NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

2023 NACADA Regions 8/9/10 Conference
Illuminating the Path of Possibilities
February 27-March 1, 2023
Westgate Resort & Casino
Las Vegas, Nevada

Conference Schedule
Sessions and schedule are subject to change.

Monday, February 27

Registration and check-in   **8 a.m.-5 p.m.**
Registration Desk, Lobby

Preconference Workshops

P1   Social Justice: Emotional Strategies for Changemaking
Ariel Collatz, Malina Gillies-Doherty, and Anya Gibson | University of California, Davis
Pavilion 9   **9 a.m.-noon | Cost: $60**

Social justice work is an ongoing and always-evolving process that contributes to student success. Advisors play an important role in creating more equitable educational experiences for students. As a result, the field of academic advising is showing its growing commitment to social justice. Still, doing this work brings daily challenges. In addition to knowledge of foundational concepts like privilege, oppression, identity, and power, academic advisors need additional strategies to do this daily social justice work.

This session covers emotional components of social justice work to empower advisors to meet these challenges using mindfulness, emotional awareness, and self-compassion. When we place our attention in the present moment with compassion and without judgment, we expand our ability to intentionally choose how to engage. From this point, we can more easily begin to deconstruct oppressive systems.

This workshop explores how our identities relate to our social justice learning. Participants will engage in interactive exercises and self-reflection that enable them to be more effective and sustainable social justice advocates. Participants will leave with a social justice care plan that will help them develop an individualized strategy to understand

how they can approach the unique situations that they face. We will also provide and practice centering strategies and explore self-compassion as a foundational support for our social justice practice.

Diversity, Inclusion, & Social Justice
C1 | C6 | C4

P2   **Designing for the Future: Decision-making for Learner Centered Practices**
Melissa Rudd and Erica Mitchell | Arizona State University
Pavilion 1   **9 a.m.-noon | Cost: $60**

Advising professionals face unique challenges in the current higher education landscape. Shifting student demographics, staffing challenges and the evolving needs of learners requires higher education professionals to respond and adapt quickly.

Through group activities, discussion, and reflection, this highly participatory workshop will equip higher education professionals with strategies to help navigate their complex ecosystem. Included are strategies for decision-making that honor all levels of positional authority, and place learners at the center of solutions design.

Participants are encouraged to bring a real-world challenge in their workplace and engage in activities designed to inspire appreciative, inclusive, and innovative decision-making practices they can apply immediately. The presenters will share their experiences, and guide participants through actionable methods that can be applied in a variety of settings.

Training & Development
R6 | C4 | R7

P3   **Using Creative Play Techniques in Advising**
Allison Ewing-Cooper and Meredith Parker | University of Arizona
Pavilion 4   **10 a.m.-noon | Cost: $60**

Play is an effective technique for people of all ages and in a variety of settings, including academic advising. This interactive presentation will briefly cover the benefits of play before providing opportunities to practice these techniques. Participants will receive a play starter kit, complete with a bag of Legos, colored pencils, paper, manipulatives, and a canvas. Activities include building structures with Legos, mapping out possible lives, drawing pictures with partners, decorating canvases, and participating in some group games. After a session of fun and games, participants will leave with a new appreciation for play and plenty of ideas to use with their students.

Training & Development
C4 | R2 | R4

P4   **Motivational Academic Advising: a New Approach to Advising Based on Motivational Interviewing**
Tom Liljegren | Utah State University
Pavilion 11   **10 a.m.-noon | Cost: $40**

How can academic advisors best prepare students to take action to increase their academic and career success and overcome obstacles? Motivational Interviewing offers a model of practice designed to help students use their own motivation and values to push themselves towards progress.

Motivational Interviewing is a counseling technique that has shown to be effective in many therapeutic and health settings. It can also be the foundation of an academic advising approach. This presentation will outline the approach and techniques of Motivational Academic Advising as a comprehensive advising model. Additionally, participants will practice techniques to apply to everyday advising.

Student Development, Theory, and Research
C3 | C4

Lunch on your own   **noon-1:30 p.m.**

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

NACADA Leaders
Pavilion 4

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.

C1.1   Bounce Back: Lessons Learned from an Academic Recovery Course
Sadie Downs | Colorado School of Mines
Lisa Anderson | Colorado School of Mines
Ballroom D

Our presentation will cover how we tailored a one-credit academic recovery course to meet the needs of our high-achieving STEM student population. Bounce Back incorporates not only academic skills such as study and test taking techniques, time management, and goal-setting, but also personal development strategies to help students understand their "why" and their values. In an environment where students often feel isolated when facing academic challenges, we emphasize discussion and activities that build support networks and connection among students and wider campus resources.
We will discuss the curriculum and topics covered in the course, provide example activities and lesson plans, share student outcomes from the course, and end with a discussion to brainstorm how participants can apply these topics to their own campus.
Student Persistence, Retention, & Academic Skills
I6|R6|I2

C1.2   Fostering a Culture of Professional Development on Your Campus Rooted in Community Care
Marian Gabra | University of California-Los Angeles
Alina Avila | University of California-Los Angeles
Ballroom E

Would you like to initiate or incorporate professional development opportunities for you and your colleagues? Would you like to foster a community of care and support? Within your current role, how do you or how can you advance the field of academic advising? How can you make an impact, regardless of institutional support? This presentation will engage the audience in these critical questions, while also demonstrating how a campus with a decentralized academic advising structure was able to foster a more cohesive, collaborative, and engaged advising community through the development of a structured professional development program that received the NACADA Region 9 2018 Advising Innovation award.
Training & Development
C6|I6|R7

C1.3   How a Large, Urban CSU Campus Implemented a Campus-Wide Advising Caseload Model
Andrea Villegas | California State University-Los Angeles
Kyle Behen | California State University-Los Angeles
Gerardo Lopez | California State University-Los Angeles
Elizabeth Velasco | California State University-Los Angeles
Ballroom F

How a large, urban CSU campus implemented a campus-wide advising caseload model presentation will provide brief contextual information about Cal State LA's undergraduate student demographics and advising organizational structure. Participants will be guided through how Cal State LA's student success data on retention, graduation, and equity gaps motivated the development of a university-wide caseload model for first- and second-year students. Participants will learn how specific advising structures were implemented to support and guide beneficial advising practices within the caseload model. Advisors and advising administrators will co-present and provide participants role-specific implementation perspectives. We will share recent advising survey data and instruments designed to measure the student-advising experience within the caseload model. Participants will be provided material practical examples of a proactive outreach campaign calendar, training examples, and a caseload model guiding document.
Student Persistence, Retention, & Academic Skills
C4|R2|I3

C1.4   Becoming an Informed UndocuAlly: Strengthening College Advising and Persistence Practices
Margarita Landeros | California State University-Dominguez Hills
Jazlyn Landaverde | Los Angeles City College
America Lopez Martin | Los Angeles City College
Ballroom G

We will unpack the legislature that impacts students who are undocumented/dreamers. We will also identify ways to respond to and advocate for their diverse needs. Additionally, we will discuss how to rethink our language and practices so that we are inclusive of students who are undocumented/dreamers. Finally, we will highlight how to motivate students as we enter a new age of non-DACA recipients and uncertainty for the temporary protection of students who are undocumented/dreamers.
Diversity, Inclusion, & Social Justice
C4|I5|R3

C1.5   **Identifying Burnout and Setting Boundaries for Mid-level managers**
Robbie Powers | University of California-Berkeley
Pavilion 1

Why are so many managers and employees leaving the field? This session explores burnout in the advising supervision community and the ways boundary setting can be used to reverse, curb, or eliminate signs of burnout. Burnout presents itself as Cynicism, Exhaustion, and Detachment. We will explore boundary setting topics such as " doing less with less", human first planning, how we can intentionally drop balls, and identifying our non-negotiables. The session is designed for mid-level managers but the topics will likely be broad enough that anyone attending could benefit.
Advising Administration
I6|C6

C1.6   **Jackpot! Filling in the Gaps on University Resources for Graduate Students**
Michael Cersosimo | Loyola Marymount University
Dani Doyle | Loyola Marymount University
Pavilion 10

While many institutions of higher education predominately serve undergraduates, how we support graduate students is equally important. This can be especially challenging when graduate students are not on campus often and are working professionals. Yet, this is still important to the student experience by providing not only academic advising, but ways to engage them with the campus. This session will focus on some of the strategies and initiatives one student success office has done to support this student population.
Advising Special Populations
I5|I6|R2

C1.7   **2023 Stupski Foundation Advisor Wellness Grants**
Cheri Souza | Stupski Foundation
Jennifer Nguyen | Stupski Foundation
Pavilion 11

In 2022, 12 institutions across Region 9 received funding to address the issue of advisor burnout. Campus teams received up to $30,000 in grant funding to design a wellness initiative for academic advisors on their campus. Grantees in this cohort designed a wellness initiative for advisors on their campus by sourcing solutions to the great resignation and advisor burnout from their peers. The goal of these initiatives was to institute advocacy and systems change on campus to support advisor wellness and mental health. Attend this session to learn how the advisor wellness initiatives have been progressing on select campuses and how you can be a part of the next Region 9 Stupski advisor wellness grant cohort!
Health and Well-Being
R2|R6|C6

C1.8   **It's not all About the Diploma: Illuminating Your Role in Career Development**
Erin Bergeron | Utah State University
Lindsey Cazier | Utah State University
Alece Newberry | Utah State University
Pavilion 2

Academic Advisors have the ability to empower students to achieve amazing things both academically and professionally. In this presentation, seasoned academic advisors and career specialists, will link the benefits of advising and career development through actionable practices to integrate career development conversations into advising appointments.
Career Advising
R6|C4|I6

C1.9   **7 Habits of Highly Effective Advising**
Jordan Truex | Utah State University
Pavilion 4

"Sow a thought, reap an action; sow an action, reap a habit; sow a habit, reap a character; sow a character, reap a destiny." This session will outline ways that by implementing Steven R. Covey's "Seven Habits of Highly Effective People" you can develop habits and best practices that strengthen student advising interactions, build meaningful student, faculty, and interdepartmental relationships, increase program retention and graduation rates, and fortify a healthy work-life balance. Building on NACADA Core Values in this process, you will find ways to make your process the most meaningful and effective for your individual advising practice.
Student Development, Theory, and Research
C4|R4|R6

C1.10 **Success Through Collaborations: A Holistic Approach to Transfer Student Success**
Maria Grandone | University of California-Irvine
Chenoa Woods | California State University
Pavilion 9

Many institutions have increasingly focused on improving transfer student pathways to support students along their educational journey. According to the National Student Clearinghouse, the retention rate for public, four-year institutions in higher education is 76.3%, but about 1 in 4 students left their institution to study elsewhere or did not engage with any other institution.
Technology & Social Media
I2|I6|I7

C1.11 **Supporting Underrepresented Students Utilizing the Integrated Career Advising Approach**
Priscilla Arungwa | Utah State University
Pavilion 6

Supporting Underrepresented Students Utilizing the Integrated Career Advising Approach: As an advisor, have you witnessed a student who is unable to describe their career interest or a student who is confused about selecting a career and/or major, sometimes with multiple interests? These are some signs that a student may be struggling with narrowing down a career. Individuals from underrepresented, marginalized, justice involved populations, and first generations college students often have experienced a lack of career advising before beginning their higher education journey. This hands-on session will aim to develop career advising techniques that advisors can use in any academic advising session. This Intergrated Career Advising model does not aim to replace or substitute the work of career development professionals, but integrates career advising across existing academic student support systems.
Career Advising
I5|C6|R7

Concurrent Session 2   **4-5 p.m.**

C2.1 **Simulating the Undergraduate Experience**
Andrew Nguyen | University of Hawaii at Manoa
Ballroom D

As university representatives, it behooves us to develop students not just academically, but holistically. Under normal circumstances, this is already a herculean feat that requires careful consideration of student-centered service, a driven employee, and a bit of luck...or funding. But, turning the difficulty setting to "hardmode" back in 2020, the world shut down due to a global pandemic and the university experience was forever changed.
Building upon previous gamified initiatives, one advisor sought to address student engagement and immersion in the digital space. Focusing on narrative-based learning, a simulated university was developed for remote learning. This presentation will highlight the immersive approach to gamification in a student support course summarizing the five year development process that resulted in this digital format, the trials and tribulations, and the student feedback after play.
Prospective Students and the First-Year Experience
I2|I6|R6

C2.2 **Finding Your Power and Creating Change**
Lauren Worrell | University of California-Davis
Sarah Driver | University of California-Davis
Samantha Arcement | University of California-Davis
Pavilion 1

Change has to start somewhere, and that change can start with you! Working in higher education, staff often have amazing ideas for big and small changes that could benefit students, create more efficient processes, fight inequities, and/or improve culture. However, staff often feel limited in their power to create change, or have imposter syndrome about ideas and contributions. In this session, we will talk about ways to embrace your power, understand how change happens, manage up, and ultimately initiate changes that you want to see. Participants will engage in small group activities and walk away feeling empowered to create meaningful changes.
Training & Development
R6|C3|C6

C2.3 **Bringing it Together: Developing a College Wide New Advisor Training Program**
Joseph Davis | Arizona State University
Shauna Dranetz | Arizona State University
Ballroom F

Onboarding a new advisor can be a difficult and time consuming process. To make matters more complicated, when several units are responsible for training their own advisors, there can be a distinct difference in resources and experiences that are available to assist the new advisor. To help with this concern, an advisor training program was developed as a baseline for advisor readiness and competencies. The program was developed as a part of a college-wide endeavor to standardize advising training across units. This helps to ensure that all new advisors receive the same

initial training to enhance the student experience at our university. This presentation aims to detail the structure of this program and some common strategies for the development of other advisor training programs.

Training & Development

R7|C5|I2

C2.4 **"Me Myself and Us": Supporting Student Parents Through Higher Education**
Tomie Lenear | Student Parent Center, University of California-Berkeley
Sheila Repunte | Student Parent Center, University of California-Berkeley
Ballroom G

Students with dependents (i.e. student parents) have needs that include academic advising, but can also include access to family housing, childcare, food security, campus policy interpretation and advocacy. In this presentation, staff from the Student Parent Center at UC Berkeley will introduce and elaborate, on key methods of equity-based support for advisors that have struggled to serve this population, and/or currently aspire to address this demographic's needs. The Student Parent Center operates under the Centers for Educational Equity and Excellence (Ce3) at the University of California, Berkeley.

Diversity, Inclusion, & Social Justice

C6|R6|I1

C2.5 **Gender Differences in the College Major Choice of Hmong American College Students**
Soua Xiong | California State University-Fresno
Lisa Vang | California State University-Fresno
Ballroom E

This mixed-methods study focuses on the college major choice of Hmong students. This study discusses findings from 136 Hmong students to understand the role of gender in the college major choice process. The quantitative data analysis indicates that gender is positively associated with college major choice and a significant predictor of college major choice for Hmong students. The qualitative data analysis illuminated the factors that impact how Hmong men and women select a major and switch majors. These findings suggest that it is important for advisors to understand how the selection of a major varies by gender for Hmong students and the critical role of family members in the college major choice process.

Advising Special Populations

C4|I5|R2

C2.6 **Illuminating the Path of Advising Redesign: Opportunities for all Institutions**
Erin DeRosa | California Polytechnic State University
Vannessa Lopez | Cal Poly Pomona
Jay Ebue | Cal Poly Pomona
Cecilia Santiago-Gonzalez | Cal Poly Pomona
Pedro Navarro| Cal Poly Pomona
Pavilion 10

Many institutions are transforming advising on their campus by implementing a proactive advising model, which moves away from the traditional, transactional forms of advising "Miars, 2019." A proactive caseload utilizes holistic and developmental approaches to support students through their educational career rather than once issues arise "Miars, 2019." Institutions hoping to transform academic advising on their campus toward a proactive caseload model, should consider the dimensions of transformative change to ensure the new approaches are institutionalized "Kalamkarian, Karp, Ganga, 2017." This session illuminates the possibilities available to administrators and advisors interested in implementing a caseload advising model, those wanting to leverage technology in support of transition, or those interested in adapting their existing approach to a coordinated intervention strategy.

Advising Administration

C4|I6|R2

C2.7 **Advising the Online Student**
Shalece Nuttall | Utah Valley University
Clint Moser | Utah Valley University
Pavilion 11

Many institutions are seeing an increase in the number of students pursuing their education fully online. Utah Valley University (UVU) has a goal to expand flexible educational and online offerings to increase retention and completion efforts. This presentation will share what has been done at UVU to support the online learner, as well as best practices for successfully advising the fully online student.

Advising Special Populations

C4|I5|R4

C2.8 **Help Me, Help You, Help Them: Strategies to Connect with High School Counselors**
Katie Sill | University of Alaska Southeast-Sitka Campus
Pavilion 2

A good high school counselor has the potential to become a valuable partner for an Academic Advisor. This is

especially true for those living in small or rural communities where student support resources can be scarce. Working together with high school counselors can increase dual enrollment, student retention, and (in some cases) the recruitment of graduating seniors. In this session, we will explore strategies for establishing and fostering working relationships with high school counselors. This session will outline how the University of Alaska Southeast Sitka Campus fosters these relationships with its local high schools in the hope of inspiring other community campuses to do the same.

Prospective Students and the First-Year Experience
R2|R6|R3

C2.9 Flip Your Workspace: An Advisor's Guide to Creating a Lively Office Culture
Elizabeth Rodriguez | New Mexico State University
Aitiana Zamora | New Mexico State University
Pavilion 4

This presentation will allow advisors a space for collaborative reflection on workspace challenges, such as high caseloads and high turnover rates. Upon reflection, we will propose attainable solutions to creating joyful and trusting office environments that celebrate the diversity of the attendee's home institutions. We will explore the importance of an office's ability to accept and acknowledge its staff's diverse talents and how it relates to successful interactions with students. We welcome individuals from different institutional types and sizes to learn with us as we work toward building vivacious office cultures.

Health and Well-Being
C6|R2

C2.10 We Want all the Smoke! Defining Black Student Success with Purpose and Value
Mya Hines | University of California-San Diego
Pavilion 9

Thinking about how Black students define student success should be liberating but it could also be quite controversial. In historically and predominantly white institutions, the structural conditions of anti-Blackness are endemic to the college experience and can influence how students perceive student success. I personally struggled to think outside of the normative, social construction of student success. This research study helped me pursue a curious question as to whether Black undergraduate students had similar thoughts. In the face of anti-Blackness, Black undergraduate students must find ways to unapologetically express their understanding, knowledge, and perception of student success. The findings of my research illustrated that Black students constantly need to negotiate and renegotiate how to acknowledge the dominant narrative of student success imposed upon them and use their counternarratives to center their voices as Black students. "We Want All the Smoke" is a high-level overview of a qualitative research study that interrogated the ways in which Black students defined student success. In addition, attendees will have the opportunity to explore how and if the research studies' findings are applicable in their institutions.

Diversity, Inclusion, & Social Justice
C6|I5|R3

C2.11 Special Programs Advising Collaboration: Best Practices, Tools, and Tips to Improve Student Outcomes
Veronica Dimas | Central Washington University
Racheal Croucher | Central Washington University
Pavilion 6

The College Assistance Migrant Program (CAMP) and TRIO Student Support Services (SSS) at Central Washington University have been housed together for the last four years, allowing us to provide support to our shared student population. After their one year with CAMP, students can access limited follow up support from CAMP; it is critical that they continue to receive similar resources. CAMP students seamlessly transition into TRIO SSS, a continued support program, while maintaining ties to CAMP. In this presentation we'll share how CAMP and TRIO SSS have worked together to provide support to our students. We will present several best practices that will be beneficial to your student population.

Advising Special Populations
R1 | R2 | I6

Opening Reception and Networking   **5-7 p.m.**

Ballroom A

Bring your Business Cards for Activities!

Tuesday, February 28

Wellness Activity | Stretch, Shake, and Chat   **6-7 a.m.**
Conference Rooms 2-3

Wake up your mind and body with a 30-minute stretch and low cardio dance session. Start the rest of your day with gratitude and wellness chat sessions with the group.

Registration and check-in   7 a.m.-5:30 p.m.
Registration Desk, Lobby

Breakfast   7-8 a.m.
Ballroom A

Concurrent Session 3   8-9 a.m.

C3.1   **Teaching Higher-order Thinking Skills through Academic Advising**
C. Wakaba Futamura | University of California-Santa Cruz
Ballroom D

As academic advisors, we serve as educators outside of the classroom who empower students to become autonomous lifelong learners and informed global citizens. Yet with the demands of juggling multiple functions while managing a caseload that can surpass 300 students, how can we also strive to teach critical thinking through advising? This presentation draws on Bloom's Taxonomy, identifying practices that advisors may already have in place that they can strategically utilize to foster their students' analytical, evaluative, and creative thinking skills. Participants, new and seasoned advisors alike, will have the opportunity to exchange best practices, discuss institutionally specific challenges, and suggest corresponding solutions to more effectively promote higher-order thinking skills.
Student Development, Theory, and Research
C4

C3.2   **Sharing Stories & Strategies to Ignite (or Reignite) Your Advising Spirit**
Jennifer Arin | San Francisco State University
Matt Markin | California State University-San Bernardino
Derek Furukawa | University of Hawai'i-Mānoa
MichaelCersosimo | Loyola Marymount University
Ballroom E

Please join us for this first-of-its-kind NACADA event, which will be introduced by Matt Markin, co-editor of the Advising is Forever Pocket Guide, and moderated by Jennifer Arin, lecturer, faculty, and staff advisor at San Francisco State University. This reading-plus-discussion will include brief presentations by contributors to NACADA's hot-off-the-presses advising guide, "Advising is Forever: Sharing Stories to Ignite (or Reignite) Your Advising Spirit." The true advising tales that our panelist-storytellers share will provide an intimate and practical view of frontline academic advising, through personal narratives that also suggest specific advising strategies. We want to hear your tales, too! This panel will be a time of listening, sharing, and exchanging advising stories, to keep our spirits alive and well, and to give participants advising tools and ideas to bring back to their own campuses.
Training & Development
C4|R4|R1

C3.3   **Fostering a United Front: A Case Study of Best Practices for Advising Staff Retention**
Kevin McVay | University of Nevada-Las Vegas
Megan Hullinger | University of Nevada-Las Vegas
Ballroom F

This case study presentation seeks to discuss actions and approaches that leaders in the field could consider to support the holistic well-being of their advisors. We will examine a set of best practices that have decreased staff turnover and burnout, increased efficiency and student success metrics, and addressed advisor advocacy. Participants will also have an opportunity to share their best practices.
Health and Well-Being
I1|R2|C6

C3.4   **The Significance of Names in Inclusive Advising**
Tonnett Luedtke | University of Denver-Community Commons
Ballroom G

As academic advisors, we want to build rapport and trust with our students. One of the easiest ways to create an instant connection is to not only know our students' names but to also say and spell their names correctly. For students that hold traditionally marginalized identities- particularly those from low-income, first-generation, BIPOC- it is even more significant to provide interactions that leave them feeling welcomed and valued. Often times students with difficult to pronounce or non-European sounding names are made to feel anything but welcomed.

Join this session for an interactive discussion on the importance of names and how we can improve our academic advising practices to enhance every students' sense of belonging. Please be prepared for moments of self-reflection and to engage in dialogue with your colleagues.
Diversity, Inclusion, & Social Justice
R1|R3

C3.5 **Illuminate Your Career Path by Understanding Your VIPS**
Mark Isham | Los Medanos College
Pavilion 1

Choosing a major and a career are two of the most important decisions college students make because they don't want to gamble their time and money on potentially unsuitable choices. While there are multiple factors to consider in this decision-making process, helping students understand their values, interests, personality, and strengths (their VIPS) can shed some light on both who the student is and their possible best matches in academia and the world of work. Attendees will learn about free online assessment tools, how to interpret assessment results, and how to use two reliable databases from the U.S. Department of Labor to help students explore their options. Attendees are strongly encouraged to bring a Wi-Fi-enabled device to take brief assessments and follow along as we explore online resources. Primary attention will be given to occupational interests.
Career Advising
C4|I7|R6

C3.6 **New Student and Orientation Advising Roundtable**
Colette Magoon | California State University-San Marcos
Justin Villasenor | California State University-San Marcos
Susie Nordstrom | California State University-San Marcos
Pavilion 10

As a roundtable discussion aiming to share ideas and models of the onboarding experience on campuses in our regions, participants in this session will join in small group discussions to look at the academic advising needs of new students, both transfer and first years; current examples of orientation and new student outreach; materials used (including websites, videos, social media); timelines; and new student learning objectives. Formats for disseminating advising information, how the enrollment process works, and the difficulties and strengths of the various orientation models in our regions will be explored with the goal of discovering creative ways to move to more relevant and effective orientation advising models. Finding a place for ongoing discussions on this topic will also be considered.
Advising Special Populations
C4|I5|R7

C3.7 **Advisors with Advanced Degrees: Connecting Educational Backgrounds and Professional Experiences**
Allison Ewing-Cooper | University of Arizona
Kathryn Gallien | University of Arizona
Pavilion 11

Academic advisors help students achieve their goals and earn degrees, but what do we know about advisors' own achievements and degrees? In this presentation, we will discuss findings from our survey—distributed through the NACADA listserv—on the experiences of advisors with advanced degrees. The survey asked questions about advisors' educational backgrounds, including types of degrees and majors, the academic activities they participate in (teaching and research), the advantages and drawbacks to having an advanced degree, and how their degrees impact their advising. After discussing the findings, we present recommendations for how institutions of higher learning could improve advisor satisfaction and strengthen universities. We conclude with an activity to generate discussion from advisors about their experiences and outline additional recommendations for universities.
Advising Administration
C2|C1|

C3.8 **Forming a Meaningful Working Relationship With Your Advisees Through Crucial Conversations**
Tayler Mesnard | Nevada State College
Pavilion 2

The relational component of advising emphasizes the importance of a positive working relationship with each student (Gordon et al., 2008). When advising appointments turn into conversations that are crucial to a student's success, how can we, as advisors navigate those important conversations while continuing to build a positive relationship. This presentation will highlight strategies from "Crucial Conversations: Tools for Talking When Stakes are High," that assist in building a framework to have a conversation which strengthens working relationships (Grenny et al., 2021). These strategies can be used to plan ahead or implemented when a conversation takes an unexpected turn.
Training & Development
R2|R4|R6

C3.9 **For Students and for Self: A Process Model for Sustaining Commitment and Efficacy in Day-to-Day Advising**
Justin Mattingly
Pavilion 4

Sometimes it's hard knowing when you've done "enough" to support students with diverse current realities and needs (i.e.- academic, mental, emotional, financial, social, etc.). There can be a desire and even expectation for advisors to "go above and beyond" with little discussion about how to sustain commitment and efficacy amid increasing responsibilities. This session intends to spark dialogue and suggest practices that prioritize supporting students and self, simultaneously. Participants will leave with an actionable advising framework/process model that incorporates: (1)

Acknowledging advisor compassion satisfaction, compassion fatigue, and vicarious resilience; (2) Recognizing advisor roles and leveraging counseling skills; and, (3) Identifying advisor boundaries and engaging social support systems.
Health and Well-Being
C4|R2|R4

C3.10 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
Samantha Gizerian | Washington State University
Pavilion 9

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

C3.11 Assessing a First-Year Student Support Program That Enhances Equity, Academic Success and Engagement
Tiffany Tsang | University of California-Los Angeles
Corey Hollis | University of California-Los Angeles
Pavilion 6

In recent years, colleges and universities have implemented programs that provide support for students from diverse backgrounds. In addition to creating programs, however, practitioners must also justify their effectiveness to continue operating or expand their scope. In this session you will learn about how one institution created a learning community geared toward closing equity gaps and the assessment study that was conducted to examine the effectiveness of the program. The emphasis of the presentation will be on the basics of assessing a first-year student success program as well as best practices in assessment. The presentation will also focus on assessment principles to determine effectiveness and impact, rather than merely exploring student satisfaction. These principles may be applied to institutions of all types and sizes in order to investigate program efficacy and to justify continued resource allocation.
Assessment & Evaluation
R7|C6|I6

Concurrent Session 4	9:10-10:10 a.m.

C4.1 Motivated to Survive: A Look at COVID's Impact on Student Motivation
Tanya Smith | Nevada State College
Margie Drowns | Nevada State College
Robin Hardin | Nevada State College
Ballroom D

In our "post COVID world," many have rushed to return to the new normal. For many of our students, however, the downstream affects of Zoom fatigue, distance learning, and the disruption of their academic and social development, has taken its toll on their motivation and ability to persist. Utilizing Maslow's Hierarchy of Needs as a framework, in an open forum, we will discuss possible solutions and goal setting activities to assist our student with regaining internal motivation.
Student Persistence, Retention, & Academic Skills
R2|R6|I5

C4.2 The 5 Whys Technique: Examining Bottlenecks, Failures, and Snafus in Life, Work, and Advising
Sarah May Clarkson | Highland High School
Ballroom E

In our complex and interdependent world, made more complicated by pandemic disease and the presence or absence of others, glitches such as unreliable wifi, work pressures, and unclear expectations abound. Problems arise – some small (but nagging), some overwhelming, some personal, some professional. The Five Whys is a problem-solving technique used to reveal a root cause. Participants will identify a problem and by asking why (and answering) five times, the source of a problem becomes clear (or clearer), a root cause recognized. Applicable to advisors at large or small institutions (public, private, two or four years), undergraduate or graduate settings, and can be taken away to be employed at office meetings, for professional development, or for getting the kids to school on time.
Training & Development
C4|I6|R4

C4.3 Electronic Portfolios (E-Portfolios): Why Every Advising Professional Should Have One
Shalece Nuttall | Utah Valley University
Ballroom F

Electronic Portfolios (E-Portfolios) are a great way to display your professional qualifications, accomplishments, and

advising experience. E-Portfolios are a great visual tool to share with employers, advising professionals, as well as with your students. This presentation will cover what an E-Portfolio is, why advisors should create and maintain an advising portfolio, what to include in an e-portfolio, and provide you with information to create your own free e-portfolio.
Technology & Social Media
I7

C4.4   **Participate in a Region-Level Mentoring Program**
Carianne Hatch | Western Colorado Community College
Ballroom G

Want to get involved in your region but not sure how? Do you need guidance or are you interested in lending your experience? There is great value in a regional mentoring program if it is designed to run effectively, supports the participants, promotes professional development, and moves to grow individual leaders within the NACADA organization. Let's work together to illuminate the possibilities of a well-developed and effective mentoring program at the regional level. If you are interested in joining, developing, or working with a region-level mentoring program in any capacity (new or experienced mentor/mentee, committee member, not sure just interested), join us during this roundtable discussion on idea sharing with the goals of regional program involvement, development, and enhancement in mind. This session is geared toward Region 10 but all region participants are encouraged to participate.
Training & Development
R2|R6|R7

C4.5   **Supported Education Advising Practices for Students with Bipolar Disorder**
Melissa Whaley | University of California-Davis
Erica Cefalo | University of California-Davis
Pavilion 1

Since bipolar disorder tends to arise in young adults aged 18 to 25, many bipolar Americans are in college or destined for college when their first serious symptoms arise. This presentation will first explore current research on how and why bipolar disorder affects the college experience. We will then discuss strategies that academic advisors can use to assist in retaining and supporting bipolar students, including principles of supported education. The presentation will include examples from real cases at a four year university. Finally, an undergraduate advisor whose educational journey includes success in undergraduate and graduate school will share their personal story as a scholar with bipolar disorder and discuss how their own educational journey has shaped their advising practices. The presentation will conclude with a group discussion.
Advising Special Populations
C4|R7|C3

C4.6   **Boot Camp for Pre-Health Students: Connecting with Students Post-Orientation**
Jessica Woods | University of Colorado-Colorado Springs
Pavilion 10

Throughout the COVID-19 pandemic, Orientation offices across the country shifted their models to more individualized (often virtual) appointments versus large-group, in-person sessions including meetings with campus partners. The Orientation office at a mid-size, regional institution has continued the practice of one-on-one orientation appointments (virtual and in-person) with a student orientation leader based on student satisfaction data; these appointments are scheduled for one hour and do not include meeting with any other offices or representatives from campus. With Academic Advising no longer being part of new student orientation, how could we ensure pre-health students have the information they need to have a strong start to their collegiate experience, which is vital to their ultimate goal? Come find out how one advising team approached this challenge!
Academic Major Specific
R4|R5|R6

C4.7   **The High Stakes of Advising Students Going Into Low-Earning Careers**
Michael Cersosimo | Loyola Marymount University
Dani Doyle | Loyola Marymount University
Pavilion 11

There are many factors that students take into consideration when choosing a major and ultimately, a career. While potential career earnings matters, some students may express interest in entering what is considered a low-earning career. How do we advise these students to help them reach their goals while addressing concerns and stigmas of choosing this path? Academic advisors have a unique opportunity to support these students by broadening their perspectives on careers they can enter, encouraging interdisciplinary discovery, helping them to build relationships with other support offices, and giving them the tools to enter the job market successfully. This session will look at what one student success office is doing to address this challenge and supporting students pursuing this career path.
Advising Special Populations
I2|R2|R6

C4.8   **The Best Advisor: Utilizing Your Most Effective and Efficient Advising Resource**
Pablo Soto | California State University-Chico
Erin Wilson | California State University-Chico

Jasmany Garcia | California State University-Chico
Pavilion 2

Like many industries, higher education has been impacted by the great resignation. Universities have been challenged by the need to continue providing quality, accessible advising services with reduced fiscal and personnel resources. Chico State met this challenge by leveraging our most abundant resource e our students. Chico State has a long-standing advising internship program and that has ebbed and flowed with campus needs over the last 40 years. However, in the last two years, we've nearly quadrupled the size of our annual intern cohort and have expanded our reach to include cross-division hiring which led to having interns embedded in all corners of the University. Join us to learn what drove this expansion and how we successfully supported this growth without extra cost to our own department.
Advising Administration
C4|I6|R5

C4.9   Academic Probation - Now What?
Kristen Nuesmeyer | Utah Valley University
Pavilion 4

Research has shown that there is a significant disconnect between institutions' intention and purpose behind Academic Probation processes and the way this is communicated to students who are placed on Academic Probation. This presentation will help advisors learn about psychologically attuned messaging, how it improves student response, and how advisors can use it when communicating with students on Academic Probation. It will also explore how our institution developed an online Academic Probation workshop to help students identify their specific challenges, barriers, and mindsets that impact their academic performance. Attendees will leave with new language to communicate positive messaging that will encourage students to retain and complete, even when placed on Academic Probation.
Advising Special Populations
C4|R4|R6

C4.10   Illuminating the Path for Non-Traditional Student Success: Self-Authorship Theory at Work
Jordan Truex | Utah State University
Pavilion 9

There is a rise of non-traditional students across the nation and recent research suggests that the number of non-traditional students in higher education institutions has increased from 40% to 73% in seven years. As advisors, we are tasked with molding our advising practices to meet the unique needs of this increasingly growing population of students and helping them succeed. In this session we will discuss the unique demographic of non-traditional students, how different advising approaches need to be identified for advising appointments with non-traditional students, and how advisors can use a combination of self-authorship theory and principles of design to boast advising appointments to bridge the gap of understanding between advisors and students.
Student Development, Theory, and Research
C4|I5|R6

C4.11   EXHIBITOR PRESENTATION: Let's Talk CLEP: Research, Trends, and Promising Practices
Gini Beran | College Board
Pavilion 6

College Board's CLEP program has been the most trusted credit-by-exam opportunity for over 50 years, helping students accelerate time to degree while saving money. Discover what's new with CLEP! In this session you will gain an understanding of recent research supporting the benefits to students who earn college credit through CLEP. Discover new features including remote proctoring, ACE credit recommendations, score reporting, and free prep, practice and promotional materials. Learn about promising practices that could help you help students fast track their time to degree and reap the benefits of CLEP.

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

Please join a member from our Advising Communities for this networking session. During this session participants will have an opportunity to engage with attendees about topics related to our advising community. This session will have intentionally unstructured interaction time allowing you the opportunity to discuss topics relevant to you and your institution as well as this advising community. You can expect to build connections with others interested in this topic while also learning more about ways our advising community is engaging our members in professional development opportunities.

Probation/Dismissal/Reinstatement Advising Community	Pavilion 1
Collaboration for Proposals/Presentations	Pavilion 4
Undecided and Exploratory Students	Pavilion 9
Hispanic and Latino Student Success	Pavilion 11
Region 10 Members – Get Involved!	Pavilion 10
Advisor Training and Development	Pavilion 2

Dr. Tanya Crabb
Ballroom A

Dr. Tanya Crabb earned her B.A. in Psychology from the City College of New York. She received her masters and doctorate degrees in Clinical Psychology from the Hawaii School of Professional Psychology. Dr. Crabb's clinical areas of interest include working with trauma survivors, military veterans, women, marginalized populations, and issues related to race and diversity.

She has created and facilitated groups on a variety of mental health topics including groups for womxn and girls, veteran groups, and superhero stress management and relationship management groups. Other group topics include diversity issues, parenting, communication, and resilience.

Dr. Tanya Crabb is a first-generation college grad, Jamaican immigrant, Marine Corps Persian Gulf War veteran, psychologist, wife, mother, comic book enthusiast, and passionate advocate of mental health. Dr. Crabb's mantra is if the Hulk can learn coping skills, anyone can learn coping skills. When Dr. Crabb isn't working or spending time with her friends and family, you can almost always find her reading, writing, or engaging in random acts of dancing.
You can connect with Dr. Crabb on:
Twitter: @drbklynchick
Instagram: https://www.instagram.com/drbklynchick
Facebook: https://www.facebook.com/drbklynchick/
YouTube: tinyurl.com/drbklynchickyoutube
Amazon: tinyurl.com/drbklynchickLTD
TikTok: @drbklynchick

You can also visit her website to sign up for emails about new releases.

Lunch and Awards   **noon-1:30 p.m.**

Ballroom A

Celebrate and congratulate the 2023 Regions 8, 9, and 10 Award and Scholarship winners.

Concurrent Session 5   **1:40-2:40 p.m.**

C5.1   **Get Ready to RESET: Using Canvas to Support Students Experiencing Academic Notice/Probation**
Cathy Rivas | California State University-Fullerton
Ballroom D

As academic advisors we strive to create a positive space for students in academic recovery. However, we often find ourselves grappling with fragmented policies, procedures, and data. At California State University-Fullerton, we recently renamed 'Academic Probation' to 'Academic Notice.' Concurrently, we created RESET, a more humane and introspective campus-wide support program. Our efforts to rename and reframe are supported by years of data assessment, thus amplifying the student voice. Participants in this session will reflect on the past, present, and future of Academic Notice on their campus. We will share CSUF's unique RESET Canvas shell, review strategies to integrate this type of programming at your institution, and discuss how using mindful language and tone can shift the mindset of an entire campus community.
Student Persistence, Retention, & Academic Skills
C4|I5|R6

C5.2   **From Ms. Frizzle to Professor Umbridge: The Good, the Bad, and The Ugly of Advising as Teaching**
Emily Howsley | University of Utah
Ballroom E

Advisors may not have a magic school bus like Ms. Frizzle, stand on desks like John Keating, or use the force like Yoda. And, while advisors can't send dementors after students, the qualities that cause us to love or detest fictional or real teachers apply equally to advisors.

This workshop will examine good and bad approaches used in the education space and how they dovetail to advising. This session is based on the 2013 Jayne K. Drake article, "Advising as Teaching and the Advisor as Teacher in Theory and in Practice."

Perfect for all advisors, this interactive workshop will provide a brief travel through time of the 50 years of advising as teaching theory, with a focus on instructional pedagogy, strategies to demonstrate care and concern for students, and student perceptions of good and bad teachers.

Training & Development
C3|C4|R5

C5.3   Multicultural Health Hacks to Empower and Refresh Academic Advisors in an Illuminating Way
Kristin McCain-Bender | California Polytechnic State University
Ballroom F

Never have we as Advising professionals felt so vulnerable about our health, with the presence of a pandemic varying how we think about our jobs and our health. We have been forced to consider and prioritize the importance of our well-being in new ways. The goal of this presentation is to enlighten, encourage and empower Advisors that work so diligently to care for others. Using multicultural health hacks, scientific research, and an inspiring testimony be prepared to be refreshed, inspired, and enthused in a way that empowers! Attendees will leave this session emboldened with resources to share with their students and colleagues and walk away filled with hope and confidence.

The speaker has a master's degree in Counseling, a Certificate in Natural Health and has been advising students since 2005. Let her empower you!

Health and Well-Being
C4|I6|C3

C5.4   Growing Your Own: A Structured Approach to Develop Student Interns
Silverio Haro | California State University-San Marcos
Ballroom G

This presentation aims to approach the cultivation of student talent for careers in academic advising and related career fields by "growing" a local talent pool. The presentation will introduce a systematic framework to develop an individualized internship development plan that can benefit both parties—student intern and hosting office. The presenter will review and make available rubrics that aid in the inventory and progress of an individualized intern development plan with associated learning objectives and measurable outcomes directly related to academic advising. This session would be ideal for staff responsible for overseeing student interns or student assistants.

Faculty and Peer Advising/ Mentoring
R2|I6|I2

C5.5   Supporting Undocumented Students: Utah Valley University's Approach and Resources
Rachel Messenger | Utah Valley University
Pavilion 1

How can I better support my undocumented students without a university-wide Dream Center? What resources on my campus are available to undocumented students? How can I stay current on best practices and trends regarding this special population? These are questions that could arise as you are working with an undocumented student. With laws and acts that are constantly changing, and variations from state to state, it's important to know the current possibilities and resources for these students. This session will provide the approach and resources that Utah Valley University has taken to support undocumented students without having a Dream Center. It will also provide opportunities for advisors to recognize the importance of communication about resources to support students.

Diversity, Inclusion, & Social Justice
I6

C5.6   EDMAC in the Regions! Hot Topics for Education Majors
Michael Cersosimo | Loyola Marymount University
Pavilion 10

Led by members of the Education Majors Advising Community (EDMAC), this session engages 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 and how 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.

Advising Special Populations
I2|I5|R6

C5.7   Lived Experience: Moving From a Decentralized Advising Model to a More Integrated Enrollment Service
Tyra Massen | Douglas College
Yossra El Sonbaty | Douglas College
Pavilion 11

In this presentation, two advisors will share their experience working in a model of Student Success Advising with fully integrated Financial Aid and Academic Advising Services. Drawing on their own experiences, they will share what the two year transition of moving to a new model of advising, while going through a pandemic, was like. Our new model allows for a more holistic approach to all aspects of student life, academic, financial, course selection, support services etc. within the College community. We will explain why and how this model was developed and how it is reshaping Advising at Douglas College. We will also discuss the lessons learned, the successes that emerged and how we plan to make enhancements in the future.

Assessment & Evaluation
I1|I5|R4

C5.8   Lessons Learned From Advising Administrators: Innovative Approaches to Managing Change
Matthew Markin | California State University-San Bernardino
Cecilia Santiago-González | Cal Poly Pamona
Shonda Goward | San Jose State University
Brett McFarlane | University of California-Riverside
Teri Farr | University of Illinois Urbana-Champaign
Pavilion 2

What lessons have advising administrators learned about themselves and the staff they supervise? What innovative practices have they implemented to help ensure not only student success, but the well-being and retention of their academic advisors? What challenges do they still face and will advising ever feel like a fulfilling profession again? Join our panel to get the unsaid said on strategies we should be implementing to help students and also you, the advising professional.

Training & Development
C4|R6|R2

C5.9   Dungeons and Advising: Supporting Undeclared Students Through Gordon's Major Exploration Model
Cindy Shields-Le | University of California-Irvine
Pavilion 4

Due to the COVID-19 pandemic, student engagement with role-playing games has increased. Virtual role-playing allows students to stay connected to their social network while remaining physically distanced. In Dungeons & Dragons (D&D), players create characters, form an adventuring party, explore fantasy worlds, go on quests, and gain experience. Using Gordon's major exploration model, I will discuss the parallels between undeclared students navigating the major exploration process to the students' characters navigating an adventure. In doing so, it can provide a fun, creative way for advisors to collaborate with undeclared students in the major exploration process. Finally, I will discuss D&D's problematic history of racism and sexism as well as how Gordon's model would benefit from considering race and gender.

Career Advising
C3|R1|R2

C5.10   Tapping into Teamwork: Creating Advising Teams to Promote Equitable Student Success
Kylee Sharp | California State University-Chico
Ashley Person | California State University-Chico
Pavilion 9

In the last three years, Chico State has transitioned from a "cold referral" system of student services to an equity-minded critical network orientation (Pendakur, 2016). By leveraging fiscal resources from the state, we have expanded advising services to every academic college and increased our total number of primary-role advisors. Our campus is now in the process of leveraging the expertise of these additional professionals to construct student success teams. Beginning fall 2023, every undergraduate student who enters Chico State will have the support of a team of five designated advising professionals from various service areas. These teams will support and coordinate services for students from admissions through graduation. We invite you to join this session to learn about our campus's journey through this process, the data driving our decisions, and our implementation plan.

Student Persistence, Retention, & Academic Skills
C6|I6|C2

Area Meetings   **2:50-3:40 p.m.**

Alaska	Pavilion 10
Alberta	Pavilion 10
American Samoa	Ballroom A
Arizona	Pavilion 4
British Columbia	Ballroom A
California	Ballroom A
Colorado	Pavilion 4
Guam	Ballroom A
Hawaii	Ballroom A

Idaho	Pavilion 10
Montana	Pavilion 10
Nevada	Ballroom A
New Mexico	Pavilion 4
Northern Mariana Islands	Ballroom A
Oregon	Ballroom A
Utah	Pavilion 4
Washington	Ballroom A
Wyoming	Pavilion 4
Yukon	Pavilion 10

Posters | Break   **3:40-4:30 p.m.**

Advising Student Athletes: Are They Really all That Different Than a "Typical" University Student?
Carmen O'Callaghan | Mount Royal University
Ballroom C

This poster presentation will highlight some of the considerations an advisor must be aware of when advising a student athlete in comparison to a "typical" university student. The poster will highlight some of the research about advising student athletes, some of the challenges that the advisor faces trying to navigate university and U Sports policy, and provide information on how to understand some of the demands facing students representing their institutions on a national stage.
Advising Special Populations
C4|R2|C6

Incorporating High Impact Educational Practices in Advising Computer Science Majors
Kenny Kaaiakamanu-Quibilan | University of Hawaii at Manoa
Ballroom C

Research shows that high impact educational practices (HIEP) lead to higher levels of learning and career success. This is especially true for students in Engineering and Technological fields such as Computer Science (CS). HIEPs like internships, learning communities, and capstone projects allow CS students to have a deeper understanding of what is taught in the classroom. In this presentation, the audience will examine how academic advisors can incorporate HIEPs in their advising practice to promote student understanding of the CS curriculum and to prepare CS students for the technological industry. In incorporating HIEPs in our advising practice, we are able to unleash the various possibilities for academic and career success.
Academic Major Specific
I5|R5|R6

Utilizing Hermeneutic Theory to Advise Computer Science Majors
Kenny Kaaiakamanu-Quibilan | University of Hawaii at Manoa
Ballroom C

Computer science is a broad and encompassing field with many different career possibilities. Computers and software are woven into every part of human life and activity. As academic advisors for computer science, how do we inform our advisees about the different pathways available in computer science? More importantly, how do we assist our advisees to find the right pathway(s) for them? This presentation will examine how a Hermeneutic Approach to advising can be utilized to facilitate deeper understanding between the computer science advisor and the computer science advisee. In this presentation, the audience will have 1) a better understanding of Hermeneutic Theory as an advising approach and 2) strategies and tools to assist their advisees in finding the right career pathway(s) for them.
Student Development, Theory, and Research
C3|R4

Advise-A-Mania: The Power of Storytelling in Academic Advising Through Professional Wrestling
Michael Cersosimo | Loyola Marymount University
Matthew Markin | California State University-San Bernardino
Ballroom C

What do academic advising and professional wrestling have in common? Storytelling. As academic advisors, storytelling plays an integral role in our lives from our understanding and implementation of advising approaches to how we learn. Stories have been a predominant way that we inform and educate (Hagen, 2007). This approach has been utilized for years through the art of professional wrestling. This session explores a narrative approach to advising through the lens of professional wrestling, which is rooted in captivating storytelling more than anything else. Using examples through the years of wrestling storylines, we will show how to be creative with your own storytelling and how it impacts your relationship with your students and colleagues. No pop culture or professional wrestling knowledge required.
Student Development, Theory, and Research
C3|C4|R2

Advising Pacific Islanders: Lessons from Analyzing Academic Advising in the Marshall Islands
Andrea Hazzard | American University of Antigua
Ballroom C

Pacific Islanders contribute to higher education's diversity; however, their college enrollment is lower than the U.S. average (Teranishi, et al., 2019). Diversity, equity, and inclusion initiatives emphasize promoting students' sense of belonging. For Pacific Islanders, especially those who are first-in-family to attend college, this means navigating higher education, and their cultural and linguistic identities, as they strive for academic success. This session sheds light on academic advising at the College of the Marshall Islands, an Asian American Native American Pacific Islander Serving Institution located in Micronesia, and invites dialog about advising and promoting the academic success of Pacific Islanders in other island and continental U.S. contexts.
"Teranishi, R., et al. (2019). Native Hawaiians and Pacific Islanders in Higher Education: A Call to Action."
Diversity, Inclusion, & Social Justice
I5|C1|R3

Concurrent Session 6   **4:30-5:30 p.m.**

C6.1   **Active Advising Through Active Learning Environment**
Zac Olson | Utah Tech University
Nikki Dang | Utah Tech University
Dani Gutierrez | Utah Tech University
Allie White | Utah Tech University
Ballroom D

At Utah Tech University, we have created an active learning environment, which, for many students is facilitated by their academic advisor. Who is focused on students' success and retention. All incoming freshmen take a first-year class called Trailblazer Connections. This class is broken up into different sections typically designated majors, so students who are going into the same programs are in the same class together. Many of those are taught by academic advisors. The class starts three days before the semester and then through the semester the class meets once a week. Students do get college credit for the class. We are going to focus on the curriculum taught, the outcomes of Trailblazer Connections, relationships with students, retention, accountability, and group advising.
Student Persistence, Retention, & Academic Skills
C4|R5|R6

C6.2   **Cultural Competency in Higher Educational Institutions: Supporting AANAPI Students**
Gaonoucci Vang | Fresno State AANAPISI Initiative
Samantha Bautista | Fresno State AANAPISI Initiative
Ballroom E

California State University, Fresno's (Fresno State) Asian American and Native American Pacific Islander Serving Institution (AANAPISI) Initiative focuses on AANAPI-identifying undergraduate students majoring or minoring in the department of criminology. The AANAPISI team aims to raise awareness of the initiative's programs and resources to enhance the student's higher education experience, emphasize the importance of cultural competency and representation in higher education institutions, and highlight the disproportion of Criminology AANAPI student population at Fresno State in comparison to the general student population. This lecture intends to propose proactive ideas for campuses to implement and recognize how the cultural component impacts and contributes to the students' experiences.
Student Persistence, Retention, & Academic Skills
R3|I5|I6

C6.3   **Illuminating the Path to Proactive Advising: A Model for Advising From Acceptance to Graduation**
Amanda Bolton | Point Loma Nazarene University
Nicole Morales | Point Loma Nazarene University
Ballroom F

How can advisors proactively support 100% of their students? Is it possible to create an opportunity for all students to build a relationship with their advisor? How can advisors provide equitable support to the diverse needs of adult learners who are both online or in person? This presentation will explain how a university's Center for Student Success created a plan to bring proactive advising to their Graduate and Professional Studies students, a primarily non-traditional student population from acceptance to graduation. We will discuss how to implement an effective strategy to engage early and often with all students, providing customized support that leads students to success.
Student Persistence, Retention, & Academic Skills
C4|I5|R2

C6.4   **Creating Opportunities: Using a Hybrid Peer Advising Program to Support Both Students and Advisors**
Lindsay Lacey | California Polytechnic State University-San Luis Obispo
Ballroom G

How's your calendar look next week? With rising caseloads and institutional demands, many of us find ourselves booked out for weeks at a time. We know how crucial advising is to student success, but how can we help students if they can't

get in to meet with us? With a comprehensive peer advising program, we can increase accessibility while giving students and our student employees opportunities to build connections and confidence. This presentation will review how our office employed the use of a virtual platform to build a hybrid peer advising program, successes and challenges, and lessons learned. Participants will consider their own resources, and how a peer advising program could help their office, staff, and students thrive.
Faculty and Peer Advising/ Mentoring
I6|I7|R7

C6.5 **The Transfer Student Perspective, A Panel Discussion**
Thomas McGraw | University of California-Riverside
Pavilion 1

Come hear how students from California State University, University of California, and community colleges experience the transfer process and the transition between our institutions. Panelists will share their individual transfer experiences as well as systemic hurdles they face(d) in the pursuit of higher learning in an open and honest format. Audience members will hear what we, as institutions, do well to assist transfer students and where improvements need to be made.
Advising Special Populations
C4|C5|I2

C6.6 **Three modes of working with struggling students: Advising at the center of the interventions**
Kami Merrifield | University of Arizona
Paloma Boykin | University of Arizona
Pavilion 10

Helping struggling students is a common challenge across institutions. Advisors often provide support to these students either formally, through academic interventions aimed at teaching students skills for success or informally, through advising appointments. At our institution, our intervention for students with cumulative grade point averages below 2.0 has evolved using three distinct modalities. Regardless of modality, we consistently applied academic advising approaches to build relationships with our students and help them achieve their academic goals. We will discuss best practices that have evolved and will provide an opportunity for participants to share their own experiences with this population of students, through small group discussions that incorporate what works at participants' home institutions and best practices identified in the session.
Advising Special Populations
R6|R4|C4

C6.7 **How to Create a Rockstar Conference Presentation Proposal**
Jordan Truex | Utah State University
Lesley Gerein | University of Calgary
Jessica Woods | University of Colorado-Colorado Springs
Matt Markin | California State University-San Bernardino
Shalece Nuttall | Utah Valley University
Sarah Maddox | Colorado State University
Pavilion 11

After attending various the conference sessions, you may be wondering how you can write a great proposal that will get you selected as a presenter for a future region or national conference. This panel will be discussing what it takes to write a great proposal and answer questions about the proposal submission process.
Student Development, Theory, and Research
C4|R4|R2

C6.8 **"I Made no Friends in my First Year:" Examining the First-Year Experience in a Pandemic**
Sara Chilimidos | University of California-Davis
Ashley Ross | Cosumnes River College
Pavilion 2

How can institutions examine the first-year experience during the COVID-19 pandemic? What are the common lived experiences of students? This presentation outlines the experiences of first-year college students during the pandemic, and how their sense of belonging was impacted as a result. It is vital that higher education professionals review the lessons from the pandemic and provide critical support to our students as we navigate a post-pandemic higher education environment. This session will present recommendations from students and presenters for future hybrid and virtual spaces, and reflect on how their institution can address post-pandemic student needs.
This presentation is a result of a research project from California State University, Sacramento's Master of Educational Leadership and Policy Studies program.
Advising Special Populations
I5|R7

C6.9 **LGBTQIA+ 101 - Supporting Students and Colleagues**
Jason Beckerman | Glendale Community College / Maricopa County Community College District
Pavilion 4

Students often come to us with questions and conversations that go well beyond the classroom. Many of us feel pressure to know the right thing to say or do to help, but we don't always have the answers. Educating ourselves about inclusive practices for those with an oppressed sexual orientation or gender identity better equips us to support our students. This session is a safe space to learn and explore terminology, processes, and ally development for LGBTQIA+ students and colleagues.

Diversity, Inclusion, & Social Justice
C6|R3

C6.10   Wait, let me Look Them up First:Research on Professor Ratings, Attribution Theory, & Student Success
Robbie Runk | Arizona State University
Pavilion 9

Opinions are bought, sold, and traded online like tangible commodities and even the field of academia is not immune to the sway of anonymous opinion pieces. Professor rating sites have become a dominating factor in the decision-making processes of many impressionable college students. What others say about a professor can override a student's desire to take a course or even remain within that specific program. This presentation will breakdown the scholarship centered on these sites, their ratings, and their impact on student success. As a supplement to this research, the presentation will give a brief overview of attribution theory and how it relates to the assumed importance of professors' ratings and ultimately ties into a student's sense of self-efficacy.

Student Development, Theory, and Research
C3|C4|R5

C6.11   EXHIBITOR PRESENTATION: Improving the Student Experience with *Navigate Milestone Guidance (MG)*
Kelly Kilby | EAB
William Harmon | EAB
Pavilion 6

The modern student's experience has trended toward a wide range of stressful situations that often elicit "fight-or-flight" reactions, threatening students' enrollment and long-term success. The *Navigate Milestone Guidance App* provides a critical component for meeting students' needs in the redesign of the college onboarding process. Students access self-serve tools that support the elimination of unnecessary stress and provide a network of care and resources. MG helps to prevent early attrition and to create a clear path. It also makes the campus-life transition easier and improves the student experience. Come participate in this interactive conversation on how colleges leverage this valuable resource.

Dinner on your own

Wellness Activity | Dance Cardio Fitness   **7-8 p.m.**

Ballroom C

Engage in an energizing 45-minute cardio dance workout! Join Erica for Oula!

Oula merges high-intensity cardio with easy-to-follow choreography, mindfulness practices, and a culture of inclusivity – all to an energetic pop soundtrack. Every Oula class empowers participants to challenge their bodies and process their emotions through music, movement, and – most importantly – a community connection.

Wednesday, March 1

Wellness Activity | Stretch, Shake, and Chat   **6:30-7:30 a.m.**
Conference Rooms 2-3

Wake up your mind and body with a 30-minute stretch and low cardio dance session. Start the rest of your day with gratitude and wellness chat sessions with the group.

Registration and check-in   **7:30 a.m.-12:30 p.m.**
Registration Desk, Lobby

Continental Breakfast   **7:30-8 a.m.**
Ballroom A

Concurrent Session 7   **8-9 a.m.**

C7.1   Digital Literacy: Do Students Know What We Think They Know?
Breanna Watkins | University of Arizona
Ballroom D

We often believe students come into college knowing how to send emails, export pdf documents, create stunning graphics, and market themselves to others- but what if they actually don't? In this session, we'll define digital literacy and identify assumptions of faculty and students at [college]. We'll also explore ways to address digital literacy competencies via advising and identify best practices when working with students and faculty around the topic.

Student Persistence, Retention, & Academic Skills
I6|R6

C7.2   **Fostering Student Agency in Academic Advising**
Kenny Kaaiakamanu-Quibilan | University of Hawaii at Manoa
Richard Jay Ozoa-Aglugub | University of Hawaii at Manoa
Ballroom E

Research shows that academic advising is the most impactful when advisees are engaged in the process. Yet, as academic advisors we often find advisees who are not engaged.This presentation will examine student agency theory as a tool to engage advisees in academic advising. In this presentation, attendees will learn strategies to 1) foster an advising relationship that centers on student agency, 2) promote student awareness of student responsibilities in advising and 3) maintain an advising space in which students are active co-agents. In fostering our advisee's agency, we are able to unleash the various possibilities and opportunities for their academic and career success.

Student Development, Theory, and Research
R2|C6|R7

C7.3   **Finding Harmony: Simple Approaches for the Busy Life of an Academic Advisor**
Derek Furukawa | University of Hawaii at Manoa
Maria Aladjova | University of Nevada-Las Vegas
Pavilion 4

Advisors are often tasked with duties beyond advising leading to burnout. Academic advisors strive to provide the best quality service during every step of a student's academic journey. Advisors play a crucial role in student retention and success, aligning with the institution's goals (Campbell & Nutt, 2008). Various studies present data on new challenges and increased student needs following the pandemic. One way to manage burnout is to ensure better work/life harmony for advisors by making it a priority to address advisor concerns and provide them with avenues to grow and excel in their personal and professional capacities. This presentation will discuss five dimensions that should be considered in the pursuit of harmony.

Health and Well-Being
R6|C3|I6

C7.4   **Reframing the Narrative: Advising First-Generation Students**
Diana Castro | San Francisco State University
Riri Shibata | San Francisco State University
Tara Boehm | San Francisco State University
Arman Liwanag | San Francisco State University
Ballroom G

The narrative behind first-generation students often times characterizes them with the assumption that they "lack the critical cultural capital necessary for college success because their parents did not attend college (NASPA, 2017)." While research suggests that certain intentional practices can improve first generation college student success, much of the literature focuses on what is lacking among first generation students. This session, "Reframing the Narrative: Advising First-Generation Students", will shift the focus to instead highlight the skills, knowledges, and networks that might contribute to first generation students' ability to navigate and persist through barriers in higher education. Participants will be guided to apply a model of community cultural wealth in their advising that can serve as an impactful, culturally responsive approach to supporting first generation students.

Advising Special Populations
C3|C4|C6

C7.5   **Improving the Quality of Advising Business Students**
D'ShaunVance | Clark Atlanta University
Pavilion 1

The study examined how academic advising is perceived by students and what academic advisors (faculty and staff) need to do to better serve students at an HBCU. The samples of this study consisted of 121 students within a School of Business and six full-time academic advisors. The results from students and academic advisors were compared, specifically concerning the developmental advising style, to explore students' perceptions and acceptance of the style and the academic advisors' comfortability and ability to advise developmentally. The major findings of the study revealed students prefer to be advised developmentally and academic advisors prefer to advise developmentally as well but lack the support and training to consistently provide developmental advising. The advisors reported the absence of training and support needed to provide developmental advising.

Academic Major Specific
C4 | I2 | R7

C7.6   **Translating Your Advising Skills Into Leadership**

Raven Avery Yoshitomi | University of California-Irvine
Pavilion 10

Advising is typically viewed as a "helping" profession, in which we assist students and faculty, and enforce policies. The same skills we use as helpers and policy-enforcers also equip us to be strong leaders. This session translates our advising skills into leadership potential. For example, as advisors we influence decision-making, advocate for changes, communicate with diverse populations, and navigate complexity. We can use these same skills to manage people, lead major projects, and advocate for institutional change and for staff development. Session participants who want to expand their leadership capacity should leave with a new perspective on their work, and the ability to articulate their leadership skills. Together, we'll elevate the advising profession beyond "helpers" to be seen as experts and leaders on our campuses.
Advising Administration
R7|R1|R2

C7.7   **Advising Graduate Students Across the Regions: A Conversation with Graduate Advisors**
Michael Cersosimo | Loyola Marymount University
Shannon Mark | University of Hawaii at Manoa
Avi Rosenzweig | University of California-Berkeley
Thomas Shelly | Oregon State University
Ashley Temm | University of Southern California
Pavilion 11

This panel will showcase graduate advising experiences and practices from Regions 8, 9, and 10. The panelists represent both public and private four-year institutions of higher education. This panel will discuss how advising graduate students continues to evolve and how to best support them for student success. Some topics for the panel include how graduate students' needs are different than undergraduate students and lack of graduate student services on campus. This panel will provide an opportunity for graduate advisors across the three regions to come together and learn from each other.
Advising Special Populations
C4|I5|R2

C7.8   **Beyond a Master's...Is a Doctorate Right For You?**
Leah Panganiban | University of Washington
Kyle Ross | Oregon State University
Alex Kunkle | Nevada State College
Michelle Stowbridge | Oregon State University
Pavilion 2

Are you considering pursuing a doctoral degree? Are you a current doctoral student? Join this session to learn from academic advisors and administrators who are at various stages of the doctoral process, from just starting out to recently graduating. The panelists are from a variety of higher education institutions and are enrolled in either a hybrid, cohort, or traditional format program. Some of the topics we will discuss include the process of exploring doctoral programs, EdD vs. PhD degrees and related career pathways, and balancing work, school, and personal responsibilities. Please come to learn more about or share your experiences of being a doctoral student.
Training & Development
R7

C7.9   **HSS Prepare for Graduation Workshop: A Model of Intervention (High Demand, Low Advisor Capacity)**
Sean Taitt | Cal State University-Fullerton
Brittney Swanson | California State University-Fullerton
Ballroom F

Navigating the graduation process for juniors can often result in creating roadblocks for graduating in a timely manner. Students are often unaware of their graduation requirements and how to select the appropriate graduation term. The College of Humanities and Social Sciences (HSS) at a large public institution supports a large junior population with only one College Advisor to serve them. As a result, the HSS Prepare for Graduation Workshop was developed, which supports students in reviewing their graduation requirements. During this presentation, participants will gain an understanding of the historical context that drove the development of the workshop and highlight the impact over time. Attend this session to learn more about this model of support.
Advising Special Populations
I2

C7.10   **Examining the Conference Experience and What Do I Do Next as a NACADA Member?**
Members of the NACADA Membership, Recruitment, and Retention Committee and Conference Chairs |
Pavilion 9

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

C7.11   The Merge of Academic and Career Advising

~~Cancelled~~

Academic and career discussions must be integrated to ensure that academic decisions are aligned with career aspirations. Students are becoming more curious on the return of their investments in education, therefore putting pressure on post secondary institutions to allocate resources to ensure students are leaving the institutions prepared to find meaningful employment. Join me to discuss how merging academic and career advising ensures all students begin discussing and exploring career goals that align with their academic goals when they enter post secondary.
Career Advising
C4 | I6 | R6

Concurrent Session 8   9:10-10:10 a.m.

C8.1   From Imposter to I'm possible: Defining and Overcoming Imposter Syndrome
Christina L. Jackson | University of California-Davis
Ballroom D

This session will deepen your understanding of a psychological phenomenon known as Imposter Syndrome. It will explain types, influences, and other factors. Imposter syndrome is a psychological phenomenon that manifests socially as a lack of confidence. Dr. Valerie Young has identified five types and other influential factors that may contribute to feeling like an imposter. Imposter syndrome is relevant to the topic of advising because it impacts a students intrinsic ability to believe in themselves. When a student doubts their competence, they lose their confidence, if left unresolved, imposter syndrome may lead to lack of motivation and subsequent attrition. This workshop is ideal for professionals serving students in a coaching or advising capacity and will conclude with tips and strategies to combat imposter syndrome.
Student Persistence, Retention, & Academic Skills
I5 | R6 | I6

C8.2   Turn the Burn(out) Around for Positive Advising Experiences
Kristie Dockstader | Utah Valley University
Wendy Farnsworth | Utah Valley University
ShaleceNuttall | Utah Valley University
Ballroom D

The advising profession has changed dramatically over the past few years due to situations out of our control. In the past several years, advising has gone from reactive to proactive. Universities are spending millions on data-driven software packages that have forced advisors out of their comfort zone. Other things out of our control, such as COVID and how it has affected registration and the mindset of students, have also dramatically affected the advising world. So how do advisors deal with the burnout that these stressful changes have caused? This session will discuss several techniques and strategies used by the College of Health & Public Service advising team at Utah Valley University as we have tried to maintain a healthy attitude and prevent burnout in our day to day lives.
Health and Well-Being
C4 | R2 | R4

C8.3   Flow with the Go: Shaping Change in Advising
Malina Gillies-Doherty | University of California-Davis
Ariel Collatz | University of California-Davis
Anya Gibson | University of California-Davis
Ballroom F

Change is constant. We can react, we can respond, or we can proactively generate the change. We acknowledge that our institutions are inequitable and that we have increasing disruptions in our world. We must change in order to create equitable and inclusive institutions and create resilient systems that are more adaptable to disruption. In order to transition to equitable, inclusive, resilient systems, we need tools for sustainable leadership with ways to stay motivated and heartened. In this workshop we will connect core ideas from emergent strategy and biomimicry (relationship between small and large scale actions; intentional adaptation; nonlinear and iterative pathways of change) to academic advising change-making. This workshop is for advising leaders including advising supervisors, aspiring supervisors, peer supervisors, and those who want to shape change.
Diversity, Inclusion, & Social Justice
C6 | R6 | R7

C8.4   Helping Write Their Next Chapter: How to Support Students Pursuing a Career Change
Ashley Temm | University of Southern California
Ballroom G

Advisors support a variety of individuals who all have a similar goal: obtaining a degree to open new opportunities. Workers may feel "stuck" in their job or prospects, indicating a stagnating career path. For some, the solution is a career switch and returning to school for professional qualification and development.
This presentation will include advising techniques, suggestions for retaining the second-career student, and perspective on setting them up for success in class and beyond. Educators will walk away with new communication strategies, action

items to prevent academic burnout, and programming ideas for students to build their resume in preparation for their career shift.
Advising Special Populations
C4|I6|C6

C8.5   **Rainbows, Glitter, and Self-Care: How to Assist Your LGBTQ+ Peers (and Yourself) Avoid Burnout**
Samuel Goodrich | University of Nevada-Las Vegas
Stefany Sigler | Nevada State College
Jonah Foster | Nevada State College
Pavilion 1

This interactive presentation will provide attendees with a queer eye for self-care beginning with a brief overview of LGBTQ+ terminology, a discussion on hot topics like burnout, self-care, and mental wellness, and a focus on why it is essential to have an awareness of these when engaging students who identify as LGBTQ+. Interactive activities demonstrated during this presentation will emphasize how they can be used in your day-to-day life and with your students. This presentation is geared toward the LGBTQ+ community, however this space will be inclusive to all. Information provided will be based on peer-reviewed research as well as life experience of professional queer academic advisors with intersectional identities and a combined 10+ years of experience.
Advising Administration
C4|I5

C8.6   **Leading with a Coaching Mindset**
Jennifer Wright | Weber State University
Lisa Jamison | Weber State University
Pavilion 10

Sir John Whitmore, pioneer of coaching and leadership development, once said "Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn, rather than teaching them". As leaders and administrators our first instinct may be to jump in and fix problems or quickly answer questions, but Imagine the possibilities if we were to shift our mindset and begin to lead with the intent to create leaders not followers? When we lead with a Coaching Mindset, we have an opportunity to bring out the best in our team, empower leadership and maximize growth, development and success. The objective of this presentation is to provide a framework to help develop a Coaching Mindset. The fictional coach Ted Lasso and his inspiring coaching style will help guide us through the five characteristics and principles of creating and implementing a Coaching Mindset with those you lead.
Advising Administration
R3|R6|R2

C8.7   **Advising and Advocacy: A Tempered Radicals Approach**
Elizabeth Collins | University of Arizona
Pavilion 11

Are you a tempered radical advisor? Many advisors express a desire to support students holistically and equitably, yet often find that institutional practices directly conflict with personal values and advising philosophy. Tempered radicals are people who want to succeed within their organization, but feel their identities or values conflict with the dominant culture (Myerson, 2001). Therefore, tempered radicals commit to advocating for change within their organizations in small and incremental ways. The presenter will share research findings from a current study, which explores the institutional challenges that advisors experience when serving students holistically and equitably, and how advisors employ traits of tempered radicals in order to advocate for change. This presentation is for all advisors interested in reflecting on their own advocacy efforts, and the significant changes they are capable of enacting at their universities.
Training & Development
C3|C6|C4

C8.8   **Exploring the Numbers--Data that Calls for Major Exploration**
Lisa Hutton | University of Utah
Pavilion 2

The Major Exploration Program, part of the Academic Advising Center at the University of Utah, teamed up with an institutional analyst to create a data dashboard addressing various major declaration, retention, and graduation statistics. In this session, I'll use our dashboard to inform advisors about student trends in exploration and discuss how it could or should influence advising practices. I'll include answers to questions like, "How many different majors does one student declare while attending the U?" and "What do graduation rates looks like for major changers?" We'll also review the common academic paths students take—where do all those first-year pre-nursing students end up? Join for an insightful conversation about the implications of major exploration at our campus and reflect on what it might mean for yours!
Assessment & Evaluation
I5|R4

C8.9   **Taking Care of the Advisor: Approaching Efficiency and Avoiding Burnout**
Tonnett Luedtke | University of Denver-Community Commons
Pavilion 4

With academic advising teams everywhere struggling to fill open positions, it's important to avoid becoming unmotivated, tired, and burnt out. Please join us to focus on concrete ways to build coping mechanisms during your most stressful advising and registration times. In addition, we will discuss ways that academic advising leaders can provide structural support to create a culture worthy of their most talented academic advisors.
Health and Well-Being
R7

C8.10 **Latinx: What Does it Mean and why Does it Matter?**
Deborah Burns | New Mexico State University-CAASS
Pavilion 9

Have you wanted to learn more about the term Latinx? Latinx is a term that is currently trending in the media and at higher education institutions. As more students identify with this term, it is important to understand its definition, context, and history so that we can gain a better understanding of the characteristics, diversity, and experiences of this growing student population and cultivate more inclusive advising environments. This session will provide the context and history of the term Latinx as well as the complexities surrounding the terms that preceded it. Through both personal reflection and group discussion, advisors will invited to explore their personal understanding and relationship to the term Latinx and encouraged to reflect upon opportunities to enhance educational outcomes of Latinx students.
Diversity, Inclusion, & Social Justice
I5|C6|R3

C8.11 **Helping Pre-Health Students Make the Most of Their Summers**
Jessica Woods | University of Colorado-Colorado Springs
Pavilion 6

Admission to health professional school is highly competitive. In addition to a high GPA and standardized test scores, students need to show leadership, service orientation, and the ability to manage competing priorities. Summer provides more time for pre-health students to focus on the non-academic requirements of their health professional school pursuits and an opportunity to show longevity in an experience. Come learn about different summer opportunities for your pre-health students!
Academic Major Specific
I2|I5|I6

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

Pavilions

Please join a member from our Advising Communities for this networking session. During this session participants will have an opportunity to engage with attendees about topics related to our advising community. This session will have intentionally unstructured interaction time allowing you the opportunity to discuss topics relevant to you and your institution as well as this advising community. You can expect to build connections with others interested in this topic while also learning more about ways our advising community is engaging our members in professional development opportunities.

LGBTQA Advising Community	Pavilion 1
Health Professions Advising Community	Pavilion 2
Students with Experiences in the Foster Care System	Pavilion 4
Adult Learners	Pavilion 10
Transfer Students	Pavilion 9
Technology in Advising	Pavilion 10

Brunch and Closing Session   **11 a.m.-12:30 p.m.**

Ballroom A