

DMV Drive-In Sessions

Session 1 - 10:10-11:10 a.m.

Title	Presenters	Abstract
Building Rapport with Special Population Students to Promote Self-regulatory Skills	Maleri Gamblin, Yena Kim, and Michelle Gnoleba Seki, George Mason University	As university student populations become more diverse, it is essential for the development and well-being of our students to understand the nuances and needs of all students. In 2018, US. News & World Report named George Mason University the most diverse institution in Virginia. As academic advisors at Mason, we consistently see special populations of students and strive to build meaningful relationships with each group. Research indicates that quality advisor-student relationships can build self-regulatory skills within students (Santos & Reigados, 2002; Vogt, 2008). We have tailored practices and programs to help build relationships to help students succeed. This presentation will describe best practices to build rapport with international, Living Learning Community, first generation, and adult students.
Mindfulness in Advising: Cultivating Mindful Connections in Stressful Times	Anna A. Anoufrieva, Florida Atlantic University	More students to advise, more paperwork to complete, more metrics to deliver on – more stress! As the role of advising expands, enduring an intensified level of stress is quickly becoming the new norm for advisors. When left unattended, stress affects advising relationships due to burn out and "compassion" fatigue as well as our health and well-being. We have the ability to diffuse this stress by radically changing how we interact with it – through mindfulness. As scientific studies continue to evidence the effectiveness of mindfulness in diminishing stress, organizations and individuals eagerly search for ways to implement mindfulness in their work and personal lives. In this interactive presentation, participants will learn the benefits of applying mindfulness to their work and specific mindfulness-based practices that they can use in their advising relationships and beyond. This presentation will also explore ways to encourage students to cultivate their own mindfulness practice. Additional resources will be provided.
Elevating Parents in College: Fostering Post-Secondary Success for Student-Parents	Heather Aleknavage, Kerin Hilker-Balkissoon, and Jennifer Pocai, George Mason University	Student-parents are often overlooked as a distinct student population in higher education, and advisors may be unaware of barriers impacting student-parents, from course policies to limited access of campus services and resources. In this session, participants will be challenged to do more to support student-parents both inside and outside of the classroom through problem-solving real-world case scenarios to identify supports, needs, and resource gaps at their institutions. Presenters will provide an overview of data, services and resources for student-parents, a Title IX primer, and strategies to enhance equity for student-parents. Participants will review best practices to build student-parent access and community spanning two- and four-year colleges, and hear from current student-parents on the challenges they face in balancing education and parenthood.
I Get By with a Little Help from My Friends: Building and Maintaining a Network of Meaningful Relationships on Your Campus	Marianne Norman, American University and Lauren Wagoner, Georgetown University	One way for academic advisors to be able to best support student success is by building a strong network of relationships across their campus. Having the resources of your campus connections can aid any advisor when working in all types of situations whether it is as complex as a student in crisis or as simple as trying to get into a course in another department. Attendees will leave with the tools and tips they need to begin to build these relationships once they return back to their campus.
Creating Academic Responsibility for Students on Probation	Suzanne Ashour-Bailey and Shannon Bate, University of Maryland College Park	This presentation will introduce advisors to the Creating Academic Responsibility in Engineering (C.A.R.E.) Program, which provides students with the tools and resources needed to achieve good academic standing. The ideal audience is advisors who work with students on academic probation. The presentation will explain how students learn to understand what it means to be on academic probation, how to improve their academic status and assess the factors that contributed to them being placed on academic probation.

Session 2 - 11:20 a.m.-12:20 p.m.

Title	Presenters	Abstract
Building Better Bridges: How Partnership Programs Can Create a Broader Community of Advising to Serve At-Risk Freshmen	Jeanne Gyr and Ivori Lipscomb-Warren, Community College of Baltimore County	Join us to learn about Freshman Transition Programs from the two-year community college to the four-year university. We will share the benefits of these programs and advising best practices to serve the unique needs of Generation Z students. We invite you to join us in a lively discussion to consider how collaborative, cross-institutions programs can grow at your college or university.
Let me take you to Lunch: Collaborating for Student Success	Matt Le Brasseur, The Chicago School of Professional Psychology and Justin Williams, American University	Relationship building, working together, and collaboration are all phrases we have all heard when it comes to providing a great student experience. What do they mean? How do you go about achieving them? What do they look like? Join us as we offer some tangible experiences where academic advisors have taken the lead working with offices across the university to provide students opportunities to enhance their academic and post-graduation plans.
#DoBetter: Integrating Antiracist Practice in Advising	Rachel Brown, Sarah Jones, Esther Philip, Darien Smith, American University	Have you felt apprehensive about engaging in a conversation about race with your students or colleagues? Conversations around race are difficult, yet important given the current sociopolitical climate of the US. We may assume that we can work without confronting issues of race, but our lives are intertwined with issues of race. We do not have a choice but to confront the realities impacting our lived experiences. Participants will hear from a group of advisors who piloted a participatory action research group because they struggled to hold meaningful discussions surrounding race. After examining their own educational beliefs, values, biases, and practices, participants will leave seeking to build their own communities of care, support, and learning required to sustain antiracist educational practices in a way that is healthy and beneficial to all involved.
Building and Retaining an Engaged, Online Community	Ellen Lucius and Rebecca McCallister, Mary Baldwin University	Do you struggle with retention of online students? Do you want to build a sense of community? Come learn some successful retention and engagement strategies for online students, frustrations along the way, and goals for the future. Discussed throughout the presentation will be difficulties getting exact retention numbers due to the swirl effect, building an engaging online network, and intentional, proactive advising. Successful strategies touched on will include the creation of a front-line position, development of a newsletter, and an early alert system. Bring any of your roadblocks, successes, and/or ideas to share in a round-table discussion for the second half of the session.
Welcome to NACADA...It's Been Waiting For You: Getting Involved in NACADA	Gavin Farber, Temple University, Karen Lewis, University of Maryland College Park, and Wiona Altic Porath, Johns Hopkins University	Feeling stuck in a corner regarding your advisor training and development? Want to turn the corner on your professional development and increase your involvement in the Association? Well look no further than "just around the corner" in your NACADA region! Our panel of current and former NACADA Regional and Global Leadership will discuss the myriad of opportunities that exist and share their own personal stories with you! Whether you're looking for ways to be involved, pathways to leadership, or just a convenient way to further expand your advising toolkit, come prepared to mix and mingle with other advising professionals to learn how the high-quality (but lower cost!) opportunities "just around the corner" at the local level can help you become the GREATEST!

Session 3 - 1:30-2:30 p.m.

Title	Presenters	Abstract
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<p>"The Student is Always Right?: Academic Advising in a Customer Service Culture"</p>	<p>Jamie Jeune, American University</p>	<p>Within higher education, there has been a noticeable shift towards a customer-student model, in which students are viewed as clients of universities. Simultaneously, students view themselves as purchasers of a "product". Academic advisors are largely expected to shoulder the responsibility of managing the student's relationship to the institution in this context. What does it mean to provide good service as an advisor? Can customer service-oriented advising co-exist with a developmental advising approach?</p> <p>This session will explore the challenges of advising within a customer service culture. The presenter will discuss strategies for navigating student demands, familial expectations, and institutional pressures. Participants are invited to reflect on their individual advising styles, and develop personal approaches to provided scenarios.</p>
<p>"Is there anyone like me?" Engaging LGBTQ Business Students</p>	<p>Maxwell Gocala-Nguyen and Brendan Scott, George Mason University</p>	<p>Schools of Business have traditionally been considered conservative organizations, often juxtaposed with more progressive departments on campus. Great strides have been made over the past twenty years in educating Business leaders on the importance of diversity in the workplace. But what about LGBT students? Lack of knowledge on how to support these students can lead to issues of retention and student success. During this session, the presenters will explore common obstacles facing LGBT students in a traditionally heteronormative and heterogendered environment, and best practices and strategies for engaging and supporting these students.</p>
<p>Embrace & Engage: Partnering to Develop Advisor Competencies in Diversity and Inclusion</p>	<p>Dr. Carlton Green, Briana O'Neal, and Neela Wilson, University of Maryland</p>	<p>In advising, we often face challenges when working across difference. This interactive session will explore a cross-campus partnership between University of Maryland undergraduate advisors and the Office of Diversity & Inclusion. The collaboration resulted in a campus-wide conference dedicated to developing advisors' capacity for embracing diversity and engaging in inclusive advising practices. The partnership also expanded upon a community of practice among advisors to further encourage sustainable learning and growth. This interactive session will allow participants to make connections with other advisors in the DMV area and brainstorm ways that they can generate or leverage partnerships on their campus to create change in their advising community. Presenters will provide tools and resources for advisors to build an inclusive advising community on their campus.</p>
<p>Flipping Fabulous: Lessons from flipped pedagogy for building better academic advising relationships with students</p>	<p>Robin C. Lawson, Virginia Commonwealth University</p>	<p>While flipped advising has become a popular catchphrase in academic advising today, many practitioners have focused solely on the tools for communicating with a large caseload, overlooking the roots in flipped pedagogy focused on gaining student engagement and thereby enhancing relationships with students. We will look at the purpose of flipped advising and an array of tools we can use to increase student engagement and development, allowing us to go beyond surface-level, transactional meetings with our students in order to build better relationships. In addition, these tools can increase student buy-in to the value of academic advising in their academic careers. Flipped advising tools can be employed and adapted one at a time, as best suits your needs, or they can be used to completely transform your advising practice. Participants will also receive access to samples and examples which can be directly adopted or adapted into your advising practice.</p>
<p>Fostering Advising Relationships in an Online Course for Second-Year Students</p>	<p>Catherine Moss, Old Dominion University</p>	<p>At the end of freshman year, students in academic difficulty are at-risk for not returning to the university. These students may encounter challenges with not progressing in their major, poor academic preparedness, and not meeting financial aid eligibility. To help these students who are on the brink of dropping out, multiple departments collaborated to implement a one-credit online university orientation course for second-year students. Designed and taught by an advisor, this course follows an appreciative advising philosophy and helps students with academic planning to stay on track. In this session, attendees will learn about the campus partnerships that support this course initiative, see examples of assignments, analyze case studies, discuss building advising relationships, and review student outcomes and feedback.</p>

Exploring relationships in advising: caring personally while challenging directly	Jarrett Kealey, Rowan College at Burlington County and Rebecca McCallister, Mary Baldwin University	Relationships are key to the advising profession and we often think first of the advisor - advisee relationship. However, there are other relationships that are integral to good advising - advisor to advisor and supervisor to supervisee. How do we approach all of these relationships? How do we view the secondary relationships? Do we approach them in the same way we approach the advisor-advisee relationship? In this presentation, we will explore these questions from various levels of an advising organization and within the context of the concept of radical candor. Join us for an opportunity to reflect on relationships in the advising profession and leave with takeaways to apply to your own work.
Advising African American Males	Derek Bowe, University of Maryland College Park, Roy Roach, Virginia Commonwealth University, and Gerron Scott, Virginia Commonwealth University	African American males are behind their peer groups in almost every measured mark. Why is that? More importantly, what can we do as advisors to change that? Join us in a data backed discussion about the issues facing African American males and what we can do to help.
Building Bridges: Connecting Academic and Student Affairs	Brandon Quiles and Cameron Shaw, George Mason University	There are valuable opportunities for collaboration between Academic Affairs and Student Affairs units to better support student learning and retention. Often, those opportunities go untapped or unnoticed. As student affairs professionals who both made recent transitions from academic affairs to student affairs units, we intend for our session to spark a conversation and build bridges between colleagues to enhance the overall student experience. Participants will walk away with a better understanding of some of the challenges faced in academic as well as student affairs units, ways to include faculty and academic staff and/or student affairs partners into campus initiatives, and how to integrate student learning outcomes outside of the classroom with academic and career goals.
Help Needed! How to expand your transfer team on campus	Elizabeth Kirby and Barb LaPilusa, Montgomery College	Need help training Faculty and Staff on the transfer process? This session is designed to provide an overview of a transfer ambassador (faculty/staff) training best practice. It will focus on both internal and external resources for transfer professionals and students, on the role we all play in helping students successfully transfer, and provide a foundation for responding to students question about the transfer process. Your newly designated Transfer Ambassadors can help your Transfer Team with student outreach and education. Participants can expect to learn how to implement a Transfer Training on their campus.
Connections through Virtual Advising Innovation	Keri Bowman and Wende Ruffin-Lowry, Northern VA Community College	We all know that students want good advice but they also want a connection with someone they can trust. At NOVA, we have over 70,000 students. This can make the possibility of advising relationships difficult. Combining efforts to make personal advising connections available and meeting students "where they are" has become necessary. Necessity has bred innovation. In this session, we will outline new programming developed (or being developed) that NOVA's Virtual Advising department is using (or will use) to reach more students in a personal way. We'll share the challenges and successes we have encountered implementing new virtual programming.