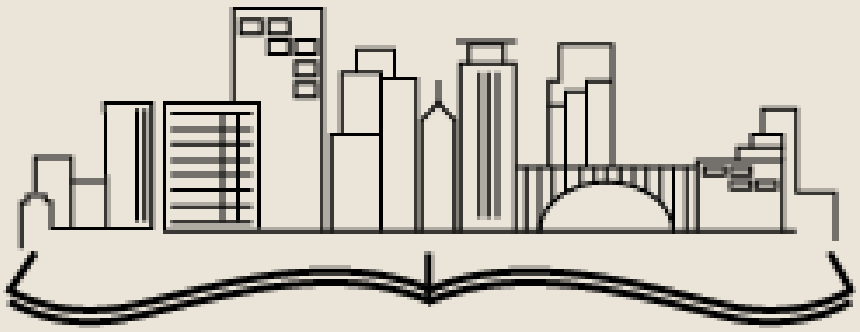
Land of 10,000 Stories



finding your place • claiming your space

NACADA Region 6 Conference

Radisson Blu - Minneapolis, MN
May 16-18, 2018

NACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

WELCOME LETTER FROM REGION 6 CHAIR

Conference Attendees,

Welcome to the 2018 Region 6 NACADA Conference!

On behalf of the Region 6 Steering Committee, I am excited to welcome you to Minneapolis for the Land of 10,000 Stories: Finding your Place, Claiming your Space. We are very excited that you have joined us and are sure that you will find this a rewarding experience.

Welcome to all the first-time attendees. It is my hope that you have an enriching experience during the conference. Please take advantage of the various networking opportunities. I look forward to interacting with you at the First Time Attendees Session. Please feel free to connect with me at any point during the conference.

For those of you who have attended previous conferences, welcome back! I am glad that you are joining us again. I hope all of you are able to connect with fellow NACADA members and both strengthen your current practices as well as learn some new ones to bring back to your campuses.

I strongly encourage all of you to attend the Region 6 State and Province meetings. This is a great time to learn more about NACADA, offer input, and learn of ways to get involved. Your state/province rep will be there to guide the discussion.

Special recognition is due to the winners of our 2018 Region 6 Awards. We'll be honoring this group of deserving individuals at the Opening Reception Wednesday evening. Please nominate deserving colleagues for the 2019 awards!

I want to thank this year's co-chairs Meagan Hagerty and Jen Endres along with the members of the Conference Planning Committee for all their hard work in putting together an exciting conference for us to enjoy.

Please take advantage of all the networking opportunities and get connected with the wonderful colleagues in our field. NACADA is a member-driven organization whose success depends on involvement from members like you.

Enjoy the Region 6 Annual Conference!

Troy Schmidt

Region 6 Chair

2016-2018

LAND OF 10,000 STORIES

finding your place • claiming your space

NACADA

THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

WELCOME LETTER FROM REGION 6 CONFERENCE CHAIRS

Welcome to the land of 10,000 lakes and the Region 6 conference! We are so excited to have you join us for “Land of 10,000 Stories: Finding your Place, Claiming your Space.” We hope you will be inspired during this annual gathering of our Region 6 colleagues as we learn from each other and share our stories.

In addition to enjoying the planned conference activities, we hope you will take some time to explore the rich and storied history of the Minneapolis/St Paul area. The conference location affords easy access to local gems such as the Guthrie Theater, Stone Arch Bridge, Nicollet Mall and more. St. Paul, and even the Mall of America, are short light rail rides away.

On behalf of the 2018 Conference Planning Committee, we are delighted you have joined us. Enjoy the conference and thank you for the work you do to support students in “writing their stories” on your campus.

Best,

Meagan Hagerty & Jen Endres
Region 6 2018 Conference Co-Chairs

REGION 6 2018 CONFERENCE COMMITTEE

Conference Co-Chairs

Meagan Hagerty
University of Minnesota-Twin Cities

Jennifer Endres
University of Minnesota-Twin Cities

Hospitality and Venue Chair

Joanie Kyllo
University of St. Thomas

Programs and Technology Chair

Brian Wollum
Anoka-Ramsey Community College

Communication, Registration and Volunteers Chair

Amy Staloch
Minnesota State University, Mankato

CONFERENCE SESSION TYPES

PRE-CONFERENCE WORKSHOPS
Pre-conference workshops are conducted in extended time lengths to provide more in-depth discussion and hands-on involvement with the topic. Pre-registration is required. Workshops are limited to 50 participants so that interaction can be maximized. Check at the Conference Registration Desk if you wish to enroll.

CONCURRENT SESSIONS
Most conference sessions are hour-long, concurrent sessions that cover current issues in academic advising. Sessions can be based on research, individual program results, development topics, and theory. The format is mainly lecture or workshop with questions and discussion following the presentation.

POSTER PRESENTATIONS
Poster presentations are presented in the form of a tabletop exhibit, delivered primarily through the use of visual display and handout materials. Presenters will make brief remarks, share information, and answer questions about the presentation topic.

CONFERENCE SPECIAL EVENTS

OPENING RECEPTION, ENTERTAINMENT, & AWARDS
Wednesday, May 16 4:45 PM-6:45 PM
Scandinavian Ballroom

We invite you to "Find Your Place and Claim Your Space in the Land of 10,000 Stories" at the Region 6 Opening Reception! Come to the Scandinavian Ballroom in the Radisson Blu in Downtown Minneapolis to enjoy light appetizers, a cash bar, and connect with fellow NACADA conference attendees. Kyle "Guante" Tran Myhre will be performing spoken word, our regional awards will be announced, and attendees will be entered into raffle drawings for gift baskets.

BREAKFAST & POSTER SESSION
Thursday, May 17 8:00 AM-9:00 AM
Denmark Commons

Make plans to view Region 6's poster presentations and visit with colleagues while fueling up for a day-full of learning!

STATE & PROVINCE MEETINGS & DESSERT SOCIALS
Thursday, May 17 5:15 PM-6:00 PM
Concurrent Meeting Rooms-Skyway Level of Radisson Blu

Connect with other NACADA Region 6 members from your state or province and enjoy a few sweet treats! Raffle prizes will be given away. Must be present to win!

RESEARCH CONSULTATION SESSIONS
May 16-18
Contact Drew Puroway for more information

Need to talk through a research idea or potential inquiry question? The NACADA Research Committee is pleased to announce that attendees at the Region 6 Conference have the opportunity to arrange for a half hour "consultation session" with a colleague who has been involved with research before. For more information, please contact Drew Puroway at dwpuroway@stthomas.edu.

HOSTED DINNER
Thursday, May 17 6:30 PM
Downtown Minneapolis Restaurants

Experience a local Downtown Minneapolis restaurant with a small group of fellow NACADA attendees! Sign up for a spot at the registration table.

KEYNOTE SPEAKER

Dr. Les Opatz

Dr. Les J. Opatz is the Director of Advising and Student Support Services for the College of Liberal Arts at the University of Minnesota, Twin Cities. He earned a B. A. at the University of Minnesota, Morris with majors in Political Science and Speech Communication, and an M.A. in Speech-Communication with a Feminist Studies minor and a Ph.D. in Educational Policy and Administration, Higher Education from the University of Minnesota, Twin Cities. He has worked in advising and student services for over 20 years and has over 10 years of university teaching experience. He was co-director for the creation and implementation of CAPE, the Center for Academic Planning and Exploration, which employs academic advisors and career counselors in a coaching model to assist undecided students in choosing a major and/or career. In 2013, CAPE won the National NACADA Outstanding Institutional Advising Program. He has presented at numerous advising and other conferences on a variety of topic areas, including those related to his dissertation, “The Persistence Pyramid: Factors Related to Persistence for Low-Income Students in Baccalaureate Programs.” His other research interests include the areas of happiness, wellbeing, and sense of belonging. He co-authored an article for the 2007 NACADA New Advisor monograph, “Adapting Advising to Today’s STAMPED Generation.” In 2015, Les received the John Tate Award for Excellence in Undergraduate Advising. His other favorite hobbies include hiking, music, film, and wine.

FEATURED SPEAKER AND PERFORMER

Kyle “Guante” Tran Myhre

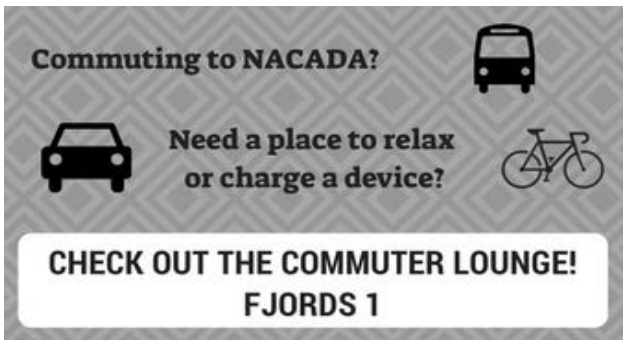
Kyle “Guante” Tran Myhre is an MC, two-time National Poetry Slam champion, activist and educator. His work explores the relationships between identity, power, and resistance, and has been featured on Upworthy, Welcome to Night Vale, Everyday Feminism, MSNBC, the Huffington Post, and beyond. Garnering over ten million views online, Guante has also performed live at the United Nations, given a TedxTalk, and presented at countless colleges, universities, and conferences.

Whether deconstructing traditional notions of masculinity, challenging dominant narratives related to race and racism, or just telling stories about the different jobs he’s had, Guante strives to cultivate a deeper, more critical engagement with social justice issues, one based in both empathy and agency. An educator as well as a performing artist, Guante completed his Masters studies in 2016 at the University of Minnesota with a focus on spoken word, critical pedagogy, and social justice education; in that spirit, his performances use poems as jumping-off points for authentic dialogue, critical thinking, and community-building. Find his work at www.guante.info, or on Twitter: @elguante.

NACADA REGION 6 2018 CONFERENCE-AT-A-GLANCE

Wednesday, May 16th			
Time	**Session**	**Title**	**Location**
11:00 am-6:00 pm	Conference Registration Open		Denmark Commons
	Pre Conference Workshops- pg. 8		
1:00 pm-3:00 pm	PC1	Peer Advising Leadership Program- CANCELLED	
1:00 pm-3:00 pm	PC1	Relationship-Building through Story & Spoken Word	Fjords 2
1:00 pm-3:00 pm	PC2	NACADA Core Competencies	Fjords 3
3:30 pm-4:30 pm	PC3	NACADA New Member Orientation	Bergen 1
4:45 pm-6:45 pm		Opening Reception, Entertainment, & Awards	Scandinavian Ballroom
6:45 pm		Dinner on Your Own	
Thursday, May 17th			
7:30 am-4:30 pm	Conference Registration Open		Denmark Commons
8:00 am-9:00 am	Breakfast & Poster Sessions- pg. 4		Denmark Commons
	PS1	First Generation College Students: Spirituality and Success	
	PS2	Sharing Your Students' Stories through Assessment	
	PS3	Peer Mentors: A College of Arts & Sciences Story	
	PS4	"What Are We Doing?" Interviews and Discussion of Campus Advising Practices	
9:00 am-10:00 am	Concurrent Session 1- pg. 9-10		
	1.1	Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing	Fjords 2
	1.2	Assessing Student Needs: Showing C.O.N.C.E.R.N.	Bergen 1
	1.3	Three Chapters that Create a Strong Advising Story	Fjords 3
	1.4	The Elephant (or Donkey) in the Room: Advising Students Across Political Lines	Fjords 4
	1.5	Growth Mindset: Setting Students up for Success	Bergen 3
	1.6	Talkback with Guante	Bergen 2
10:15 am - 11:15 am	Concurrent Session 2- pg. 10-11		
	2.1	When 'I Want to Help People' Isn't Enough: Advising First-Year Pre-Health Students	Fjords 2
	2.2	Advising for Social Justice	Bergen 2
	2.3	Academic Coaching: Integrating a Coaching Approach into Advising Practice	Bergen 3
	2.4	Creating an Advising Center	Fjords 3
	2.5	Don't Get Stranded in the Lake: Incorporating Counseling Skills to Enhance Relational Competencies	Bergen 1
	2.6	Journey to College from Around the World: Snapshots of Refugee/Immigrant Students Pursuing Higher Education	Fjords 4
11:30 am - 12:30 pm	Concurrent Session 3- pg. 11-12		
	3.1	Downtime: Tales of Productivity (or lack thereof)	Fjords 2
	3.2	Navigating Foreign Lands: How Advisors Can Use Cultural Mentoring to Guide Students in Higher Education	Bergen 2
	3.3	Barriers that Affect Career Self-Efficacy in Different Populations of College Students	Fjords 3
	3.4	Building a Mentoring Program for Holistic Sophomore Success	Fjords 4
	3.5	Learner-Centered Strategies: Ways to Help Students Improve Academic Performance	Bergen 1
	3.6	Creating Stories of Student Success: Using Positive Mindset and Goal Setting to Set the Stage	Bergen 3
12:30 pm-2:30 pm	Lunch (Regional Business Meeting and Keynote Address)		Scandinavian Ballroom

2:45 pm - 3:45 pm	**Concurrent Session 4- pg. 13-14**		
	4.1	**Your Place, Your Space (Reprise): Applying the Concepts of the Keynote to Your Work and Life**	**Bergen 2**
	4.2	**The Challenge of Entitlement: How Can Advisors Respond?**	**Bergen 1**
	4.3	**Do I Belong Here? Advising Students Experiencing the Impostor Phenomenon**	**Bergen 3**
	4.4	**Using Data to Inform Advising with Indigenous and First Generation Students**	**Fjords 2**
	4.5	**We All Died of Dysentery: Developing Game Based Learning to Increase Orientation Engagement**	**Fjords 3**
	4.6	**A Conversation with NACADA Leaders**	**Fjords 4**
4:00 pm - 5:00 pm	**Concurrent Session 5- pg. 14-15**		
	5.1	**Finding Your Place: Using a New Advisors Group to Train and Build Community**	**Bergen 2**
	5.2	**Advise like a MARAUDER: Charting a Course for Success**	**Fjords 2**
	5.3	**Unpacking White Fragility (DiAngelo, 2011)**	**Bergen 1**
	5.4	**When Advising Meets Counseling: How to Ensure Students Receive the Most Appropriate Care**	**Bergen 3**
	5.5	**Toy Story: Bringing Your Workspace to Life**	**Fjords 3**
	5.6	**Uniting as One: Two Teams Collaborating to Create a "Brave Zone" for Our Military Students**	**Fjords 4**
5:15 pm-6:00 pm	**State/Province Meetings & Dessert Socials** • **Iowa:** Fjords 2 • **Manitoba and Saskatchewan:** Fjords 1 • **Minnesota:** Bergen 1 and 2 • **North Dakota:** Fjords 4 • **Nebraska:** Bergen 3 • **South Dakota:** Fjords 3		
6:30 pm	**"Hosted" Dinners or Dinner on Your Own**		
Friday, May 18th			
8:00 am-11:00 am	**Conference Registration Open**		**Denmark Commons**
8:30 am-9:30 am	**Breakfast**		**Scandinavian Ballroom**
9:30 am - 10:30 am	**Concurrent Session 6- pg. 15-16**		
	6.1	**(re)Discovering your WHY for Advising**	**Bergen 2**
	6.2	**Raising Value as a Professional: Determining Your Level of Involvement in the Scholarship of Advising**	**Fjords 2**
	6.3	**Integrating Academic and Career Advising at a Non-Traditional University with Limited Resources**	**Fjords 3**
	6.4	**Tips and Tricks: Gathering Student Survey Feedback on Advising Interventions**	**Bergen 3**
	6.5	**Advising + Career + Engagement: An Integrated Approach for Enhanced Student Services Support and Administration**	**Fjords 4**
	6.6	**Land of 10,000 Leaders: An Introduction to NACADA ELP Program**	**Bergen 1**
10:45 am - 11:45 am	**Concurrent Session 7- pg. 16-17**		
	7.1	**Advising for Graduate School in the Life Sciences**	**Fjords 2**
	7.2	**Peer Advising Practices: Strategies from Three Institutions**	**Fjords 3**
	7.3	**Probation Innovations: 10,000 Obstacles to Academic Success**	**Bergen 2**
	7.4	**Modern Day Advising Handbook: Knowledge at the Speed of Change**	**Bergen 3**
	7.5	**Creating a Soft Landing: Understanding & Meeting the Needs of Transfer Students**	**Fjords 4**



WEDNESDAY, MAY 16TH ● PRE-CONFERENCE WORKSHOPS
1:00 PM-3:00 PM ● PRE-REGISTRATION REQUIRED

PC 1: Peer Advising Leadership Program

Rashonne Founts, University of Tennessee

The University of Tennessee, College of Agriculture, has a goal of improving the success of first year students. The implementation of the new Peer Advising Leadership program, PAL, linked with required PAL-driven coursework; a Living Learning Community; pre-enrollment advising strategy; and a data-driven evaluation component, has enabled the University to see a great deal for its first-year students.

Session participants will receive a description of the College of Agriculture's comprehensive approach to first year student success; receive the list & definitions of the risk factors used to identify possible barriers to success; learn the PAL's approach to improving first year student success; receive PAL's data; and learn how to develop and run a Peer Advisor Leadership program.

Cancelled

PC 2: **Relationship-Building Through Story and Spoken Word** Fjords 2

Kyle "Guante" Tran Myhre, MC, two-time National Poetry Slam champion, activist and educator
Chinh Truong, University of Minnesota

Many of the strategies that artists use to communicate complex ideas about identity, society, and agency are directly applicable to advising work. When we think more critically and more holistically about our stories-- our own stories, students' stories, larger cultural narratives, etc.-- and how those stories interact with each other, there is enormous potential for growth and community-building. This interactive session will examine a few examples of spaces in which communication and relationship-building may be challenging, and then explore strategies pulled from the disciplines of poetry, spoken word, and narrative art that might be able to begin to address those challenges.

PC 3: **Using NACADA's Core Competencies to Enhance Your Advising Program** Fjords 3

Maureen Schafer, University of Iowa

In 2017, NACADA's Professional Development Committee unveiled the NACADA Academic Advising CoreCompetencies to the advising community. What are the Core Competencies and how do they affect our advising programs? This pre-conference workshop will provide background information on why the competencies were developed, and how they fit into the other NACADA pillars, such as the Concept of Advising and the Core Values. We will then spend time working with the competencies to start to map them to our own training and development programs. Participants will have the opportunity to share ideas and work with other participants as we all start to incorporate the Core Competencies into our work. This workshop is especially relevant to participants who have training and advisor development responsibilities.

3:30-4:30 PM

PC 4: **NACADA Orientation for First-Time Attendees | FREE** Bergen 1

Yvonne Halden, University of Manitoba, Incoming Region 6 Chair
Troy Schmidt, Minnesota State University-Moorhead, Current Region 6 Chair

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 to this session to start your journey and learn how NACADA – The Global Community for Academic Advising can support your role in academic advising!

THURSDAY, MAY 17th

Thursday, May 17th
BREAKFAST & POSTER SESSIONS
8:00 AM- 9:00 AM
DENMARK COMMONS

PS1: First Generation College Students: Spirituality and Success
Diane Krusemark- Bethel University

PS2: Sharing Your Students' Stories through Assessment
Jody Owen- South Dakota State University

PS3: Peer Mentors: A College of Arts and Sciences Story
Julie Bean- University of North Dakota
Desi Anderson- University of North Dakota

PS4: "What Are We Doing?" Interviews and Discussion of Campus Advising Practices
Nathan Bambenek- St. Cloud State University

CONCURRENT SESSION 1
9:00 AM- 10:00 AM

1.1 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
Drew Puroway- University of St. Thomas
Fjords 2

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, 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.

1.2 Assessing Student Needs: Showing C.O.N.C.E.R.N.
Garrett Gassman- Univ. of Neb.- Lincoln
Bergen 1

Assessing student needs is a large part of academic advising. This session will overview the C.O.N.C.E.R.N. model of assessing the needs of students. The model is intended to be used during advising appointments as a way to make sure that you are being thorough in your communication and response to your students. This is not a checklist, but something to keep in mind as you navigate discussions. C – consider the situation and listen. O – obtain additional details. N – "N"-sure understanding. C – confirm the need and empathize. E – explore options. R – review possible solutions. N – never leave without a confirmed plan.

1.3 Three Chapters that Create a Strong Advising Story
Jody Owen- South Dakota State University
Fjords 3

In 2011, South Dakota State University (SDSU) established a mixed advising model. Since adopting the mixed model, SDSU has sought opportunities to improve advising quality and increase engagement for faculty advisors. To this end, SDSU utilized three core components for high quality advising programs, including advisor development, advising assessment, and advisor recognition and rewards, to develop strategic goals for academic advising that engage both professional academic advisors and faculty advisors. In this session, the presenter will share SDSU's strategic goals, discuss challenges and successes related to accomplishing these goals, and will implement activities through which participants will start developing an action plan for theirinstitution.

1.4 **The Elephant (or Donkey) in the Room: Advising Students Across Political Lines**
Julie Goepferd- Univ. of Minn.-Twin Cities
Jill Adams- Univ. of Minn.-Twin Cities
Fjords 4

Polarizing, turbulent and unprecedented are just a few of the many words used to describe today's political climate in our country. In this session, we will examine the critical role we play in helping our students continue developing their political beliefs, even (or maybe especially) when those beliefs may differ from our own.

1.5 Growth Mindset: Setting Students up for Success
Raquel Zuniga- Univ. of Northern Iowa
Latricia Hylton- Univ. of Northern Iowa
Bergen 3

Three presenters will share how they created a pathway for undergraduate student success using advising, classroom instruction, and support services. This collaborative approach integrated their different personal and professional experiences, techniques, and philosophies to empower students with varying intersectionalities (race, gender, socioeconomic status, first generation, etc.) to develop and function with a growth mindset. Attendees will have an opportunity to participate in activities geared toward identifying resources and strategies for creating a pathway for student success.

1.6 Talkback with Kyle "Guante" Tran Myhre
MC, two-time National Poetry Slam champion, activist and educator
Bergen 2

Learn more from our featured speaker and performer on relationship-building through story and spoken word.

CONCURRENT SESSION 2
10:15 AM- 11:15 AM

2.1 When 'I Want to Help People' Isn't Enough: Advising First-Year Pre-Health Students
Claire Drevs- Univ. of Minn.-Twin Cities
Luke Feuling Porter- Univ. of Minn.-Twin Cities
Fjords 2

Do you have students that are zealously committed to being pre-health but can't explain why? Through our work with first-year students in the College of Biological Sciences (CBS) at the University of Minnesota, we have observed that most first-year, pre-health students are highly committed to pre-health identities, despite a lack of self- or career-exploration. Grounded in Marcia's (1980) and Baxter-Magolda's (2001) work, we will provide an overview of how CBS advising, career coaching, and student engagement units guide first-year students with a 'foreclosed' pre-health identity status towards deeper exploration. This workshop will provide advisors with strategies they can utilize in their own practice to assist students in engaging in a meaningful first-year while working towards future health careers.

2.2 Advising for Social Justice
Jayne Sommers- University of St. Thomas
Quinn Nelson- University of St. Thomas
Bergen 2

Higher education institutions have historically been hierarchical and hegemonic in nature, perpetuating a cycle of systemic oppression (Freire, 2000). When advisors engage in advising practices, which do not interrupt the status quo, they maintain hegemonic institutions. NACADA's textbooks offer several strategies and approaches to the field of academic advising; however, social justice, equity, and inclusion are not explored. A critical reflection of advising is warranted and new strategies are required. This interactive presentation seeks new ways of approaching advising, one in which advisor's convictions and practices align to disrupt oppression. This presentation will examine Puroway's (2016) Freirian-approach to advising and explore the concept of counter narratives as a means to work towards social justice in advising.

2.3 **Academic Coaching: Integrating a Coaching Approach into Advising Practice**
Lucy Reile- Univ. of Minn.-Twin Cities
Kai Takatsuka- Univ. of Minn.-Twin Cities
Katie Koopmeiners- Univ. of Minn.-Twin Cities
Bergen 3

Academic Coaching is an increasingly popular approach in academic advising across the nation. The Center for Academic Planning; Exploration at the University of Minnesota-Twin Cities embraces a coaching philosophy in our work with exploring students. While our focus is on exploration, coaching strategies can be used in any advising or career conversation to help a student learn more about themselves, their options, and move forward towards success. This session will help you learn more about a coaching approach to advising and why this approach would be useful in your conversations with students. We will provide several coaching strategies and an opportunity to practice utilizing coaching strategies in everyday advising appointments.

2.4 **Creating an Advising Center**
Samantha Wohletz- Dickinson State University
Kayla Noah- - Dickinson State University
Fjords 3

Looking to change the culture of advising at your institution? Interested in learning more about centralized advising models? This presentation will focus on the creation and implementation of an academic advising center at a small, rural university in North Dakota. Presenters will discuss implementation challenges and triumphs in shifting from a faculty-centered model to a hybrid model utilizing professional advisors. Topics will include getting support from administration and faculty departments, design and utilization of advising center, formalizing processing, and the impact centralized advising has on retention efforts.

2.5 Don't Get Stranded in the Lake: Incorporating Counseling Skills to Enhance Relational Competencies
Tony Lazarowicz- Univ. of Neb.- Lincoln
Bergen 1

Counseling skills are extremely valuable to enhancing your ability to develop relationships with students you advise. With NACADA's new Advising Core Competencies model, this session will focus on counseling skills that can help enhance your effectiveness within the Relational component. This interactive session will be guided by the work of Ivey and Ivey (2007) to enhance your skill-set by discussing and practicing the narrative model of intentional interviewing and counseling; attending behaviors; observation skills; and effectively encouraging, paraphrasing and summarizing student interactions. Additionally, participants will leave with an improved advising philosophy statement that can guide your work with students. These practical skills will ensure that you won't be left stranded within an advising appointment.

2.6 Journey to College from Around the World: Snapshots of Refugee/Immigrant Students Pursuing Higher Education
Hillary Johnson- Des Moines Area C.C.
Kate Chandler Ernst- Des Moines Area C.C.
Fjords 4

This session will highlight the experiences of refugee or immigrant students in their pursuit of higher education in an urban community college setting in central Iowa. Through stories and interviews, the students offer their perspectives on the unique barriers faced in moving away from their countries, communities, and families, as well as the complex process of cultural integration in the United States. Who are these students? How do their cultural differences enhance the classroom? How can we best serve our refugee and immigrant student populations?

CONCURRENT SESSION 3
11:30 AM- 12:30 PM

3.1 Downtime: Tales of Productivity (or lack thereof)
Ashley Phipps- Iowa State University
Drew Puroway- University of St. Thomas
Fjords 2

Advisors are busy people, but do you ever struggle with motivation when you actually have the time? When the students are away from campus you can finally catch-up on a project or professional reading, but you can't seem to get motivated. Staying engaged with your to do list or your aspirations when the time finally arrives can be oddly challenging. This session presents a useful framework from author Gretchen Rubin (2017) called the Four Tendencies. Participants will explore how their responses to internal and external pressures can keep them on the ball during both busy seasons and the doldrums. The presenters will share their own stories and invite you to do some self-reflection that will help both you and your students.

3.2 Navigating Foreign Lands: How Advisors Can Use Cultural Mentoring to Guide Students in Higher Education
Ashley Wegener- Univ. of Neb.- Lincoln
Bergen 2

For many students, higher education is like visiting a foreign country. They encounter a different language (What are prerequisites?), different laws (Why can't you talk to my mom?), and different expectations (I have to check my email every day?!).

The concept of cultural mentoring has been utilized by study abroad faculty to help students studying in actual foreign countries, but what about students on our own campuses? How do they transition into the higher education culture?
This session will introduce advisors to the concept of cultural mentoring and how its principles can be used in academic advising. Through small group discussion, participants will brainstorm ways to help students navigate the 'foreignness' of higher education as well as share best practices that may already be happening on their own campuses.

3.3 Barriers that Affect Career Self-Efficacy in Different Populations of College Students
Kara Branyon- Metropolitan State University
Fjords 3

Students attend higher education institutions to earn a degree, but their ultimate goal is to achieve a fulfilling career. Unfortunately, students face real and perceived barriers that affect the career paths they choose and the goals they set for themselves. I invite you to learn how barriers can affect students from a variety of backgrounds. During this session, confidential student examples will be used to help attendees understand the barriers students can face. Steps higher education professionals can take to help students will also be discussed.

3.4 Building a Mentoring Program for Holistic Sophomore Success
Liliana Delman-Colorado College
Fjords 4

"Building a Mentoring Program for Holistic Sophomore Success" - Sophomore students are particularly situated to benefit from peer mentoring and holistic advising to dive into opportunities for reflection, growth, and development. During this session, we will explore the successes and challenges faced by one private liberal arts institution to launch and sustain a peer mentoring program for sophomore students in an effort to improve academic success, retention, identity development, and social engagement. With opportunities for participants to imagine a similar program at their own institutions, this presentation will not only touch on the theoretical foundations and steps to developing a culture of mentorship and holistic advising, but also focus on how to manage challenges and make a positive impact on students and your campus.

3.5 Learner-Centered Strategies: Ways to Help Students Improve Academic Performance
Makenna Schluter- Minnesota State-Moorhead
Janet Sunquist-Minnesota State-Moorhead
Bergen 1

Skip Downing's "On Course" focuses on learner-centered strategies that assist students in making wise choices both in and out of the classroom. Participants will learn about Minnesota State University Moorhead's (MSUM) academic standing policy and procedure. Participants will hear specific strategies that MSUM advisors and Student Relations Coordinators use in academic coaching as well as in a required academic success strategies course. During the session, participants will practice applying learner-centered strategies.

3.6 Creating Stories of Student Success: Using Positive Mindset and Goal Setting to Set the Stage
Stephanie Bebensee- South Dakota State Univ.
Nicole Gertken- South Dakota State Univ.
Mica Foxley- South Dakota State Univ.
Bergen 3

In an effort to implement a differential care model of advising, South Dakota State University (SDSU) developed a model to identify first-year students with higher levels of academic and non-academic risk. The model allows first-year advisors to target students identified at-risk within these categories in an effort to increase student-advisor engagement and promote persistence. SDSU began exploring various models to support at-risk students. Based on the strong correlation between growth mindset and student success, The Mindset Inventory was implemented for use with first year risk model students, though its original intent was for students on academic recovery. Using results from the inventory, students identify areas of growth and create goals, providing direction and accountability to author and achieve their student success story.

Join us for lunch, our Regional Business Meeting and Keynote Address in the Scandinavian Ballroom!
12:30 PM-2:30 PM

Concurrent Session 4
2:45 PM-3:45 PM

4.1 Your Place, Your Space (Reprise): Applying the concepts of the keynote to your work and life
Les Opatz- Univ. of Minn.-Twin Cities
Bergen 2

Dive deeper into "Your Place, Your Space" and discuss ways to apply the concepts from the keynote address to your work and life with Dr. Opatz.

4.2 The Challenge of Entitlement: How Can Advisors Respond?
Erik Berquist- Metropolitan State University
Bergen 1

Are students becoming more entitled? If so, what sort of challenges does this create for academic advisors? How can advisors address these challenges? This presentation will review the current research and look at how entitlement creates problems for academic advisors. Finally, we'll look at the ways in which advisors can help entitled students achieve academic success and work positively with academic advisors and ultimately improve their ability to navigate the challenges inherent to higher education.

4.3 Do I Belong Here? Advising Students Experiencing the Impostor Phenomenon
Jenna Parks- Univ. of Minn.-Twin Cities
Bergen 3

The transition into college is an exciting, but challenging time for many students. This transition can become especially challenging for students who are experiencing the impostor phenomenon. The impostor phenomenon is characterized as feelings of incompetence despite having evidence of past success (Clance & Imes, 1978). This session will share an overview of the impostor phenomenon and how it can affect college students as well as strategies for advising students who are experiencing the impostor phenomenon. Time will be provided for brainstorming, discussion, and sharing of best practices.

4.4 Using Data to Inform Advising with Indigenous and First-Generation Students
Lori Wallace- University of Manitoba
Fjords 2

We will discuss key findings of a study of the demographics, academic choices and outcomes of 5,000 self-declared Indigenous undergraduate and graduate students, as well as first-generation students in an access program at the University of Manitoba. Big data analytics were used to identify factors that may influence post-secondary attainment. These findings help us to better understand these students' choices, and the factors that affect their academic progress and success. We will relate our findings to existing policy barriers as well as discuss recommendations to enhance student advising, supports, and programming for these learners.

4.5 We All Died of Dysentery: Developing Game Based Learning to Increase Orientation Engagement
Sarah Campbell- Univ. of Minn.-Twin Cities
Jim Jacobson- Univ. of Minn.-Twin Cities
Fjords 3

This interactive session provides an overview of game-based learning and our attempts to incorporate it into the advisor-led college meeting portion of new high school student orientation within the College of Liberal Arts--University of Minnesota Twin Cities. We discuss the development of the various iterations of the "game" as well as the data on student satisfaction with the game-based learning element of our college meeting. Participants then play some new versions of Gophers to Go being considered for next summer's orientation.

4.6 A Conversation with NACADA Leaders

Amy Sannes- NACADA President
Maxine Coffey- NACADA Associate Director for Administration
Troy Schmidt- Region 6 Chair (2016-2018), Minnesota State-Moorhead
Fjords 4

This informal discussion is to provide a forum for attendees to visit with NACADA leaders regarding the Association's many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.

Concurrent Session 5
4:00 PM-5:00 PM

5.1 Finding Your Place: Using a New Advisors Group to Train and Build Community

Jacob Rudy- Univ. of Minn.-Twin Cities
Anna Mraz- Univ. of Minn.-Twin Cities
Bergen 2

Academic Advisors may change roles often through their career, whether they are moving positions within the same college or switching institutions. Staff training often focuses solely on the needs and expectations within a particular unit, while cross-campus networking and development easily fall by the wayside as the months roll along and the emails roll in.

At our institution, a New Advisors Group has been created to help advisors grow a cross-campus support network for ongoing development. As a campus with many approaches to advising, this group and its "Get To Know U" curriculum has helped advisors simultaneously build their knowledge base and professional network in a systematic and ongoing manner. Join us for an interactive discussion on this program and chat with regional colleagues on effective onboarding strategies for advisors.

5.2 Advise like a MARAUDER: Charting a Course for Success

Katie Mehrer- University of Mary
Kelsey Lindskov- University of Mary
Travis Hendrickson- University of Mary
Veronica Schaefbauer- University of Mary
Fjords 2

AARG! Ahoy ye mateys, we are about to set sail and navigate the rocky seas of academic advising for first-year students. Throughout our voyage, we will map out the University of Mary's first year experience program. We will tell all… from our approach to advisor caseload, required student meetings, and incorporating university mission and values throughout the course to our required President's Seminar lab. This proactive advising approach has led to high retention rates over the past 4 years, creating strong rapport with students, and empowering them to chart their own course for success. Join us for this interactive session, and plunder our advising gold at your own risk. All hands on deck, hoist ye sails, and weigh anchor. Savvy?

5.3 Unpacking White Fragility (DiAngelo, 2011)

Leah Milojevic- Univ. of Minn.-Twin Cities
Bergen 1

In this session, we will be examining the concept of "White Fragility" coined by Robin DiAngelo (2011). White Fragility is a critical theory that helps unpack why talking about and engaging in conversations about race is difficult for whites. Concepts such as white insulation from race-based stress, triggers to white fragility, and factors the inculcate white fragility will be discussed (DiAngelo, 2011). We will also discuss the underpinnings of why having authentic racial engagement proves difficult to whites. Come prepared to engage in listening and discussion in this session.

5.4 When Advising Meets Counseling: How to Ensure Students Receive the Most Appropriate Care

Natasha Bellefeuille- Univ. of Minn.-Twin Cities
John Edmonds- Univ. of Minn.-Twin Cities
Bergen 3

Academic Advisors offer resources that are a natural part of the student's experience. As students become more comfortable with their advisor, the conversations may shift from academics to personal issues, even touching on mental health and topics normally reserved for counselors. This presentation will help advisors better work with students in mental distress through educating staff members about interpersonal soft skills,

effective referrals, the role of the College of Liberal Arts Wellness Liaison from the University of Minnesota, Twin Cities, and self-care for staff that deal with difficult situations.

5.5 Toy Story: Bringing Your Workspace to Life
Nathan Bylander- South Dakota State Univ.
Fjords 3

Create a comfortable and welcoming environment! Share your interests and bring them to life! Heck, maybe you'll even let your Nerd Flag fly! This presentation will look at the importance of creating a comfortable and familiar workspace for yourself, while maintaining a disarming and welcoming environment for your students. Participants will have the opportunity to analyze their own workspace, looking for ways to increase the disarming potential with your students. This presentation will utilize aspects of the Appreciative Education model, specifically the disarming phase, as well as other literature.

5.6 Uniting as One: Two Teams Collaborating to Create a "Brave Zone" for Our Military Students
Ann Thao- Walden University
Lindsay Gilbertson- Walden University
Fjords 4

Do you have military students on campus? Do you advise students from military families or with a military background? Do you ever feel helpless when they discuss things they have seen or issues they are facing? There is no way to understand what your military students have been through, but that doesn't mean you can't support them on their educational journey. We strive to make our military students and families feel supported and have created a military friendly environment to help as they transition into school and progress through their program. We use the 4 S's of Schlossberg's Transition Theory as a resource to help us support our students on the road to academic success. We'll bring the tools, and you bring your toolbox!

Thursday, May 17th
State and Providence Meetings & Dessert Socials
5:15 PM-6:00 PM

Iowa: Fjords 2
Manitoba & Saskatchewan: Fjords 1
Minnesota: Bergen 1 and 2
North Dakota: Fjords 4
Nebraska: Bergen 3
South Dakota: Fjords 3

Thursday, May 17th
Dinner on Your Own or Hosted Dinners (sign up at the registration table)
6:30 PM

FRIDAY, MAY 18th

Breakfast
LOCATION
8:30 AM-9:30 AM

Concurrent Session 6
9:30 AM-10:30 AM

6.1 **(re)Discovering your WHY for Advising**
Kacey Gregerson- Univ. of Minn.-Twin Cities
Katie Koopmeiners- Univ. of Minn.-Twin Cities
Bergen 2

Have you ever stopped to think about why you became an advisor or why you continue to work in advising? Do you need a regroup in your advising practice? Consider updating (or creating) your advising philosophy! This working session is geared towards seasoned advisors to help them revamp and reconsider their advising practice! Participants will consider their advising style, do a lot of self reflection, and create the groundwork for creating their own advising philosophy.

6.2 **Raising Value as a Professional: Determining Your Level of Involvement in the Scholarship of Advising**
Drew Puroway- University of St. Thomas
Fjords 2

As the scope of the profession of advising grows and deepens, individual advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective "Involvement in Research" framework. Join a member of the NACADA Research Committee to explore ideas for your own place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there.

6.3 **Integrating Academic and Career Advising at a Non-Traditional University with Limited Resources**
Kara Branyon- Metropolitan State University
Fjords 3

Student success is not only about earning a bachelor's degree, but also about students finding fulfilling careers upon graduation. Increasingly, limited budgets are making it more difficult for us to personally connect students with the information they need to plan for rewarding careers. We invite you to learn about our university and the steps our advising office took to increase our awareness of career advising and improve our ability to reach students with important career information. During this session you will learn what you can do as an advisor to better help your students reach their career goals and better understand the differences between career advising and career counseling.

6.4 **Tips and Tricks: Gathering Student Survey Feedback on Advising Interventions**
Scott Johnson-St. Paul College
Bergen 3

This session will showcase best practices in gathering student survey feedback on advising interventions and student success initiatives from a state community college. Topics covered will include designing the survey, incentivizing student participation, reporting on collected feedback, and using findings. Challenges in using student feedback for quality improvement will also be addressed. Target session attendees are advising professionals who are new to assessment, as well those who have evaluation experience, but are looking for new techniques to their toolbox. Ample time will be devoted to Q&A and responding to attendee questions.

6.5 **Advising + Career + Engagement: An Integrated Approach for Enhanced Student Services Support and Administration**
Stefanie Wiesneski- Univ. of Minn.-Twin Cities
Rebecca Luebbert- Univ. of Minn.-Twin Cities
Fjords 4

Originally an advising office, the College of Biological Sciences Student Services office has evolved and expanded to include three distinct areas of student support, including: academic advising, career services, and student engagement. This blended approach to student services has many benefits for students and the staff that serve them. Whether you are in an office of a similar structure, or partner with supporting units, the principles discussed today can be broadly applied to yield a more cohesive student experience, enhanced staff development, and effective use of resources. In an era of increasing complexity of both student experience and administration, service integration is one way to both increase student support and maximize efficiency.

6.6 **Land of 10,000 Leaders: An Introduction to NACADA ELP Program**
Amy Korthank- University of Iowa
Jason Wiegand- University of Iowa
Bergen 1

Do you want to 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? Consider participation in NACADA's mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA's leadership and contribute to the association's mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Inclusion & Engagement Committee and ELP are changing the face of NACADA.

CONCURRENT SESSION 7
10:45 AM-11:45 AM

7.1 Advising for Graduate School in the Life Sciences

Dr. Jacob Moore- Univ. of Minn. – Twin Cities
Rebecca Dordel- Univ. of Minn. - Twin Cities
Fjords 2

Advising for graduate programs in the life sciences can be intimidating without a science background. This presentation will share strategies for coaching students on the qualities of a strong candidate for graduate programs in the life sciences, how to research

programs, and the components of a strong application. Through a case study and mock research statements, participants will learn how to assess student motivations and preparedness for these programs, and the benefits of coaching students to consider the aims of the admissions committee. Participants will also learn coaching questions to help students reflect on their reasons for pursuing graduate school. While this presentation will focus on the life sciences, many of the strategies featured are applicable for general graduate school coaching.

7.2 Peer Advising Practices: Strategies from Three Institutions
Giovanna Walters- Minnesota State, Mankato
Samantha Campa- Minnesota State, Mankato
Amanda Suniti Niskode-Dossett- Univ. of Minn.-Twin Cities
Janessa Boley- Iowa State University
Fjords 3

Peer advisors can enhance student academic and personal success. However, developing and sustaining a peer advising program takes significant time and energy. What is the best use of peer advisors in advising offices and academic departments? The purpose of this program is to share the benefits and challenges of utilizing peer advisors. Staff from Minnesota State University, Mankato,the University of Minnesota Twin Cities, and Iowa State University will share experiences focused on recruiting, training, supervising, and mentoring peer advisors. They will analyze their experiences and provide recommendations for those who want to develop their own peer advising model during this panel presentation. Attendees will identify ideas for how to start or build upon peer advising programs at their own institutions.

7.3 Probation Innovations: 10,000 Obstacles to Academic Success
Kayla Hotvedt- University of North Dakota
Angela Cary- University of North Dakota
Bergen 2

Students in the College of Arts and Sciences who struggle to meet their academic goals are now supported by a newly-developed success program at the University of North Dakota. UND's Probation Program requires students to identify their own learning obstacles, and then partner with an advisor to develop a success plan using campus resources. The Probation Program has achieved reasonable success since it was first introduced during the Fall 2016 semester. This presentation will offer insight and discussion for advisors who wish to implement similar programs on their campuses. Discussion topics will include advising theory, academic obstacles, program strengths, and lessons learned within the first year of implementation.

7.4 Modern Day Advising Handbook: Knowledge at the Speed of Change
Kim Schuchmann- Metropolitan C.C.
Karen Rodgers- Metropolitan C.C.
Bergen 3

Do you have unwritten, scattered, and out-of-date procedures, which confuse students and advisors? Would you like to pull all this information into one searchable, easy to use resource? An Advisor Handbook may be just the tool you need. In this presentation, we will explore the steps MCC took in the creation and roll out of an advisor handbook. In addition, we will discuss how we addressed static versus dynamic information so that the content of the handbook remains current.

7.5 Creating a Soft Landing: Understanding & Meeting the Needs of Transfer Students
Carmen Kurdziel- Univ. of Minn.-Twin Cities
Therese Djei- Univ. of Minn.-Twin Cities
Fjords 4

In this session, we will provide an overview of the services that College of Liberal Arts (CLA) Transfer Advising offers to prospective students at the University of Minnesota, Twin Cities. We will also focus on what we learned after our first semester of teaching a transfer experience course by exploring our "assumptions" about transfer students going into the semester compared to data we gathered from student surveys and focus groups

Participants will identify key concerns for incoming transfer students and be inspired to think about their current practices and processes as well as find out what our transfer students really need and/or want.

2018 NACADA Region 6 Award and Scholarship Recipients

Excellence in Advising - Advising Administrator

Jody Owen - South Dakota State University

Excellence in Advising - Faculty Advisor

Howard Bonnemann - South Dakota State University

Excellence in Advising - Advisor Primary Role

Lyndsey Rice - University of Nebraska- Omaha
Ashley Wegener - University of Nebraska- Lincoln

Excellence in Advising- New Advisor

Martha Scott Johnson - University of Minnesota- Twin Cities

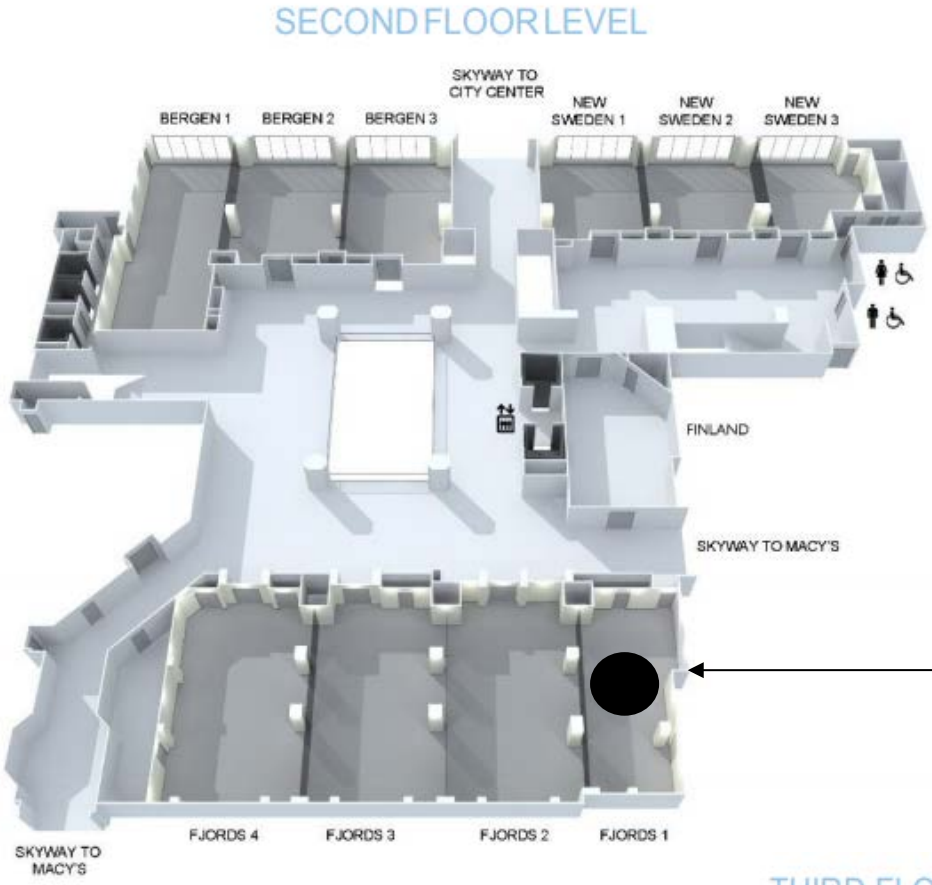
Certificates of Merit

Marnie Andrews - Advisor Primary Role - University of Minnesota- Twin Cities
Lauren Haugh - Advisor Primary Role - Grand View University
Janessa Boley- New Advisor - Iowa State University
Travis Hendrickson- New Advisor- University of Mary
Kelsey Lindskov- New Advisor- University of Mary
Olivia Miller - New Advisor- University of Nebraska- Lincoln

Scholarships

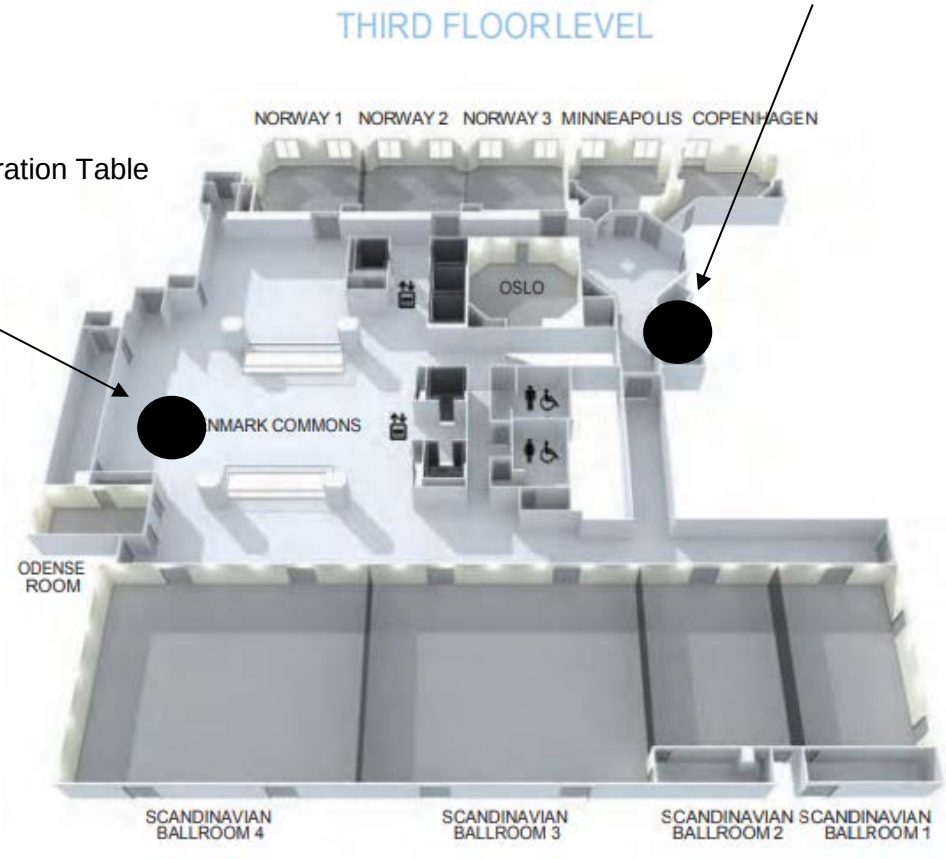
Nathan Bambenek- Graduate Student Scholarship - St. Cloud State University
Samantha Campa- Graduate Student Scholarship- Minnesota State, Mankato
Nick Dokkin- Graduate Student Scholarship- University of St. Thomas
Vanessa Lillie- Tribal College Advisor Grant - University of Manitoba

Radisson Blu Maps



Commuter Lounge

Gender Neutral Restrooms



Mother's Room Available

- Sign up for a time at the Registration Table

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