Welcome to Norfolk, Virginia!

On behalf of ourselves and the entire NACADA Region 2 Conference Committee, welcome to Norfolk! Thank you so much for your attendance at the 2022 NACADA Region 2 Conference - we are so excited that this is finally happening! It is our pleasure to host you - in person - for the next three days!

This year’s conference theme is “Navigating the Tides of Advising Success.” One thing we have learned in the past two years is that we are constantly navigating uncharted waters as academic advisors, administrators, and advising advocates. We hope that this conference provides you with a chance to engage in community and scholarship to further your own advising success and support the students you serve.

When considering a keynote speaker, it was an easy decision to select Dr. Melinda Anderson to share with us this year. It is exciting to welcome her back home to Region 2 and to Virginia! As the new Executive Director of NACADA and a leading advocate for academic advising and higher education, we know her background and experiences will provide a great start to your conference experience.

We’d like to thank Amber King who has served as the NACADA Region 2 Chair during the planning of this conference. We would be remiss if we did not extend our gratitude to Chris Kirchhof and Karen Lewis who lent their leadership and support as former Region 2 Chairs and Region Representatives during the four-year planning process. We also would like to thank the R2 Steering Committee for their support of this conference. Finally, this event would not be possible without the staff of the Norfolk Waterside Marriott and the NACADA Executive Office at Kansas State University, particularly Ben Hopper and Stefani Schrader. We appreciate all of their help in the planning and execution of this conference.

One of the most important aspects of our conference is the level of professional development and networking opportunities available. We encourage you to use the conference as an opportunity to “navigate” your own advising practice this year. We have over 45 conference sessions in a wide range of topics in store for you this week. We also have many opportunities for you to engage with your advising colleagues through networking, social activities, and mindfulness practices. Please review the schedule in advance to make the most of your conference experience, and please do not hesitate to approach any member of the conference committee - look for the teal and gray shirts - with questions or concerns.

Please be sure to use our conference app to engage with attendees and evaluate sessions, and share your experiences on social media, #NACADAr2 and #ADVISENTIDE

Thank you for your attendance and being part of this conference. We hope you enjoy your experience and all Norfolk has to offer!

Sincerely,
Cat Moss and Lisa Yamin
2022 NACADA Region 2 Conference Co-Chairs
Welcome from Region Chair Amber King!

Hello Region 2!

I would like to welcome you to the 2022 Region 2 Conference. I am so grateful NACADA and our conference committee has been able to bring us back together on site in Norfolk! We missed connecting the region in-person over the last two years. I am excited to network with everyone this year!

What a fantastic few days you have ahead of you. Our conference co-chairs, Lisa Yamin and Cat Moss, and their outstanding committee, subcommittee, and volunteers have worked together to plan a conference filled with excellent professional development and networking opportunities you’re sure to enjoy. Enjoy getting to know one another!

Please be sure to make the most of your conference experience by engaging actively in the conference app, as well as attending morning wellness activities to start your day off right. Our keynote speaker, Dr. Melinda Anderson, has been capably leading NACADA as Executive Director for several months now, and she’s done it all with grace and eagerness to make NACADA work for all! I’m so pleased she accepted the invitation to join us at our conference, offer remarks at the Opening Session, and spend quality time with us here in Norfolk. Dr. Anderson is from Region 2 so we are especially excited to welcome her back!

The conference app will have all the information and directions you need for the days ahead, so please familiarize yourself with it and remember to connect with us on the social wall. When you attend a session, make sure to complete the evaluations in the conference app. These evaluations will not only provide feedback to our presenters, but will also help with the determination of our Best of Region winner.

Even if you have been to many NACADA conferences in the past, be sure to check out the Conference Orientation. The first half of this session is how to make the most of your conference experience; everyone can get a takeaway from this one. After that, we will talk about how to make the most of your NACADA experience; even experienced NACADA members can learn something from the session.

I am excited about connecting with many at our Tuesday luncheon that includes award presentations. I will hopefully see you in the State Connections networking and discussion time that includes NACADA cash drawing giveaways!

Enjoy the conference!

Thanks,
Amber King
Region 2 Chair

Volunteer at the Conference
Want to maximize your experience at this year’s NACADA Region 2 Conference? Look into volunteering. Our conference would not be successful without the help of our regional volunteers. Volunteers are needed to greet attendees at check-in, assist in the hospitality room, and assist with session evaluations. To sign up to volunteer, click here.
Welcome to the Global Community

NACADA: The Global Community for Academic Advising is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education and provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for research related to academic advising.

NACADA evolved from the first National Conference on Academic Advising in 1977 and officially formed in 1979. NACADA has over 10,000 members representing all 50 United States, US territories, Canada, as well as many other countries around the world. These members represent higher education institutions across a spectrum of Carnegie classifications.

2022 Region Conference Committee

Conference Co-Chairs
Cat Moss | Old Dominion University
Lisa Yamin | Virginia Commonwealth University

Evaluations Coordinator
Zack Underwood | Virginia Polytechnic Institute and State University

Exhibitors/Sponsors Coordinator
Erica Brown-Meredith | Longwood University

Hospitality Co-Coordinators
Khadijah Brown | Tidewater Community College
Lenora Thorbjornsen | Old Dominion University
Edna Renee Macbeth | Virginia Commonwealth University

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Denia Lee-Hing | Virginia Commonwealth University
Jen Cirbus | University of Mary Washington

Registration Coordinator
My’Chael Willis | Norfolk State University

Technology Coordinator
Banks Blair | University of Lynchburg

Volunteers Coordinator
Dawn Knight | Virginia Polytechnic Institute and State University

Region 2 Steering Committee and Area Liaison

Region Chair
Amber King | Delaware Technical Community College

Communications Chair
Tim Cox | Lafayette College

Awards Chair
Michele Applegate | University of Delaware

Membership and Mentor Coordinator
Gavin Farber | Temple University

Diversity, Inclusion, and Engagement Chair
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Delaware Liaison
Moria Curtis | University of Delaware

District of Columbia Liaison
Matthew Le Brasueur | The Chicago School for Professional Psychology

Eastern Pennsylvania Liaison
Monica Cottrell | Moravian College

Maryland Liaison
Monique Ransom | University of Maryland Baltimore County

New Jersey Liaison
Meghan Ingstrup | Rutgers University

Virginia State Liaison
Lisa Yamin | Virginia Commonwealth University

Western Pennsylvania Liaison
Carrie Egnosak | Penn State University - Behrend

Our Penny Wars have gone virtual!

Want to help your state/commonwealth/district win the title of 2022 Penny Wars Champs while donating to a great cause? You can send your donation through Venmo to @PennyWarsFundraiser. All proceeds will be divided between Norfolk State University and Old Dominion University student Food Pantry programs. Be sure to note your state/commonwealth/district in the comments section to get credit for the Penny Wars competition!

Marriott Waterside Wi-Fi
Access as “conference guest”
password “NACADA”
Greetings!

As Mayor of the City of Norfolk, it gives me great pleasure to welcome all those attending the NACADA Mid-Atlantic Region 2 Conference - Navigating the Tide of Advising Success. We are honored to serve as this year's host city and look forward to sharing our hospitality with each of you.

Since its inception, NACADA has provided its members with exemplary and innovative opportunities for professional development and personal growth. Globally, NACADA promotes inclusivity and supports quality academic advising in institutions of higher education to enhance educational opportunities for all students. As a city anchored by a community of academic institutions, we applaud your organization’s commitment to higher education and the pursuit of academic excellence.

Thank you for choosing Norfolk. In between scheduled events please explore our city and enjoy the limitless entertainment and cultural experience this urban waterfront community has to offer. Best wishes for a productive successful conference.

Sincerely,

Kenneth Cooper Alexander, Ph.D.
Mayor

Our Show Your Badge savings pass offers exclusive discounts and promotions for meetings and convention attendees to some of our best attractions, restaurants and retail!

Mobile pass offers are sent directly to your phone via text or email. Simply scan the above QR Code or click the link you receive and present the digital coupon to the business at the time of purchase – no apps required!
Monday, March 7

Check-in
Presidential Foyer
11:30 a.m.-8 p.m.

Preconference Workshops

P1  Job Search Bootcamp | FREE
Wayne Adams | George Mason University; Lisa Yamn | Virginia Commonwealth University; & Jarrett Kealey | Rowan College at Burlington County
Hampton I

noon-3 p.m.

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

Training and Development
C4 | R1 | R6

P2  Navigating the Tides of Mid-Level Advisor Success: Transforming Your Career in Academic Advising
Gavin Farber | Temple University; Carrie Egnosak | Penn State World Campus; Tania Alvarez | Old Dominion University; Karen Archambault | Rowan College at Burlington County; Bob Bullard | Rowan University; Erica Kalinowski | The College of New Jersey; Karen Lewis | University of Maryland College Park; John Moses | The Pennsylvania State University - University Park; & Mike Mullen | Neumann University
Hampton III

noon-3 p.m.

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

Training and Development
C1 | C4 | R6

P3  You Can't Spell Awesome without ME
Joanne Garfield & Kristen Young | Temple University
Hampton VI

1-4 p.m.

It’s not all about me...but it kind of is. In this interactive and lively workshop utilizing our Myers-Briggs Personality Type (MBTI), we will reflect on our communication styles and personality traits to identify how they impact our relationships with colleagues and students. If you don’t know your Type, please complete a free assessment on the 16 Personalities website. (https://www.16personalities.com/free-personality-test). Through this process of exploring our preferences, we will recognize how our styles affect interactions with students and learn ways to enhance communication and collaboration. Acknowledging our own preferences and others, we can better understand why we communicate the way we do and be mindful of how others are speaking and acting towards us. We will also discuss techniques for “flexing” our styles and traits that are not within our preferred approach. We will make the connection together. As the great Taylor Swift said, “I promise that you’ll never find another like me.”

Training and Development
C4 | R4 | R7
Making the Most of the Moments that Matter: Increasing the Effectiveness of Advising Administration  
Jeffrey McClellan | Frostburg State University  
Hampton VIII  
1-4 p.m.

Higher education faces unique and significant challenges. Overcoming these challenges will take more than just effective administration. It will require leadership. In this presentation, participants will learn the difference between administration and leadership and what it takes to lead their departments and divisions effectively in the moments that matter. Leadership as a momentary phenomenon will be explored and participants will actively learn the principles and practices that allow them to better understand, plan for, and achieve greater influence in the leadership moments they encounter daily. While this workshop is directed towards advising administrators, the principles and practices are relevant to both informal and formal leaders and advisors as well as administrators.

Advising Administration  
C3 | R6 | C4

How I Met My Mentor! The Region 2 Mentoring Program Precon | Invite Only!  
Gavin Farber | Temple University  
Hampton I  
3-5 p.m.

This preconference is available to select individuals that were accepted as Mentors and Mentees for the NACADA Region 2 Mentoring Program 2022-2023 Cohort. This workshop will include an overview of the program. The coordinator will discuss mentoring within the field of academic advising and higher education, along with covering the history of mentoring programming in the region. There will also be a review of mentor and mentee expectations, timeline for the program and end with mentor-mentee matches revealed. Time has been allotted for matches to have their first introductions and to begin their mentorships.

Training and Development  
R2 | R3 | R6

Maximize Your Membership and Your Conference Experience | FREE  
formerly the NACADA Orientation for First-Time Conference Attendees  
NACADA Leaders  
Hampton II  
5-6 p.m.

Get introduced to NACADA: The Global Community for Academic Advising and your NACADA region! This new member orientation will provide you with guidance and insights as you begin your journey to understand how you can make the most of your “first year experience” in NACADA and with your region. During this session you will have the opportunity to: 1) Learn about the structure and opportunities of NACADA; 2) Develop ideas for resources and networking to help you both personally and professionally in your region; and 3) Listen to colleagues share their stories and connect with other new members to the association.

Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story!

Monday, March 7

Opening Session and Keynote | Dr. Melinda Anderson, NACADA Executive Director  
Norfolk Ballroom  
6-7:30 p.m.

Dr. Melinda J. Anderson joined NACADA in June 2021 where she serves as the Association’s Executive Director and holds a professorship in the Kansas State University College of Education, teaching in the Leadership in Academic Advising’s doctoral program. As Executive Director, Dr. Anderson is responsible for directing the Association’s initiatives including its strategic efforts, professional development, member engagement, growth, and research agenda. Dr. Anderson serves on the faculty of the NACADA Summer Institute, Academic Advising Administrators’ Institute, and Assessment of Advising Institute. A NACADA member since 2009, Dr. Anderson has previously served in senior-level leadership and led institution-wide efforts for student success, academic advising, retention, persistence, and enrollment management.

Welcome Reception  
Marriott Ballroom  
7:30-10 p.m.
Tuesday, March 8

Group Mindfulness/Fitness Activity: Yoga with Liz Sutton  
Franklin/Shangri-La/Yorktown Room (Second Floor)  
6-7 a.m.

Join Liz Sutton for a beginner yet energetic yoga flow! We will begin with a series of sun salutations then head into poses to stretch, rejuvenate, and relax. Modifications will be provided for varying levels of experience. Please do bring your own mat or large towel. You will be asked to sign a waiver before participating.

Check-in  
Presidential Foyer  
7 a.m.-12:30 p.m.

Breakfast  
Hampton Foyer/Hampton IV  
7-8 a.m.

Hospitality and Commuter Pit Stop Room  
York  
8 a.m.-5 p.m.

Mindfulness Room  
Chesapeake  
8 a.m.-5 p.m.

Want a break between sessions? Want to see ways of practicing mindfulness? Just want a few minutes to be a kid again? Come to our mindfulness room! You’ll be able to play with stress balls and fidget toys, color, and try your hand at a puzzle or two. There will even be a gratitude corner, where you can reflect on thankfulness.

Concurrent Session 1  
8-9 a.m.

C1.1 Why Coaching is Important to Academic Advising and How to Incorporate It Into Advising Appointments  
Madeline Goldman | Virginia Commonwealth University  
Hampton I  
As is often the case there are moments of coaching taking place in academic advising appointments. Academic advisors may already be utilizing many coaching principles and techniques and not be aware of it. Coaching can be seen as a complementary approach to advising. Learn the key differences between academic advising and coaching. Participants will develop a better understanding of coaching and be able to define it. Participants will develop skills needed to use coaching techniques in advising appointments. Participants will also have the opportunity to compare coaching and mentoring and understand how they are related. Participants will also learn about different coaching models that can be applied to academic advising.

Training and Development  
C4 | R2 | R6

C1.2 Steering Transfer Students through the Ever-Changing Currents  
Artis Gordon | Virginia State University & Barbara Smith | University of Texas at San Antonio  
Hampton II  
It is important to recognized the rich and diverse culture that transfers students bring to a campus. This session will provide an overview of the transfer students types, the enhanced focus on transfer students pre and post admission that two institutions from geographically different regions have done to ensure students feel connected and empowered to be successful at their institution. Learn how they establishing a dedicated center with professional advising staff to connect with the students and ensure that they are aligning with state initiatives. The ways these 4-year institutions collaborate with their primary 2-year feeder institutions resulting in increased enrollment and decrease loss of degree applicability credit. The opportunities and successes shared will aid attendees in understanding and enhancing the transition of transfer students at your institution.

Advising Special Populations  
I6 | R4 | I5

C1.3 A Day in the Life of an Advising Coordinator: How to Ride the Waves and Not Wipe Out  
Akeyla Porcher & Catherine Moss | Old Dominion University  
Hampton III  
“So, what exactly do you do again?” is the consistent question I have been asked as a coordinator of advising. Coworkers are interested in the position but skeptical as to how it fits into an advising model, students are confused as to why I am emailing them, and I find myself spending more time explaining my job than doing my job. Anyone else have similar issues? This interactive presentation will explore what middle management level positions, like advising coordinators, do to help support students, policy development, other advisors, and institutional missions. We will explore
challenges of building rapport and time management strategies. Also, we will explore the benefits a coordinator and the many advantages to this position.

Advising Administration
R7 | R2 | C4

C1.4 Making “Cents” Out of Dollars: Supporting Students’ Financial Literacy and Well-Being
Laurie Baker | Rowan University
Hampton VI

College is expensive, and our students know it -- but they aren’t always well-equipped to make the financial decisions that promote their financial well-being. What can advisors do to help? How should we talk about financial matters with our students? Should we even talk about them? Aren’t there other offices on campus that do that? In the end, going to college is as much a financial decision as it is an academic one -- and yes, advisors can help students navigate that reality! This presentation invites participants to expand their understanding of the financial choices their students are facing, to explore strategies for engaging students in financial conversations, and to increase their students’ financial literacy and by extension, their financial well-being.

Health and Well-Being
C5 | I5 | R6

C1.5 Once We Resisted, Then We Persisted: The Benefits of Virtual Access to Academic Support
Katie Callahan & Lewis Johnson | Neumann University
Hampton VII

While it was once enough to offer academic support in a traditional “in person” format, the events of spring 2020 taught us otherwise. Mandated online learning forced our team of tutors and academic coaches to think quickly of ways to ensure our students felt connected and supported amidst a time of isolation and uncertainty. Through our creative efforts, and help from our IT Department, we made our academic support programs virtual and easily accessible. Our improved support platform benefited our students with results that exceeded our expectations. Thanks to mandated online learning, our support offerings are more accessible and better utilized. We have grown in our ability to be flexible in how we accommodate our students’ academic needs.

Student Persistence, Retention, and Academic Skills
I5 | C6 | R4

C1.6 Using SWOT Analysis to Evaluate Academic Advising Programs
Quentin Alexander & Sarah Squire | George Mason University
Hampton VIII

Using a SWOT (strengths, weaknesses, opportunities, and threats) analysis gives advising administrators the framework to evaluate academic advising program(s) and to develop strategic planning to meet goals and objectives. This practical presentation aims to share with participants the SWOT analysis process, and outcomes of this process for our university’s academic advising program. We will connect SWOT analysis data to actions taken toward the improvement of and advocacy for academic advising on our campus. Attendees will learn general information about a SWOT analysis, how to use a SWOT Table for conducting a SWOT analysis, as well as identify the intent of why they would conduct a SWOT analysis of academic advising programs on their campus. This is a lecture-style presentation, but audience participation is highly encouraged.

Assessment and Evaluation
C5 | C6

NACADA Connect
Marriott Foyer

Looking for ways to get involved in NACADA? Want to learn more about the Association? Do you want to meet people who have had various leadership experiences in NACADA? Stop by the NACADA Connects tables to learn more or just say hi!

Concurrent Session 2
9:15-10:15 a.m.

C2.1 Advisor-Teach-Advisor Model: Navigating Advising Student Populations Together
Melanie Sontheimer & Sarah Bechtel | Virginia Tech
Hampton I

Through the stress and demands of the COVID-19 pandemic and managing a work/life balance, advisors have little time to gain professional development to enhance their knowledge of diverse student populations. In this presentation, participants will be introduced to an advisor-teach-advisor model to help advisors grow through mentoring by connecting this through NACADA’s core competencies: informational, relational, and conceptual “NACADA, 2017.” Attendees will learn about three student populations: international, transfer, and first-generation that they may not have had time to be trained in due to lack of professional development. By the end of the presentation, participants will
understand how to advise these populations, become a better mentor to fellow colleagues and be provided a resource guide for each student population and advising tips to share with their colleagues.

### Advising Special Populations

#### C2.2 Keeping the Student at the Center: Student Success is an Intervention, But We Must "Be Bout It", as 
Erica Brown-Meredith | Longwood University, Avion Saylor Mills, Macayla Joyner, Johnathan Spencer | Longwood University, James Meredith & Joshua Hall | Hampden Sydney College

Campus efforts to address the increasingly diverse student body is a phenomenon that universities are intentionally implementing to improve retention and success of students who are under-resourced (Kezar, 2020). The dilemma in higher education at predominantly white institutions is equity compulsive infrastructures are not embedded in institutional practices, policies, teaching pedagogy, advising models, and administrative efforts. Thus, programs designed to improve the academic success of non-white students is one of the key components to improve graduation rates. Students from two institutions of higher education enrolled in three distinctively diverse academic success programs targeted to bolster academic skills and provide social support will be explored. Students will center the dialogue on institutional culture using a narrative approach to provide context to their academic experiences, identity as a minoritized person at a PWI, while suggesting strategies to promote cooperative advising for the purpose of retaining under-resourced students.

### Diversity, Inclusion, and Social Justice

#### C2.3 Advising the Advisors: Charting training opportunities to Help Advisors Sail to Success

Catherine Moss, Jacob Tousignaut, & Christine Ricks | Old Dominion University

Advisors need advising too! Academic Advisors rely on professional development opportunities to help elevate their skills and to provide the best instruction to their advisees by using NACADA’s core competencies, effective developmental theory, and accurate information dissemination when advising. So, how do they get this information? For this presentation, we will share what professional development opportunities we have available for professional and faculty advisors and other campus constituents at our institution. The goal of this session is to provide participants with many examples of what effective advisor training can look like and how to build such opportunities on their campuses. There will be time for discussion and information sharing.

### Training and Development

#### C2.4 Revisiting Our Purpose in Rough Seas: How Reflection Can Help Us Re-center

Kristie Kalvin, Jen Schollis, & Katelyn Perry | Penn State University - University Park

Four score and, quite literally, seven years ago, 5 advisers attended a "Purposeful Advising” conference. It was an enlightening experience, and the advisers vowed to apply what they learned in different realms of their lives. Professionally, they saw the benefit of purpose work with Liberal Arts students who struggle to connect their academic interests with a vocation. Advisers who encourage self-reflection can help these students recognize their purpose and gain confidence to stay the course. But what if advisers themselves lose their way? What happens when a world-wide event pulls competent advisers out to sea like an unseen rip tide? In times of trouble, focusing on our values can become a lifeline for regaining purpose. This session is designed to help advisers reflect, re-group, and reassess their purpose in the wake of stormy seas.

### Health and Well-Being

#### C2.5 Getting Your Students to Take the Bait: Advising and Engagement during a Pandemic

Mary Lehr-Furtado & Madeline Anthes | The College of New Jersey

This interactive session will focus on how to keep our students engaged during a pandemic. With a short amount of time to adapt, advisors quickly took on the challenge of virtual advising and showed their dedication to their students by continuously providing services and supporting students in new ways. Taking into account the means in which Generation Z receives information, we’ll examine ways we have connected with our students in a virtual/hybrid environment. Presenters and participants will engage in conversations about strategies that were implemented during the pandemic, focusing on what worked, what didn’t, and ongoing implications for academic advising. Participants will learn about other institutions’ best practices and potential strategies to implement at their own colleges/universities.
C2.6  Students surfing with Students: Creating a Student-Designed, Student-Powered Peer Mentoring Network

John Anello | Salisbury University

Hampton VIII

The Rising tides of budget restrictions hit hard in higher education and sometimes you are just washed up on shore. What is one area of need in your campus that you really want to tackle? Do you have great ideas to address this need but don’t have the staff or resources to make them work? Don’t worry you are not alone. Our program will teach you how to partner with students to create a student-designed, student-powered mentoring network to conquer those waves. Students mentoring students has been an effective way to advise and teach students. This interactive presentation will use brainstorming exercises, design thinking, and discussion to help you empower students to teach their peers to surf!

Training and Development

I6 | C4 | R4

NACADA Area Meetings 10:30-11 a.m.

| Delaware | Hampton VIII |
| District of Columbia | Hampton I |
| Eastern Pennsylvania | Hampton I |
| Maryland | Hampton VI |
| New Jersey | Hampton VII |
| Virginia | Hampton II |
| Western Pennsylvania | Hampton III |

Concurrent Session 3 11:15 a.m.-12:15 p.m.

C3.1 A Conversation with NACADA Leadership

Melinda Anderson | NACADA: The Global Community for Academic Advising

Hampton I

NACADA’s Board of Directors and the Race, Ethnicity and Inclusion Workgroup have come together to create a final draft of a Diversity and Land Acknowledgement Statement for the Association. This session, facilitated by members from our Board of Directors, Race, Ethnicity and Inclusion Workgroup and Regional Leadership, will offer members an opportunity to provide feedback on both statements before moving towards final approval. The Board of Directors and the Race, Ethnicity and Inclusion Workgroup have remained dedicated to creating a more inclusive association and these statements are critical to how NACADA acknowledges inclusion, diversity and the actions required to sustain our efforts. Please join us for this interactive session and engage in a discussion of how these statements will support the diversity and inclusion efforts across the association.

C1 | C2 | C6

C3.2 COVID Leads to the Implementation of a Flipped Advising Model for Undecided Engineering Students

Shannon Bate & Suzanne Ashour-Bailey | University of Maryland-College Park

Hampton II

COVID leads to the Implementation of a Flipped Advising Model for Undecided Engineering Students

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

Academic Major Specific

C4 | R7 | R4

C3.3 Advising across Cultures: Communication Competence that Promotes International Student Readiness

George Longbottom | Temple University

Hampton III

Intercultural Communication Competence (ICC), one’s ability to communicate effectively across different ethnicities and cultures, is a vital skill for all academic advisors who have had to interact with incoming international students adjusting to their new university environment. Through guided advising-based scenarios, participants will assess their own intercultural communication skills and discuss how ICC could improve their communications with their international student advisees.

International/Global Advising

C4 | I5 | R4
C3.4 Building Strong Leadership Teams in Academic Advising
Jeffrey McClellan | Frostburg State University
Hampton VI

While successful advising is largely based on the individual abilities of advisors, Advising Administrators need to know how to harness the power of teams to achieve success. This workshop explores the principles and practices associated with the development and leadership of effective advising teams. Participants will learn the difference between groups and teams, how to apply the three-stage model of team development to leadership, the principles of effective teams, and develop a plan to more effectively develop and lead their own teams.

Advising Administration C3

C3.5 Leaning Into A New Era of Advising: While Embracing Strong Foundational Competencies
Ken Baron, Monique Ransom, & Laszlo Korossy | University of Maryland Baltimore County & Amber Moore | LiftInnovate
Hampton VII

Our session offers a case study of how advising practices and operations associated with a 3000-student orientation advising program (inclusive of 60-minute, one-on-one sessions) were reimagined and deployed through a massive virtualization and workflow management plan. This plan included advisor recruitment, advisor training, actual advising & registration of students, and various aspects of assessment. During our session, we will highlight key milestones achieved during our planning and execution phases and a section on “lessons learned” leading into what we plan to be a “primer” for colleagues to use to develop their future virtualization and adoption of technology plans. Foundational within the plan we executed, and our presentation, are critical references to “NACADA’s Academic Advising Core Competencies Model” and “CAS Standards for Academic Advising.”

Technology and Social Media C6 | I7 | R2

C3.6 Invited Session: Applying Theory and Practice: Learning through Case Studies
Keith Krepcho | Old Dominion University
Hampton VIII

Four case studies will be presented to help explore the contemporary college student. The session will allow for group discussion and interaction. Attendees will evaluate the case studies and discuss advising theories and practices to address the concerns and needs of today’s students. The case studies are designed to explore what unique challenges students face today, while addressing a broad range of success factors both inside and outside the classroom.

Training and Development C4 | R4

Lunch and Awards 12:15-1:30 p.m.

Celebrate and congratulate the 2022 Region 2 Award Winners. Check out the award winners in the conference app and post on their personal Padlets.

Check-in 1:30-5:30 p.m.

Presidential Foyer

Concurrent Session 4 1:45-2:45 p.m.

C4.1 Engaging Faculty in Academic Advising: A Faculty Fellow Approach
Wes Hillyard | University of Mary Washington
Hampton I

This session will examine how the University of Mary Washington implemented a Faculty Fellows academic advising program to offset limited resources, reduce professional advising caseloads, and better address student needs. Since the program’s inception, professional advising caseloads have been reduced by close to 50% affording the professional advisor more time for program development and administrative tasks. Further, the program increases faculty involvement and raises awareness of best advising practices among faculty.
Time will be allotted for participants to identify areas where faculty may be leveraged at their own institution, whether in academic advising or other retention areas. Participants should leave with 1-3 ideas of where and how faculty may enhance operations in order to save money, increase outreach, and/or promote faculty involvement.

**Faculty and Peer Advising/Mentoring**

C4 | 16 | 11

**C4.2**

*One of these things is not like the other: Transfer as a First-Year Student*

Akeyla Porcher, Tania Alvarez, & Daniela Cigularova | Old Dominion University

A growing population of first year students begin their university studies with completed associate degrees from high school. Because of their non-traditional pathway, these students experience unique challenges and opportunities, and present similarly unique challenges and opportunities to faculty and administrators. There is limited understanding of who these students are, what their needs are, and how best to serve them and facilitate their success. In this presentation, we will provide an overview of this relatively unknown student population and describe the results from an empirical study of their profile in terms of background characteristics, critical demands and resources, and student psychological outcomes. Additionally, we will describe strategic initiatives and utilization of predictive analytics to ensure their academic success. Attendees will learn strategies to promote engagement, retention, and timely graduation of this unique population of students.

**Advising Special Populations**

I5 | C4 | C5

**C4.3**

*Advising for a Decade: Celebrating 10 Years (or More) in Academic Advising*

Gavin Farber | Temple University, Mark Costello | Bucks County Community College, Mary Lehr-Furlado | The College of New Jersey, Wiona Altic Porath | Johns Hopkins University, Monique Ransom | University of Maryland Baltimore County, Julie Traxler | Rutgers

Academic advising is a rewarding profession. The decision to move into this area of higher education allows practitioners to develop strong connections with their students to help them navigate their academic journeys. Advisors and advising administrators over time, develop strong connections with their peers to seek guidance and support. Longevity and excitement for the work is necessary to keep the profession growing and developing. Reaching ten years in the field allows advisors and administrators opportunities to reflect on how to forge rich, rewarding careers. Join the conversation and gain insights from experts about how they remained in the profession for over a decade (or longer).

**Training and Development**

C6 | R2 | R6

**C4.4**

*Navigating science curricula: What do students expect from their academic advisors?*

Christina Winterton & Anna Drummey | Villanova University

In order to best navigate students through degree attainment in the STEM fields, it is important to first identify student expectations of their academic advisor. What do students believe should be discussed during academic advising appointments, and do students tend to focus on institutional or individual factors when they seek guidance from their academic advisor? Students within the STEM disciplines describe what influences their short and long-term goals, and how they envision their academic advisor aiding in their success through elements of advising meetings such as style and frequency. Institutional factors such as course sequencing, rigor, and career preparation are explored and contrasted with individual factors such as time management, family expectations, and self-fulfillment.

**Academic Major Specific**

R2 | R4 | R7

**C4.5**

*Advising for Thriving: Connecting Existing Advising Practices with the Science of Well-being*

Liz Sutton | University of Pennsylvania

As advisors, we support students’ well-being and thriving every day. We highlight their strengths, support their self-efficacy, build authentic relationships, and help them make meaning out of confusing experiences. Positive psychology has similar aims: to highlight and bolster our strengths, to develop our individual and collective self-efficacy, to support caring relationships, and to ultimately help us make meaning in our lives. This session will help us think through our own advising practices and what we know works anecdotally, and then connect those practices with existing research in the field of positive psychology. Attendees will leave with both a better understanding of how science supports their advising and a toolkit of exercises to help further integrate positive psychology into their advising practice.

**Health and Well-Being**

R2 | R6 | C4
C4.6 Helping Working College Students Balance their Entrepreneurial Spirit and College Success
Amanda Carcione | Seton Hall University & Eileen Snyder | Georgia Southern
Hampton VIII

The pursuit of the “side-hustle” has become the new normal for many college students. According to Forbes magazine, more than half of college students work an average of 27 weeks a year. More students are becoming entrepreneurs while still completing their bachelor’s degrees. As students launch their own personal brand through social media, internships, athleticism, or professional roles; the support advisors provide is essential to promote their persistence as they balance multiple identities. This session will discuss ways to gather information on our entrepreneurial students and assist them in coping with competing demands through collaboration and sharing power. Lastly, we will look at how our institutional faculty can connect the benefits of work to the classroom curriculum. An interactive session of designing a helping strategy will be presented for audience participation.

Student Persistence, Retention, and Academic Skills
R2 | C4 | R6

NACADA Connect
Marriott Foyer

Looking for ways to get involved in NACADA? Want to learn more about the Association? Do you want to meet people who have had various leadership experiences in NACADA? Stop by the NACADA Connects tables to learn more or just say hi!

Concurrent Session 5
3-4 p.m.

C5.1 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
Karen Archambault | Rowan College at Burlington County
Hampton I

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 to Academic Advising Today, NACADA-produced books, the new online, scholarly journal NACADA Review: Academic Advising Praxis and Perspectives, and the flagship NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Training and Development
R7

C5.2 “To Pimp A Butterfly” at a PWI: Academic Coaching Strategies and Organized Principles to Combat Ins
Erica Brown-Meredith, Kavonda Jordan, & Lakeita Clark | Longwood University
Hampton II

African-American students enrolled in majority schools, intuitively employ social comparison in a system structurally not designed for their success. “The ubiquity and spontaneity of comparisons suggest that people will tend to assess their actions and outcomes with reference to whatever targets are available, regardless of the diagnosticity” (Garcia & Hallodrson, 2021). Kendrick Lamar (2015) in his acclaimed album, “To Pimp a Butterfly” discusses the plight of African-American’s in this racial and ethnically political era metaphorically as a beautiful butterfly being controlled through racial inequalities and institutional discrimination. This conference workshop aims to discuss student experiences, while providing theoretical frameworks for culturally responsive advising. Participants will be taken on a cultural journey using Lamar’s lyrical poem to go through a developmental metamorphosis of the butterfly aka African-American student in the journey of college matriculation.

Advising Special Populations
C3 | R3 | R4

C5.3 Achieving Organizational Success: Aligning Strategic Leadership Principles with Strategic Planning Practices
Jeffrey McClellan | Frostburg State University
Hampton III

Does your organization have a plan but struggle to translate that plan into practice? Many advising offices have well-crafted and inspiring mission, vision, and values statements, beautifully drawn up external/internal analyses, and fine-tuned action plans based on broadly scoping strategic directions and SMART goals. Unfortunately, despite the existence of these well-constructed documents, many of these departments lack both a coherent, integrated strategy and, even worse, any semblance of true strategic leadership. This occurs because effective strategic leadership is not based on the creation and existence of a document or plan, but on a series of underlying leadership principles. In this presentation participants will learn the principles that underlie and give life to the traditional practices of strategic planning through discussion and application-oriented activities.

Advising Administration
C3 | R6 | R7
C5.4 How the Pandemic Shifted Tides in Advising and Teaching Using Teaching-Advising Connection
Suzanne Morrow & Jennifer Muth | Old Dominion University
Hampton VII

The "advising as teaching" approach first proposed by Abbleby (2008) has long since informed the advising practices of many advisors around the country. This connection became crucial when the world was faced with the COVID-19 pandemic. Universities across the world were faced with how to quickly transition both teaching and advising to online formats. The faculty advisors in the Department of Psychology responded with using information gained from online teaching to know how to conduct online advising. In turn, lessons learned from online advising led to changes made in the online classroom. This presentation will address those changes made in advising and teaching to inform the reader of effective techniques for online advising. Data will be shared to support the effectiveness of the online advising format.

Faculty and Peer Advising/Mentoring
C4 | R4

C5.5 Women Thriving, Not Just Surviving
Lisa Yamim | Virginia Commonwealth University, Melinda Anderson | NACADA: The Global Community for Academic Advising, & Karen Lewis | University of Maryland-College Park
Hampton VI

A panel of women professionals in various leadership positions at their institution or within NACADA will share their experiences in advancing their careers. Panelists will share the challenges they faced while deciding to move forward and the choices they've made to earn their spot in higher education. Topics may include decisions about earning advanced degrees, finding work-life balance, raising a family, the value of mentoring, and cultural experiences (age, race, gender, etc.) that have impacted their careers. Join this group of dynamic women for an entertaining, enlightening, and supportive session where you can learn more and share your story as well!

Health and Well-Being
R6 | R7 | R2

C5.6 Staying Afloat: Providing Support, Promoting Autonomy, and Setting Professional Boundaries
Michele Applegate | University of Delaware & Jessica Kempel | Drexel University
Hampton VIII

While uncertainty and stress have been common themes associated with the pandemic for all, college students in particular have internalized these fears and self-doubts, resulting in seeking more hand-holding than usual. This has created an even more demanding advisor workload, with advisors unofficially being tasked with finding the best methods of providing support, helping students to gain confidence in being autonomous, and setting professional boundaries to avoid burnout. This presentation will highlight data on the increased demands of students at the University of Delaware and Drexel University, offer a space for advising professionals to openly discuss their shared and unique experiences, and provide as well as crowdsource methods of finding a balance in supporting this new wave of students' needs, while also prioritizing advisors' limitations and wellbeing.

Student Persistence, Retention, and Academic Skills
I5 | I7 | R6

Afternoon Snack Break
Hampton Foyer/Hampton IV

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

C6.1 When it's just too much: Advisor Moms in the Age of COVID
Karen Archambault | Rowan College at Burlington County, Catherine Moss | Old Dominion University, Musiette Clay | Slippery Rock University & Mary Lehr-Furtado | The College of New Jersey
Hampton I

"When it's just too much: Advisor Moms in the Age of COVID" presents a panel to engage with an audience of participants navigating the world of advising and the world of being "mom" both throughout the COVID crisis and in the days that follow. COVID illuminated the extent to which parents but especially moms carry their families and their students and are constantly stretched to do more. This panel examines how a group of moms have been managing their new reality, shares tips for survival, and encourages the audience to participate in a lively discussion about boundaries and realistic expectations.

Health and Well-Being
R6 | R3
C6.2 Developing an online program for students on warning or probation: an advising unit's experience
Diana McFadden | Temple University

Hampton II

Students on warning and probation are a population of students at risk, particularly students in Science and Technology majors. Temple University's College of Science and Technology recognized a need to have additional programming and support for students on warning and probation (students with low GPA). During 2020 and 2021, this advising unit developed an online course through our learning management system. The online course we developed is interactive, offers multiple different supports, activities, readings and referrals to other services, and with a variety of different topics. This presentation aims to describe and share one type of programming for this population, and future goals with this course.

Advising Special Populations
I5 | I7 | R6

C6.3 The NACADA Emerging Leaders Program: Engaging & Inspiring Diverse NACADA Leaders
Amber King | Delaware Technical Community College & Blair Banks | Lynchburg College

Hampton III

Do you want to help shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Interested in engaging and inspiring future association leaders by serving as a mentor? Consider participation in the Emerging Leaders Program (ELP), NACADA’s mentoring initiative, which works to support diversity in NACADA’s leadership and contributes to the association’s mission of being a global community. Join us for this session and gain valuable knowledge from program participants about the ways in which the NACADA Inclusion & Engagement Committee and ELP are fostering diverse voices in the association’s leadership.

Faculty and Peer Advising/Mentoring
C2 | C4

C6.4 Privacy and Practicality: Reimagining FERPA Compliance to Promote Equitable Advising Interactions
Jennifer Marco | University of Pittsburgh

Hampton VI

This session offers insight into the project to reimagine FERPA at the University of Pittsburgh and the observations that informed it, aimed at standardizing FERPA compliance and knowledge in a largely decentralized organization. FERPA is often taught through mandated trainings in the higher education world for the purpose of compliance, which often exclude its practical uses in everyday interactions. This six-pillar project was and still is serving to address education gaps related to training, compliance, and resources. FERPA knowledge and practical application are now at the forefront of compliance innovation at the University of Pittsburgh, for without a readily applicable understanding of this legislation, we are vulnerable to treating students inequitably.

Training and Development
I4 | C6 | R7

C6.5 Envisioning First-Generation Student Success
Jessica McLaughlin & Frank Nelson | Temple University

Hampton VII

About 30% of first-year students at Temple University are first-generation. Our definition is: You are the first person in your family to earn a US Bachelor's degree. Research shows these students tend to be less successful in college, so we developed this initiative to support the students who were identified as first-gen on a survey taken upon entering Temple. To improve retention of these students and support their success, the CST Academic Advising office developed the First-Generation Initiative. We have faculty representatives from some departments in CST at Temple. Our initiative has created a variety of ways to support first-gen students in our college, including financial, social, and seminar components. We identify successes, challenges and insights and hope to grow our program and inform next steps through the feedback we receive in our session's discussion.

Student Persistence, Retention, and Academic Skills
C6 | I1 | I5

Nursing Rooms available in the Monroe Room and Tyler Room on the 3rd floor.
( Keys available at the Registration Table.)

Gender neutral restrooms on the 3rd floor across from Hampton VII.
Are you looking to make or enhance connections with advisors across your campus? Come chat with two advising professionals from the University of Delaware who will share how they have connected with others across a decentralized institution. The presentation will provide background information on the importance and benefits of connections between advising staff. Presenters will identify challenges and opportunities they experienced on their campus. As a result, advisors implemented several no cost initiatives to address the need for advisors to connect across campus not only to enhance the student referral experience, but also professional development, networking, social activities, and sharing best practices. Attendees will participate in small group discussions to brainstorm strategies for improving advising connections across their institution.

Training and Development
R2 | R7 | 16

Dinner On Your Own
Around Norfolk
Show Your Badge – Scan me for discounts around Norfolk.

Our Penny Wars have gone virtual!
Want to help your state/commonwealth/district win the title of 2022 Penny Wars Champs while donating to a great cause? You can send your donation through Venmo to @PennyWarsFundraiser. All proceeds will be divided between Norfolk State University and Old Dominion University student Food Pantry programs. Be sure to note your state/commonwealth/district in the comments section to get credit for the Penny Wars competition!

Marriot Waterside Wi-Fi
Access as “conference guest” password “NACADA”
Wednesday, March 9

**Group Mindfulness/Fitness Activity**  
Meet at the Hospitality tables in the Presidential Foyer  
7-7:30 a.m.  
Start your day with a casual outdoor walk to the water! Join Lenora Thorbjørnsen to stretch your legs with a short walk to the Waterside area. Enjoy the relaxing morning water views and maybe even see a mermaid! (Note: in the event of rain, this walk will be held indoors through the covered walkway to Waterside.)

**Coffee Service**  
7:15-8:15 a.m.  
Hampton Foyer/Hampton IV

**Check-in**  
8-10 a.m.  
Presidential Foyer

**Hospitality and Commuter Pit Stop Room**  
8 a.m.-5 p.m.  
York

**Mindfulness Room**  
8 a.m.-5 p.m.  
Chesapeake

Want a break between sessions? Want to see ways of practicing mindfulness? Just want a few minutes to be a kid again? Come to our mindfulness room! You’ll be able to play with stress balls and fidget toys, color, and try your hand at a puzzle or two. There will even be a gratitude corner, where you can reflect on thankfulness.

**NACADA Connect**  
8:30-10:30 a.m.  
Marriott Foyer

Looking for ways to get involved in NACADA? Want to learn more about the Association? Do you want to meet people who have had various leadership experiences in NACADA? Stop by the NACADA Connects tables to learn more or just say hi!

**Concurrent Session 7**  
8:30-9:30 a.m.

**C7.1**  
**Advising Students Through the Four Rooms of Change**  
Eileen Snyder | Georgia Southern & Amanda Carcione | Seton Hall University  
Hampton I

The Four Rooms of Change Theory as developed by Claes F. Janssen is adaptable and applicable to the important work of academic advisors. Just as Appreciative Advising has its roots in organizational development, the Four Rooms of Change Theory is another innovative tool and professional opportunity for academic advisors of all experience levels to assess change readiness in their advisees. This workshop will provide all the information and understanding needed for academic advisors to formulate impactful success strategies based on identifying their advisees ability to cope with transitional change. Attendees will participate in an activity to easily assess change. As a self reflective piece we will as a group discuss advisement strategies based on prior experience.

**Student Development, Theory, and Research**  
C3 | C4 | R2

**C7.2**  
**Double-Consciousness - The Path to True Inclusive Advising**  
Khadijah Peak-Brown | Tidewater Community College  
Hampton II

This session will provide information on the missing link to inclusive advising, the understanding of double-consciousness. W.E.B. Du Bois (1903) wrote that double-consciousness is the “sense of always looking at oneself through the eyes of others, of measuring one’s soul by the tape of a world that looks on in amused contempt and pity” (Bois, 1903, p. 2). He adds that we all operate in oneness as Americans and Americans all have that in common. However, some Americans operate in “two-ness”. For example, American and Black, or American and homosexual. There can be any two, or more (American, Black, and female), consciousnesses operating in tandem during an advising meeting. Attendees will leave the session with an understanding of what double-consciousness is and be empowered to dive deep into those conversations with their colleagues and students.


**Diversity, Inclusion, and Social Justice**  
C6 | I5 | R3
The job market is constantly changing. Many times, we feel that we need to change along with it, but is earning a doctorate the right path for you in your career? Many of us have so many things we try to balance in our daily lives and adding doctoral coursework to the to-do list can seem daunting. Earning a doctorate at any state is a unique experience. It requires the right tools, assistance, knowledge, guidance, and support. Join our panel discussion to gain insight, information, and perspective about the doctoral journey.

C7.4 Nudging Students Toward Success: A Retention Initiative
Allison McGee & Erin Colwell | Old Dominion University

This past year has caused Old Dominion University as an institution and the Center for Major Exploration/Mane Connect Success Coaching at ODU as a department to reimagine best practices in communication with students. This presentation will focus on how the CME/MC developed a mass texting campaign, “nudges”, for the entire freshman and sophomore class at Old Dominion University using Salesforce Target X software with the purpose of communicating timely and important information. Data related to the effectiveness of the program will also be shared. Participants will learn how to effectively support a high number of students through strategic mass texting outreach during the academic year.

C7.5 Project Advising: The Reality of the Profession and Overcoming #AdvisorBurnout
Gavin Farber | Temple University

The role of an academic advisor transforms daily. They balance two worlds on campus - (1) serving as student advocates and (2) being the gatekeepers of academic practices and protocols. There are moments that practitioners want to “Sashay Away” due to the difficult challenges they face in their roles. Advising practitioners want to “Make it Work” with their advisees, but sometimes due to the institutional rules it might be impossible. Causing the advisor to channel their inner Heidi Klum and say, “And that means you’re out, Auf Wiedersehen.” The struggle is felt globally for academic guides, and with the pandemic #AdvisorBurnout is real and becoming a problem affecting the well-being and retention of our industry. Join the conversation because you “Wanna Be On Top!”

C7.6 Creativity as Wellness
Edna Renee Macbeth | Virginia Commonwealth University

You are a creative, and that can be a key in managing your wellness in unwell times. Using insights from The Artist’s Way and The Artist’s Way at Work, this session will explore some creativity exploration tasks that can assist in managing stress and improving wellness. Attendees will leave with tools to begin to explore their own creativity and consider their own wellness.

Concurrent Session 8 9:45-10:45 a.m.

C8.1 Where no advisor has gone before: How Star Trek, NACADA, and Academic Advising boldly go together
Diana McFadden | Temple University

This presentation aims to highlight the NACADA core principles by connecting them characters, situations, and examples of leadership as shown in the television and movie series, Star Trek. If time allows, this presentation will also use the series to show 2-3 examples of advising styles, as demonstrated by the leadership of the various Star Trek series. The hope of this presentation is to assist new advisors with understanding these values, and to review advising principles for more experienced advisors, all with an fun and exciting twist.

Student Development, Theory, and Research
C2 | C4 | C6
C8.2 Advising C.P.R. - Advising At-Risk Students During the Pandemic
MyChael Willis | Norfolk State University
Hampton II

The pandemic has been a devastating blow to people of the Black and Brown community. Students face roles of contributing to their families with various new responsibilities, while being a full-time student. Students often feel that they are able to recover on their own without help, without the understanding that they are already considered “at-risk” students. Using non-traditional ways to communicate and offer assistance and support to students, is imperative in order to show students that you are an advocate for their success. By creating an atmosphere of care and accountability, students feel comfortable with allowing the advising relationship to flourish and ultimately become successful. Attendees will learn strategies to build impactful advising relationships by using C.P.R. with at-risk students.

Advising Special Populations
I5 | C4 | R2

C8.3 Navigating Intrusive Advising for High-Achieving Students in a Community College Accelerated Degree
Meredith Pollard, Crystal Stafford, & Jessica Whitten | Tidewater Community College
Hampton III

The purpose of this session is to share an overview of the planning and growth of the Accelerated Degree Program (ADP) at Tidewater Community College. The ADP allows students to complete a transfer associates degree in 12 months. Advisors work closely with students selected to participate in the ADP, and challenge students to gain high self-efficacy, take ownership of their goals, and create realistic solutions to any barriers.

During this session, we will explore incorporating the intrusive advising approach with high-achieving community college students, and the benefits of case management with a specialized student population. We will review the history of the ADP program, explore the timeline and selection process, show the growth since its inception and propose continued areas of expansion.

Advising Special Populations
C4 | I5 | R6

C8.4 Leveraging Texting Technology for Student Success
Katie St. John & Allison McGee | Old Dominion University
Hampton VI

This past year has caused ODU as an institution and the Center for Major Exploration/Mane Connect Success Coaching (CME/MCC) as a department to reimagine best practices in communication with students. This presentation will outline how the CME/MCC office diversified it’s outreach and communication strategies. Participants will learn how to leverage technology and incorporate text messaging into their positions to reach more students. Examples of topics, language, and structure will be discussed.

Technology and Social Media
R4 | R6

C8.5 Take a Break with Hamilton: Revolutionary Self Care for Advisors & Those We Serve
Edna Renee Macbeth | Virginia Commonwealth University
Hampton VII

COVID-19 has shown the importance of wellness and self-care for students and advisors. How can advisors assess their own self-care or talk with advisees about their self-care? This session will present some self-care concepts in an engaging way, allowing participants to assess their self-care and help others consider their self-care. Walking through several concepts, using examples from the musical Hamilton for illustration, attendees will reflect on how that concept appears for them and/or how to share it with students. At the end of the session, attendees will have the opportunity to reflect on how they can use other pop culture examples or resources at their institution to educate and advocate around self-care.

Health and Well-Being
R6 | I6 | C4

C8.6 Conference Accountability Buddy Networking Session
Carrie Egnosak | Penn State World Campus
Hampton VIII

Imagine this: you’ve just attended the Region 2 conference and learned a ton of great new things. You’re excited to work on them, but you return to your office and it’s the end of a semester, then summer break and orientation. Before you know it, a new academic year is beginning and you still haven’t started on the things you wanted to while you were sitting at the conference. What if fellow NACADA members could support you with a bit of encouragement and accountability? In this networking session, attendees will find partners for discussion about their takeaways from the conference and potential ideas that they’d like to implement in their offices. They will create a timeline for post-conference follow-up with their new “accountability buddies”.

Training and Development
R6
Brunch and Region Updates
11 a.m.-12:15 p.m.

Norfolk Ballroom

Norfolk Waterside Marriott