Wednesday, May 4, 2022

Registration/Check-in 9 am-5 pm
Courtyard

Region Steering Committee Meeting 10 am-1 pm
Walnut Room

Maximize Your Membership and Your Conference Experience 3:30-4:30 pm
Birch Room
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.

Welcome Reception 5-7 pm
Woodland South Room

Thursday, May 5, 2022

Registration/Check-in 7 am-12:30 pm; 2:30-5 pm
Courtyard

Wellness Activity | Yoga 7-8 am
Elm Room

Breakfast 7:30-9 am
Woolands South Room

Concurrent Session 1 9-10 am

C1.1 Prioritize Your Well-Being
Woodland East
Katie Larson & Kacey Gregerson | University of Nebraska-Omaha & University of Minnesota-Twin Cities

When students experience burnout, depression or anxiety, you recommend counseling. But do you follow your own recommendations? Advisors are a precious campus resource who should be cared for and retained! Self-care isn't always a do-it-yourself project, and counseling should be part of that discussion. Guided by books such as Maybe you Should Talk to Someone, by Lori Gottlieb, and Burnout by Amelia and Emily Nagoski, we conducted a survey of academic advisors who have sought mental health counseling. We’ll share the results of that survey to help you assess whether you might benefit from more support and outline common places to start such as Employee Assistance Programs.
Attendees will leave with suggested readings and strategies to research further support.

**Track: Health and Well-Being**
Core Competencies: R6 | R7 | R4

**C1.2 Academic & Career Support for Undecided & Exploratory Students**
Woodland North
*Amanda Peters & Kyle Braun | University of North Dakota*

In this session, we will outline and share how we created a new service for students who are exploring major and career options. This resource, which we have named Academic & Career Exploration, is a new retention initiative with the goal of assisting students through the transitional periods of selecting or changing their major and discovering a fulfilling career path. We will outline the history of how and why our institution identified a need for a new student service as well as describe our approach to creating and expanding our resources to a wider student population. We will describe how we work with each student on a case-by-case basis to help bridge the gap between academic advising and career development. Finally, we will discuss the obstacles we have faced and how we overcame them.

**Track: Student Persistence, Retention, and Academic Skills**
Core Competencies: R6 | I2 | C4

**C1.3 Building a Community of Support and Sustainable Leadership: Region 6 Advising Mentoring Program**
Walnut
*Liza Pierre & Martha Scott Johnson | University of Minnesota-Twin Cities*

Mentorship can be a powerful mechanism not only for professional development, but social and emotional support. However, finding a mentor and cultivating a mutually beneficial relationship can be difficult to navigate alone. The NACADA Region 6 Advising Mentoring Program (RAMP) is a yearlong program where new Advisors are paired with professionals who are more seasoned in their career for intentional mentorship. Past participants credit RAMP with helping them build a community of support, achieve their professional goals, and become involved with or reinvigorate their commitment to NACADA and the profession. Join us for a panel discussion featuring RAMP alumni and current participants to learn more about the program and benefits of mentoring.

**Track: Training and Development**
Core Competencies: R7 | C2

**C1.4 Major/Career Mismatch: Helping Career-Focused Students Understand the Value of General Education**
Birch
*Antonia Bacigalupa Albaum | Minnesota State University-Mankato*

The increased need for colleges to provide students with high paying careers after graduation comes as the skyrocketing tuition prices leave students wondering if college is worth it. This has re-ignited a debate around generalization versus specialization of the undergraduate curriculum. A major/career mismatch occurs when students enter careers that do not align well with their major. For students who experience a major/career mismatch, those with a more generalized curriculum will earn more post-graduation “Robst, 2007”. This presentation provides Academic Advisors with the tools to help re-frame students’ understanding of their undergraduate experience and emphasizes the importance of generalization in the undergraduate curriculum.

**Track: Career Advising**
Core Competencies: C4 | R5

**Concurrent Session 2**

**C2.1 How Do They Not Know!? Unveiling the Hidden Curriculum by Utilizing a Holistic Model of Advising**
Woodland East
*Chad Lystad, Heidi Rogers, & Stephanie Ahfeldt | Concordia College*
This session focuses on a first-year advising model as a part of the First-Year Experience curriculum at a private liberal arts college. Understanding that students need opportunities to learn how to be successful in college, this program leverages that advising is teaching. Faculty were invited to participate as FYE Advisors to serve in this role. This commitment included specific training, sequenced strategies employed by advisors, peer leaders, and staff partners as well as ongoing advisor development to keep the lens of student-centric equity at the forefront. This model of First-Year Advising is meant to continually uncover the hidden curriculum of higher education to create more equity and to help first-year students succeed. Participants will receive all program materials.

Track: Training and Development
Core Competencies: C3 | C4 | C6

C2.2 Daring Leadership: The Roles of Vulnerability and Empathy in Trust-Building
Woodland North
Katie Mehrer & Nicole Gertken | University of Mary & South Dakota State University

In her best-selling book, "Dare to Lead," author Brene Brown defines a leader as "... anyone who takes responsibility for finding the potential in people and processes, and who have the courage to develop that potential." By this definition, all academic advisors can be leaders! In order to cultivate braver, more daring leadership as advisors and advising administrators we must be willing to be vulnerable, understand and acknowledge shame, and practice empathy. By evaluating these concepts, we will explore how they can be used to build trust between advisors and advisees, as well as advising administrators and staff. Join us for this interactive session to get ideas you can implement to begin your journey towards becoming a daring leader in advising!

Track: Training and Development
Core Competencies: R2 | R4

C2.3 Supporting Adult Students: When returning to school requires major life changes
Walnut
Katie Larson | University of Nebraska-Omaha

"You're going to love our program, but it's going to turn your life upside down." When you advise for a major with rigid schedules or practicum requirements, you know tough conversations -- and few conversations are tougher than the ones we have with mid-career adults. These students bring amazing experience to practicum-based programs like teaching or nursing. But returning students may need extra support to succeed in a program that doesn't offer great flexibility. This discussion explores ten strategies from theory and practice to support students through significant life change.

Track: Advising Special Populations
Core Competencies: R2 | R6 | I6

C2.4 All Feelings Welcome: Removing Toxic Positivity from Student Interactions
Birch
Rachel Wesley | University of Nebraska-Lincoln

A variety of well-meaning sources have crowded the internet and social media with positive affirmations and the idea that as change occurs a shift to Growth Mindset would be most beneficial. While there is value in simple motivation and sharing joy to diffuse stressful situations, in doing so the underlying cause of emotions is ignored. As self-care has become a larger aspect of the advising conversation, it is important to understand the distinction between Toxic Positivity & Positive Affirmations as they pertain to Growth Mindset. Through discussion, group activities and scenario practice, this session will 1) define key terminology surrounding positive psychology and goal setting 2) highlight the benefits of positive affirmations when used correctly 3) give resources for utilizing Growth Mindset in advising situations.

Track: Health and Well-Being
Core Competencies: C6 | I6 | R3

Concurrent Session 3 11:30 am-12:30 pm

C3.1 Serving Adult Learners: Establishing a Degree Completion Program On Your Campus.
Woodland East
As first-year student enrollment declines, institutions of higher education must look to other student populations to recruit to their campuses. According to the Hubbard & Hubbard from the Educational Advisory Board (2020), 1 in 5 Americans have some college and no degree. This presentation will cover how a mid-size, 4-year institution implemented a degree completion program on their campus for students who left without finishing their degree. Attendees will leave with a better understanding of how to initiate a completion program, the key stakeholders to consider, examples of data you could request on your campus, sample outreach processes and the support systems that adult returners would need. Data from the program’s set up and first year will be shared.

Track: Advising Special Populations
Core Competencies: I2 | I3 | I5

C3.2 It’s Okay to Talk About it: Navigating Sensitive Conversations with Students
Woodland North
Tracy Chapman & Meagan Irvine-Miller | South Dakota State University

Mental health crises are becoming increasingly more prevalent among college students. In response to changing student needs, advisors must develop skills to navigate sensitive conversations to support students. Presenters in this session will share tools and considerations to better support students. Scenarios will be used to practice application of skills covered in the presentation.

Track: Student Persistence, Retention, and Academic Skills
Core Competencies: C4 | I4 | I5

C3.3 The NACADA Emerging Leaders Program: Engaging and Inspiring Diverse NACADA Leaders
Walnut
Amy Korthank & Jacob Rudy | University of Iowa & University of Minnesota-Twin Cities

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.

Track: Diversity, Inclusion, and Social Justice
Core Competencies: C6 | C2 | R3

C3.4 Advising Student Athletes: How do their needs differ?
Birch
Sara Parman, Kelli Layman, Leigh Spooner, & Sammie Hildreth | North Dakota State University

Student athletes are a unique portion of the campus population. While they are pursuing the same degrees and often have the same future goals as other students, they are held to different standards set by the NCAA. This governing body requires strict timelines to work towards degrees and other specific requirements. As advisors encounter student athletes, we want to empower them to understand the athlete’s journey and how their pacing and needs may look a little different. We also want to help encourage a sense of empathy towards these student athletes and provide the information for advisors to help them along their journey.
Keynote Speaker: Dr. Melinda Anderson, NACADA Executive Director

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.

Celebrate and congratulate the 2022 Region 6 Award Winners. Check out the award winners in the conference app and post on their personal Padlets.

Concurrent Session 4

C4.1 Should I Stay or Should I Go: Implications of Institutional Mission, Identity, and Value Alignment with Advisor Organizational Fit and Employee Ret
Woodland East
Jody Owen & Anne Seidler | South Dakota State University & University of Mary

A unique quality of each college/university is their distinctive organizational mission statement, identity, and values. Emboldened in brick and mortar, websites, and publications, these written emblems offer transparency to key stakeholders, but could they also be an employee recruitment tool? Does alignment between an institution’s mission and values and our personal values affect our decision to stay or leave our institutions? Using a theory-application approach, this interactive session explores these questions by sharing results and implications of a mixed method study that examines the alignment of academic advisor values and institutional mission, identity, and values and the relationship of this alignment to organizational fit and employee retention.

Track: Advising Administration
Core Competencies: I1 | R7 | 0

C4.2 Just Breathe: Strategies for Avoiding Compassion Fatigue
Woodland North
Rosalie Vos Tulp & Kate Jurgenson | Iowa State University

The Pandemic has been hard in all professions and academic advising is not immune. The changes to advising over the last 2 years have placed more demands on the advisor’s time and have strained our emotional energies. The students are reporting increases in mental health concerns and increased stressors, and this often transfers to advisors. How do we navigate these stressors and avoid Compassion Fatigue? How do we maintain our best selves to be there for our students? This session will provide very practical ways to take care of ourselves to ensure we are giving our best to our students.

Track: Health and Well-Being
Core Competencies: C2

C4.3 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
Walnut
Katie Larson & Tony Lazarowicz | University of Nebraska-Omaha & University of Nebraska-Lincoln
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.

**Track: Training and Development**

**Core Competencies: R7**

**C4.4 Proof that Community Achievement Scholarship (CAS) Summer Start-Up Really Works**

**Birch**

*Rani Bezanson | Concordia College*

The Community Achievement Scholarship (CAS) is open to first-generation college-bound students from ethnically and socioeconomically diverse backgrounds who live in Fargo-Moorhead or the surrounding area who have the drive to achieve a four-year degree. The CAS scholarship brings together students who want to bring change to Concordia’s campus, as well as their community. Each summer, we have a CAS Summer Start-Up that allows our incoming cohort to get familiar with Concordia College, and get connected with on-campus resources. My team and I work with our CAS students to provide an engaging, energetic, and welcoming summer session. Because of the summer sessions, we have found that our students stay engaged on campus, achieve higher grades, and advocate for their needs. Through assessments, conversations, and ethnic food, our students are able to identify their values and beliefs.

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

**Core Competencies: R2 | I1 | R3**

**State/Province Meetings** 4-5 pm

- Iowa – Elm
- Minnesota – Woodland East
- North Dakota/Canadian Provinces – Woodland North
- South Dakota – Walnut
- Nebraska – Birch

**Dinner Groups or Dinner on Your Own** 5 pm
RECORD.
CONNECT.
REPORT.
SUCCESS.

REPEAT ERRORS AND OVERHEAD
BY CAPTURING VISIT
INFORMATION IMMEDIATELY

STUDENTS ARE ABLE TO
REQUEST APPOINTMENTS WITH
DIFFERENT TYPES OF HELP

REPORTS SUMMARIZE ALL
FACETS OF THE DATA SO YOU CAN
ANALYZE WHAT AND WHEN
RESOURCES ARE NEEDED MOST

CAMPUS SUCCESS IS
DETERMINED BY STUDENT
SUCCESS. STUDENT SUCCESS
DETERMINES SUCCESS IN LIFE!

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Friday, May 6, 2022

Registration/Check-In
Courtyard
7-10:30 am

Breakfast
Woodland South Room
7:30-9 am

Concurrent Session 5
9:15-10:15 am

C5.1 What do your advisors need? Using the Borich Needs Assessment Model and the NACADA Core Competencies
Woodland East
Andrea Hein & Brent Hill | North Dakota State University

The NACADA Core Competencies guide professional development and standards for effective academic advising. Are you looking for a way to assess where you yourself have strengths and areas for growth with each of the competencies? Are you an advising supervisor or administrator looking to learn where your team has strengths or topics for training and development that may be most beneficial? Attend this session to learn about a research proposal describing an assessment tool created using the Borich Needs Assessment Model applied to the NACADA Core Competencies that will help you identify individual and group training and development needs!

Track: Training and Development
Core Competencies: C5 | R7

C5.2 Conference Takeaways and Idea Accountability Buddy System
Woodland North
Katie Mehrer | University of Mary

Imagine this: You’ve attended the Region 6 Conference and picked up some great ideas. You’re excited to work on them, but before long the semester is over, suddenly you’re in the middle of orientation season, summer is in full swing, then it’s the start of a new term. Time has flown by, a new advising cycle begins, and you still haven’t been able to get started on the things you wanted to do. What if fellow NACADA Region 6 members could support you with a bit of encouragement and accountability? In this networking session, attendees will be partnered for discussions about their takeaways from this conference and the potential goals and obstacles that they may face in implementing them. This will lead to creating a timeline for post-conference follow-up with their new “accountability buddies.”

Track: Training and Development
Core Competencies: R6

C5.3 Assessment is Like Flossing...
Walnut
Kyle Haiman | University of Northern Iowa

For most people, assessment is like flossing: we know we should do it, but we would really rather not. But much like flossing is important to good oral hygiene, assessment is important to the health of an advising office. While we are often intimidated by the idea of flossing, in reality, it only takes minutes a day to get the beneficial impact and assessment can be no different! Come learn the process one school used to start incorporating assessment into their work, and leave with actionable opportunities for you to do the same.

Track: Assessment and Evaluation
Core Competencies: R7 | R6 | C5

C5.4 A Conversation with NACADA Leadership
Elm
Melinda Anderson | NACADA Executive Office

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.

Core Competencies: C1 | C2 | C6

C5.5 The GRIT Program at MSUM: A Model for Individually Supporting Conditionally Admitted Students

Birch
Jenna Radtke & Amanda Bushaw | Minnesota State University--Moorhead

As advisors, we always talk about ways to empower our students and help them go far, but how do we do that when statistics show those students should not be able to start the race? The GRIT Program at MSUM serves conditionally admitted students throughout their first two semesters to help them be retained at the university. Students who do not meet full admission criteria but demonstrate GRIT (Growth, Resilience, Initiative, and Transformation), are supported via individualized meetings with a personal GRIT success coach. Come learn about the MSUM GRIT Program curriculum designed to set students up to navigate barriers, set and achieve goals, and persist at the university. Presenters will share program learning outcomes, assessment plans, and assessment results and retention data.

Track: Student Persistence, Retention, and Academic Skills
Core Competencies: I2 | I6 | R7

Concurrent Session 6 10:30-11:30 am

C6.1 Advisors as Agents- Establishing Agent Networks to Help Students Succeed

Woodland East
Tony Lazarowicz | University of Nebraska--Lincoln

Advisors know that they provide support to students and are integral to their success. Thinking of ourselves as agents of support and part of an agent network impacts how we see our role and the role of others. This session will begin a conversation where we conceptualize the advisor’s role as part of a larger agent network and understand what function(s) we serve to students as an advisor. Participants will gain an awareness of the terminology surrounding agents and agent networks of support, will examine our perceptions of our role within the network, and identify ways to incorporate this mindset into advising interactions with students. An effective system of support will help with advising our students to go far.

Track: Student Persistence, Retention, and Academic Skills
Core Competencies: R2 | I6 | C6

C6.2 You are on mute! How one college pivoted an on campus orientation program to canvas

Woodland North
Sarah Campbell, Bavi Weston, & Tammy Newcomb | University of Minnesota

As our lives shifted in March 2020 so did the work of advisors across the country. Advisors in the College of Liberal Arts at the University of Minnesota moved to fully remote work. A team of CLA Advisors worked to move our normally in-person orientation content to a remote Orientation Prep Course that students could complete online asynchronously. The result was an online Canvas Orientation Prep Course that introduced students to our college, the value of a liberal arts education, the core competencies of career readiness, degree requirements, digital tools students use to navigate all their academic pieces, introduced students to the varied support systems that we offer, including Advising, First Year Experience required courses, and that laid a foundation of a community of support for our students while also helping them gain independence in navigating a large institution.

Track: Prospective Students and the First-Year Experience
Core Competencies: C4 | I7 | R5

C6.3 Thriving in a C2D2 World: The Evolution of Professionalizing Advising on a Decentralized Campus
What are the best practices to help your decentralized advising model thrive? Working across silos to professionalize advising is a powerful starting point. Join a group of advising leaders in a participatory discussion surrounding the success of a centrally coordinated, decentrally delivered (C2D2) advising model at a Midwestern, metropolitan institution. Participants will leave with a phased plan for professionalizing advising on their campus.

**Track: Advising Administration**

Core Competencies: C2 | C1 | C4

**C6.4 Advising a Large Caseload: Strategies for Success**

**Birch**

Janet Sundquist, Tricia Tauer, Taylor Pfarr | North Dakota State University

Do you have too many students to advise and not enough time? What strategies do you currently use to advise a large caseload? In this session participants will be given an overview of the advising practices in the College of Business at North Dakota State University, where the advising structure is three professional academic advisors who work with first-year through senior students. From Fall 2021 to Spring 2022, the average caseload per advisor was 477 students and the College of Business retained 88.8% of first-year students, 84% of new transfer students, and 92.7% of returning students. The practices included are targeted and staggered Navigate campaigns, a Peer Advisor program, and other initiatives to be relational in a transactional environment. Participants in this session will also take part in a group discussion to collaborate with colleagues.

**Track: Advising Special Populations**

Core Competencies: C4 | R4 | I1

**Conference Concludes** 11:30 am