



## 2023 NACADA Region 2 Conference

*All in on Students: Advising, Engaging,  
& Supporting Today's Students*  
March 15-17, 2023  
Live! Casino & Hotel Maryland  
Hanover, Maryland

## Conference Schedule

\*Sessions and schedule are subject to change.

### Wednesday, March 15

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Registration and check-in  
Pre-Function Area

11 a.m.-5 p.m.

### Preconference Workshops

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P1 **Job Search Bootcamp**  
*Lisa Yamin | Virginia Commonwealth University*  
*Robert Adams II | George Mason University*  
**Feature**

noon-3 p.m. | Cost: Free

Are you less than a year from finishing your graduate school program or new to the profession? Are you getting ready to enter the job market? Do you want to learn more about how to navigate the nuances associated with a job search? Then our job search boot camp is for you! Come to the FREE pre-conference and learn more about how to prepare for your impending job search. We will offer self-assessments, critique your cover letter and resume, conduct mock interviews, and explore other factors to help you conduct a successful job search.

**Training and Development**  
R1 | C4 | R6

**P2 CANCELLED: Just My Type: Harnessing the Power of Personality**

**P3 Addressing Multidimensional Trauma Due to COVID-19: A Toolkit for Advisors**

**Quentin Alexander | James Madison University**

**Erica Brown-Meredith | Longwood University**

**Encore**

**noon-3 p.m. | Cost: \$60**

This pre-conference workshop addresses the various types of traumas experienced by students and staff during the COVID-19 pandemic, and to provide ways in which academic advisors can work with students and the cumulative trauma they bring back to college campuses as a result. Though the major emphasis will be on trauma experienced as a result of the pandemic, cumulative trauma caused by other life events will also be addressed. The presenters will focus on attendees' ability to identify signs of trauma, and will provide a toolkit of resources for advisors to help students process trauma and identify campus and community resources available to them. Discussion will be centered on advisors' personal experiences and known student narratives during and after the pandemic, and how these experiences can be used to help their advisees. Audience participation is a requirement, and participants are expected to engage in authentic dialogue and self-reflection. Pedagogy will focus on sharing in think-pair shares, word clouds, small and large group discussion and other appropriate pedagogy.

**Health and Well-Being**

**C4 | I6 | R2**

**P4 CANCELLED: Achieving Organizational Success: Aligning Strategic Leadership Principles with Strategic Planning**

**P5 The Mid-Level Academy: Breaking Down Barriers to Advisor Success**

**Gavin Farber | Temple University**

**Carrie Egnosak | Penn State World Campus**

**Ovation**

**1-3 p.m. | Cost: \$40**

In higher education, mid-level practitioners face challenges that affect them both personally and professionally. Some advisors seek advancement to the top, while others are happy in their roles as "helping professionals." When promotions are unavailable to this group, it can be difficult to find appreciation in their jobs. In reality, when a vertical path is unavailable at an institution, it could be horizontal movements that afford the best opportunities for aiding in professional development. Join the conversation to learn how you can forge a rich, rewarding career independent of the conventional "climbing the ladder" approach and can engage in your own #HorizontalBranding on and off campus. Join us in this two-hour pre-conference session that will include (1) review of the topic, (2) networking with fellow mid-level advisors (3) panel discussion from industry leaders and (4) career success planning to overcome your struggles and conquer your doubts!

**Training and Development**

**C1 | C4 | R6**

**P6 CANCELLED: Improving the Quality of Advising Business Students**

**P7 Meet Your Match: The Region 2 Mentoring Program (2023-2024 Incoming Cohort) - By invitation only**

**Victoria Bowman | Rowan College of Burlington County**

**Rita Berson | Drexel University**

**Lisa Yamin | Virginia Commonwealth University**

**Jaime Ramanauskas | Rowan College of South Jersey**

**Bri VanArsdale | University of Delaware**

**Tammy Spevak | Penn State University-Hazleton**

**Headliner**

**1-3 p.m. | Cost: Free**

All members of the NACADA Region 2 Mentoring Program's incoming 2023-2024 cohort are invited to join us for this free pre-conference session. Participants will learn a brief background and overview of mentoring within our field, the structure of NACADA, and history and legacy of Region 2's Mentoring Program. By sharing personal and professional experiences as both mentors and mentees, committee members will discuss and model the inclusive connections, networking, and growth opportunities available through the program. Discussion of mentor and mentee expectations and a program timeline will culminate with mentor/mentee matches. Time has been allotted for matches to have their first introductions and build the foundation of their mentoring relationship.

**Training and Development**

**R6 | R2**

**Welcome | Maximize Your Membership and Maximize Your Conference Experience**

**3:15-4:30 p.m.**

**Karen Archambault | Rowan College at Burlington County  
Event Center, Main Floor**

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.

In this session, participants will acquire ideas for making the most of the region conference from people "who have been there and done that". We will use humorous anecdotes, real-life scenarios and notes from the trenches to help you develop strategies for building a sense of belonging and engaging in the conference with all of your new friends. During this session you will have the opportunity to: 1) Learn and understand the lingo of the conference - from advising community group meetings to hot topics and best of region to professional tracks; 2) Acquire ideas for what you can do now, during, and at the end of the conference; and 3) Consider tips for introverts and extroverts to be successful in this environment.

NACADA leaders will help guide the conversation to inform all participants of the numerous pathways available to take full advantage of their NACADA membership. Join the discussion to discover how you'll get the most out of your NACADA experience and network with colleagues.

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## Networking Sessions

4:30-5:30 p.m.

*(See the app for session descriptions)*

<b>Networking Session   Meet and Greet with NACADA Board Member</b>	<b>Act 1</b>
<b>Networking Session   Hot Topic: Mentoring</b>	<b>Act 2</b>
<b>Networking Session   Learn about Leadership in Advising</b>	<b>Act 3</b>
<b>Networking Session   Hot Topic: Non-Traditional Students</b>	<b>Act 4</b>
<b>Networking Session   Hot Topic: Advisor Self-Care</b>	<b>Encore</b>
<b>Networking Session   Advising Administration</b>	<b>Feature</b>
<b>Networking Session   What a Card</b>	<b>Headliner</b>
<b>Networking Session   Advising Career Ladders</b>	<b>Ovation</b>
<b>Networking Session   General</b>	<b>Suite Level Lounge</b>

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## Keynote Speaker

5:45-7 p.m.

**Dr. Jasmine A. Lee**  
**Scholar | Consultant | Coach**  
**Event Center, Main Floor**

Dr. Jasmine A. Lee is a diversity, equity, inclusion, and justice scholar, practitioner, trainer, and coach. She currently serves as the Director of Inclusive Excellence, and leads the Initiatives for Identity, Inclusion & Belonging team at the University of Maryland Baltimore County. In this capacity, she works with students, staff, and faculty to create inclusive campus environments through direct programming and strategic Divisional leadership. Dr. Lee's background encompasses campus climate studies and crisis response, inclusive hiring and supervision best practices, teaching and inclusive classroom pedagogy, diversity action planning and equity assessments, strategic student success outreach, and academic advising, as well as traditional diversity and inclusion programming.



In 2019, Dr. Lee founded J. Lee Consulting Group, LLC, where she works collaboratively to provide training, consulting, coaching, and organizational change services; partnering with clients to curate unique and engaging solutions that lead to sustainable and measurable change. Dr. Lee is a qualified administrator of the Intercultural Development Inventory® (IDI), a certified diversity trainer with the National Coalition Building Institute, and a certified Mental Health First Aid instructor.

As a social worker, Dr. Lee holds a BSW from Eastern Michigan University and a MSW from the University of Michigan. She earned her Ph.D. at Michigan State University, where she used Critical Race Theory as a framework to study the experiences of Black, first-generation, low-income college students pursuing degrees at a Predominantly White Institution. She is a published author with work focused on academic advising for students of color, intergroup dialogue, and social justice education, with forthcoming work on radical love in the academy and cultivating belonging in first year seminars.

Dr. Lee is whole human who loves cartoons, traveling, laughing at corny jokes, hanging out with her puppy, and spending time with family and friends. Beyond NACADA she is an active member of many organizations, including ACPA® -Student College Educators International, and Delta Sigma Theta Sorority, Inc. More than anything, Dr. Lee wants people to know that she believes in the world changing and redeeming power of radical revolutionary love, and asks you to consider the words of Valerie Kaur: "revolutionary love is the choice to enter into wonder and labor for others, our opponents, and for ourselves in order to transform the world around us."

**Event Center, Main Floor**

Please join us for a Welcome Reception. Light hors d'oeuvres will be served.

**Thursday, March 16 – School Spirit Day****School Spirit Day**

Show your university spirit by wearing gear either from where you work OR from your alma mater. Join us as we show off OUR SCHOOL SPIRIT!

**Wellness Activity | Self-compassion/Mindful Yoga**  
**Suite Level Lounge**

6-7 a.m.

Please join us for a nice, self-compassion hour to start your day. Our Yogi will lead us through a self-compassionate, accessible yoga session from your mat or from a chair. (Please bring your own yoga mat.)

**Registration and check-in**  
**Pre-Function Area**

7 a.m.-5:30 p.m.

**Breakfast**  
**Event Center, Main Floor**

7-8 a.m.

**Concurrent Session 1**

8-9 a.m.

**C1.1 Advice for Advisors: Mentorship and Tools for New Advisor Success**

**Julie Modricker | Pennsylvania State University**  
**Bema Kyeadea-Amponsa | University of Delaware**  
**Kelsey Block | Pennsylvania State University**  
**Act 2**

As advisors our work is centered on student success. But how can we set ourselves and our colleagues up for advisor success? In this session, newer and seasoned advisors will reflect on their early advising experiences and share lessons learned. We will discuss how onboarding, mentorship, and training can affect an advisor's journey, efficiency, and confidence, as well as overall work culture. This informational and interactive session is appropriate for all, including seasoned advisors, new professionals, and those who work with advisor training and onboarding. Attendees who are newer advisors will have the opportunity to build community and uncover insights into finding success in advising. Seasoned advisors will reflect on their early days on the job and learn how best to support new professionals.

**Training and Development**  
**R2 | R6 | R1**

**C1.2 Microaggressions, Implicit Biases, Micro-Affirmations and Academic Advising**

**Karen DeVose | Drexel University**  
**Encore**

One of the most perplexing issues encountered on today's college campus is how to adequately serve a diverse student body. As America's ethnic and racial demographics continue to shift, not only on college campuses but throughout the nation, it is essential the academic advisors prepare to effectively deliver cross-cultural advising strategies.

Microaggressions refer to brief, commonplace behavioral, verbal, and environmental insensitivities by potentially well-meaning individuals that communicate hostile or negative attitudes and insults to individuals of marginalized groups (Sue, 2007). Micro-affirmations are small acts in the workplace fostering inclusion, listening, comfort, and support for people who may feel unwelcomed or invisible (Rowe, 2008). Within the context of academic advising, micro-affirmations can communicate to students that they are welcomed, visible, and capable of performing well in the college environment.

**Diversity, Inclusion, and Social Justice**  
**C4 | C6 | R3**

**C1.3 Virtual Advising: A New Normal in Student Support?**

**Naomi Nash | University of Delaware**  
**Colleen Greenstine | University of Delaware**  
**Maira Curtis | University of Delaware**  
**Feature**

Like most institutions, the University of Delaware found itself thrust into a world of virtual advising at the start of the pandemic in Spring 2020. Throughout the next several semesters, approaches to advising modalities would morph from solely virtual, to a "back to normal" model, to a hybrid model, now landing on a mix of in-person and virtual advising appointments. By partnering with various advising offices and analyzing appointment data, we were able to ascertain student appointment preferences - and use that information to maximize student services while also considering the needs of advisors. Join UD's Student Success Initiatives team and a Senior Advisor from the University of Studies Program for a dive into discovering the delivery of flexible and creative advising and student services during uncertain times.

### **Technology and Social Media**

**C4 | I7 | R4**

#### **C1.4 Academic Differences between Student Athletes and the General Students**

**Maranda Hutta | Northampton Community College**

**Act 1**

When comparing the GPA between student athletes and the general student body data shows that student athletes are one letter grade lower than the student body. This suggests that universities need to improve the academic performance of their student athletes. In my research I conducted, I surveyed 150 general students and 150 student athletes asking them questions regarding their academic performance at their college. By comparing the general student body and student athletes we will then be able to tell that there is a gap between their academic performances and educational experiences and provide guidance on how to address this gap.

### **Advising Special Populations**

**C4 | R7 | I5**

#### **C1.5 You're Hired! How academic advising encounters reiterate the skills needed in a successful interview**

**Sarah Grogan | Drexel University**

**Alyssa Davella | University of Pennsylvania**

**Shawna Morse | Drexel University**

**Act 4**

"You're hired" This phrase drives students to persevere through difficult classes, challenging exams, and trying internships with the end goal of being employed in their desired field after graduation. Universities and colleges across the country dedicate resources to career advising and coaching for the sole purpose of preparing students to become gainfully employed. However, academic advisors can also be integral in helping students build the key skills associated with successful interviewing. In this presentation, academic advisors from Drexel University and the University of Pennsylvania will discuss the strategies they implement in advising encounters to reinforce the progressive development of professional skills and abilities that students can implement during interviews.

### **Career Advising**

**C4 | R4 | R6**

#### **C1.6 Success Coaching Program in Academic Advising: Build Your Blueprint for Success**

**Liana Mentor | Johns Hopkins University**

**Ami Cox | Johns Hopkins University**

**Ovation**

The Success Coaching Program in Academic Advising (SCAA) was designed specifically to support first-generation, limited income (FLI) students. Through one-on-one coaching, strategic, strengths-based advising, and an individualized coaching curriculum, Academic Advisors/Success Coaches collaboratively partner with FLI students through their journey of exploration, self-discovery, and growth. SCAA serves as a singular mechanism by which FLI students are supported in their social, educational, professional, and personal development.

A robust team of Academic Advisor/Success Coaches provide supplemental academic and socio-emotional support, mentoring, community building, career exploration, and leadership training to FLI students. Academic Advisor/Success Coaches establish trusting relationships that allow students to share openly about school and life balance, goals, aspirations, challenges, decision-making, and successes. This session will inform attendees on how the program aims to ensure their deep social connections and engagement in immersive experiences by supporting FLI students' academic success and social integration holistically.

### **Advising Special Populations**

**I6 | R2 | R4**

#### **C1.7 The Impact of Early Major Declaration**

**David Henriques | Millersville University**

**Act 3**

As one of the largest first-time student majors, the exploratory (undeclared) program's impact on institutional retention and persistence is significant. Development, implementation, and the initial results from the three-year pilot of intrusive, developmental advisement during the summer months will be shared. The discussion will focus on the pilot's impact on retention trends, academic performance, and persistence. Is this pilot worth the gamble? There will be a PowerPoint presentation used to guide the presentation while pursuing the stated learning objectives. During this presentation, there will be opportunities to discuss these data, results, implementation, and shortcomings.

### **Advising Special Populations**

**C4 | C5 | R7**

**C1.8 Creating a Mastermind: A Space for Advisors of Color**  
*Kristal Parada | Virginia Commonwealth University*  
*Roy Roach | Virginia Commonwealth University*  
*Ayanna Thompson | Virginia Commonwealth University*  
**Headliner**

This presentation offers an account of how a Grassroots movement to serve underrepresented students, led to the identification of a fundamental problem - where do advisors of color go to care and support one another? MasterminED is a monthly gathering of student-facing professionals to discuss; challenges, accomplishments, and opportunities to lead our institutions from the bottom up.

**Student Persistence, Retention, and Academic Skills**  
C6 | R2 | R7

**C1.9 I Hate People: How to Turn a Negative Interaction into a Positive Experience**  
*Melissa Markey | American Public University System*  
*Isabella Kowalski | American Public University System*  
**Event Center, Main Floor**

Academic Advisors will encounter many different personalities, often categorized as introverts or extrovert, and can have a direct effect on your experiences. In both in-person and virtual settings, it is easy to misconstrue someone's reaction as negative though it may simply be different than your own. These actions can often result in the statement of "I hate people." These feelings can come from anger, rudeness, misinterpretation or shyness—whether intended or not; and can result in someone's disinterest to work with others. Higher Education is a field where interpersonal communication is key to success. Instead of jumping to "I hate people" after an interaction, we have some examples of you can use to turn any interaction into a positive experience.

**Health and Well-Being**  
R4 | I5

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**Concurrent Session 2**

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

**C2.1 All in Stronger: Betting on the Professional Relationships of Advising Practitioners**  
*Gavin Farber | Temple University*  
*Joy Stroman | Temple University*  
**Act 2**

The higher education profession is competitive and climbing the career ladder can seem like a never-ending battle through "The Advisor Games". When promotions are few and far between, it's easy for colleagues to battle for the top prize, while losing focus and professional altitude. Practitioners face challenges of trying to understand the future of their trajectory while working through their personal struggles with their superior's decision. Gain new self-awareness of how to professionally channel emotional energies while navigating your vertical and horizontal career mobility. Join two former contenders as they discuss their struggle to find peace in their advising center after a challenging scramble for acceptance, balance, respect and transformation.

**Training and Development**  
C1 | R2 | R6

**C2.2 C2.2 is now C7.10 at 9:10 a.m. Friday | Hybrid Advising as the New Golden Standard**  
*Devin Erb | Virginia Tech*  
*Jennifer Chin | Virginia Tech*  
**Encore**

As online enrollment and engagement continues to grow, online resources for these tech-savvy students needs to increase. After COVID-19 changed how education operates on a national scale, students were forced to adapt to the new wave of education: online learning. At the same time, university faculty and staff were also having to quickly master how to teach and support students virtually. Now even though the educational world is slowly getting back to normal, students are still accustomed to having everything they need online from wherever they are. Hybrid advising not only ensures that all students are able to receive the support they need, from the modality they prefer, but also promotes a more efficient working environment for our academic advisors.

**Technology and Social Media**  
I5 | C4 | C6

**C2.3 High Touch Advising: Best Practices for Supporting Special Transfer Populations**  
*Maria Lanza-Gladney | Rowan University*  
*Shawn Washart | Rowan University*  
*Marisa Israel | Rowan University*  
*Holly Ashton | Rowan University*  
*Patrice Henry-Thatcher | Rowan University*  
**Act 1**

As transfer student enrollments continue to grow and are becoming central to the enrollment efforts at four year, comprehensive universities, the development of partnership programs and pathways have also increased. Given the importance of these pathways both for enrollment, access and affordability, advising practices have needed to evolve to better meet the needs of these students. This presentation will focus on the successes and challenges of this advising team implementing high touch advising, defined as holistic and intrusive techniques, to working with transfer students. Attendees will leave the session with strategies for high touch advising, how high touch advising can be used in advocacy for students, and frameworks that help to set the stage for institutional support for high touch practices.

**Advising Special Populations**

**C4 | I5 | I2**

**C2.4 Walking a Tightrope: Advocating for Human Rights in Higher Education**

**Natalie Sanchez | University of Maryland Baltimore County**

**Monica Burgos | Montgomery College**

**Abigail Granger | University of Maryland Baltimore County**

**Headliner**

Higher education institutions are often on the forefront of thought and education related to social justice. However, advisors are on the frontline of experiencing how the institutions themselves frequently create and exacerbate educational and labor injustice. Advisors and students frequently find themselves in uncomfortable positions where they are expected to uphold systems that are rooted in racist and patriarchal systems and colonized hierarchies. While this struggle is not new, the sociopolitical situation and the pandemic exposed injustices and increased discussion around these topics. Join a panel of community college and 4-year undergraduate advisors to discuss common concerns and creative solutions for successful advocacy.

**Diversity, Inclusion, and Social Justice**

**C2 | R1 | C1**

**C2.5 Developing Academic Improvement Programs That Unlock Success: Giving Students More Voice & Choice**

**Michelle Mignot | Rowan University**

**Sue Perls | Rowan University**

**Ovation**

Retention is a current top priority, and many institutions have developed initiatives that include a course or seminar for students on probation. But, those programs demand staff resources, require student buy-in, and can feel punitive for students who need help getting back on track. At Rowan University, the Student Success Team uses our learning management system to deliver timely, customized, and student-focused modules, coupled with an assigned Student Success Coordinator and targeted events. We've developed a program that gives students the information they need without an overwhelming time commitment while delivering options that make students feel heard. This session will discuss collaborative academic improvement programming, review our Canvas course, and examine learner-driven programming that helps to motivate students and steer them toward success.

**Student Persistence, Retention, and Academic Skills**

**I5 | I6 | I7**

**C2.6 A Community of Explorers: Using a Living-Learning Program to Support Exploratory Majors**

**Jason Johnson | Virginia Tech**

**Act 3**

First-year students often struggle with feelings of being out of place during their first semester in college. Those feelings can be magnified when you are an exploratory student at a large public university. The VIA Living-Learning Community opened in August 2019 to give exploratory students a dedicated place to call home where they can be celebrated and encouraged while they also receive intensive advising and support in the major/career process.

In this presentation, attendees will learn more about using a Living-Learning Community to support the unique needs of exploratory students, the successes we have enjoyed within this community, as well as how we incorporate fun to make it a community that students want to call home.

**Advising Special Populations**

**R6 | R2 | I6**

**C2.7 Ted Lasso Lessons: How Empathy, Vulnerability, & Growth Mindset Can Strengthen The Advising Experience**

**Erica Kalinowski | The College of New Jersey**

**Feature**

In 2020, Ted Lasso emerged as the feel-good "fish out of water" streaming series about an American football coach shipped to England to manage a professional soccer team. What began as a binge-worthy comedic escape from pandemic life quickly became a deep dive into authentic leadership, mental health, and personal and professional growth. On and off the pitch, the show highlights the complexity and necessity of relationship building and trust, Academic advisors are coaches. Like Ted, our goal is to get the most out of our roster, which often means mirroring the qualities we want students to embody. During this session, we'll explore how "Lasso Lessons" can transfer into our advising work, both for our own wellness and our students' success.

**Health and Well-Being**

**C4 | R2 | R4**

**C2.8 A Full House: 360 Degree Support & Academic Recovery**  
**Carey Usher | Mary Baldwin University**  
**Stephanie Hutchinson | Mary Baldwin University**  
**Event Center, Main Floor**

How do we best support our highest-risk students in post-Covid higher education? Learn about one academic recovery class at a small institution, and how holistic support has been built in to the learner experience. Plan to share during this interactive session as we learn about other recovery programs from session participants, and how we integrate these programs with advising opportunities.

**Student Persistence, Retention, and Academic Skills**  
**I6 | I5**

**C2.9 Connecting the Dots via Student Engagement: Bridging Educational and Professional Competencies**  
**Carolyn Jensen | Penn State University**  
**Tanjs St. Pierre | Penn State University**  
**Act 4**

Many professional organizations (including the American Association of Medical Colleges and the National Association of Colleges and Employers) have completed their own core competencies for students in hopes to make them competitive and competent for their future professional or educational goals. Competencies outline a set of related knowledge and skills that, while not directly related to an academic goal, indirectly contribute to an individual's success, at or beyond the university. Advisors play a key role in assisting students to find engagement opportunities that will serve to complement academic and professional goals, and to prepare them to be competitive post-graduation. This presentation serves to identify a set of overarching post-graduation success competencies, as well as a concrete way to assist students to achieve them via engagement opportunities.

**Career Advising**  
**I6 | R6 | C4**

**Networking Sessions**

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

*(See the app for session descriptions)*

Networking Session   Graduate and Professional Students Advising Communities	Act 1
Networking Session   STEM Advising Community	Act 2
Networking Session   Assessment Advising Community	Act 3
Networking Session   Well-Being & Advisor Retention Advising Community	Ovation
Networking Session   Learn about Leadership in Advising	Feature
Networking Session   Transfer Students Advising Community	Encore
Networking Session   Advising Administration	Headliner
Networking Session   Hot Topic: Advisor Self-Care	Act 4
Networking Session   General	Suite Level Lounge

**Area Meetings**

**11-11:50 a.m.**

Delaware	Act 2
District of Columbia	Headliner
Maryland	Headliner
New Jersey	Ovation
Eastern Pennsylvania	Encore
Western Pennsylvania	Encore
Virginia	Event Center
Area Meeting for Visitors to R2	Act 4

**Lunch and Awards**

**noon-1:30 p.m.**

*Event Center, Main Floor*



**C3.1 Outcomes & Lessons Learned: Flipped Advising Model for Undecided Engineering Students**  
**Shannon Bate | University of Maryland, A. James Clark School of Engineering**  
**Suzanne Ashour-Bailey | University of Maryland, A. James Clark School of Engineering**  
**Act 2**

Undecided engineering students need information and guidance in order to make an informed decision. COVID highlighted this need and made us think creatively about how to address it. This led to incorporating a flipped advising model to facilitate more meaningful sessions while also providing information and resources. Utilizing an electronic learning management system (ELMS) five modules were developed covering: Deciding on a Major, Careers in Engineering, Course Scheduling, Get Involved! and Engineering and Campus Resources. Pre/post surveys were created to assess learning and the effectiveness of the modules in moving students to declare their major. Data will be provided regarding the percentage of students who changed their major and presenters will discuss their review and implementation process, lessons learned and next steps.

"Thompson, D., Mars, R., & Steele, G. (2020, November 16). Creating a flipped advising approach: A model and five videos. Creating a Flipped Advising Approach: A Model and Five Videos. Retrieved November 29, 2021, from [https://www.academia.edu/43997955/Creating\\_a\\_Flipped\\_Advising\\_Approach\\_A\\_Model\\_and\\_Five\\_Video](https://www.academia.edu/43997955/Creating_a_Flipped_Advising_Approach_A_Model_and_Five_Video)."

**Academic Major Specific**  
**C4 | R7 | R4**

**C3.2 Who's in Charge? A Community Approach to Advisor Onboarding**  
**Vanessa Correa | George Mason University**  
**Feature**

One of the tasks of advising administrators is the onboarding of new advisors. Who is in charge of this onboarding process? Does this task sit with the advising administrator for that particular unit, or is this a shared experience? During this session, the presenter will discuss the various onboarding models utilized over the last 3.5 years. The presenter will primarily focus on the most recent iteration of this process, which includes substantial input from advisors within the unit as well as partners across the university. The discussion will also focus on the benefits and challenges of this shared model. The presentation will conclude with an opportunity for participants to share their experiences with onboarding, whether serving as an administrator or advisor (or both).

**Training and Development**  
**R2 | R7**

**C3.3 The Importance of Holistic Advising to Support Student Mental Health and Wellness**  
**Virginia Iannone | Stevenson University**  
**Encore**

Prior to the COVID-19 pandemic, mental health services utilization on college campuses was steadily on the rise. Since then, the prevalence of mental health concerns is at an all-time high and we are in the midst of a mental health crisis. Supporting student mental health and wellness on a college campus is everyone's job, and as frontline, student-facing professionals, academic advisors play a critical role in this process. The goals of this session are to discuss the principles and benefits of a holistic advising model and to review specific strategies that establish rapport, foster trust, and build a strong advising relationship where students feel supported. These goals will be achieved through a combination of didactic work, small group interaction, and facilitated discussion.

**Health and Well-Being**  
**I5 | R2 | R3**

**C3.4 Utilizing Universal Design for Learning (UDL) in Academic Advising**  
**Kristen Lawson | Millersville University**  
**Margaret Mbindyo | Millersville University**  
**Ovation**

In recent years, post-secondary institutions across the US are enrolling a more neuro divergent body of students. In order to support the academic success of these students, academic advisors must be willing to design advising experiences that meet critical needs of these students while ensuring advising methods are meaningful and provide relevant student outcomes. Universal Design for Learning (UDL) is a framework that offers academic advisors the tools for designing and delivering high-quality advising to diverse students who have varying learning styles and come from different backgrounds. Through this presentation, we offer concrete suggestions based on UDL that can be applied to the academic advising practice to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

**Diversity, Inclusion, and Social Justice**  
**R4 | C6 | R2**

**C3.5 Recruiting and Retaining High Achieving Transfer Students in a Collegiate Honors Program**  
**Emily Thompson | Virginia Commonwealth University**  
**Act 1**

How can an Honors College best engage high achieving transfer students? How can an Honors College help transfer students feel a sense of belonging and inclusion when they enter an existing Honors community? This presentation examines ways in which academic advisors can help recruit and retain transfer students into an Honors College through cross-campus collaboration and the creation of programming designed specifically for transfer student populations. Attendees will leave this session with increased confidence to develop programs at their own institution to help high achieving transfer students feel a sense of belonging, community, and university engagement.

**Advising Special Populations**  
**C4 | R4 | I5**

**C3.6 It's Not What You Say, But How You Say It: Employing Asset Based Language to Student Communications**  
**Monique Ransom | University of Maryland Baltimore County**  
**Act 4**

This session will examine equity-mindedness and the theoretical foundation, applications, and extensions of Rendon's Validation Theory in the context of academic advising approaches and strategies for supporting students experiencing academic challenges. Attendees will engage in interactive activities and discussions with peers and share ideas regarding how to employ equity-mindedness and asset-based language in their advising practices with students experiencing academic challenges.

Rendon Linares, L. I. & Munoz, S. (2011). Revisiting validation theory: Theoretical foundations, applications, and extensions. *Enrollment Management Journal*, 5(2), 12-34

Rodriguez, J. (2020). "I think of probation and I think of prison: The lived experiences of community college students on academic probation. Publication No. 27664888 [Doctoral Dissertation, California State Fullerton]. Proquest Dissertation Publishing.

Schunk, D. H., & Zimmerman, B. J. (2006). Competence and control beliefs: Distinguishing the means and ends. In P. A. Alexander & P. H. Winnie (Eds.), *Handbook of educational psychology*. Mahwah, NJ: Lawrence Erlbaum Associates.

**Student Persistence, Retention, and Academic Skills**  
**C4 | R3 | I3**

**C3.7 Dungeons & Differences: Using Fantasy Classes to Examine Exploratory Theory**  
**Page Fetter | Virginia Tech**  
**Event Center, Main Floor**

This session will examine the characteristics and trends of exploratory (undecided, open-option, change of major) students through a fantasy adventure lens, providing the perspective in the framework of Dungeons & Dragons character classes. Adventurers are on a journey to understand themselves, their peers, and how their current mission will impact their end goal, similar to many exploratory students. Individual attributes and classes will be highlighted in reference to types of exploratory students found through research and theoretical concepts "Gordon & Steele, 2015". Exploratory students are on a mission to decide their career and major options, simultaneously while confronting battles such as choice anxiety, self-efficacy, career identity, and sense of belonging, all in hopes of concluding their exploratory campaign. (No Dungeons & Dragons experience necessary!)

**Student Development, Theory, and Research**  
**C3 | I5 | R6**

**C3.8 "Can You Pronounce That for Me": And Other Culturally Sustaining Coaching Practices**  
**Joanna Martin-Granger | University of Delaware**  
**Headliner**

"Can You Pronounce That for Me": The Remix: And Other Culturally Sustaining Practices will explore the need for a culturally sustaining lens when coaching high-need or traditionally minoritized student populations. Coaching programs operate on the belief that success is possible for all students. But does coaching support students as they are or as the system requires them to be? Through this interactive presentation, coaches and advisors will: 1) gain an understanding of culturally relevant, responsive, and sustaining pedagogies, 2) determine if any pedagogies are at work in their current practices, 3) learn ways to incorporate culturally relevant practices into their student interactions

**Training and Development**  
**C4 | R2 | I5**

**C3.9 Know When to Hold 'Em, Know When to Fold 'Em (Orientation Remix)**  
**Alice Noble | Virginia Polytechnic Institute and State University**  
**Matthew Cheatham | Virginia Polytechnic Institute and State University**  
**Act 3**

This presentation will discuss the four iterations of Orientation that occurred over the course of a 4-year period (2019 - 2022). Pre-COVID we had a more traditional in-person presentation and scheduling lab to get students enrolled in their courses. However, during the first two years of COVID we attempted a more asynchronous model with written feedback. This most recent summer, we adjusted back to a more direct contact (on zoom) experience. We invite everyone to attend and compare the pros and cons of the different models and have an open discussion about what the future of Orientation may look like.

**C4.1 Improving New Student Orientation in a Pandemic World**  
*Jaime Ramanauskas | Rowan College of South Jersey*  
*Anthony Weaver | Rowan College of South Jersey*  
**Headliner**

After experiencing students learning in an online setting in High School, many educators are realizing that our students are under-developed academically. Most students who are entering college were sophomores in high school when they were forced to switch to all online. A great deal of these students did not return to an attempt at normalcy until their senior year of high school. That normalcy was not the normalcy they experienced when they first started high school. Our team was tasked last year to take on developing the New Student Orientation for our college and over the year, as we interacted with the students, we learned that we needed to adapt our format to help our students better prepare for their college life during a pandemic. In this presentation we will discuss how our initial New Student Orientation began, and what changes we made to adjust to the new normal of advising in the new world of COVID. We will also discuss how this process has also helped our advisors and how we are working with other departments to retain these students.

**Prospective Students and the First-Year Experience**  
16 | R3 | C4

**C4.2 When White Women Cry: Advising Students of Color Using an Anti-oppressive Framework**  
*Erica Brown-Meredith | Longwood University*  
*Kavonda Jordan | Longwood University*  
**Encore**

Social identities are internally structured and valued-based on whiteness, symbolizing privilege in higher education. Not all white academic advisors engage with the identities of Black students understanding the relative effect of oppression, racism, and discrimination which shape the advising experience. When systematic racism is unveiled and the unconscious personification of the American racial order is exposed, white academic advisors employ a defensiveness and resistance to engage in difficult dialogue. This conference workshop aims to discuss the multiple dimensions of privilege positions in higher education, using an anti-racist framework (Privilege Exploration Identity Model). Participants will apply the model using a case study to explore the stages of PIE while dismantling the normalized behaviors embedded in social identities.

**Diversity, Inclusion, and Social Justice**  
C4 | C3 | 16

**C4.3 Goals Resilience Integrity Tenacity, GRIT: Making Academic Success with Students on Probation**  
*Sharon Towler | Felician University*  
*Mildred Mihlon | Felician University*  
*Nouriman Ghahary | Felician University*  
**Ovation**

This workshop is designed to share the outcomes of the Goals Resilience Integrity Tenacity program (GRIT) that was created to support underachieving probationary Undergraduate students in the School of Arts & Sciences. While Felician is a small private university, our mission is to provide a full complement of learning experiences, reinforced with strong academic and student development programs to bring students to their highest potential and prepare them to meet the challenges of the 21st century. We will share and discuss how we piloted the GRIT program utilizing Psychology doctoral students as mentors and how they provided psychoeducational workshops, one-to-one counseling, problem-solving and referrals to appropriate university services to increase identified at-risk student academic and overall performance.

**Student Persistence, Retention, and Academic Skills**  
C5 | 15 | R2

**C4.4 Breaking the Status Quo: Am I an Innovator?**  
*Lorena Laverde | New Jersey City University*  
*RoseMarie DiStefano | New Jersey City University*  
*Vivianne Jimenez | New Jersey City University*  
**Act 1**

Experiencing understaffing, diminished motivation, or reduced creativity within your advising team? This session will provide a framework for fostering and sustaining a continuous innovation and creativity culture. Explore The Ten Faces of Innovation and discover how your role and personality is effective in the overall productivity of a team. Learn how to build on an individual's strengths to transform the advising experience of your campus community!

**Training and Development**  
R6 | R7 | C6

**C4.5 Applying Technology: Engaging First Year Students in Academic Difficulty**  
**Lenora Thorbjornsen | Old Dominion University**  
**Act 2**

Technology-Enabled Advising is a vehicle to increase not only connection to students but the empowerment of students in their academic endeavors and professional development. The systems we engage with daily have evolved to include, if not rely on, the applications of technology. Academic advisors can play a key role in integrating modern digital trends into existing student support systems. Academic Advisors must act as dynamic agents of change for their campuses and the profession at large.

This session will work to connect research on first-year student success to technology-based intervention within the context of academic advising services. A review of relevant literature will be provided along with examples of technology applications within advising services and post-initiative evaluation information where available

**Technology and Social Media**  
**I7 | C4 | R4**

**C4.6 Workplace Ecology and Why it Matters**  
**Devin Erb | Virginia Tech**  
**Jennifer Chin | Virginia Tech**  
**Act 4**

Having an understanding, nurturing workplace ecology is not only important for an advisor's self well being, but also impacts the quality of care and advising students will receive. There is a huge focus on the effects of campus ecology on students, as evidenced by Strange and Banning's Campus Ecology Theory. Just as it is important for students' well-being to have a campus ecology conducive for academic success, it is equally important that staff have a workplace ecology that is conducive to professional development and fostering growth. Working in a team environment that is hostile and uninviting causes morale to be low which in turn leads to ineffective and unproductive advising outcomes. By creating and maintaining a beneficial workplace climate and ecology, advisors are better equipped to help students succeed.

**Advising Administration**  
**R2 | R3 | R6**

**C4.7 All In on Supporting Pre-Nursing Students Pursuing a Community College ADN**  
**Melanie Dunn | Carroll Community College**  
**April Stevens | Carroll Community College**  
**Act 3**

Nursing students can face a variety of challenges to their academic success and may experience low retention rates. Carroll Community College has initiated new relational advising efforts to provide increased support for our ADN pre-nursing students. This presentation focuses on several NACADA relational core competencies pertaining to advising the pre-nursing student population. We will share what we have learned and resources we have created in efforts to strengthen our advising relationship with pre-nursing students through one-on-one and group interactions emphasizing the importance of decision-making, planning, and goal setting. Participants will pair and share, concluding with group discussion and brainstorming for takeaways to enhance their advising services to this student population who will play an important role in the future of health care.

**Academic Major Specific**  
**R2 | R4 | R6**

**C4.8 What Do You Believe?**  
**Dominique Washington | Albright College**  
**Feature**

This presentation and subsequent discussion will examine research done on two different mindsets, growth and fixed mindsets, and how these mindsets influence our students' behavior and decision making. We will also discuss how our interactions with our students can confirm or dispel their belief systems about their ability to be successful in college. In the post-Covid world, understanding these ways of thinking is crucial to helping students persevere through the hardships that life within higher education can pose. Helping students, but in particular first-year students, see that higher education is a marathon and not a sprint, full of peaks and valleys, is crucial to the next generation not only being successful in college.

"Dweck, C. (2016). *Mindset: The new psychology of success*. Penguin Random House, New York, New York."

**Student Persistence, Retention, and Academic Skills**  
**C4 | R6 | R4**

**C4.9 To AP or not to AP? A post pandemic question**  
**Anna Drummey | Villanova University**  
**Christina Winterton | Villanova University**  
**Event Center, Main Floor**

In 2021, nearly 4.6 million AP exams were taken by students in the United States (Collegeboard.org, 2021). However, there are several valid criticisms of the AP program. There is currently no universal score accepted by all institutions, and equity and accessibility remain a concern despite recent expansion of course offerings. These issues have been further complicated by the pandemic, which mandated a shift in format, modality, and grading criteria. Given the change in

AP standards, advisors now face an even more difficult decision: what is the proper placement and appropriate first year courses for students who received AP credit during the pandemic? In particular, what impact will accepting or declining AP credit have on STEM student's academic progress.

**Advising Special Populations**

**C4 | C5 | C5**

**Break or Wellness Activity**

**3:50-4:30 p.m.**

**Event Center, Main floor**

Facing challenges carving out time for self-care? Want to talk about self-care best practices? Have questions about how to discuss self-care with your students? Your supervisor? Let's chat. Come to this interactive session where small groups will talk through the opportunities and challenges related to wellness and advising...and maybe grow your community of care. Light snacks will be provided.

**Concurrent Session 5**

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

**C5.1 Creating a Culture of Inclusion: Academic Advising for Student Parents**

**Jess Myers | Generation Hope**

**Jamie Williams | Generation Hope**

**Act 1**

1 in 5 college students are parenting students. These students academically perform better than their non-parenting peers yet graduate at much lower rates. Efforts to create equitable and inclusive academic advising experiences for this emerging student population play a key role in enhancing the academic success and overall well-being of parenting students.

Using an interactive simulation informed by the parenting student scholars participating in Generation Hope's direct service program, participants will engage in the everyday, critical decision-making experiences student parents encounter that shape their academic and campus engagement. Participants will be exposed to national data and evidence-based practices to inform the ways they can transform their personal and systematic advising practices to be more equitable and inclusive for student parents.

**Advising Special Populations**

**C6 | I5 | R6**

**C5.2 Peer Worker Privileges: Records Access and Guardrails in Student Worker Programs**

**Laszlo Korossy | University of Maryland, Baltimore County**

**Act 2**

Peer Advising programs are a fixture of advising offices nationwide. However, a lack of discussion about what actually constitutes a Peer Advisor's role presents a barrier to understanding how much of the existing theoretical and practical literature is applicable to any given program. Perhaps the most salient difference is what level of student records access is given to student workers, as this decides the scope of the responsibilities that can be entrusted to them. In this presentation, I will present the results of my attempts to discover whether there is a common consensus on level of access, my discussions with several Peer Advisor supervisors nationwide who lead particularly robust programs, my own attempts to emulate their practices at my own institution, and what generalizable lessons may be derived from these efforts.

**Faculty and Peer Advising/Mentoring**

**C4 | I3 | I4**

**C5.3 "Help me go ALL IN on my Major Decision!"**

**Alice Noble | Virginia Polytechnic Institute and State University**

**Alexis Miller | Virginia Polytechnic Institute and State University**

**Act 3**

"You mean I have to decide what I'm going to do for the rest of my life... now?!" The learning opportunities for major selection can sometimes be very limited for students that attend schools without a First-Year Experience (FYE) course. Faced with the challenge of not having a separate FYE course, coupled with a noticeably sharp decline of student participation in optional workshops and information sessions, this advising team pivoted to a more immersive learning experience in the classroom in the fall semester and created a new elective course for the spring, so students can have a full year of opportunities to learn about the different engineering disciplines before they have to go "ALL IN" on what major to select.

**Academic Major Specific**

**C4 | I2 | R6**

**C5.4 Reflecting and Connecting: How Our Social Dimensions Shape (Advising) Relationships**

**Bri VanArsdale | University of Delaware**

**Ovation**

Our social dimensions (i.e., race, class, gender, etc.) shape the way we relate to others, including the relationships with our advisees-whether we are aware of it or not. Through an interactive exercise, attendees will reflect on their social dimensions and how they may be present in their advising appointments. We will share in a rich discussion about the benefits and challenges of this work, using real student examples. Attendees will learn tangible methods to engage in conversations with diverse students.

**Diversity, Inclusion, and Social Justice**  
C6 | R2 | R3

**C5.5 Academic Advising & Success Coaching: A Collaborative Partnership**

**Rita Berson | Drexel University**  
**Victoria Bowman | Rowan College at Burlington County**  
**Encore**

On many campuses, there is a revolution taking place as institutions and professionals are recognizing and embracing that academic advising and success coaching work in tandem to enhance student success. This interactive presentation will highlight the connection between advising and coaching, and the ways in which this collaboration benefits students and fosters persistence and retention. A discussion of the professions and exploration of case studies will offer participants a deeper understanding of the advising approaches and coaching techniques that guide students, provide new opportunities for institutional growth, and enrich student service offerings. Get ready to learn, network, and connect with advising and success coaching professionals!

**Student Persistence, Retention, and Academic Skills**  
C4 | I6 | R6

**C5.6 Assessing and Addressing Burnout in Undergraduate Students to Improve Retention Rates**

**Caitlyn Shanes | Longwood University**  
**Erica Brown-Meredith | Longwood University**  
**Headliner**

Our study emphasizes the importance of combatting burnout levels in undergraduate students. Mental and emotional health has only grown in importance over the years, particularly since the start of the pandemic. Struggles in these areas of well-being have led to many college students experiencing burnout and ultimately dropping out of university. We aim to address the burnout our students face in order to promote healthy habits, well-being and improve overall retention rates of undergraduate students.

**Health and Well-Being**  
I5 | R7

**C5.7 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing**

**Karen Archambault | Rowan College at Burlington County**  
**Melissa Cumbia | Virginia Polytechnic Institute and State University**  
**Act 4**

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 and Development**  
R7

**C5.8 EDMAC in the Regions! Hot Topics for Education Majors**

**Shawntae Harris Mintline | Wayne State University**  
**Event Center, Main Floor**

Lead by members of the Education Majors Advising Community (EDMAC), this session engage in a conversation on topics related to recruitment and retention issues faced by advisors of teacher education majors. Specifically, we will discuss issues related to diversity, equity, and inclusion in our teacher preparation programs and how academic advisors can advocate for our students in order to support a diverse population of teacher candidates. Other potential topics will include the ongoing teacher shortage and how changing program requirements impacts our work as advisors. Our facilitators will discuss how these issues are being addressed at their own institutions, and attendees are encouraged and share concerns and best practices of their own. Special attention will be paid to state/regional specific teacher education trends that affect teacher preparation programs at a local level

**Academic Major Specific**  
R4 | I2

**C5.9 How to Break Bad News to Students - Lessons Learned From Our Friends in Healthcare**

**Karen Meister | Virginia Commonwealth University**  
**Feature**

Advisors often get to celebrate a student's success during their academic journey. However, some students run into roadblocks that derail their plans and progress. Advisors may be the one to break this bad news to students. This isn't always comfortable, but there are valuable lessons advisors can learn from healthcare professionals who frequently break bad news to patients. This session will draw on healthcare teachings to help advisors identify their fear(s) of breaking bad news. Attendees will learn a six step process for sharing bad news and learn to respond to common reactions like anger, disbelief, and tears. The session will conclude with ways an advisor can protect their well-being when having to be the frequent bearer of bad news.

**Student Persistence, Retention, and Academic Skills**  
**R2 | R3 | R4**

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**Awards Reception (Invitation Only)**

**5:30-6:30 p.m.**

*Suite Level Lounge*

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**Dinner on your own**

**5:30 p.m.**

**Medieval Times Dinner Group (Registration Required)**  
**6 p.m.**

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**Friday, March 17**

**Wellness Activity | Wellness Walk**  
**Meet Near Registration (Event Center, Main Hall)**

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

Early morning walk from the conference center to the hotel via the casino and back. Meet near registration for departure around 6:40 a.m.

**Registration and check-in**  
**Pre-Function Area**

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

**Beverage Service**  
**Event Center, Main Hall**

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

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**Concurrent Session 6**

**8-9 a.m.**

**C6.1 Advisors, Students and the Culture of Wellness on Campus**  
**Rachel Benjamin | Drexel University**  
**Florette Press | Drexel University**  
**Act 1**

In this interactive session, we will think about our shift to a culture of wellness and our campus infrastructure when it comes to mental health. Academic advisors play an important role in building a culture of wellness on college campuses. We can make mental health resources visible, strengthen relationships with students, and show compassion for students who are struggling with mental health. We invite you to share your own experiences, consider some scenarios, and take home ideas and language from this session to use in your own advising conversations with students.

**Health and Well-Being**  
**I6 | R2 | R6**

**C6.2 Using Design: Thinking to Help Students Navigate Next Steps Post College**  
**Mary-Chris Escobar | Virginia Commonwealth University**  
**Encore**

Design-thinking is particularly useful in tackling big, thorny, questions that don't have one right answer. This makes it a powerful framework to use in helping students think about next steps post-graduation. This session will provide a brief overview of the tenets of design thinking and specific examples of how it can be applied in career readiness and professional development work with students.

**Career Advising**  
**R6 | C3 | R2**

**C6.3 Oh Crap! What Do I Do Now?: Lessons From Virtual Advising.**

**Ibrahim Kargbo | George Mason University**

**Julio Diaz | George Mason University**

**Headliner**

In early 2020, the lives of academic advisors and our students changed drastically. The COVID-19 Pandemic questioned our ability to provide remote academic advising to students. Academic advisors were challenged to think differently about what remote advising could and should be during a time of uncertainty. We were all left thinking..."Oh Crap! What Do I Do Now?"

This workshop will present a case study on the implementation, use, and effectiveness of a virtual academic advising service immediately prior to and during the COVID-19 Pandemic. The workshop will highlight data and lessons learned from the Office of Student Affairs at George Mason University's College of Public Health.

**Technology and Social Media**

**C6 | 15 | 16**

**C6.4 Creating Gracious Space: How to Recognize and Eliminate Bias in Academic Advising**

**Eileen Snyder | Georgia Southern**

**Ovation**

Creating Gracious Space becomes for the advisor a rejuvenating journey. We will begin with understanding the power of the concept of Gracious Space and the framework of thought and feeling that is required to co-create with our advisees a generative flow of productive dialog that will enhance outcomes while transforming conflict and debate into a process of advocacy and intervention. It allows us to explore our bias by recognizing behaviors and working to eliminate those behaviors. Instead, we will learn how to develop competencies through the concept of Gracious Space to embrace diversity to create a new path and new collaborations to advance our advisees toward successful outcomes.

**Advising Special Populations**

**C4 | R2 | R3**

**C6.5 Diversity, Equity, Inclusion, and STEM: Preparing students for school and career**

**Jill Krebs | Carroll Community College**

**Feature**

As part of a STEM-related honors program at a small community college, I teach a transfer and career seminar course. To promote awareness of the lack of representation of women and BIPOC and how this lack impacts the culture of STEM, I use an online resource, "The Underrepresentation Curriculum," to incorporate topics about diversity, equity, and inclusion (DEI). All students, including those not from underrepresented groups, are better prepared for careers when they learn about and reflect upon these realities. This interactive presentation will highlight some of these issues, share my students' response to class activities and discussions, and finally make observations about how advisors can, within their own work, incorporate DEI concerns connected with students' experiences in college and career.

**Diversity, Inclusion, and Social Justice**

**C6 | R6 | C2**

**C6.6 Drawing to Improve My Hand: Exploring Professional Development for Mid-Level Advisors**

**Edna Renee Macbeth | Virginia Commonwealth University**

**Act 2**

"If I want to remain an advisor and grow, what can I do?" is a common question among mid-level advisors. It is challenging to figure out how to continue our professional development and grow our skills, especially if there is not a road to promotion and/or if you don't want to move into administration. This session will give attendees space to clarify their career goals, see examples of mid-level advisor professional development, and then explore ways they can advocate for their growth and continued development in their role

**Training and Development**

**R6 | R2**

**C6.7 Advising Assessment: A Useful Session**

**Bri Lauka | Johns Hopkins University**

**Act 3**

Advising is central to student success. But how do we know students are learning what we hope they are as a result of our work? This session will improve advisors' ability and confidence to assess student learning in advising. Participants will learn to craft clear student learning outcomes, map learning activities across the student advising experience, differentiate and select effective assessments of learning outcomes, and use results to improve advising practice. Participants will engage in a collaborative activity using backward design to apply these skills. The presenter will share real examples of creating and revising assessment processes. Participants will have the opportunity to discuss benefits and challenges of assessment. Finally, the presenter will emphasize the importance of aligning advising goals and assessments to institutional and curricular learning goals.

**Assessment and Evaluation**

**C5 | R7**

**C6.8 Sci-Fi, Sports, Teaching, and Ice Cream: Metaphors in Academic Advising**

**Zack Underwood | Virginia Tech**

**Ryan Underwood | Virginia Tech**

**Act 4**

Similar to the force in Star Wars, metaphors surround us. They are between you, me, the tree, the rock, everywhere. Metaphors are a daily part of academic advising. Utilizing Hagen's (2018) hermeneutics mindset, this presentation will identify everyday advising metaphors. This presentation connects how advisors utilize metaphors compared to NACADA Core Competencies as well as analyze how often they occur in the context of presentation titles of NACADA Regional and National conferences over the last 3 years. Participants will identify their own personal advising metaphors as well as share those metaphors with colleagues. All will be encouraged to consider the positives and negatives of metaphors to sharpen advising relationships.

**Student Development, Theory, and Research**

**C4 | I6 | R2**

**C6.9 All In On Mentoring: Celebrating 10 Years of Connection and Collaboration**

**Gavin Farber | Temple University**

**Rita Berson | Drexel University**

**Jenine Buchanan | University of Colorado Denver**

**Amanda Carcione | Seton Hall University**

**Calley Stevens Taylor | Cedar Crest College**

**Lisa Yamin | Virginia Commonwealth University**

**Event Center, Main Floor**

The NACADA Region 2 Mentoring Program created opportunities for members to gain expert guidance from professionals in the field. It opened the door for new, mid-level and expert practitioners to connect at any point in their careers in higher education. During the 2013 cohort, 10 practitioners were matched into five mentoring dyads. This interactive panel presentation will reunite these mentors and mentees after a decade since first being matched. They will share their experiences from the program. The history of the regional program, the benefits and challenges of mentoring, and how to get involved within the association and profession will be discussed. Mentoring has no boundaries and is open to all who seek opportunities to grow and develop with the advice and support of a peer.

**Training and Development**

**R2 | R4 | R6**

**Concurrent Session 7**

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

**C7.1 Maximizing your LMS to enhance Advising Strategies and Training**

**Jessica Steinheimer | Ramapo College**

**John Yao | Ramapo College of New Jersey**

**Act 4**

During the pandemic, the usage of our institution's LMS increased exponentially. Faculty were now required to have course shells for every course they taught, and in turn, students were required to access them. In an effort to meet our faculty and students where they were, we dove into designing accessible, educational, and intentional advising resources. This session will demonstrate how to use your institution's Learning Management System to develop online courses and modules for both student advising and faculty and staff advising training

**Technology and Social Media**

**I7 | C4 | R7**

**C7.2 Examining the Conference Experience and What Do I Do Next as a NACADA Member?**

**Members of the NACADA Membership, Recruitment, and Retention Committee**

**Suite Level**

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**

**C7.3 The Coalition Approach to Fellowships Advising**

**James Tuten | Juniata College**

**Kristin Camenga | Juniata College**

**Act 3**

Prestigious extra-mural fellowships and scholarships can enrich the education and lives of high-achieving students. Juniata College, a small liberal arts college with a faculty advising model, cultivates a coalition approach to advising students for these awards, rather than having a centralized office or honors college. For more than thirty years, a rotating coalition of faculty and staff have taken responsibility for individual scholarship programs such as the Goldwater, Gilman, and Fulbright. The session will share this model and discuss the importance of rapport-building to develop excellent

applications, methods to support students in the application process, and getting faculty buy-in as talent scouts. Participants will be invited to reflect on the structures for fellowship advising at their own institutions and the challenges and benefits of different models.

**Faculty and Peer Advising/Mentoring**

**R4 | R2 | C1**

**C7.4 Building Partnerships: Lessons from the Maryland Engineering Transfer Alliance Conference**

**Shannon Buenaflor | University of Maryland**

**Jill Krebs | Carroll Community College**

**Jacqui Rogers-Frere | College of Southern Maryland**

**Suzanne Ashour-Bailey | University of Maryland**

**Act 1**

The Maryland Engineering Transfer Alliance (META) Conference supports transfer students indirectly through networking among community colleges, transfer schools, and STEM industries and professional organizations. Hosted by the University of Maryland A. James Clark School of Engineering, the META Conference is a collaboration between academic advisors, faculty, and staff at UMD and the community colleges in the state of Maryland. The 2022 conference, through its theme Partner Together, shifted toward a more collaborative model for planning and sharing student and institutional challenges. Our conference working sessions generated several ideas for addressing these challenges and strengthening our partnerships. We hope that our experience will provide others with potential models and solutions on their own campuses.

**Training and Development**

**R7 | C6 | I5**

**C7.5 When Your Students Ghost: A discussion on reengaging with our students**

**Amanda Carcione | Seton Hall University**

**Shanice Parran | Rowan College at Burlington County**

**Act 2**

We've all been there - a great meeting with a student, open discussion and engaging questions, then we try and follow up and the response....crickets. Student often begin each semester with the intent of connecting with others (advisors, faculty, student organizations, etc), but as the reality of academic term sets in, they stop responding to outreach, disengage, avoid obligations and ignore support from various campus resources which often results to struggling academically (Curly, Aug. 2023). How can academic advisors intervene and help these students re-engage in their academic careers? How do we know if a student is engaged or not? During this roundtable discussion, attendees will share their experiences and strategies for connecting with disengaged students while working cooperatively to develop a list of strategies or best practices for engaging students in the educational and advising processes on their campus.

**Student Persistence, Retention, and Academic Skills**

**R2 | C4**

**C7.6 Working Smarter not Harder: Strategies for Advising Today's College Students**

**Devin Ulm | University of Pittsburgh**

**Ovation**

Over the last several years, higher education has seen a shift in the characteristics of students as Generation Z began attending college. Further, the COVID-19 pandemic altered every aspect of our daily lives. Because of this, student needs and expectations have changed, and in turn, advising practice has had to adapt. However, advising resources have remained similar: our workdays are the same length, but our responsibilities have grown as we meet the new demands of our students and fill the void left by colleagues who departed. The goal of this session is to provide advisors the space to discuss newly observed trends in student behavior. The presentation will provide examples and suggestions for adapting advisors practice to be both efficient and effective.

**Training and Development**

**R7 | I5 | C4**

**C7.7 Reconceiving Advising for Future Teachers: One-stop Shop for Academic Advising**

**Dara Hall | James Madison University**

**Reilly Zwanzig | James Madison University**

**Feature**

This presentation will share the strategic design and implementation of centralized advising for education programs in a decentralized university to remove barriers to enable a smooth pathway for student success. As part of the design stage, we will share the data analysis from needs assessments with stakeholders in the college and across the university, the process of designing and renovating the space, and how goal setting helped us to achieve our vision. For the implementation stage, we will share the process of opening the center, building a professional academic advising team, and collaboratively developing shared processes across advisors, as well as our plans for next steps. Presenters will provide space for discussion and reflection on how to implement similar structures within participants' institutions.

**Academic Major Specific**

**C4 | C6 | I2**

**C7.8 Advisor Connect - Building Relationships, From Connection to Completion****Bonnie Sulzbach | Harford Community College****Bill Elliott | Harford Community College****George Budelis | Harford Community College****Headliner**

Retention and completion are at the forefront of Advisor Connect. This program, currently in its fourth year, was designed to improve the success rates of Harford Community College's students seeking an associate's degree. The program's success has been validated through a comparison of the fall to fall retention rates and aggregate grade point averages for students who are assigned a designated academic advisor. Please join us as we present a lively discussion on all aspects of Advisor Connect, from planning and implementation of the program to measuring its effectiveness.

**Student Development, Theory, and Research****C4 | C5 | R2****C7.9 Peer Redesign of Academic Onboarding Course Site for Transfer Students****Elizabeth Ozment | University of Virginia****Allison Gish | University of Virginia****Allison Fowle | University of Virginia****Maggie Lesnik | University of Virginia****Daniel Zhao | University of Virginia****Arya Ganesan | University of Virginia****Encore**

This presentation reports about a web-based academic advising resource developed in partnership between students and dean at a R1 institution. The students leading this presentation will share an approach in transfer student advising technology that helps transfers gain ownership in academic advising. The resource addresses a need for intensive, centralized, self-paced remote academic onboarding for transfer students. Among the gains from pilot was a significant increase in the number of transfers actively learning to navigate our course-management system prior to classes. Surveys show 97% of student respondents reported feeling better informed about the College's academic expectations after using the resource. During a subsequent student-led expansion of the resource, transfer students repositioned this tool as a partnership to privilege transfer voices in the conception and delivery of academic advising content.

**Advising Special Populations****C4 | R7 | I7****C7.10 Hybrid Advising as the New Golden Standard****Devin Erb | Virginia Tech****Jennifer Chin | Virginia Tech****Hall**

As online enrollment and engagement continues to grow, online resources for these tech-savvy students needs to increase. After COVID-19 changed how education operates on a national scale, students were forced to adapt to the new wave of education: online learning. At the same time, university faculty and staff were also having to quickly master how to teach and support students virtually. Now even though the educational world is slowly getting back to normal, students are still accustomed to having everything they need online from wherever they are. Hybrid advising not only ensures that all students are able to receive the support they need, from the modality they prefer, but also promotes a more efficient working environment for our academic advisors.

**Technology and Social Media****I5 | C4 | C6****Networking Sessions****10:20-10:50 a.m.***(See the app for session descriptions)***Networking Session | Transfer Students Advising Community****Act 4****Networking Session | Learn about the Advising Communities****Headliner****Networking Session | Hot Topic: Covid Impacts on Academics in Higher Ed****Act 1****Networking Session | STEM Advising Community****Act 2****Networking Session | Advising Administration****Act 3****Networking Session | Hot Topic: Advisor Self-Care****Encore****Networking Session | Assessment Advising Community****Feature****Networking Session | Well-Being & Advisor Retention Advising Community****Ovation****Networking Session | Learn about Advising Leadership****Event Center,****Main Floor****Brunch and Closing Session****11 a.m.-12:30 p.m.****Event Center, Main Floor**

