

# 2023 NACADA

## Region 6 Conference



Lincoln, Nebraska ★

**STUDENT SUCCESS**  
Honestly, It's for Everyone.

# 2023 NACADA Region 6 Conference

*Student Success: Honestly, It's for Everyone*

May 1-3, 2023

Embassy Suites by Hilton Lincoln  
Lincoln, Nebraska

## Conference Schedule

\*Sessions and schedule are subject to change.

### Monday, May 1

**Registration and check-in** **noon-6 p.m.**  
*Convention Center Registration Desk*

**Luggage Depot** **noon-4 p.m.**  
*Chancellor 2/3*

Volunteers will be on-hand to monitor luggage storage while attendees enjoy the pre-conference sessions or tours until hotel check-in. Luggage will not be monitored after 4:00 p.m.

### Preconference Workshops **2-4 p.m.**

**P1** **Implementing the Core Competencies Across Advisor Training and Development** **Cost: \$40**  
*CJ Venable | University of Nebraska-Lincoln*  
*Regents D*

Since the publication of the original Academic Advising Core Competencies Guide in 2017 (Farr & Cunningham, 2017), institutions have tried to find innovative and useful ways of implementing the competencies without significant guidance. As a new edition of the Core Competencies Guide is released, the time is ripe for new efforts to make the core competencies the foundation for advising practice across the profession. This preconference workshop will offer specific resources from the presenter's institution and interactive opportunities to reflect on core competencies implementation. Attendees will spend time mapping their existing resources to the competencies to identify gaps and strategize how the competencies might be used in assessing advisor development. Expect to leave with resources and a

plan for continuing to implement the competencies at one's institution.

**Training & Development**  
**R7**

**P2 Success Really is for Everyone, Advisors Too!**  
**Whitney Harris | Drake University**  
**Amy Korthank | University of Iowa**  
**Regents E**

**Cost: \$40**

Has your institution taken a harder look at how diversity, inclusion, and belonging impact student success? On the heels of a global pandemic and social/racial unrest, institutions have higher expectations of their academic advising communities to provide culturally responsive student support services.

Join us for an engaging pre-conference workshop where members of the advising community will have the opportunity to name their identities, examine associated privilege/power dynamics, and explore how they "show up" for student success. Through self-reflection and critical thinking exercises, advisors can begin or continue their journey of "rethinking how we authentically include and engage students, foster social connections, and build community."

"Kursfist, A. (2022, April 29). Students belonging: The next DEI frontier in higher education. Insights Blog. Retrieved October 11, 2022, from <https://www.hanoverresearch.com/insights-blog/student-belonging-the-next-dei-frontier-in-higher-education/>"

**Diversity, Inclusion, & Social Justice**  
**C6 | R4 | R3**

---

**Conference Activities**

**2:30-3:45 p.m.**

**Memorial Stadium Tour**  
**Sign-Up Required**  
**Meet at Registration/Check-in**

We are grateful to Husker Athletics for offering two tour opportunities. This one-hour tour will allow participants to get a behind-the-scenes look at how one of the most prominent athletic programs in the country supports student success, while also getting a chance to see Memorial Stadium from the field. **Each slot is limited to 40 participants.** Please only sign up for one tour slot. To sign up, [complete this form](#).

**Husker Pantry Tour**  
**Sign-Up Required**  
**Meet at Registration/Check-in**

As part of our service project for the conference, we elected to support the University of Nebraska-Lincoln Husker Pantry. Nearly one in three Husker students worries about not having enough food until they get money to buy more. The Husker Pantry helps address students' food insecurities in a friendly and welcoming space. We are grateful to the Husker pantry staff for offering two tours to learn more about the space and how they serve the local student community.

**Each slot is limited to 25 participants.** Tours will be conducted in smaller groups of 5 people each and will last about 10-15 minutes each. While waiting, we'll also show participants a few other areas of our University Health Center such as the Big Red Resilience and Well-Being Office and general public space within our student health center. Please only sign up for one tour slot. To sign up, [complete this form](#).

---

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

**Kacey Gregerson | University of Minnesota-Twin Cities**  
**Tony Lazarowicz | University of Nebraska-Lincoln**  
**Katie Mehrer | University of Mary**  
**Joan Krush | NACADA Executive Office**  
**Regents A/B**

**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.

The networking sessions allow participants to connect with other conference attendees on a topic that aligns to NACADA's 35+ advising communities. These sessions will have intentionally unstructured interaction time allowing you the opportunity to discuss topics relevant to you and your institution as well as the advising community. You can expect to build connections with others interested in this topic while also learning more about the ways each advising community is engaging members in professional development opportunities.

**Transfer Students Advising Community**  
**First Generation College Student Advising Community**  
**Undecided and Exploratory Students Advising Community**  
**Advising Administration Community**

**Regents C**  
**Regents D**  
**Regents E**  
**Regents F**

---

## Opening Reception

6:30-8:30 p.m.

**Regents A/B**

Appetizers provided. Formal remarks at 6:40 p.m. followed by live performances from University of Nebraska-Lincoln a cappella groups Bathtub Dogs and Boots and Cats.

---

## Tuesday, May 2

**Wellness Activity | Campus Walk, Jog, or Run**  
**Kacey Gregerson | University of Minnesota-Twin Cities**  
**Tony Lazarowicz | University of Nebraska-Lincoln**  
**Meet at Registration at 6 a.m.**

6-7 a.m.

Join Region 6 Chair (Kacey) and Region 6 Conference Co-Chair (Tony) for an early morning exercise. We'll have group options to run, jog, or walk on a route that takes participants on a loop around the University of Nebraska-Lincoln's city campus. The two routes we'll be using can be found by clicking here:

[Long-Route | 2.8 miles](#)

[Short-Route | 1.8 miles](#)

**Registration and check-in**  
**Convention Center Registration Desk**

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

**Breakfast On Your Own**  
**(Breakfast is included at the hotel for guests of Embassy Suites.)**

7-8 a.m.

**Diversity, Equity, Inclusion and Mentoring in Advising**  
**Dr. Lawrence Chatters | Executive Associate Athletic Director for Strategic Initiatives for Nebraska Athletics**  
**Regents A/B**

Dr. Lawrence Chatters currently serves as the Executive Associate Athletic Director for Strategic Initiatives for Nebraska Athletics. In addition to leading the department's diversity, equity, and inclusion efforts, Dr. Chatters serves as a senior administrator advising the Director of Athletics. He also provides support to the Human Resources department, directs departmental professional and leadership development, and provides oversight of the implementation and progress of Nebraska Athletics' strategic plan.



Chatters is an independently licensed mental health practitioner and therapist. Lawrence earned Masters and Doctoral degrees from the University of Nebraska – Lincoln's Counseling Psychology program. Throughout his career, Lawrence has been heavily invested in promoting gender equity and addressing racism in educational, mental health, and community settings. Of special note, Chatters is a former Vice President for Student Affairs.

Lawrence's dedication is evident through his varied roles as a parent, therapist, academic professional, and board member for several non-profit organizations including the executive board of the Nebraska Children and Families Foundation. Lawrence is most proud of his wife of 18 years, Katie, and his two daughters, Airlon (Air-a-Lawn) and Mikayla.

---

**Concurrent Session 1**
**9:10-10:10 a.m.**

**C1.1 Lessons Learned: Transitioning from an Advisor to an Advising Supervisor**  
**Jessica Hansen -Moench | Iowa State University**  
**Regents C**

In July 2021 our college transitioned into a new advising model with all professional advisors. During this time, we could apply to be unit advisors who supervised other advisors in our unit. I applied and was promoted into this newly created supervisory role. This presentation will discuss the lessons I have learned in becoming an advising supervisor over the past year and half. The presentation will cover: 1) the benefits of taking on more leadership and being a voice for other advisors; 2) challenges one may face in transitioning into a supervisory role; and 3) best practices in making the transition from colleague to supervisor.

**Advising Administration**  
**C4**

**C1.2 Taming the Transfer Transition**  
**Veronica Schaeffbauer | University of Mary**  
**Regents D**

Let's face it, helping transfer students transition to a new institution is tough. Assisting with their varied personal, social, and academic needs requires a breadth of knowledge and skills. In this interactive session, we will discuss ways to help transfer students orientate and connect with a new institution. This will include information on transfer student theories and the Transition Seminar taught at the University of Mary. Throughout the presentation, attendees will engage in small group discussions and other activities. Attendees will leave the session with tips, tools, and handouts for taming the transfer transition at their institutions.

**Advising Special Populations**  
**15 | C3 | 16**

**C1.3 Beyond Referrals to SSD: Advising and Supporting Disabled Students**  
**Amelia-Marie Altstadt | University of Nebraska-Lincoln**  
**Regents E**

Learn the background knowledge, strategies, and skills to support and advise Disabled students, beyond a referral to Services for Students with Disabilities. This presentation will first go over best practices surrounding disability, from a Disabled cultural perspective. You will leave the session with specific actionable items, new resources, and resources already available on your campus to best support Disabled students before, during, and after advising sessions. With this skill set, you can better serve all of your advisees!

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

**C1.4 Welcome to the Team! An Innovative Approach to Onboarding and Training New Advisors**  
**Megan Christensen | University of Nebraska-Lincoln**  
**Regents F**

Onboarding and training new advisors is critical to building positive and meaningful experiences for both staff and

students. This session will provide an overview of the innovative onboarding and training structure one business school advising office uses to ensure an effective experience that guides new advisors in learning their position and feel welcome in the advising and college communities. Participants will learn ways to approach onboarding and training new advisors and explore strategies to improve their own onboarding and training plans. The session will focus on the key components of onboarding and training, as well as provide participants an opportunity to discuss ideas and strategies to meet the needs and concerns of new employees and academic offices.

**Training & Development**  
I2 | R4 | C5

**Concurrent Session 2**

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

**C2.1 Building a Community of Support and Sustainable Leadership: Region 6 Advising Mentoring Program**  
*Leslie Gallagher | University of Nebraska-Lincoln*  
**Regents C**

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

**Training & Development**  
R7

**C2.2 Supporting Underserved Students through an 'Advising as Coaching' Partnership**  
*Jonathan Acosta | University of Nebraska-Omaha*  
*Aaron Krueger | University of Nebraska-Omaha*  
*Alli Devney | University of Nebraska-Omaha*  
*Ruth Elias | University of Nebraska-Omaha*  
**Regents D**

The Success Academy Learning Community at the University of Nebraska- Omaha (UNO) provides support to first-year students who have been 'admitted by review' to the university, meaning they did not have the academic credentials (ACT or high school GPA) to receive assured admission. Many of these students are advised through the Academic & Career Development Center (ACDC) as "Explorers" who have not declared a major upon their admission. The presenters will discuss how Success Academy and ACDC have partnered to implement an "Advising as Coaching" model to support these underserved, at-promise students, who are exploring but have not yet declared a major.

**Advising Special Populations**  
C4 | I6 | R2

**C2.3 Early Alerts- Identifying and Supporting Struggling Students Before Mid-Semester**  
*Eric Einspahr | University of Nebraska- Lincoln*  
**Regents E**

Higher education has long known how critical the first six weeks of college can be for retention and student success. However, there is often a lack of data on student success during this time. Starting in Spring 2022 the College of Engineering piloted an Early Alert and Intervention System in key first year math and engineering courses on both the University of Nebraska- Lincoln and University of Nebraska-Omaha campuses. EAIS had two goals: to identify students in need of support early as possible and connect them with resources. This presentation will focus on how effective the EAIS system was, with particular attention to MATH 103/1340: College Algebra and Trig and MATH 106/1950: Calculus 1 courses.

**Student Persistence, Retention, & Academic Skills**  
R4 | R7 | I5

**C2.4 Let's Talk: Using Validation to Bolster Student Success**  
*Jill Paulson | University of South Dakota*  
**Regents F**

Have you ever spoken with someone and while they listened, you felt unheard and unsatisfied? As advisors, it is our responsibility to do more than just listen to our advisees in order to help them achieve academic success. Yet, many of us unintentionally omit a critical element of effective communication. In this session, you will learn about the importance of and how to use a four-step validation method. Development of this communication skill will allow you to help calm the fears of your advisees, boost their excitement in times of success, and make them more open to your valuable advice and guidance. In effect, you will learn how to build a stronger advising relationship for the benefit of both advisee and advisor.

**Training & Development**  
R2 | R3

**C2.5 Parallels to Parenting: Using Preschool Strategies to Support College Students**  
*Rachel Wesley | University of Nebraska-Lincoln*  
*Chancellor 2/3*

I've hit a point in my life and career where I don't relate to the current student body as I once did, and our lived experiences don't match up as often. As a mom, I often find myself going "back to the basics" in my thought processing and communication. That mindset has found its way into my work with students and created positive changes that I feel have made me a better advisor. In this session, we'll share resources, strategies and lessons learned for connecting with students in a way that feels refreshed through group activities and discussion.

**Student Development, Theory, and Research**

**C4 | I6 | R2**

---

**Networking Sessions**

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

The networking sessions allow participants to connect with other conference attendees on a topic that aligns to NACADA's 35+ advising communities. These sessions will have intentionally unstructured interaction time allowing you the opportunity to discuss topics relevant to you and your institution as well as the advising community. You can expect to build connections with others interested in this topic while also learning more about the ways each advising community is engaging members in professional development opportunities.

**Two-Year Colleges Advising Community**  
**Science, Technology, Engineering, and Mathematics Advising Community**  
**Small Colleges and Universities Advising Community**  
**Well-Being & Advisor Retention Advising Community**

**Regents C**  
**Regents D**  
**Regents E**  
**Regents F**

---

**Lunch and Awards**

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

**Regents A/B**



Celebrate and congratulate the 2023 Region 6 Award and Scholarship winners.

---

**Concurrent Session 3**

**1:40-2:40 p.m.**

**C3.1 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing**

*Tony Lazarowicz | University of Nebraska-Lincoln*

*Katie Larson | Creighton University*

**Regents C**

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.

**Training & Development**

**R7**

**C3.2 What's Land Got to Do with It? Settler Colonialism and Academic Advising**

*CJ Venable | University of Nebraska-Lincoln*

**Regents D**

Issues of settler colonialism and decolonization are not new but have only recently been taken up in higher education and student affairs. Academic advising and its professional association NACADA have yet to catch up to other groups like ACPA, with its Strategic Imperative for Racial Justice and Decolonization. But what is settler colonialism and why does it matter to higher education and advising specifically? This session will explore key concepts from settler colonialism and how advising helps to uphold them. Then, advisors will be encouraged to reflect critically on their practice and profession to seek out opportunities to rethink relationships and desire decolonization as decolonial machines within the colonizing assemblage of the university.

- C3.3 Zoom Your Way Into a No Cost Advising Training Program. Involve Your Campus to Evolve Your Team.**  
*Jessica Lewis | South Dakota State University*  
*Matthew Badura | South Dakota State University*  
**Regents E**

Tight budgets call for creative solutions. Learn how you can zoom your way into a no cost advising training program and involve your campus to evolve your team. Hear from advisors who used NACADA's Advising Core Competencies to structure an advising training program that serves advisors with diverse backgrounds and knowledge sets while remaining responsive to institutional hiring needs throughout the calendar year.

Attendees will learn about a two-pronged approach to on-boarding and developing advisors that combines an intensive four-week advising "boot camp" with ongoing "just in time" training for new and continuing staff. In addition to discussing how we prioritized and identified essential topics to include in our intensive four-week training, we will open the discussion to future development of this training through assessment and attention to ongoing concerns with diversity and inclusion.

**Training & Development**  
**R7 | R4 | I6**

- C3.4 No Mud No Lotus: Centralizing Advising at Kirkwood Community College within Guided Pathways**  
*Molly Schwarz | Kirkwood Community College*  
*Karla Scriven | Kirkwood Community College*  
*Ignacio Alvarez | Kirkwood Community College*  
**Regents F**

Kirkwood Community College began Guided Pathways in the Spring of 2022. Since August 1, 2022, the Kirkwood Community College Advising Team (A-Team) has grown out of the mud and murk towards the light, blossoming like the lotus. Through intentional, and oftentimes tough, meetings we established values, norms, and are working on creating a collaborative and progressive department that works to balance the busyness of advising with the spirit of teamwork and best practices. This presentation will share our journey through the centralization process, discuss our progress in implementing the Guided Pathways Framework, and offer best practices to consider when developing a strong team while meeting seeming insurmountable challenges.

**Student Persistence, Retention, & Academic Skills**  
**C4 | I1 | R2**

- C3.5 High-Touch, High-Impact Practices for High Caseloads: A look at first-year advising**  
*Kelsey Schlichting-Johnson | University of Minnesota-Twin Cities*  
*Sarah Hilger | University of Minnesota*  
**Chancellor 2/3**

High caseloads are common within the field of academic advising; however, it is vital that students are holistically supported, so they can achieve success inside and outside of the classroom. In this session, we will discuss the high-touch, high-impact practices leveraged in the College of Science and Engineering at the University of Minnesota- Twin Cities. These practices provide students with the opportunities to build connections, increase their sense of community, and develop tools needed to succeed in their first year and throughout their undergraduate career. Specific practices include first-year seminars, partnerships with living and learning communities, drop-in advising, and proactive intervention. Participants will be encouraged to share strategies in place at their institutions and consider other practices that may enhance the student experience.

**Academic Major Specific**  
**C4 | R2 | I5**

---

**Area Meetings**

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

Iowa	Regents D
Manitoba	Chancellor 2/3
Minnesota	Regents C
Nebraska	Regents A/B
North Dakota	Regents F
Northwest Territories	Chancellor 2/3
Saskatchewan	Chancellor 2/3
South Dakota	Regents E

---

**Break**

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

**C4.1 Taking A Machete to the Jargon Jungle**  
**Tammy Mulske | University of North Dakota**  
**Brittany Borgen | University of North Dakota**  
**Regents C**

Starfish. SASCE. FERPA. These are examples of terms students and staff at the University of North Dakota (UND) are expected to know in order to successfully navigate campus. How can we expect newcomers to campus or higher education in general to navigate without providing the tools to understand the inherent jargon? In order to read a map, a legend must be provided. The legend in this case is defined and shared language. Advisors at UND are developing a webpage of terms encountered in higher education that are not common knowledge to students and new staff. The goal of this resource is to share clarifying information about the services, resources, tools, and terms newcomers to UND will encounter, as a means to remove barriers from their paths.

**Technology & Social Media**  
**I3 | R5 | I6**

**C4.2 Creating Advisor Success: Discovering your Personal Mission and Vision Statement**  
**Kelly Pistilli | Iowa State University**  
**Regents D**

As advisors we spend a great deal of time helping students define their passions and goals, and pathways to realize them. When was the last time you had a chance to do that for yourself? In this session you will have opportunity to begin to craft your own broader mission and vision statements. We will work through tools to help build upon your base values to create personal advising mission statements and student-oriented vision statements. This workshop will allow you to enhance the ways you advise, implement advising syllabi, or even expand on your personal advising philosophies. Also, examples of how to implement these statements in ways that leverage your values, students' strengths, and demonstrate your own care and concern will be presented.

**Training & Development**  
**C4**

**C4.3 Implementing a Student Success Team to Promote a Validating Ecology**  
**Joseph Lynch | University of Nebraska-Lincoln**  
**Regents E**

The University of Nebraska-Lincoln's Academic Navigator Team was formed to help meet UNL's goals of closing equity gaps in retention and degree completion for first generation and underrepresented racially minoritized students. 10 fulltime staff members were hired to join a team that is centrally coordinated while embedded within each of UNL's undergraduate colleges. The Academic Navigator team intervenes with students who show early signs of falling off track in their first and second year and work 1:1 with students to make appropriate referrals to campus/community resources. This presentation will cover: 1) How UNL implemented this new student success team onto campus; 2) The Validating Ecology framework the team is employing with students; and 3) The interventions and technology that are used to support students.

**Student Persistence, Retention, & Academic Skills**  
**C6 | R4**

**C4.4 Advisor Well-Being: It Has to Be for Everyone**  
**Olivia Miller | University of Missouri-Kansas City**  
**Kacey Gregerson | University of Minnesota-Twin Cities**  
**Regents F**

Following the 2018 regional conference, a group of advisors came together to form a potential new advising community (AC) within NACADA, focusing on well-being and advisor retention. In March 2020 this AC became official right as institutions around the world began teaching and working remote due to the COVID-19 pandemic. Join the current and past AC Chairs, Olivia Miller and Kacey Gregerson, for a roundtable discussion on how the pandemic has propelled and shifted the conversation on advisor well-being and retention. This will be a safe and open space to discuss and share concerns, challenges, frustrations as well as hopes for the future of academic advising in terms of well-being and retention. A focus on how both advisor well-being and advisor retention impacts students will also be discussed.

**Health and Well-Being**  
**R7 | R3**

**C4.5 Help the Helper Contribute to Student Success**  
**Jess DeWall | Creighton University**  
**Chancellor 2/3**

Have you ever found yourself talking to a student saying, "What do you need and how can I help you?", or "You got this!" As higher educational professionals we support our students and help them learn to highlight their strengths, but how often are we coaching our staff or team members? The best benefit you can provide to your employees is recognition and acknowledge their talents. When you know your teams' talents, your team can feel empowered to succeed by doing what each individual naturally does best! This session is designed to help you brainstorm ideas and how to start incorporating a Gallup Strengths Based managing approach so everyone in your team feels respected,



appreciated, and doesn't burnout. \*Recommend this session for those who have taken the Gallup Strengths Assessment.

**Training & Development**  
R7 | C6 | I1

**Dinner on your own**

**5 p.m.**

**Wednesday, May 3**

**Wellness Activity | Zumba**  
**Ashley Ciccarella-Lazarowicz**  
**Chancellor 2/3**

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

If you are looking for a high-energy way to start your last day of the conference, join Zumba instructor, Ashley Ciccarella-Lazarowicz for Zumba. Zumba, is a Latin-inspired dance exercise, that is fun, high-energy, and includes cardio, balancing, and dancing. It's a fun way to start the day, and we'll have lots of fun music to keep you moving.

**Luggage Depot**  
**Chancellor 2/3**

**7:30 a.m.-2 p.m.**

Volunteers will be on-hand to monitor luggage storage while attendees enjoy the final morning of sessions. Luggage will not be monitored after 2 p.m.

**Registration and check-in**  
**Convention Center Registration Desk**

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

**Beverage Service**  
**Regents A/B**

**7:30-8 a.m.**

**Concurrent Session 5**

**8-9 a.m.**

**C5.1 Major Exploration Week: Turning Dreams into Degrees**  
**Alyssa Askeland | University of Nebraska- Omaha**  
**Laura Thayer-Mencke | University of Nebraska- Omaha**  
**Jonathan Acosta | University of Nebraska- Omaha**  
**Regents C**

31% of students who drop out of college do so because they cannot decide a major. The process of finding a degree path can feel like a treasure hunt, with students going from department to department to learn more about major courses and career opportunities. With traditional methods leaving students frustrated, and yielding poor results, it's time to change up the way students explore. Major Exploration Week is a weeklong, campus-wide event that takes a holistic approach to degree discovery. With institutional buy in and campus advisors all in one place, explorers get a short cut to discovering how their university's programs can turn their dreams into a degree. This presentation will discuss key concepts, dos and don'ts, and provide stats on the impact of Major Exploration Week.

**Advising Special Populations**  
**C4 | R6 | I5**

**C5.2 Help the Helper Contribute to Student Success**  
**Jess DeWall | Creighton University**  
**Regents D**

Have you ever found yourself talking to a student saying, "What do you need and how can I help you?", or "You got this!" As higher educational professionals we support our students and help them learn to highlight their strengths, but how often are we coaching our staff or team members? The best benefit you can provide to your employees is recognition and acknowledge their talents. When you know your teams' talents, your team can feel empowered to succeed by doing what each individual naturally does best! This session is designed to help you brainstorm ideas and how to start incorporating a Gallup Strengths Based managing approach so everyone in your team feels respected, appreciated, and doesn't burnout. \*Recommend this session for those who have taken the Gallup Strengths Assessment.

**Training & Development**  
**R7 | C6 | I1**

**C5.3 E-College-Y: Using the Limited Resources Concept to Reconsider Student Retention**  
**Grant McCormack | University of Minnesota**  
**Regents E**

Higher education is an interdisciplinary field, including overlap with biological concepts and theories. In this presentation, we will discuss how the limited resource concept in ecological studies can be applied to supporting students. We will consider what barriers exist for students on campuses from various perspectives such as social justice, equity, resource availability, academic culture, and more. Participants will discuss challenges and obstacles students experience with multifaceted problems and discuss solutions to keep a holistic, well-rounded mindset in supporting and retaining students.

**Student Persistence, Retention, & Academic Skills**  
**C3 | R4 | C6**

**C5.4 Let's Talk: Using Validation to Bolster Student Success**  
**Jill Paulson | University of South Dakota**  
**Regents F**

Have you ever spoken with someone and while they listened, you felt unheard and unsatisfied? As advisors, it is our responsibility to do more than just listen to our advisees in order to help them achieve academic success. Yet, many of us unintentionally omit a critical element of effective communication. In this session, you will learn about the importance of and how to use a four-step validation method. Development of this communication skill will allow you to help calm the fears of your advisees, boost their excitement in times of success, and make them more open to your valuable advice and guidance. In effect, you will learn how to build a stronger advising relationship for the benefit of both advisee and advisor.

**Training & Development**  
**R2 | R3**

**Concurrent Session 6**

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

**C6.1 Examining the Conference Experience and What Do I Do Next as a NACADA Member?**  
**Kacey Gregerson | University of Minnesota-Twin Cities**  
**Katie Mehrer | University of Mary**  
**Joan Krush | NACADA Executive Office**  
**Regents C**

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.

**Student Persistence, Retention, & Academic Skills**  
**I1**

**C6.2 High-Touch, High-Impact Practices for High Caseloads: A look at first-year advising**  
**Kelsey Schlichting-Johnson | University of Minnesota-Twin Cities**  
**Sarah Hilger | University of Minnesota**  
**Regents D**

High caseloads are common within the field of academic advising; however, it is vital that students are holistically supported, so they can achieve success inside and outside of the classroom. In this session, we will discuss the high-touch, high-impact practices leveraged in the College of Science and Engineering at the University of Minnesota- Twin Cities. These practices provide students with the opportunities to build connections, increase their sense of community, and develop tools needed to succeed in their first year and throughout their undergraduate career. Specific practices include first-year seminars, partnerships with living and learning communities, drop-in advising, and proactive intervention. Participants will be encouraged to share strategies in place at their institutions and consider other practices that may enhance the student experience.

**Academic Major Specific**  
**C4 | R2 | I5**

**C6.3 Developing Effective Learners: The Role of Advisors in Supporting Student Academic Success**  
**Margaret Kaus | University of Iowa**  
**Anat Levtoy | University of Iowa**  
**Liz Lundberg | University of Iowa**  
**Regents E**

COVID-19 learning loss is real and campuses are grappling with how to prepare for cohorts of students who are unlike their pre-COVID counterparts. Additionally, research indicates that even pre-pandemic many most college students never explicitly learned how to learn. To address these challenges, the University of Iowa has implemented a learning framework, Learning at Iowa, to teach students learning strategies rooted in cognitive psychology. In this session, participants will hear how the University of Iowa has woven evidence-based learning strategies into multiple components

of student onboarding: academic advising, orientation, and curriculum. Participants will also learn how to seamlessly incorporate some of these advising strategies into their own practice.

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

**C6 | R4 | R6**

#### **C6.4 EDMAC in the Regions! Hot Topics for Education Majors**

**Jill Paulson | University of South Dakota**

**Regents F**

Lead by members of the Education Majors Advising Community (EDMAC), this session engage in a conversation on topics related to recruitment and retention issues faced by advisors of teacher education majors. Specifically, we will discuss issues related to diversity, equity, and inclusion in our teacher preparation programs and how academic advisors can advocate for our students in order to support a diverse population of teacher candidates. Other potential topics will include the ongoing teacher shortage and how changing program requirements impacts our work as advisors. Our facilitators will discuss how these issues are being addressed at their own institutions, and attendees are encouraged and share concerns and best practices of their own. Special attention will be paid to state/regional specific teacher education trends that affect teacher preparation programs at a local level.

#### **Academic Major Specific**

**C4 | I2 | R5**

---

### **Networking Sessions**

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

The networking sessions allow participants to connect with other conference attendees on a topic that aligns to NACADA's 35+ advising communities. These sessions will have intentionally unstructured interaction time allowing you the opportunity to discuss topics relevant to you and your institution as well as the advising community. You can expect to build connections with others interested in this topic while also learning more about the ways each advising community is engaging members in professional development opportunities.

**Health Professions Advising Community**

**Adult Learners Advising Community**

**Education Majors Advising Community**

**Business Majors Advising Community**

**Regents C**

**Regents D**

**Regents E**

**Regents F**

---

### **Lunch and Closing Session**

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

**Regents A/B**

---

### **Conference Activities**

**12:45-2 p.m.**

#### **Memorial Stadium Tour**

**Sign-Up Required**

**Meet at Registration/Check-in**

We are grateful to Husker Athletics for offering two tour opportunities. This one-hour tour will allow participants to get a behind-the-scenes look at how one of the most prominent athletic programs in the country supports student success, while also getting a chance to see Memorial Stadium from the field. **Each slot is limited to 40 participants.** Please only sign up for one tour slot. To sign up, [complete this form](#).

#### **Husker Pantry Tour**

**Sign-Up Required**

**Meet at Registration/Check-in**

As part of our service project for the conference, we elected to support the University of Nebraska-Lincoln Husker Pantry. Nearly one in three Husker students worries about not having enough food until they get money to buy more. The Husker Pantry helps address students' food insecurities in a friendly and welcoming space. We are grateful to the Husker pantry staff for offering two tours to learn more about the space and how they serve the local student community.

**Each slot is limited to 25 participants.** Tours will be conducted in smaller groups of 5 people each and will last about 10-15 minutes each. While waiting, we'll also show participants a few other areas of our University Health Center such as the Big Red Resilience and Well-Being Office and general public space within our student health center. Please only sign up for one tour slot. To sign up, [complete this form](#).

