Region 9 | Talk Story:
Conference Proposal 101:
Writing a Winning Conference Proposal

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Nevada State Liaison (2018-2022) - Region 9
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Region 9 Community Agreement

- **Authenticity**: Be real, be you. Accept yourself and others
- **Diversity, equity, inclusion, belonging**: Be attuned and sensitive to challenges, similarities, and differences
- **Empathy and Compassion**: Acknowledge our humanness and “ouch, oops, educate” opportunities
- **Fully Present**: Actively engage and listen with an open mind to come to a deep understanding
- **Openness**: Invite/Allow space for ideas, thoughts and opinions to develop and marinate
- **Respect**: Be critical of the idea, process, work - not the person
Purpose/Objective

2022 Region 9 Conference - Mark your calendars! The 2022 NACADA Region 9 Conference will be a joint conference with our friends in CAL-CAAN (California Counseling and Academic Advising Network), which will be March 16-18, 2022 in Orange, CA!

Proposals Due: Wednesday, November 17, 2021.
### Advisory: The Vines of Education

#### NACADA Region 9 Conference

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Sessions</th>
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</thead>
</table>
| Thursday 1   | 8:00 am - 9:00 am | - Opening Session: Welcome and Introduction  
- Overview of Advisory Programs  
- Keynote Speaker: Dr. Bloom |
| Thursday 2   | 9:00 am - 10:00 am | - Session 1: Advising Students with Diverse Needs  
- Session 2: Building Relationships with Students |
| Thursday 3   | 10:00 am - 11:00 am | - Session 3: Advising Students with Disabilities  
- Session 4: Advising in the Online Environment |
| Thursday 4   | 11:00 am - 12:00 pm | - Session 5: Advising Students with Mental Health Concerns  
- Session 6: Advising Students in the Arts |
| Friday 5     | 9:00 am - 10:00 am | - Session 7: Advising Students with Special Needs  
- Session 8: Supporting Students with Academic Challenges |
| Friday 6     | 10:00 am - 11:00 am | - Session 9: Advising Students with Career Exploration  
- Session 10: Advising Students in the Graduate School |

#### Key Features
- **Opening Session:** Welcome and Introduction by Dr. Bloom
- **Session 1:** Advising Students with Diverse Needs (9:00 am - 10:00 am)
- **Session 2:** Building Relationships with Students (10:00 am - 11:00 am)
- **Session 3:** Advising Students with Disabilities (11:00 am - 12:00 pm)
- **Session 4:** Advising in the Online Environment (12:00 pm - 1:00 pm)
- **Session 5:** Advising Students with Mental Health Concerns (1:00 pm - 2:00 pm)
- **Session 6:** Advising Students in the Arts (2:00 pm - 3:00 pm)
- **Session 7:** Advising Students with Special Needs (9:00 am - 10:00 am)
- **Session 8:** Supporting Students with Academic Challenges (10:00 am - 11:00 am)
- **Session 9:** Advising Students with Career Exploration (11:00 am - 12:00 pm)
- **Session 10:** Advising Students in the Graduate School (12:00 pm - 1:00 pm)


NACADA Annual Conference Proposal Rating Rubric Reader Evaluation
INSTRUCTIONS:

Comments: Provide specific, positive and relevant suggestions and comments for all proposals. Stay focused on the proposal itself and use moderate, temperate and clear language to provide feedback for how the proposal could be improved.

Format: Would you recommend a different format for the presentation, e.g. preconference workshop, poster session, etc.

Guidelines:
Well written, includes complete description with background information, overview of the presentation and description of format.

If research:
Description of methods, findings and recommendations, emphasis on research results and collected data

Also include:
Learning outcomes, relationship of program to the conference theme, methods of audience involvement and familiarity and background of the presenters with the subject matter

Effective descriptions:
Mentions relevant theories and research
Includes an outline of the presentation
Describes intended learning outcomes for participants
Describes the institution and /or presenters

Ask yourself:
1. Are the objectives and learning outcomes clearly stated?
2. Is the subject matter “timely”?  
3. Does the topic contribute to the advancement of the field of advising
4. Does the presenter offer a creative approach?
5. How adaptable are the presenter’s ideas to various settings? Does the framework seem limited to the researcher’s own institutional context?
6. Would you be interested in attending this session? Why or why not?
7. Who is the audience for this session? Think in terms of the novice vs. more seasoned advisor. Is it geared towards advising in a specific area, institution, or interest group?
NACADA Annual Conference Proposal Rating Rubric

Reader Evaluation

8. Does the writer convince you that s/he has the knowledge/expertise to present on such a topic?
9. Would you recommend a different format for the presentation, e.g. preconference workshop, poster session, etc.?
10. While this topic may have been covered many times before ("fatigue" factor), does this presentation offer a novel approach?
11. Are the proposal and abstract well written with no grammatical or typographical errors?
12. For Preconference Workshops - is there a clear take away? Would your boss be willing to pay extra for you to attend this session? Is there an active component - or is it simply a "long concurrent" session?

*SEE PROPOSAL RUBRIC ON FOLLOWING PAGES*
NACADA Annual Conference Proposal Rating Rubric
Reader Evaluation

Proposals must be well written with no (citation), grammatical, or typographical errors. Proposals should include complete descriptions with information on institution and/or presenters, background information, relevant theories and research, overview of the presentation (including an outline of the presentation) and description of the format. Proposals can include intended audience for their session. Proposals should also include participants’ intended learning outcomes, relationship of program to the conference theme, methods of audience involvement and familiarity and background of the presenters with the subject matter.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest:</strong> Would there be a high level of interest in this session?</td>
<td>This session would not be of interest / cannot identify an audience for this session.</td>
<td>Although an audience is identified, it is not clear why attendees would want to attend this session.</td>
<td>This session has a clear audience and general rationale why attendees would attend.</td>
<td>This session sounds as though it would prove interesting to clearly identifiable groups of attendees.</td>
<td>This session would be highly interesting. There would be a good audience for this session.</td>
<td></td>
</tr>
<tr>
<td><strong>Application:</strong> Would these ideas be adaptable to other institutions?</td>
<td>The framework for this session seems limited to the institutional context.</td>
<td>This session could apply to a number of institutions.</td>
<td>This session has the potential of being applicable to other institutions.</td>
<td>The session clearly is highly adaptable to various settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clarity:</strong> Are the abstract and purpose of the proposed session well articulated?</td>
<td>The goals and objectives of the session are not clear at all.</td>
<td>The goals of the session are clear, but it is not clear how the objectives will be met.</td>
<td>The goals and objectives of the session are mentioned.</td>
<td>The goals and objectives of the session are stated and explained.</td>
<td>The goals and objectives of the session are made abundantly clear and explained well.</td>
<td></td>
</tr>
</tbody>
</table>
# NACADA Annual Conference Proposal Rating Rubric

## Reader Evaluation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Does not meet expectations</th>
<th>2 Below Expectations</th>
<th>3 Satisfactory</th>
<th>4 Good</th>
<th>5 Excellent</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creativity:</strong> Would this introduce new ideas, approaches, and concepts?</td>
<td>The session presents a topic that is often repeated and presents a fatigue factor.</td>
<td>This session presents one or two new ideas that could be helpful.</td>
<td>This session offers a number of new ideas, approaches or concepts.</td>
<td>This session offers a new perspective along with new ideas, approaches or concepts.</td>
<td>This session is transformative and offers a novel approach.</td>
<td></td>
</tr>
<tr>
<td><strong>Relevance:</strong> Is this topic relevant to current advising issues?</td>
<td>The subject matter is dated.</td>
<td>The subject matter contains a few ideas that are current.</td>
<td>The subject matter involves topics of current interest.</td>
<td>The subject matter is timely.</td>
<td>The subject matter is timely and offers advancement to the field of advising.</td>
<td></td>
</tr>
</tbody>
</table>

**IF APPLICABLE:**

*Note:* Not all proposals are based on the criteria below. These scores are intended to provide an appropriate rating score where applicable. Proposals should not be adversely evaluated if they are not based on the criteria below.

| Research: Grounded in research (description of methods, findings, and recommendations, as well as emphasis on research results and collected data, where applicable?) | None of the research information is included | Some research information is included, but it seems incomplete | Research information is complete | All recommended research information is included. | Research information is written clearly and provides insight into the research process. | Proposal is not a research-based proposal |
| Diversity: Does this proposal include issues of equity and/or inclusion and/or diversity, if appropriate? | This session mentions issues in these areas, but does not explain how it is relevant to these issues. | This session covers and explains relevant ideas in these areas | This session offers insights and new ideas, approaches, concepts having to do with equity, inclusion and diversity. | This session provides a number of well-articulated insights and new ideas, approaches, concepts having to do with equity, inclusion and diversity. | This session would provide a significant addition to the field in the areas of equity, inclusion and diversity. | Proposal does not deal with issues of diversity |
| For Preconference Sessions only: Is there a clear take away? Would your boss be willing to pay extra for you to attend this session? Is there an active component - or is it simply a "long concurrent" session? |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| For Preconference Sessions only: Is there a clear take away? Would your boss be willing to pay extra for you to attend this session? Is there an active component - or is it simply a "long concurrent" session? |  |  |  |  |  |  |
| Proposal is not suitable as a preconference workshop session |  |  |  |  |  |  |
Call for Proposals for the 2022 Region 9 Conference

2022 Call for Proposals are currently open for both preconference workshops, concurrent sessions, and poster presentations. Submissions will be accepted through the Call for Proposal submission portal until 11:59 pm central time on Wednesday, November 17, 2021.

Read the proposal submission criteria below.

Submit a Proposal
Presentation Proposal - 2023 NACADA Regional Conference

Presentation Overview
Proposal Number: 144/64
Title:

Save Proposal

Notes
Your data is automatically saved every time you click the "submit" button, but you may also click "save" at any time. Saving your proposal allows you to work on it later. It also helps validate your information.

You must complete your proposal and click "Submit Proposal" by the following date:
- Outlines are due by November 17
- Abstracts are due by November 25

Conference Info
2022 NACADA Region 6 CAL-CANN Conference
DoubleTree by Hilton Anaheim/Orange County
Orange, California
Wednesday, March 14 - Friday, March 16

Contact Info
NACADA Executive Office
Kansas State University
1200 Washington Avenue, Suite 225
Manhattan, KS 66506-2042

Phone:
(785) 532-2777
Fax:
(785) 532-7230
Email:
nacada@ksu.edu

Local Existing Proposal
Proposal Number:
Password:

Load Existing Proposal
Create New Proposal
Create New Proposal

Presentation
Presentation Title
Note: Effective titles are clear and concise. Avoid making the presentation title too long (maximum length: 100 characters).

Region:
Region 6

Please choose an advisory track at the bottom of your presentation.

Primary Topic/Track

Program Format
Program blank; mandatory, the format you would prefer for your presentation (indicate the format you would prefer for your presentation). This information helps design a more efficient program, aligning with the needs of the audience. (Providing optional information on the conference's website is recommended.)

- Lecture or Oral Presentation for General Sessions
- Panel or Group Session for General Sessions
- Poster Presentation

Lecture or Oral Presentation for General Sessions
A formal presentation presented by one or more presenters, discussion time for questions and answers is encouraged. The length of time set aside for discussion is the discretion of the presenters.

Panel or Group Session for General Sessions
Use speakers to rotate at the end of each presentation. Participants can participate in group presentation followed by an interactive question and answer period with the audience. The duties of each panelist are allocated in advance, and panelists at different times do not participate in the same presentation. Panelists are expected to be familiar with the material presented by the other panelists.

Poster Presentation
Presented in the form of a blackboard display and delivered primarily through the use of graphics and handouts. These sessions are ideal for display of materials and ideas. Poster presentations are elected to maintain both research, direct questions, and answer questions about the presentation topic.

- Preconference Workshop
- 2-hour
- 3-hour

Preconference workshops are designed to feature specialized topics in the emerging profession. These are highly participatory sessions that are designed to address the needs of the conference. Session participation is limited to maximize the opportunity for interaction.

In-Person/Virtual
As we receive potential opportunities to provide content to our registered attendees for the Regional Conference, we are exploring hybrid options in addition to the in-person offerings. Would you be willing to present your proposal not only in-person, but also in a hybrid format virtually? Please read that information provided is the planning being conducted only. Your response does not commit you to presenting in a hybrid format if you want this option. NACADA is working on finalizing the conference format.

- In-Person Conference Only
- In-Person and Virtual
**Program Format**

Please rank - numerically - the formats you would accept for this presentation. (1 indicates the format you feel most appropriate.) The committee may assign you a different format to ensure a balanced program. Mark only the formats you will accept. (Choosing all formats will not enhance the chances of getting your proposal accepted.)

- **Lecture or Discussion Format for Concurrent Sessions**
  A 60-minute presentation by one or more presenters; discussion time for questions and answers is encouraged. The length of time set aside for discussion is at the discretion of the presenters.

- **Panel Format for Concurrent Sessions**
  We encourage institutions to come together with a common issue to form a panel. A panel will consist of a brief introduction by the panel moderator, followed by a brief presentation from each panelist followed by an interactive question-and-answer period with the audience. The best panel sessions are highly interactive, with panelists representing multiple points of view or perspectives from different institutions.
  Panels will be formed by individuals submitting their own teams; panels will not be teamed up by the Conference Committee. All panel sessions are expected to have a moderator for their session.
  Panels are expected to represent the views or perspectives of more than one institution.

- **Poster Presentation**
  Presented in the form of a bulletin display and delivered primarily through the use of graphics and handout materials. These sessions are most appropriate for display of specific programmatic approaches and research findings. The presenter should expect to make brief remarks, share information, and answer questions about the presentation topic.

---- OR ----

- **Preconference Workshop**:  
  0.2 Hour  0.3 Hour

  Preconference workshops are designed to feature specialized topics in the advising profession. These should be highly participatory sessions that cannot be effectively addressed in another format. Session participation is limited to maximize the opportunity for interaction.

**In-Person/Virtual**

As we explore potential opportunities to provide content to our registered attendees for the Regional Conference, we are exploring hybrid options in addition to the in-person offerings. Would you be willing to present your proposal not only in person, but also in a hybrid format virtually? Please note that information collected is for planning purposes only. Your response does not commit you to presenting in a hybrid format if you select this option should NACADA decide to include this format in the conference.

- In-Person Conference Only
- In-Person and Hybrid Conference
**CORE COMPETENCY AREAS FOR ACADEMIC ADVISING**

**CONCEPTUAL**
Core competencies in the **Conceptual component** (concepts academic advisors must understand) include understanding of:

1. The history and role of academic advising in higher education.
2. NACADA’s Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

**INFORMATIONAL**
Core competencies in the **Informational component** (knowledge academic advisors must master) include knowledge of:

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

**RELATIONAL**
Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the ability to:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

**NACADA**
THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING
Presentation Proposal - 2022 NACADA Regional Conference

Proposal Overview

Proposal Number: 14725
Presentation Title

Save Proposal

Your data is automatically saved every time you click the "Continue" button, but you can also click "Save" at any time. Saving your proposal allows you to work on it later, but it has NOT been "submitted" for approval.

You must complete your proposal and click "Submit Proposal" by the following dates:
- Preconference Workshop: December 31
- All others: November 15

Conference Info
2022 NACADA Region 9 Conference
DoubleTree by Hilton Anaheim/Orange County
Orange, California
Wednesday, March 16 - Friday, March 18

Đoctor, Jess
First Name
Middle *
Last Name
Institution
Street Address
City
State/Province
Zip/Postal Code

Country
(other than USA)
Phone
ext.*
Fax*
Email
Email Confirm

Does this co-presenter represent a higher education institution? Yes  No

Back Add Co-Presenter Continue
Proposal

In the box below, state your presentation’s objectives and clearly describe how they will be met, e.g. materials, methods, activities. You may wish to discuss how the presentation incorporates the core competencies previously identified.

- Include the complete title of the presentation, not your name or the name of your institution.
- Formatting will not be retained. Do not bold, underline, italicize, or use bullets. (These types of formatting are not retained after online submission.)
- Use of assessment/evaluation/survey tools: If the proposed workshop or session requires use of any assessment, evaluation, or survey tool, it must be clearly indicated in the proposal text. Any related costs in using these tools will be the responsibility of the presenter. NACADA will not be responsible for costs incurred nor can the costs be passed along to attendees.
- There is a 750-word limit for the proposal.
135-word Abstract

This abstract will be published in the printed program, if your proposal is accepted. Conference participants will use session abstracts to determine which sessions to attend. Therefore, your abstract should accurately describe the content and focus of your proposed session.

A well-written abstract increases the probability that your proposal will be selected. If your proposal is selected, this abstract may be edited by the program committee.

- Include the complete title of the presentation, but not your name.
- Enclose cited publications in quotation marks.
- Formatting will not be retained. Do not bold, underline, italicize, or use bullets. (These types of formatting are not retained after online submission.)
- Do not use incorrect spelling. This is unacceptable.
- Proofread your abstract.
- Do not exceed the 135-word limit. (This includes the presentation title.) Abstracts that exceed 135 words will not be reviewed.

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ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING
Presentation Proposal - 2022 NACADA Regional Conference

Proposal Overview

Proposal Number: 14728
Presentation Title:

Save Proposal

Save

Your data is automatically saved every time you click the "Continue" button, but you can also click "Save" at any time. Saving your proposal allows you to work on it later, but it has NOT been "submitted" for approval.

You must complete your proposal and click "Submit Proposal" by the following dates:
- Preconference Workshop-December 31
- All others-November 15

Conference Info

2022 NACADA Region 9 Conference
DoubleTree by Hilton Anaheim/Orange County
Oranges, California
Wednesday, March 16- Friday, March 18

Contact Info

NACADA Executive Office
Kansas State University

Other

Target Audience

This information is not used as a selection criterion. It will be used in the on-site conference program only if your proposal is accepted. Attendees have requested more information about each session in order to choose one that best meets their interests.

Who is your target audience?

Institutional type:
- Your Institution

Institutional size:
- Over 10,000 students registered

Advisor role:
- All audiences

Options in addition to Concurrent Sessions:

In addition to presenting a concurrent session, would you be interested in having your presentation included as part of Sessions on Demand series or other virtual offerings?

☐ Yes
☐ No

Back

Continue
Submission Requirements

If your proposal is accepted:

- All presenters must register and pay the appropriate registration fee.
- Presenters must be available to present on any day of the conference.
- Presenters are expected to provide electronic files of session material to be posted on the conference website.
- All conference presentations and materials are the presenter’s original work, and/or the presenter will obtain permission to use any materials that are not their original work and correctly cite the original source.
- Use of assessment/evaluation/survey tools: If the proposed workshop or session requires use of any assessment, evaluation, or survey tool, it must be clearly indicated in the proposal text. Any related costs in using these tools will be the responsibility of the presenter. NACADA will not be responsible for costs incurred nor can the costs be passed along to attendees.
- Presenters agree to the NACADA Commercial Policy. Sessions are not to be used by individuals marketing or selling products or consulting or other services. No materials or slides should carry a company name or logo.

☐ I understand and agree to these requirements.

Please Note

Once you submit your proposal, a confirmation page will display indicating a successful submission. It may take a few moments.

If you are not ready to submit this proposal, do not click the “Submit Proposal” button. This proposal has been saved. You can return to edit later by entering the Proposal # 14741 and password. You must click “Submit Proposal” before the deadline.

Do not submit the same application twice. After you submit the proposal, you will not be able to make changes online. You will need to contact NACADA at (785) 532-5717 or nacada@ksu.edu. To avoid missing communications concerning your proposal, please add nacada@ksu.edu to your contact list.
PROPOSAL EXAMPLES

Sarah Howard, The Ohio State University and John Sauter, Niagara University
#NACADA16 Hot Topic Session: Ethics & Data Use in Advising presented at the 2016 NACADA Annual Conference in Atlanta.

# NACADA16 Hot Topic Session: Ethics & Data Use in Advising

Session by Sarah Howard, The Ohio State University and John Sauter, Niagara University at 2016 NACADA Annual Conference in Atlanta

Abstract: Data analytics systems are being adopted by colleges and universities as a way to improve retention and graduation by providing advisors with important data at their fingertips. Data can be an important tool for advisors and may drive some decision making for advising administrators, but in what ways should these data inform day-to-day advising practice? When we have access to so much data, does it change conversations for better or worse? Join us for an interactive discussion about the ethical implications of data use.

Objectives:

Participants will:

- Connect with colleagues to discuss ethical implications of data analytics systems
- Share best practices of ethical data use
- Consider how the adoption of a “big data” system may influence day-to-day advising practice
- Understand the full range of data sources being integrated into analytics systems

- What right does a student have to maintain their individual identity within the data set and is it “appropriate for students to have an awareness of the labels attached to them? Are there some labels that should be prohibited” (Slade and Prinsloo, 2013)?
- How do students consent to the collection, use, and storage of data within the analytics system the institution is using (Slade and Prinsloo, 2013)? How and to whom do students raise concerns if they feel their institutional data has been misused (Oblinger, 2012)? Are students able to request that their data be deleted from the analytics system (Slade and Prinsloo, 2013)?
- What is the lifespan of longitudinal data in these systems? Should there be an expiration date where the data is no longer considered in the analysis (Slade and Prinsloo, 2013)? Trend data is also an important consideration to reflecting on institutional and departmental practices.
- Do data systems preemptively “police behaviors that may never occur, and in the process reshape how people act through self-disciplining” (Kitchin, 2014)?
- How do we talk to students about their level of “risk” as identified or defined by the data system? “Once something is known, what are the ethical ramifications of action or inaction” (Willis and Pistilli, 2014)?
- Who defines the questions and interprets the data output from these systems? Is there risk of analysis and interpretation of data “to support virtually any conclusion that suits your fancy” (Berman, 2013)?
- How are students given the opportunity “to prove the initial predictive analyses wrong or incomplete or to redeem themselves despite any initial institutional doubt regarding their potential” (Slade and Prinsloo, 2013)? How do these “rags-to-riches” narrative examples influence the data analysis?

Attendees will be seated in roundtables for the presentation and will have an opportunity to generate and discuss other questions they have around ethics and data analytics usage in advising.

References:

If you have any questions, please contact the NACADA Executive Office at nacada@ksu.edu or (785) 532-5717.

Please save this email. It contains the information submitted regarding the proposal for the presenters listed below. You will be notified of your proposal status in late December.

**CODE #:** 328

**TITLE:** Collaborate, Share, and Learn: Creating Support Groups for Graduate Students

**REGION:** Region 9

**CONFERENCES:**
- NACADA Region 9 Conference
- Virtual Region Conference

**TOPICS/TRACKS:** Student Persistence, Retention, and Academic Skills

**PROGRAM FORMAT:**
- Concurrent Session
- 1st Choice: On-Demand Session Format
- 2nd Choice: Semi-Live Session Format

**CORE COMPETENCIES:**
- Conceptual 4. Academic advising approaches and strategies
- Relational 2. Create rapport and build academic advising relationships
Has not presented this presentation before.


Promoting Products or Services: No
Repubresents Higher Education: Yes

PROPOSAL
DESCRIPTION:

There is much documentation of the social and intellectual isolation of postgraduate students, which has been shown to be related to postgraduate student dissatisfaction, lack of mentorship, coupled with delay and withdrawal (Zambrana, Ray, Espino, Castro, Cohen, & Ellason, 2015). Graduate students often spend a lot of time working alone and miss the exchange with fellow researchers. This notion is also backed by research on existing peer groups which shows that graduate students complete their thesis and dissertation by being in a supportive environment that allows for the exchange of ideas and feedback. Wegener, Meier, and Ingerslev (2014) advocated that borrowing brainpower from peers in order to write better texts and to share insecurities to make the educational journey less fearful and more joyful. Through support and constructive feedback, collaboratively graduate students are provided both encouragement and ways to overcome obstacles. Additionally, social isolation plays a role in the transition to an independent and isolated learner in the dissertation writing stage (Y West et al., 2011). Fundamental to students' development is the importance of social networks and accessing supportive institutional programs (Ali & Kohum, 2007). Through support groups and constructive feedback, collaboratively students are provided both encouragement and ways to overcome obstacles.

One way to reduce the feeling of isolation and increase degree completion is to create peer support groups aimed at facilitating peer collaborations by providing academic, social and emotional support (Ellis, 2001). Peer support groups help students complete their work by providing a supportive environment for the exchange of critical feedback (Tinto, 1985). These peer support groups have helped many students, including the presenter, navigate graduate school and earn their graduate degree.
LEARNING OUTCOMES:
The three primary learning objectives are for participants to understand, apply, and create strategies related to the creation of peer support groups that foster degree persistence based on Bloom’s Taxonomy for 21st Century low order cognitive skills domain.
As a result of this presentation, participants will be able to:
Participants will apply what they have learned from the brainstorming session by working in small groups to think-pair-share
Participants will create a list of three implementable strategies for creating peer support groups
Participants will be asked to think of on and off-campus resources that they use to support the degree completion of graduate students
Participants will be individually tasked with writing a summary of learning outcomes during the round table and to list at least 3 actions, which they will apply in order to complete their degree

ABSTRACT
The facilitator will discuss how they co-created a peer support group for the University of Southern California (USC) graduate students. Peer support groups provide an opportunity to reduce isolation and encourage students to express their thoughts, feelings, and personal concerns in a safe learning environment. Equally, peer support groups include mentorship opportunities, access to resources, and encouragement. As a result of participating in this session, attendees will learn the blueprint to create peer support groups that foster degree completion.

AUDIO/VISUAL REQUESTS
No Audio/Visual Equipment Required

TARGET AUDIENCE
Attendees from institutional type: 4-Year Institution
Attendees from institutional size: Over 10,000 students registered
Advisor Role: Graduate student

On Demand?
Yes, included as part of Sessions On Demand series or other virtual offerings.

PROPOSAL # 13520
ADDITIONAL BRAINSTORM PROMPTS

DOES THE CONFERENCE THEME INSPIRE ANY IDEAS?

WHAT INTERESTING OR UNIQUE THING AM I DOING AT MY INSTITUTION? IS THE IDEA WORTH SHARING?

WHAT TOPIC WOULD BENEFIT YOU MOST AT A CONFERENCE?

WHAT TOPIC SEEMS TO BE MISSING OR ABSENT FROM PAST CONFERENCE SESSIONS?

WHAT IS A CURRENT "HOT TOPIC" WITHIN ADVISING OR HIGHER EDUCATION, AND HOW WOULD YOU CONTRIBUTE YOUR THOUGHTS OR CRITIQUES OF IT?

WHO COULD YOU PARTNER WITH TO CO-PRESENT? AT YOUR INSTITUTION, A PARTNER INSTITUTION, COMPARABLE PROGRAM, FROM NACADA ADVISING COMMUNITY OR OTHER ONLINE GROUP...

HAVE A CONVERSATION WITH A CREATIVE FRIEND, IN ADVISING OR NOT. WHAT IDEAS COME UP?

WHAT ARE YOU EXCITED ABOUT IN YOUR WORK?

HAVE YOU DONE A LITERATURE REVIEW ON A TOPIC FOR A CLASS OR INTERNAL REPORT? WHAT COULD YOU SHARE WITH OTHERS FROM THAT EXPERIENCE?

FINISH THE SENTENCE: "AS A MEMBER OF THE GLOBAL ADVISING COMMUNITY, IT IS IMPORTANT TO _____."

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ACTION ITEMS

THE TOPIC I FEEL MOST LEAD TO FURTHER EXPLORE RIGHT NOW IS:

THE CONFERENCE I PLAN TO SUBMIT THIS PROPOSAL TO IS:

THREE THINGS I WILL DO AFTER THE CONFERENCE TO MAKE SURE I MEET THIS GOAL:

IT'S OKAY TO WAIT UNTIL NEXT YEAR, BUT STILL THINK ABOUT YOUR GOAL!

IT'S FUN TO GET EXCITED!

NAMES OF POSSIBLE COLLABORATORS:

THE CALL FOR PROPOSALS TIMEFRAME IS:

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