



## 2023 NACADA Region 5 Conference

*Advising: A River of Possibilities*

April 26-28, 2023

Caesars Windsor Hotel & Casino

Windsor, Ontario

## Conference Schedule

\*Sessions and schedule are subject to change.

Wednesday, April 26

---

**Registration and check-in**  
**Ballroom Lobby**

noon-6 p.m.

**Region 5 Mentoring Program Workshop - Invite Only**  
**Di Dingman, Region 5 Mentoring Coordinator | Indiana University**  
**Karen Spangler, NACADA 2022-2023 Mentor | Ball State**  
**Jovis**

1-4 p.m.

The Region 5 Mentoring Program Workshop is a restricted workshop for screened mentors/mentees that committed to participate in a year-long professional development program. Mentor/mentee candidates applied in March and were selected based on demonstrated program commitment conveyed in their application. The program kicked off prior to the conference where mentoring partners were paired and began a dialogue exchanging background information. This three-hour pre-conference workshop guides mentoring pairs through a professional development training session learning about the importance of mentoring to NACADA for developing future leaders, what mentoring is, mentor/mentee expectations, a reflection of past mentoring pair accomplishments, and annual communication plans. The mentoring pair creates a draft of their strategic plan for the year, establishing a communication plan and developing goals focusing on what the mentee wants to achieve in the upcoming year.

- P1** **Creating Effective Digital Advising Tools** **Cost: \$40**  
**Emma Hage** | *University of Cincinnati*  
**Mercuri**

In this workshop, advisors and advising administrators will create a comprehensive plan for enhancing their advising tools to support students' digital skill development. Digital literacy can help students develop self-efficacy, communicate with faculty and advisors, understand degree requirements, identify campus opportunities, and navigate learning management systems, among other essential academic and professional tasks. However, these tasks become challenging when an institution's systems are outdated, lack accessible language, don't work, or are generally complicated to use. Participants will analyze their current advising tools—including institutional resources and webpages—and identify ways in which they can be enhanced to better support digital literacy development, eliminate barriers to digital literacy, and improve advising services.

**Technology & Social Media**

**17 | C5 | R6**

- P2** **Using Iterative Design and Flipped Advising to Upgrade Your Advising Sessions** **Cost: \$40**  
**JP Villavicencio** | *University of Wisconsin-Whitewater*  
**Elisa Shaffer** | *Old Dominion University*  
**Martis**

Join us to learn how to use instructional design approaches and flipped advising to upgrade your advising sessions. Flipped advising is an intentional teaching and learning approach to academic advising based upon the flipped classroom teaching style. By utilizing instructional design practices, including a three phase iterative design approach, advisors will be able to approach their advising sessions and curriculum from a new perspective to enhance their student interactions with intentionality to promote student learning. The presenters will provide attendees with practical strategies grounded in learning and instructional design theory. Participants will leave this session with knowledge and a template to implement flipped advising with instructional design principles at their institutions.

**Technology & Social Media**

**C3 | 17 | R4**

---

**Welcome | Maximize Your NACADA Membership and Your Conference Experience**

---

**Ramon Moon** | *Central State University*  
**Jaimie Engle** | *DePaul University*  
**Augustus III & IV**

**4:15-5:30 p.m.**

We've combined the best advice and put it into one session. All participants are invited to discover the opportunities to maximize their membership experience. Through activity and discussion attendees will learn more about the resources and leadership opportunities available within NACADA: The Global Community for Academic Advising and the divisions that make up the association's structure.

In this session, participants will acquire ideas for making the most of the region conference from people "who have been there and done that". We will use humorous anecdotes, real-life scenarios and notes from the trenches to help you develop strategies for building a sense of belonging and engaging in the conference with all of your new friends. During this session you will have the opportunity to: 1) Learn and understand the lingo of the conference - from advising community group meetings to hot topics and best of region to professional tracks; 2) Acquire ideas for what you can do now, during, and at the end of the conference; and 3) Consider tips for introverts and extroverts to be successful in this environment.

NACADA leaders will help guide the conversation to inform all participants of the numerous pathways available to take full advantage of their NACADA membership. Join the discussion to discover how you'll get the most out of your NACADA experience and network with colleagues.

**11**

---

**Networking Sessions**

**5:45-6:30 p.m.**

**Details TBD**

---

**Opening Reception**

**6:30-8:30 p.m.**

**Augustus III & IV**

Music, magic, fun! Appetizers provided.

**Wellness Activity: [Riverfront Trail Walk](#)  
Meet at Registration at 6 a.m.**

**6-7 a.m.**

Join NACADA Region 5 members for an exploration of Windsor's Riverfront Trail. Taking place Thursday and Friday mornings, participants in this wellness activity will explore the Riverfront Trail, get some fresh air, and do some sight-seeing. Participants may also spend some time exploring a nearby park and other scenic views. These wellness activities will occur if weather permits. Everyone who is interested in joining should meet by the registration desk at 6 a.m. The group will leave together shortly after.

**Registration and check-in  
Ballroom Lobby**

**7 a.m.-5:30 p.m.**

**Breakfast  
Augustus I & II**

**7-8 a.m.**

---

**Keynote**

**8-9 a.m.**

**Teri Farr  
Augustus I & II**

Teri Farr currently serves as NACADA President and works at the University of Illinois, Urbana-Champaign as Associate Director for Academic Advising and Student Success in the Division of General Studies, home for exploratory students at Illinois.

She has a career in academic advising that began in 1995 and has worked in various capacities as an advisor and advising administrator at many college campuses. Areas of interest and expertise include training and development, working with students from liberal arts/social science interests, career development and advising administration.

Teri has been active in NACADA since 1995 and has attended and presented at numerous region and annual conferences over the years. Teri has served on the Region 5 Steering committee; many region conference planning committees and she especially is fond of helping coordinate poster sessions. She served as Chair of the NACADA Professional Development Committee and was co-editor of the NACADA Academic Advising Core Competencies Guide, 1st edition.

Teri lives in Champaign Illinois with her dog Barry, and her cat Ben.



---

**Concurrent Session 1**

**9:10-10:10 a.m.**

**C1.1 Who Tells Your Advising Story: Using Storytelling to Create Rapport and Build Relationships**

**Alyssa Wagner | Purdue University**

**Emily Sheetz | Purdue University**

**Saturni**

Storytelling has been a part of human life for as long as people have existed. As we are all educators, we are compelled to ask ourselves how to tell our stories to have great influence on our students, colleagues, and institutions. We can continue to pull from the narrative storytelling teaching tool from K-12 education and the communication theory of narrative paradigm to help our college-aged students further the development of social-emotional learning (SEL), empathy towards others, decision making, and self-confidence. In this hands-on, discussion-based session, using "Hamilton" and narrative storytelling as our guide, participants will be able to use storytelling as an advising strategy as well as a way to build relationships.

**Training & Development**

**C4 | R2 | R1**

**C1.2 The Slow Work Movement: Is it Possible in Academic Advising?**

**Lisa Remsing Hall | University of Michigan-Dearborn**

**Kerri Madeleine | University of Michigan-Dearborn**

**Solis**

The pace of work in academic advising is often more like rushing rapids than a slow, meandering river. The last three years have brought increased workloads and rising levels of burnout for academic advisors. Recently, many tech companies have adopted the 'slow work movement', also referred to as 'slow productivity', a method of work characterized by being present in the moment, creating balance, setting boundaries, and prioritizing rest. Research

shows these techniques can increase productivity and quality of work, and promote healthier, happier teams. So, is this realistic in academic advising? Yes! This interactive session will provide an overview of the slow work movement and provide practical tips on how to incorporate the philosophy into your department's culture or your individual day-to-day routines.

### **Health and Well-Being**

**C4 | R2 | R7**

#### **C1.3 Building an Effective Advising Curriculum: Utilizing Students in Student Affairs**

**Kristen Heath | Indiana University School of Medicine**

**Erin Dafoe | Indiana University School of Medicine**

**Luna**

Quite often student affairs offices are asked to work with students outside of the classroom in navigating their educational experience. We are tasked with informing students of policies, addressing academic concerns, ensuring they are aware of institutional resources, understanding well-being, etc. One large medical school has refined its approach to group advising over the years and now hosts regularly scheduled personal and professional development sessions to distribute this information to students. Sessions are created with the input of students on topics that are both necessary and suggested. In this presentation, we will discuss the evolution of group advising at this nine-campus institution, review topics of interest built into the curriculum, and lead attendees in activities to begin the process of developing their own similar model.

### **Student Persistence, Retention, & Academic Skills**

**C4 | R5 | I6**

#### **C1.4 We've Got Big Caseloads & We Cannot Lie! Tools for Holistic Advising No Matter the Caseload Size**

**Ashleigh Begres | Delta College**

**Sarah Miller | Delta College**

**Martis**

Academic advisors are continually faced with staffing constraints, limited resources, and growing caseloads. The goal of this session is to explore techniques and strategies to make advising sessions less transactional and more transformational even for those who, like us, have large (and growing) caseloads. We will be sharing tangible tools that attendees can take away and implement in their daily practice. The presentation will be segmented into two major themes: tools for students and tools for advisors. Whether you are looking for time management and organization handouts or a new, innovative approach to flashcards -- join us for an engaging presentation to expand your advising toolkit as well as learn best practices for working with exploring/deciding students and strategies for managing bandwidth in a field that is mentally, emotionally, and physically demanding.

### **Student Persistence, Retention, & Academic Skills**

**C4 | R2 | R6**

#### **C1.5 Creating Community Through Clustered Course Enrollment**

**Andrea Evans | The Ohio State University**

**Jill O'Neill | The Ohio State University**

**Ryan Mouncey | The Ohio State University**

**Mercuri**

In Autumn 2017, the Fisher College of Business at The Ohio State University piloted a cluster enrollment program in an effort to build community and connectedness in our first-year class. Sense of belonging is a key factor in retention of first-year students, and the cluster program specifically establishes a smaller community environment, with focus on students who are not part of an established community already. Since the initial pilot, the program has expanded to include approximately 50% of our autumn semester 2022 freshman class. Our session will share what we have learned in the first five years of the cluster program, as well as quantitative and qualitative data from both students and advisor-instructors. We will share lessons learned and best practices for implementing a similar program at your school.

### **Student Persistence, Retention, & Academic Skills**

**I6 | C4 | C6**

#### **C1.6 LGBTQ+ 101**

**AC STOKES | Indiana University-Purdue University Indianapolis**

**Jovis**

This training targets advisors who would like to have a better understanding of the LGBTQ+ community. This is a foundational training where participants will learn about basic terms and concepts, including sexuality, gender, minority stress and trauma. This training will prepare advisors better understand and work with students in the LGBTQ+ community.

### **Diversity, Inclusion, & Social Justice**

**C6 | I5 | R3**

#### **C1.7 Looking Equity in the Eye: Developing an Advising Equity Lens**

**Trish Burke-Williams | Sinclair College**

**Christina Cook | Sinclair College**

**Ryan Daily | Sinclair College**

**Emmanuel Banda | Sinclair College**  
**Alexandra Burns | Sinclair College**  
**Augustus III**

This presentation discusses the steps taken by the Sinclair College Academic Advising Equity Committee, advisors who work at, represent and collaborate across 4 campuses, to create the Academic Advising Equity Lens Guidelines. These guidelines were developed to encourage, empower, and educate student-facing professionals. This presentation will include large and small group discussion examining and explaining the Equity Lens Guidelines. Attendees will discuss and dissect mini case studies and work through a variety of advising scenarios. This presentation is geared for advisors and advising leaders who want to participate in dynamic conversations centered around equity and equitable interactions with students and who want to examine a practical usable guide. Participants will leave with the knowledge, skills and a template to best serve students equitably and a tool for advisors to consciously reflect on equitable practice.

**Training & Development**  
**C6 | R3 | R7**

**C1.8 Rolling on the River: The Rewards and Challenges of Advising Administration**

**Mark Hurley | Indiana University**  
**Laura Emerick | Marion Technical College**  
**Melissa Tarrant | Emory University**  
**Shane Hawkins-Wilding | Purdue University**  
**Augustus IV**

Whether you are a new advising administrator, frontline advisor considering a move to administration, or experienced advising administrator, we invite you to join us. Our panel of experienced administrators from a range of institutions—two-year, 4-year research intensive, and private—will share a bit about our journeys to advising administration and the insights we have gained in the role. There will also be time for you to ask questions and share your insights.

**Advising Administration**  
**C4 | C6 | I1**

**Concurrent Session 2**

**10:20-11:20 a.m.**

**C2.1 Instilling a Growth Mindset in Our Students (and Ourselves)**

**Lynette Bleed | Purdue University**  
**Saturni**

Mindset matters, especially when it comes to learning and college success. Stanford researcher Carol Dweck, Ph.D. (2016) found that students' mindsets—how they perceive their capabilities, intelligence and personal qualities—play a key role in their motivation, achievement, and learning. Students who believe they can grow in intellect and intelligence by "growing their brains" (a growth mindset) do better than students who believe their intelligence is fixed (a fixed mindset) (Dweck, 2015). Learning outcomes for this session will include 1) Learning about growth mindset, fixed mindset, and successful interventions (Dweck, 2016; Ng, 2018; Yeager & Dweck, 2020), 2) Taking a self-analysis of our own mindsets (Dweck, 2016), and 3) Learning how to encourage students so they develop more of a growth mindset (Dweck, 2015).

**Student Persistence, Retention, & Academic Skills**  
**R6 | R7**

**C2.2 Ontario Academic Advisors' Perspectives of Professional Development and Advising Practice**

**C2.3 Proactive Advising According to Leslie Knope**

**Leslie Marlatt | Manchester University**  
**Luna**

Parks and Recreation is a popular mockumentary about public officials working to make their city a better place just as advisors do each day on their campuses. This presentation will highlight proactive advising lessons learned throughout the series from Leslie Knope such as utilizing early intervention techniques, developing student relationships, and increasing student motivation. From this presentation, participants will be able to describe key concepts of proactive advising, apply best practices within their daily advising, and develop intention one on one relationships with students. Treat yo'self to learning lessons from the Parks Department of Pawnee, Indiana, and how improve your daily advising work.

**Student Development, Theory, and Research**  
**R2 | R6 | C4**

**C2.4 Parker's Guide to Social Media in Advising**

**Anna Will | University of Southern Indiana**  
**Martis**

Let's all BeReal. Social media has swiftly taken over society and sites like Instagram and Tik Tok are now the main sources

of communication and current information for many college students. With this change in media regime, academic advising centers would benefit from incorporating social media into their outreach and communication plans. In this presentation, the Pott College Advising and Resource Center will present their new Communications Plan and Branding Guidelines to provide a model and template for other advising centers. Participants will engage in discussions on social media usage, receive resources and examples of branding and communication plans, and partake in team challenges to begin or continue developing their social media creation skills.

**Technology & Social Media**  
17 | 16 | R2

**C2.5 Using 'Upstream' Approaches Within Academic Advising to Prevent Students from Sinking**  
*Heather Morrow | Miami University*  
*Mercuri*

This session will explore how implementing an "Upstream" approach to academic advising can enhance student performance and motivation and improve retention rates. The tenets of "upstream thinking" are based on the idea of author David Heath, as described in his book "Upstream: The Quest to Solve Problems Before They Happen." Rather than reacting to issues when they arise, programming should utilize a proactive approach to identify potential problems and attempt to prevent them from occurring in the first place. This presentation will address common barriers and challenges that students and advisors experience pertaining to advising and academic success and suggest anticipatory measures that can be enacted to ameliorate these issues.

**Student Persistence, Retention, & Academic Skills**  
C4 | R6 | 16

**C2.6 Advising Transgender Students: A Transgender Advisor's Perspective**  
*Dani Parsons | Purdue University*  
*Augustus III*

Whether they're out of the closet or not, you (yes, you!) have transgender advisees. If you're like most advisors, you have questions like: How does someone know if they're transgender? How can I remember my student's pronouns easier? What do I do if I mess things up? This presentation will be an opportunity to answer all those questions and more, coming directly from a transgender academic advisor in a safe, relaxed, and judgment-free environment. Here you'll find answers to the most embarrassing and awkward yet burning questions that you can't ask your students, along with an exercise that lets you put yourself in the shoes of a transgender college student. All are welcome to this opportunity to learn how to better support students from this community.

**Advising Special Populations**  
15 | R3 | C6

**C2.7 "Worthless Degrees": Advising the Arts & Letters Students in the Era of Pre-Professional Education**  
*David Griffith | University of Notre Dame*  
*Mel Tardy | University of Notre Dame*  
*Mark Kettler | University of Notre Dame*  
*Augustus IV*

This panel will explore how advisers working in liberal arts institutions with strong Business and other pre-professional programs can address claims that arts, humanities, and social science degrees are "worthless" and bad investments, while not becoming defensive propagandists. How can we as academic advisers, ourselves products of liberal arts institutions, and believers in the power of a liberal arts education, go beyond the cliched "follow your bliss" or "transferrable skills" arguments to craft a advising philosophy that reframes the importance of the core curriculum for students who increasingly see it as a pro forma obstacle to their "real" education?

**Academic Major Specific**  
C4 | R5 | 13

**Networking Sessions**

**11:30 a.m.-noon**

<b>Advising Community Division Networking   Adult Learners</b>	<b>Solis</b>
<b>Advising Community Division Networking   Canadian Advising Community</b>	<b>Luna</b>
<b>Advising Community Division Networking   Administration Advising Community</b>	<b>Jovis</b>

**Lunch and Awards**

**noon-1:30 p.m.**

**Augustus I & II**



Celebrate and congratulate the 2023 Region 5 Award and Scholarship winners.

**C3.1 Safe House Advising: Creating Inclusive Spaces Beyond Academia**

*Jasmine Pruitt* | *Purdue University*  
*Phelan Tinsley* | *Purdue University*  
*Onyx Uzomah* | *Purdue University*  
*Saturni*

Research has shown that during undergrad, if a student forms one meaningful relationship, they are more likely to graduate. Academic advisors are one of the few individuals on a large college campus that can form consistent relationships with students. Safe house advising is a model that begins at the foundation of advising, pulling from developmental and intrusive advising, advisors take a holistic and purposeful approach to students' success and wellbeing. In this practice, whenever advisors welcome students into their office they are giving them the knowledge, guidance and attention needed to succeed beyond academics. Using the illustration of a house, we will show how advisors can start by being aware of their campus demographics and support students to graduation.

**Student Development, Theory, and Research**  
**C6 | R2 | C2**

**C3.2 Helping First Year Students Adjust to a New Temporal Existence**

*Laura Ivins* | *Indiana University Bloomington*  
*Jennifer Shaw* | *Indiana University Bloomington*  
*Luna*

An often overlooked aspect of academic advising is the experience of time. When moving from high school to college, students experience a dramatic shift in their weekly schedule and their orientation towards future planning. It is crucial for advisors to understand how students experience time, and how that experience changes over a student's first year. This presentation explores the changing temporal experiences of first year undergraduate students and how advising programs can guide students in that shift. We offer examples from advising outreach calendars, academic help resources, and communication strategies during advising appointments.

**Student Persistence, Retention, & Academic Skills**  
**R6 | C4**

**C3.3 From a Whisper to a Shout: Find the Volume That Works for You to Feel Seen, Valued, and Heard**

*Maya Calloway Richardson* | *Wayne State University*  
*Martis*

This session will focus on how our perceptions of self and subconscious acceptance of stereotypical gender narratives can impair women and those identifying as women's ability to use their knowledge, voice, and skills in higher education. Participants will have an opportunity to share experiences and complete a worksheet that assesses their strengths and helps them formulate strategies to leverage these attributes in various campus venues. Participants will also design a "dialogue tool" box designed to help them overcome the obstacles and/or scenarios that prevent them from feeling heard and seen as valuable contributors during meetings, brainstorming, or planning sessions. "It took me quite a long time to develop a voice, and now that I have it, I am not going to be silent." Madeleine Albright

**Training & Development**  
**R3 | C6**

**C3.4 My VP Made me do it: Creating a Culture of Accountability**

*Mara Youngbauer* | *Manchester University*  
*Abigail VanVlerah* | *Manchester University*  
*Leslie Marlatt* | *Manchester University*  
*Mercuri*

"As a leader, you are always going to get a combination of two things: What you create and What you allow." Join the presenters and their overbearing VP (because of course she had to come too) as they share strategies and best practices for building a culture of accountability amongst student success advisors. Manchester University developed an advising model to better meet the needs of our student population. This interactive session will provide attendees with an understanding of the importance of accountability within your institution, the framework of Manchester University's success advising program, the core four strategies for accountability, and how accountability has been effective within the MU campus community.

**Advising Administration**  
**C5 | I7 | R2**

**C3.5 Best of ILACADA | Advising Veterans**

*Rebecca Schreurs* | *Governors State University*  
*Paige Fisher* | *Governors State University*  
*Angelica Damiani* | *Governors State University*  
*Augustus III*

Illinois colleges and universities are uniquely positioned to offer veterans and military-connected students an array of educational benefits, but too many military-connected students enroll in higher education without an understanding of their benefits. Academic advisors can help to increase awareness and help to support the on-campus veterans center to better serve our military-connected students. Most Illinois institutions offer federal VA benefits, but state institutions can offer both federal and state benefits. Academic advisors face unique challenges with regards to understanding both external policies and institutional procedures designed for the military-connected student population. Institutions of higher education, with collaboration between advising and veteran services, can effectively address the needs military-connected students and positively influence recruitment, retention and student services.

#### **Advising Special Populations**

**C4 | 16**

### **C3.6 ED MAC in the Regions! Hot Topics for Education Majors**

#### **C3.7 Best of MICADA Runner-Up | Let's Have a Potluck: What are You Bringing to the Table of Inclusion and Retention for Students of Color and Other Marginalized Groups?**

**Tuanyene Sims | Wayne State University**

**Jovis**

As advisors and campus professionals, we should all collectively and collaboratively assume the responsibility of helping students of color and other marginalized groups develop their sense of belongingness, instead of leaving it entirely to centralized offices/programs. This roundtable discussion will allow attendees to share ideas on what they have been doing and what more they can do to communicate to ALL students that they are welcomed and that they belong; thereby contributing to students' ability and desire to persist. Effective partnerships between academic and student affairs can improve student learning and success, and student affairs professionals can motivate faculty involvement in student affairs initiatives with intentional choices to build mutual trust and respect. Based on one college's experience and success, this session will explore how an academic advising office worked to garner collaboration and partnership with college faculty to enhance student success. We will identify the barriers, opportunities, and benefits of getting into the river together to do the work.

#### **Area Meetings**

**2:50-3:40 p.m.**

**Illinois**

**Indiana**

**Ohio**

**Ontario**

**Michigan**

**Nunavut**

**Wisconsin**

**Solis**

**Saturni**

**Martis**

**Mercuri**

**Augustus III**

**Mercuri**

**Jovis**

#### **Concurrent Session 4**

**3:40-4:40 p.m.**

#### **C4.1 Consistently Inconsistent: Improving the Quality and Consistency of Academic Advising at a Split-Mod**

**Jamie Schweiger | University of Wisconsin-La Crosse**

**Saturni**

Consistently inconsistent: Improving the quality and consistency of academic advising at a split-model institution through a Master Advisor Certification Program

In January 2021, the University of Wisconsin-La Crosse began a Master Advisor certification program for faculty and staff advisors to improve both student and staff satisfaction with academic advising at the institution. Before the program's implementation students had below benchmark satisfaction with the advising they were receiving, and advisors had low levels of satisfaction with the training and support they received. The goal of this Master Advisor program is to improve the quality and consistency of advising at UWL. This session will discuss how this program was implemented in an online format to help over 100 advisors grow in NACADA's core competencies, our successes, areas for growth, and plans for the future of the program.

**Training & Development**

**C2 | 13 | C6**

#### **C4.2 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing**

**Cecilia Lucero | University of Notre Dame**

**Solis**

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 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.



**C4.3 Doing STEM Without a Formula: Encouraging Students Beyond Their Checklists****Jennifer Anderson Bliss | University of Illinois Urbana Champaign****Luna**

Often students seem to be looking for a set of quantitative parameters within which they might find success: the highest GPA, the greatest number of bullet points on a resume, the fewest courses without direct application to their major. They seem to want a formula, a guaranteed plan for academic and professional success. How do we encourage students to appreciate the value of their courses outside of STEM? How do we encourage them to reflect on their goals? This session will offer concrete strategies and tools to encourage students to step out of their major-tunnel vision, open up a discussion of the anxieties they face, and together map out their opportunities and open-ended pathways into an uncertain future.

**Academic Major Specific****R6 | I5 | R2****C4.4 Advising URM students with inclusive advising****Yuxiang Wang | Purdue University****Martis**

This presentation examines why inclusive advising is needed in advising URM students in colleges and universities. Why academic advisors have to do self-examination of their own cultures; understand URM student race, gender, identity, socioeconomic status; and value what URM students bring to each advising session are discussed. Short activities are designed to help participants to examine their own cultures and what they know about cultures of URM students. Case study is used for participants to discuss a transcript of an academic advising session between a White academic advisor and a URM student, which might help participants to practice and reflect on how to value and appreciate what URM students bring to each advising session and build up trust and positive friendship with URM students.

**Advising Special Populations****C4 | I5 | R4****C4.5 The Advising Impact on Enrollment Development & Enrollment Engagement****Anne Nelson | Cleveland State University****Mercuri**

The impact of COVID and other societal issues are driving students to delay or not attend college. All these issues and more have impacted student enrollment, and fewer students can and will impact academic advising services and staff. This session will review a concept developed by an assistant dean regarding enrollment engagement and enrollment development practices supported by academic advising professionals and new training practices and strategic academic advising services and tracking data outcomes to support enrollment goals, and staffing growth, which better serves students and college retention and enrollment goals. In addition, our discussion will highlight how academic advising directly generates revenue and supports enrollment goals. So become connected with our belief of the Advising Impact on Enrollment Development & Enrollment Engagement.

**Advising Administration****I2 | C4 | R5****C4.6 Maximizing Advising in Post-COVID Environment****Sherita Jackson | Sinclair Community College****Charles Long | Sinclair Community College****Jovis**

When the COVID-19 pandemic forced institutions to pivot to remote services, academic advisors were tasked with creating, or greatly expanding, a remote advising model that was effective and accessible. While the transition was accompanied by stress and uncertainty, the pandemic led to several positive outcomes in the way we view advising, deliver services, and communicate with our students. The genie is out of the bottle, and remote advising is here to stay. In our session, Maximizing Advising in post-COVID Environment, presenters will look at how services at our institution functioned prior to the pandemic compared to now. The focus will be on sharing strategies that have led to successful advising during and after the pandemic. Attendees will have time to share their own successes, pain points, and challenges so we can learn from each other.

**Student Persistence, Retention, & Academic Skills****C4 | I6 | R4****C4.7 Make it Make Sense: Rethinking how we Communicate the Hidden Curriculum****Jen Berry | Indiana University Bloomington****Augustus III**

Do you feel like you are speaking into "the void" when explaining the cultural expectations of higher education? Are you concerned that your approaches to help students become literate in the "hidden curriculum" could use some reworking? In this session, I will share ways to think differently about higher education's expectations and "make it make sense". This conversation is geared towards folks working with first-generation, low/middle-income, and/or students from historically marginalized backgrounds. Join me in brainstorming how to rethink communicating the hidden curriculum to

students who often have less exposure to experiences that create an understanding of what college expects of them. Considering a different approach may inevitably result in greater support for our students and hopefully higher retention and graduation rates.

### **Advising Special Populations**

**C6 | I5 | R5**

#### **C4.8 Using What You Have: A Case Study in Using Student Data for Program Development**

**Lenore Yaeger | Western Michigan University**

**Ben Carr | Western Michigan University**

**Augustus IV**

So often our assessment and evaluation activities focus on data collection; surveys, focus groups, feedback requests; but our institutions already collect tons of information on students. Learn how we used already available student data to create a new program for dismissed and returning students, a program rooted in the characteristics of our own student population. We'll share with you our insights and process for finding, analyzing, and making meaning of our own data and insights you can apply to your students and institution. Learn basics of modeling, their applications and limitations, and how you can start on your own data adventure.

### **Assessment & Evaluation**

**R7 | C4 | I1**

**Posters | Break**

**4:40-5:30 p.m.**

#### **Beyond Barista - An Internship Awareness Workshop for Humanities Majors**

**Andrew Murray | Michigan State University**

**Ballroom Lobby**

Though students who study the humanities learn and cultivate skills that are desirable by employers in a variety of industries, they are often discouraged from declaring a humanities major or feel disillusioned when it comes to career planning. Many common myths about the value of humanities study are undoubtedly related to the national decline in student enrollment, including lower salaries and limited career prospects (becoming a barista). An English major panel, consisting of students who recently completed internships, was created to provide an opportunity for students to learn from experienced peers about how their skills are applicable in a variety of fields and raise awareness about worthwhile career prospects. Session attendees will learn about this program and how it supports professional meaning making.

### **Career Advising**

**I5 | I6 | R6**

#### **Liberating Students From Linear Paths**

**Craig Cameron | Trent University**

**Jamie Matin | Trent University**

**Ballroom Lobby**

In combination with myriad social influences the educational 'system' places ever increasing pressure on students to find and build a particular 'pathway'. Academic Advising can provide additional building blocks, liberating students from strictly linear paths and setting the stage for a real exploration of the future.

### **Student Development, Theory, and Research**

**C4 | R6 | C3**

#### **Conduction and Evaluation of a Wellness Initiative**

**Nathan Bambenek | University of Illinois Chicago**

**Ballroom Lobby**

Advisors experienced exorbitant amounts of change during the COVID-19 pandemic, including having to adapt to rapidly-shifting policies and disseminate this information to students, among vast changes in advisor's personal lives. These changes have likely effected wellness and increased burnout. By attending "Conduction and Evaluation of a Wellness Initiative", attendees will gain insight on the Advisor Wellness Initiative implemented among a large team of academic advisors, created to help advisors learn about wellness and share best practices among each other, in order to foster a continuously positive workplace. Through pre-post survey methodology, attendees will also be able to assess the effectiveness of the activities conducted, and gain inspiration of how they may address advisor wellness at their home institutions.

### **Health and Well-Being**

**R7 | R3 | C1**

#### **Laurentian University: A Story of Resilience**

**Brigitte Desjardins | Laurentian University**

**Maryse Gareau | Laurentian University**

**Ballroom Lobby**

The pandemic had an impact on the world in various ways. Universities and Colleges were forced to adjust the way courses were taught, and the way services were adapted to support students. In addition to these global challenges, in

February 2021, our institution, Laurentian University announced that it was insolvent and would start the Companies' Creditors Arrangement Act (CCAA) process. Our presentation gives an overview of the challenges and hardships Laurentian University's academic advisors experienced during the pandemic and CCAA. We will also discuss the strategies we put in place to support our students and one another during this unprecedented time. We will demonstrate that teamwork, self-care and perspective allowed us to overcome these hurdles and we emerged with a newfound resilience.

**Health and Well-Being**  
R6 | I3

### **From the Wabash to the Tagus to the Seine: Channeling Curiosity for Exploratory Studies Students**

**Kate Winton | Purdue University**  
**Ballroom Lobby**

As advisors, we challenge students to pursue experiences outside their comfort zone to help them better understand their own interests and skills. Observing the lack of study abroad program opportunities in my department and knowing the positive impact it had on my own college experience, I decided to coordinate one. The program benefits students by giving them the opportunity to network with Purdue alumni employed in foreign countries while exploring local culture. Journaling, cultural assessment exercises, and self-directed exploration provide further value. We have found this fosters curiosity and openness, expands students' professional choices, and enriches their personal lives.

**Advising Special Populations**  
C4 | I6 | R4

### **This College isn't for Me - Supporting Students Looking to Transfer to Another Institution**

**Ramon Moon | Central State University**  
**Ballroom Lobby**

"Noel-Levitz (2009) describes college advising as "the most important aspect of the student's educational experience." A sense of belonging is necessary for college students to transition and matriculate into college (Tinto, 2012). Advisors provide students with an environment that fosters self-exploration, self-awareness, professional development, and a sense of personal identity. Using a student-centered approach, if students seek out other institutions, advisors and students should work together to locate the correct information and resources where they have the autonomy to make a sound decision to support and foster their academic, social and professional growth.

**Prospective Students and the First-Year Experience**  
C4 | R2 | R6

### **Pandemic Pivots to Persistence: How an Office Survived for Their Students to Thrive**

**Jacqlyn Schott | Miami University**  
**Golden Fanning | Miami University**  
**Ballroom Lobby**

In this session, two learning specialists/academic counselors will share how their office learned from pivot points navigated during the height of the pandemic that enable them to continue growing the number of students they serve exponentially. This growth has happened across all their services (academic counseling, peer tutoring, supplemental instruction); and alongside their office's support of an increasing number of students with testing accommodations and students on academic probation who take their Success Strategies course. As a Learning Center of Excellence, we'd love to dialogue about how our critical praxis has not only met the needs of special populations with increased help-seeking behavior from lingering collective trauma, but also fosters rapport, retention, and thriving students.

**Student Persistence, Retention, & Academic Skills**  
I5 | C4 | R2

---

**Dinner on your own**

**5:30 p.m.**

---

**Friday, April 28**

**Wellness Activity: [Riverfront Trail Walk](#)**  
**Meet at Registration at 6:30 a.m.**

**6:30-7:30 a.m.**

Join NACADA Region 5 members for an exploration of Windsor's Riverfront Trail. Taking place Thursday and Friday mornings, participants in this wellness activity will explore the Riverfront Trail, get some fresh air, and do some sight-seeing. Participants may also spend some time exploring a nearby park and other scenic views. These wellness activities will occur if weather permits. Everyone who is interested in joining should meet by the registration desk at 6:30 a.m. The group will leave together shortly after.

**Registration and check-in**  
**Ballroom Lobby**

**7:30 a.m.-12:30 p.m.**

Concurrent Session 5

8-9 a.m.

- C5.1 Maintaining Momentum: Redesigning Student Onboarding, Advising, and FYE through Disruption**  
*Christine Lewis | College of Lake County*  
*Ryan Echevarria | College of Lake County*  
*Jacob Cushing | College of Lake County*  
*Saturni*

During the 2019-2020 academic year, College of Lake County spent significant resources on designing a new student-focused, equity-minded model for student onboarding, advising, and first year experience. Despite encountering several challenges during the COVID-19 pandemic, committed employees at CLC managed to implement the new model and make major changes in personnel, processes, policies, facilities, technology, and external partnerships. This presentation will share our collaborative, strategic process for navigating major organizational change and maintaining momentum on our student success efforts throughout the COVID-19 pandemic.

**Prospective Students and the First-Year Experience**  
C6 | R2 | I6

- C5.2 Embrace Your Lazy Genius: Advising Through Transitions**  
*Roberta Rea | Oakland University*  
*Melanie Chamberlain | Oakland University*  
*Jen Bellini | Oakland University*  
*Solis*

Have you seen an uptick in responsibility and a down tick in morale? Are you taking on more work and don't know where to start? Be a genius about the stuff that matters and lazy about the stuff that doesn't. This presentation will cover six strategies developed by author Kendra Adachi in her book the "Lazy Genius Way." Using lazy genius strategies helped our office navigate a major transition (aka picking up someone else's job). These strategies are widely applicable to advisers and advising students. They can help you and your advising team as you navigate the ever-changing landscape of higher education today. In this interactive session you'll discover how to embrace your lazy genius to overcome challenges at your own institution.

**Training & Development**  
R4 | C4 | R6

- C5.3 Focusing on Gender Expansive Student Success**  
*River Garrett | Indiana University–Purdue University Indianapolis*  
*AC Stokes | Indiana University–Purdue University Indianapolis*  
*Luna*

While on campus, students may find college is the safest place for them to explore what gender is and what it means to them. As they are going on this journey, students may come to you, their advisor, with a need for support. Not only will we help you understand different aspects of what it means to be gender expansive, we'll take a look at why identity is important to students feeling a sense of belonging and mattering. Using a Focus Wheel tool to help identify key aspects of the student experience that are affected by unique challenges these students face, participants will also learn how to create a resource guide tailored to their institution and geographic location to best serve the needs of their students.

**Advising Special Populations**  
C6 | I5 | R3

- C5.4 They Really Do Like Us! Creating Collaborative Communication Plans That Actually Work**  
*Stacy Stremlow | Delta College*  
*Ashleigh Begres | Delta College*  
*Rachel Merkle | Delta College*  
*Martis*

Many institutions attempt to convey valuable and timely messages to our student populations but struggle in assessing the effectiveness of communication channels and overall messaging. Are students opening our messages? Are they clicking on the links that we are sharing? Do they even care about what we are telling them? At Delta College, a medium-sized two-year institution in Michigan, we have gone through multiple iterations of a retention communication plan to students and believe we found a model that can work across institutions to encourage students to act on course registration earlier in the enrollment cycle. We will walk attendees through an actionable plan to either begin a communication plan at their institutions, or to reassess their current communication plans for stakeholders with mutual interests signaling an opportunity for increased collaboration.

**Technology & Social Media**  
I7 | C6 | R3

- C5.5 Now Session 3.7**

**C5.6 A Relationship-Rich Approach to Supporting At-Risk Students****Debra Rutledge | Rochester University****Teri Butcher | Rochester University****Mercuri**

Relationships lie at the heart of student success, and this is especially true for students entering college with poor academic preparation. In the Spring of 2022, Rochester University performed an evaluation of the support programs in place to help conditionally admitted students achieve academic success. This evaluation revealed that despite institutional attempts to provide additional support, students admitted conditionally struggle to meet Satisfactory Academic Progress standards at a disproportionate rate. In response to this, a cross-departmental collaboration between Academic Support and Student Life was developed to create a strengths-based program designed to motivate and empower students to achieve their academic goals while creating a network of relationships through advising, academic coaching, and engagement in a Learning Strategies course designed by the advising team.

**Student Persistence, Retention, & Academic Skills****R2 | R6 | I6****C5.7 You Belong Here: Programming for Academic Success and Student Well-Being****Adam Guzkowski | Trent University****Ashley Gerrits | Trent University****Augustus III**

This presentation explores the 2022 launch of a collaborative program dedicated to fostering inclusion, academic success, and student well-being at a small, primarily undergraduate university. We will examine the beginnings of the program, how intersectionality and social justice have been key considerations, and how members of the academic advising team have initiated, led, and supported elements of program development and delivery. We will reflect on what we did in each of the Fall and Winter terms, how it went, and how on-going assessment and feedback has reshaped the program. We will share highlights, stumbles, and lessons learned, and through facilitated discussion and engagement, invite participants to reflect on how our journeys with this program can help inform advising practices in their own educational contexts.

**Diversity, Inclusion, & Social Justice****C4 | C6 | R7****C5.8 Assessment in Four Easy Steps: Applying the Logic of Evaluation to Academic Advising****Lenore Yaeger | Western Michigan University****Kyle Manninen | Western Michigan University****Augustus IV**

Are you interested in jump-starting assessment practices in your office but don't know where to start? Do you have an assessment plan that hasn't been producing useful results? Learn how the foundational logic of evaluation can be applied to craft, refine, and implement evaluation and assessment of academic advising units. Starting from the theoretical and moving to the practical, this presentation will build a base of understanding for evaluation as a practice and allow participants to discuss and try out using the logic to inform assessment plans. Participants will leave with a list of practical resources and an evaluation matrix template they can tailor to their needs.

**Assessment & Evaluation****R7 | C3****Concurrent Session 6****9:10-10:10 a.m.****C6.1 Nudging Students to Success****Laura Emerick | Marion Technical College****Brandy Page | Marion Technical College****Saturni**

Academic advisors need to effectively communicate with students on a regular basis, but not all communications are created equally. This presentation will discuss how advisors can best engage students electronically (email, text messaging) to build positive relationships, demonstrate personalized care, and encourage students to take action. This is especially important in our current environment where more students are interacting with their advisor virtually. The right tools and messaging can enhance the advisor-student relationship, and in turn, help advisors connect with students who are experiencing academic or personal difficulties, encourage future enrollment, and celebrate student accomplishments. The presenters will provide an overview of nudge theory and behavioral based messaging, review key components of crafting effective messages, and provide examples of impactful email and text message campaigns that increase engagement and get results.

**Technology & Social Media****R2 | C4 | I7****C6.2 Examining the Conference Experience and What Do I Do Next as a NACADA Member?****Di Dingman | Indiana University****Rachel Pawlowski | Wayne State University**

Cap off your conference experience and share your feedback with a follow up discussion lead by members of NACADA leadership. We want to hear from you. This is an opportunity to continue networking as well as provide candid feedback about your conference experience. We'll ask you to share your takeaways from the conference, identify potential goals and obstacles that you may face in implementing them as well as discuss opportunities for involvement within NACADA.

11

**C6.3 Know Your Assets: Advising and EDiCTS (Enhancing Diversity in Career and Technical STEM)**

**Emily Creamer | The Ohio State University**  
**Susannah Townsend | The Ohio State University**  
**Alan Sells | The Ohio State University**  
**Yun-Hun Wang | The Ohio State University**  
**Matthew Mayhew | The Ohio State University**  
**Luna**

The purpose of this presentation is to present initial findings from an ongoing mixed methods study on the critical evaluation of an automotive technology pipeline program. This presentation evaluates the academic and career advising from the lens of the student and their academic and career advisors. Through quantitative and qualitative data, we engage with the challenges of recruitment, retention, persistence, graduation, and career placement of women and People of Color (POC) in the automotive industry. This presentation translated theory into practice by allowing participants to explore education research and systemic barriers unique to automotive and technical fields for women and POC and how the advising process intertwines it all together.

**Diversity, Inclusion, & Social Justice**  
**I5 | R6 | C4**

**C6.4 Creating Major and Career Specific Staff Specialization Teams for Holistic Student Success**

**Melissa Kulp | Ohio University**  
**Lori Mardis | Ohio University**  
**Martis**

Academic advisors are often asked to weave career advising into their daily work, causing a more stressful workload. Our center has created a solution to this problem by employing specialization teams composed of career coaches and academic advisors. These specialization teams are tasked with bringing together academic and career coaching through external communication, resource creation to improve advising interactions, and facilitating opportunities for students to interact with employers in meaningful ways. This session aims to share our advising approach, uses one specialization team as an example to clarify the approach, and shares how the team is accomplishing these collaborative tasks. Participants will get ideas and resources they can adapt to their campuses and identify next steps to employ this technique at their institution.

**Academic Major Specific**  
**C4 | R6 | R4**

**C6.5 Let's Talk About Advising Caseloads**

**Mark Hurley | Indiana University Bloomington**  
**Mercuri**

What should be our target in setting advisor caseloads for our campuses? In an ideal world, how would advising caseloads be determined? It's a question that we all ask and need to be prepared to answer when submitting budget requests. After a review of the literature, this session will provide attendees with an opportunity to work on that wicked problem together. What would our ideal caseload be? What factors should we weigh most heavily? Can we devise a rubric to communicate the reasons for our target caseloads convincingly to upper administration? Attendees will: gain a better understanding of the literature on setting advising caseloads; identify the most salient factors in setting goals for their campus or unit; and begin to develop a rubric for determining and communicating caseload targets.

**Advising Administration**  
**C6 | C4**

**C6.6 Training Academic Advisors to Advise Diverse Student Population**

**Yuxiang Wang | Purdue University**  
**August III**

The purpose of the presentation is to demonstrate how to train academic advisors to advise diverse student population. Intercultural Development Inventory (IDI) survey is introduced to assess academic advisors' intercultural competence. Workshops are developed and student panels are organized to help academic advisors examine their own cultures, understand other cultures, and improve their intercultural competence. Reading, discussion, and reflections are also assigned. Student-centered and culturally relevant academic advising principles and approaches are developed to guide academic advisors advise diverse students. Case study is designed for participants to examine and discuss training academic advisors and student-centered, culturally relevant academic advising in groups.

**Training & Development**  
**C4 | I5 | R7**

**C6.7 Learning to Float the River - A Freshman to Sophomore Transition Plan**

**Karen Spangler | Ball State University**

**Augustus IV**

Yay! You survived your freshman year and all its experiences. Now, go to your new advisor. Shouldn't this transition have a little more pizzazz? I have learned to never assume students have shared a same or similar experience from freshman advising and then know which way to turn when they are no longer freshmen. Let me share my Sophomore Crossover outreach plan with you. Using CANVAS as the platform, crossover students are notified to complete a variety of exercises by target dates and ultimately schedule their first meeting appointment with me. I will share each crossover exercise, the CANVAS platform, and what I do with the information students share with me in the exercises. And, what happens if they don't!

**Student Persistence, Retention, & Academic Skills**

**C4 | I2 | R5**

---

**Networking Sessions**

**10:20-10:50 a.m.**

**Advising Community Division Networking | Wellbeing & Advisor Retention**

**Solis**

---

**Brunch and Closing Session**

**11 a.m.-12:30 p.m.**

**Augustus I & II**