students. She possesses a bachelor's degree in Human Development and Family Studies from the University of Connecticut, a master's degree in School Counseling from Cambridge College, and a PhD degree in Learning, Leadership, and Educational Policy from the University of Connecticut. Her dissertation focused on examining perceptions and enactment of equity-minded, culturally sustaining career services.



She has served as one of the lead researchers on a campus wide racial microaggressions survey at the University of Connecticut that explored the racialized experiences of over 1,000 students of Color. In addition, she has published scholarly research in journals such as the International Journal of Qualitative Studies in Education (QSE). She has delivered trainings, keynotes, and workshops nationally on a variety of topics including anti-racist career services, building and sustaining culturally responsive teams, and enhancing DEI efforts in higher education.

Currently, Dr. Cooper is the Assistant Vice Provost for Academic and Career Engagement and Success at the University of Massachusetts Boston. She oversees a team of academic and career advisors and career services professionals who are tasked with implementing a holistic, student-centered advising model. Through collaborative efforts, she has secured over \$1M in donor funding to support equitable student outcomes and career success.

**2024 Conference | Open Planning Meeting**

**12:45-1:45 p.m.**

**Stuart**

All are welcome to join us for an open planning meeting for Region 1's 2024 Region Conference.