NACADA Region 9 Conference 2014

Innovate and Collaborate:
Advising a Diverse World

March 24 - 26, 2014

University of California, Berkeley

NACADA
The Global Community for Academic Advising

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The National Academic Advising Association (NACADA) is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and now has over 11,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators, and students whose responsibilities include academic advising.

NACADA Vision
Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

NACADA Mission
NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

NACADA Strategic Goals
- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association

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Welcome from your Region 9 Chair!

Dear NACADA Colleagues,

Welcome to the Region 9 conference. I look forward to spending the next couple of days with you on the beautiful University of California, Berkeley campus. With this year's theme, "Innovate and Collaborate: Advising a Diverse World," attendees will come together and share best practices through pre-conference workshops, concurrent sessions, common reading, and a keynote address.

A special thank you to co-conference chairs Rebecca Miller and Julian Ledesma and the conference committee. Their outstanding hard work led to a record attendance this year! I would like to recognize the Region 9 service project that has received hundreds of dollars in donations for Typhoon Haiyan Relief and there will be opportunities to help reach the $999.00 goal while you are here. I also encourage everyone to partake in the common reading *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (2010)* by Claude Steele.

I would like to extend my deepest gratitude to the steering committee that I have the pleasure of working with. Please plan to attend the business meeting on Tuesday where you will meet these individuals, hear our goals, and learn about ways to get involved in NACADA. We will acknowledge our fantastic award, scholarship, and travel grant winners, and share future opportunities. A forum will also be hosted where we want to hear from you, so bring all of your great ideas to this meeting.

I look forward to seeing familiar faces as well as meeting new Region 9 colleagues. Let's take professional development to new heights. Collaborate, innovate, create, and network to make this a productive and meaningful conference. I hope your conference experience reinvigorates you and inspires your work in academic advising.

Sincerely,

Valarie Burke

Region 9 Chair
Student Academic Integration Coordinator
Office of the Vice Provost for Academic Affairs
University of Nevada, Las Vegas

Follow us on Social Media!

Blog:	http://region9nacada.wordpress.com
Twitter:	@region9NACADA
Facebook:	http://www.facebook.com/nacada9

Region 9 Conference Co-Chairs

Welcome to Berkeley! On behalf of the entire conference planning committee, thank you for helping us make the 2014 NACADA Region 9 Conference a record breaking success!

The Region 9 Conference is a unique opportunity for advising professionals from any size or type of institution who work within a variety of advising models and with various student populations, to learn from colleagues who understand the advising issues and trends that we face day to day. Thus, we are excited about our 2014 Region 9 Conference theme, "Innovate and Collaborate: Advising a Diverse World." As advising professionals, we rely on the wisdom and support of scholars, practitioners, advocates, educators, experts, researchers, administrators, and students who comprise our advising community. The Region 9 Conference is a great place to meet new colleagues and expand professional networks. Over the next few days, we encourage you to immerse yourself in the over 100 available preconference, concurrent, and poster sessions that highlight innovation, collaboration, and the complexity of needs represented by the students we serve.

We would also like to extend a very special thanks to the members of our conference planning committee and all volunteers. It is through the hard work of this dedicated and enthusiastic group that we were able to organize a successful conference. We would also like to acknowledge the strong support of our executive sponsors.

"Have a great time at Region 9!"

Sincerely,

Rebecca Miller
2014 Region 9 Conference Co-Chair
Project Manager
Advising Council & SIS Replacement Project
University of California, Berkeley

Julian Ledesma
2014 Region 9 Conference Co-Chair
Interim Director
Educational Opportunity Program
University of California, Berkeley

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4. Click "Download/Get your first guide"
    - Click "Scan" and scan the QR code to the right to download our guide; **or**
    - Search for NACADA and select "NACADA Region 9 Conference 2014"

Region 9 Steering Committee Members

Valarie Burke	Region 9 Chair	University of Nevada, Las Vegas
Cheryl Tillotson	Region 9 Past Chair	University of Nevada, Las Vegas
Rebecca Miller	Current Region 9 Conference Co-Chair - 2014	University of California, Berkeley
Julian Ledesma	Current Region 9 Conference Co-Chair - 2014	University of California, Berkeley
Jennifer Gerson	Past Region 9 Conference Co-Chair - 2013	University of Southern California
Evelyn Castillo	Past Region 9 Conference Co-Chair - 2013	University of Southern California
Kiana Shiroma	Future Region 9 Conference Co-Chair - 2014	University of Hawai'i at Manoa
Rayna Tagalicod	Future Region 9 Conference Co-Chair - 2014	University of Hawai'i at Manoa
Fanny Cisneros	Communication Coordinator	University of Southern California
Tricia Lozano	Membership and Awards Coordinator	University of Nevada, Las Vegas
Allan Taing	Budget Coordinator	University of California, Riverside
Janet Hollinger	Community College Liaison	University of Nevada, Las Vegas
Eileen Mansoorian	Graduate Student Coordinator	University of Southern California
Aimee Melgar	California State Liaison	Golden Gate University
Toby Spiegel	California State Liaison	California Southern University
Kurt de la Cruz	Hawai'i State Liaison	University of Hawai'i at Hilo
Derek Furukawa	Nevada State Liaison	University of Nevada, Reno
Jeff Peters	Nevada State Liaison	University of Nevada, Las Vegas
Avi Rosenzweig	Member-at-Large	University of California, Berkeley
Heather Hatch	Member-at-Large	University of Nevada, Las Vegas

Region 9 Award Winners

Excellence in Advising Award - Primary Role
Viviane F. Baerenklau - University of California, Riverside
Tracy D. Johnson - University of Nevada, Las Vegas

Excellence in Advising Award - Community College Role
Janet Hollinger - University of Nevada, Las Vegas
Eric Lee - University of Nevada, Las Vegas

Excellence in Advising Award - Faculty Role
Dr. Robert Jacobsen - University of California, Berkeley

Graduate Student Scholarship
Anna Liza S. Olivares - University of Southern California
Cheyenne M. Rogers - University of Nevada, Las Vegas

Grad Student Travel Grant Winners

Mardel Baldwin, California State University, Fullerton
Vanessa N. Barbic, San Francisco State University
Bianca Barboza, San Francisco State University
Janna M. Bernstein, University of Southern California
Daisy Chavez, Cal Poly, San Luis Obispo
Kevin M. Curry, Penn State University, University Park
Taylor A. Harrison, San Francisco State University
Jason A. Hayward, University of Southern California
Lisa Kamrany, University of Southern California
Natasha M. Montabello, University of Nevada, Reno
Maryann G. Orawczyk, University of Nevada, Las Vegas
Ruby J. Padilla, University of Southern California
Maria E. Pena, University of Southern California

Thank you to all who participated in the awards/scholarship process!

2014 Conference Planning Committee

It takes a village to plan a conference. Thank you to the entire conference planning committee with representatives from UC Berkeley and California College of the Arts (CCA)!

Evaluations, Feedback, Best of Region
Kira Blaisdell-Sloan*
Seng Saelee

Exhibits & Campus Donations
Erika Walker*
Chetan Chowdhry
Sharon Joyce

Faculty Liaison
Kristina Gacutan*
Allison Hall
Maria Lucero Padilla

Food, Beverage, Transportation
Marjorie Ensor*
Nicole Lowy*
Jenny Cole
Tracey Jones
Rebecca Pauling

Graduate Student Coordinator
Lauren Worrell*
Marie Dutton
Taylor Harrison
Brenaia Blue Roberson

Graduate & Professional Programs
Patrick Allen*
Carmen Foghorn
Kim Guilfoyle
Elinor Gregorio
Emerald Templeton

Keynote Speaker
Nancy Finkle*
Leah Flanagan*

Logistics
Donna Vivar*
Eva Wong-Moy*
Alicia Hayes
Erin Wixson

Meeting Rooms & A/V
Melissa Pon*
Yeri Caesar
Nancy Donovan
Ken Mahru
Anatole Soyka

Networking & Social Event Planning
Amber Dillon*
Laura Jimenez
Haydee Lindgren
Elizabeth Storer

Program Planning & Proposals
Jenny Cornet-Carrillo*
Lorena Valdez*
James Depelteau
Mitzi Iniguez
Nicole Whitner (CCA)

Promotions, Website, Social Media
Sharon Mueller*
Christina Yasi*
Ramona Askew
Zach Clark (CCA)
Carina Galicia
Nikki Milbrath
Shareena Samson
Zoe Xu

Registration & On-Site Check-In
Heather Iwata*
Anna del Rosario*
Laura Imai
Avi Rosenzweig
Rocio Sanchez

Volunteer Coordination & Hospitality
LaShonda King*
Christy Tobolski*
Cindy Andallo
Lee Desser

* Denotes Chair(s)

Keynote Speaker

Dr. Victoria Robinson
University of California, Berkeley

Victoria Robinson is a graduate of Oxford University (Post-doctoral studies in Comparative Migration Systems), the University of London (Ph.D. Political and Cultural Geography) and the University of Wales at Aberystwyth (B.A. in Geography and International Relations). Her initial graduate studies addressed the migrations of women from Somalia and the Philippines to Southern Europe, while working in Rome at 'La Mensa d' Trastevere', a non-profit organization facilitating the incorporation of undocumented immigrants. In 1998-1999 she was a contributing researcher of the European Migration Observatory and in 2000 an adjunct fellow at the Public Policy Institute of California researching South-West border enforcement. Currently, Victoria is a lecturer at UC Berkeley in Ethnic Studies and Women's Studies, teaching courses addressing race and ethnicity in the United States and global female migrations. Her most recent area of research addresses the gendering of post-industrial return migrations to the Caribbean.

At UC Berkeley, as director of The American Cultures Center, Victoria has continued to build the nationally-recognized undergraduate diversity curriculum, most particularly implementing the recent 'community engaged scholarship' initiative, creating community-university projects intended to develop new knowledge and pedagogy through partnerships of social justice. This new curriculum creates exciting opportunities for students, faculty and community organizations to embrace complex social problems within an interdisciplinary frame. Within this curriculum, Victoria is co-teaching the L&S 'Big Ideas' course 'Prison' with faculty from Law, Architecture and Native American Studies. Working with several local and national prison reform and abolition organizations, the 'Prison' course reflects the focus of Victoria's personal and scholarly commitment to the work of social justice in higher education.

Common Reading

The NACADA Common Reading Program was designed to engage the membership with research and literature related to academic advising and other advising issues. Grounding our practice on scholarly work strengthens our knowledge base, and ultimately, our profession.

The Region 9 Conference committee invites you to participate in the 2014 Common Reading: Claude Steele's *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (2010)*. A thorough exploration of stereotype threat and the way it impacts behaviors of all groups, *Whistling Vivaldi* is a powerful tool that allows us to better understand ourselves and the students we serve. In particular, we recommend chapter 9, "Reducing Identity and Stereotype Threat: A New Hope."

$9 Provides rice for 5 people for 3 days.
$99 Provides sleeping and hygiene kits and several days of food for 8-10 people.
$999 Provides disaster relief kits and several days of food for up to 20 families.

NACADA Region 9 Service Project: Typhoon Haiyan Relief

Five months after the storm, the Philippines still needs our help! All proceeds go to support the relief efforts of the National Alliance for Filipino Concerns (NAFCON), Philippine Red Cross, and Doctors Without Borders.

Donate online at https://www.everribbon.com/ribbon/view/16614
Prefer to donate in cash? Buy a $2 ribbon at the Information Table or find a donation jar throughout the conference!

Conference at a Glance

Monday, March 24, 2014

12:00pm - 5:00pm	Check-In	International House, Hall of History
12:00pm - 5:00pm	Exhibitors Open	International House, Hall of History
1:00pm - 4:50pm	Pre-Conference Workshops	Wurster Hall and International House
4:00pm - 5:00pm	NACADA First-Time Orientation	International House, Chevron Auditorium
5:00pm - 6:00pm	Graduate and Professional Programs Social	International House, Sproul Rooms
5:30pm - 7:00pm	Social Event	International House, Chevron Auditorium
	Dinner on Your Own	

Tuesday, March 25, 2014

7:00am - 11:30am	Check-In	International House, Hall of History
8:00am - 5:00pm	Exhibitors Open	International House, Hall of History
8:00am - 9:00am	Continental Breakfast	International House, Chevron Auditorium
8:00am - 9:00am	Graduate Student Breakfast Social	International House, Sproul Rooms
9:00am - 9:50am	Concurrent Session #1	
10:00am - 10:50am	Concurrent Session #2	
11:00am - 11:50am	Concurrent Session #3	
12:00pm - 1:45pm	Lunch and Keynote Address	International House
2:00pm - 2:50pm	Concurrent Session #4	
3:00pm - 3:50pm	Concurrent Session #5	
4:00pm - 4:50pm	Concurrent Session #6	
5:00pm - 6:00pm	Business Meeting	Wurster Hall, Room 112
5:00pm - 6:00pm	Faculty Gathering	International House, Sproul Rooms
6:00pm - 8:00pm	Social Event	International House, Chevron Auditorium
6:00pm - 7:00pm	Poster Session	International House, Hall of History
	Dinner on Your Own	

Wednesday, March 26, 2014

8:00am - 9:00am	Continental Breakfast	International House, Chevron Auditorium
9:00am - 9:50am	Concurrent Session #7	
10:00am - 10:50am	Concurrent Session #8	
11:00am - 11:50am	Concurrent Session #9	
12:00pm	Lunch on Your Own / Conference Ends	

1:00pm - 2:50pm: Pre-Conference Workshop Session #1

A Process for Promoting Self-Change in At-Risk Student Behavior
Location: International House, Sproul Rooms
Presenters: Bruce Keeler and Gina Ciardella
Institution: San Jose State University

The workshop will begin with a summary of last year's presentation Priming At-Risk STEM Students for Self-Change. The review will serve as a reminder to past participants but also provides essential information to participants that may not have attended the previous presentation. The overview will include a description of the Self-Assessment Worksheet, a discussion of the Stages of Change as well as an overview in the techniques of Motivational Interviewing. This companion workshop will provide participants hands-on experience on how to use the information to determine the willingness of the student to change behavior. Moreover, this hands-on practicum will provide participants through the use of role playing the opportunity to practice and develop his/her motivational interviewing skills during the session.

Proven Strategies for Getting The Job You Love
Location: Wurster Hall, Room 101
Presenters: Marjorie Weingrow and Tresa Eyres
Institution: University of California, Berkeley

According to results of a 2013 survey in The Chronicle of Higher Education's survey "employers care most about experience. When evaluating recent graduates, internships are more important than college name, major pursued, or GPA." In this interactive and experiential workshop, you will gain valuable information about what students need to know to get valuable internship experience and career jobs. Practice and collaborate with other participants so you can be inspired and advise students with confidence. The same skills apply to both undergraduate and graduate students, and to finding career positions. Presenter is the Executive Director of UC Berkeley's SAGE Scholars Program, and author of "Get the Job You Love."

Social Justice Development: Creating Social Change Agents in Academic Systems
Location: Wurster Hall, Room 106
Presenter: Janelle Ellis Rouse
Institution: Elon University

Academic advisors serve a pivotal role in creating pathways to a more inclusive, affirming, and engaging campus environment for today's diverse students. To serve students effectively, our work must be practiced through an ethical, social justice lens. This program features a critical/transformative research-based, developmental model that builds the habits of mind for social change in academic systems. By infusing social justice into the work of academic advisors, we are able to cultivate a professional practice that promotes social justice ideologies, in turn creating an equitable campus culture for everyone. This workshop presents the imperativeness of social justice in the advising profession; introduces the Social Justice Development Model, its theoretical underpinnings and interactive curriculum.

Understanding Cultural Context: International Student Experience with Academic Integrity & Success

Location: International House, Home Room
Presenters: Erin Skelly and Rebecca Sablo
Institution: University of California, Berkeley

At this workshop, speakers from the International Office, a campus Academic Integrity Task Force, and student panelists will discuss culturally driven differences pertaining to academic integrity, university services that exist to support international students in navigating these differences, and proactive measures advisors can take to minimize misunderstandings. This interactive workshop will allow participants to work through real-world scenarios, as well as provide guidance on how to approach difficult academic situations with heightened cultural sensitivity.

3:00pm - 4:50pm: Pre-Conference Workshop Session #2

Academic Advisors Collaborating Across Campus for Veteran Student Initiatives

Location: International House, Home Room
Presenters: Tracy Johnson and Valarie Burke
Institution: University of Nevada, Las Vegas

Returning military veterans are choosing college in record numbers. About 100,000 American soldiers will return home in the next five years as the US Military draws down from Iraq and Afghanistan. Academic advisors need to be equipped to assist this student population. Being aware of programs, initiatives, listening to veterans needs, collaborating across campus, and creating a campus environment that is inviting and conducive to learning is vital. This presentation will share information on how to connect with veterans, build and implement successful programing, and ultimately empower the students to be successful and integrated into campus culture.

Conducting Academic Advising Research

Location: Wurster Hall, Room 101
Presenter: Robert Hurt
Institution: California State Polytechnic University, Pomona

An often-heard statement from advising practitioners is "Why doesn't someone research that advising question?" Why isn't that "someone" you? This workshop will assist individuals who are considering an issue in focusing their topic and developing a clearly articulated question to guide their inquiry project. Participants will work together and with facilitators to identify appropriate data collection and analysis approaches for their questions, and make a realistic plan to carry out their project. Facilitators will identify NACADA support resources and help participants generate a time line to guide the research process. Come with an advising issue and leave with a viable research question that will lay the groundwork for a successful research study. This workshop is appropriate for individuals at any level of research experience.

Maslow's Hierarchy of Needs: LGBT Higher Education Limitations Due to Victimization
Location: International House, Sproul Rooms
Presenter: Harvey Peters
Institution: California State University, Fresno

Maslow's (1943) research showed the importance of safety, and defined it as one of the foundations and crucial components in ones ability to develop as a person. Safety is a basic need, and it is required to develop as a student. When looking at the Lesbian, Gay, Bisexual, and Transgender (LGBT) student population and their lack of safety and increased rates of physical and emotional abuse throughout their lives, these factors (i.e., being ignored, being excluded, derogatory remarks, being threatened, and sexual and physical assault) assist in the prevention of furthering ones education. This reoccurring oppression, willful misconceptions, and victimization have created an unsafe environment for many LGBT students who wish to receive a higher education.

Scholars in Crisis: Academic Intervention Strategies for the Concerned Advisor
Location: Wurster Hall, Room 106
Presenter: Christopher Hunn
Institution: University of California, Berkeley

While most secondary education systems have robust and comprehensive procedures for improving students' academic performance, universities often stop at tutoring and messages of concern. Often, the burden of change is on the student and if he or she doesn't perform it's considered the result of a lack of effort or worse—a lack of aptitude. This presentation will walk advisors through informal personality, cognitive, and behavioral assessments (such as locus of control, self-awareness, perceived self-efficacy) and explore evidence-based techniques that improve performance, including aspects of: progress-monitoring, social cognitive theory, and specifically, self-regulation. Once students are shown effective strategies they can transform academic performance, general outlook, self-reliance, and more.

UC Berkeley Campus Tour: History/Architecture Focus
****Limited to the first 30 people. Sign up at the Information Table in the International House, Hall of History. No additional fee.****
Presenter: Steve Finacom
Institution: University of California, Berkeley

UC Berkeley is one of California's oldest college campuses and occupies a dramatic site at the base of the Berkeley Hills with views out to the Golden Gate. Dedicated in 1860 by the private College of California, it became the home of the new, public, University of California in the early 1870s. The first building of the campus still survives, but the rest of the landscape is overlaid by more than 140 years of growth and change, including one of the finest ensembles of early 20th century neo-classical or Beaux Arts buildings in the United States. Take a quick walk through part of the campus grounds seeing both historic buildings and places where history was made, from one of the birthplaces of nuclear science in the 1930s to the Free Speech Movement of the 1960s. Your guide will be Steven Finacom, a career UC staff member and past president of the Berkeley Historical Society, who knows the campus from its earliest history to the most recent planning initiatives.

4:00pm - 5:00pm: NACADA Orientation for First-Time Conference Attendees

Location: International House, Chevron Auditorium
Presenters: Joanne Damminger, NACADA President
Rhonda Baker, Assistant Director, NACADA Executive Office

On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this regional conference, attending our NACADA Orientation is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.

Exhibitors

Association of Schools and Programs for Public Health

The Association of Schools and Programs of Public Health (ASPPH) is the voice of accredited public health education, representing member schools and programs accredited by the Council on Education for Public Health (CEPH). CEPH assures that the school or program has been evaluated and has met accepted standards.
http://www.aspph.org

BYU Independent Study Program

BYU Independent Study offers over 400 high school, middle school, and university online courses that help students make up credit, graduate on time, enhance their curriculum, or earn university credit. Students can sign up anytime and work at their own pace. We help all students receive a high-quality, affordable education.
http://elearn.byu.edu

Kaplan

At Kaplan Test Prep our mission is helping students achieve the scores they need to attend their top choice graduate school programs. Kaplan offers multiple options that fit your schedule and learning style. Our adaptive Learning Technology, Smart Reports™, generate a customized study plan so you efficiently use your time.
http://www.kaptest.com

JumpCourse

Help your students graduate on time – have them test for credit. Make sure they are prepared to pass and get credit. JumpCourse offers adaptive learning courses that will ensure they pass. We guarantee it. Our adaptive learning platform was recently recognized by the Bill and Melinda Gates Foundation.
http:// www.JumpCourse.com

Starfish Retention Solutions

Starfish Retention Solutions is a leading provider of student success systems. The Starfish® Enterprise Success Platform™ enables institutions to view all of their data and activities through the lens of student success so they can help their students finish what they start. Starfish Retention Solutions.
http://www.StarfishSolutions.com

Social Events

Monday, March 24th

Graduate and Professional Programs Social

Time: 5:00pm - 6:00pm
Location: International House, Sproul Rooms

The Graduate Advising and Professional Program Committee is hosting a small mixer. Our pre-social social is right after the pre-conference workshops and before the larger conference social. There will be drinks, fun games, and AWESOME prizes!

Monday Night Social

Time: 5:30pm - 7:00pm
Location: International House, Chevron Auditorium

Please join us for some great hors d'oeuvres. Enjoy some wine, beer, and non-alcoholic beverages as we mingle and make new connections. Don't forget to pick up your raffle ticket!

Tuesday, March 25th

Graduate Student Meet and Greet Breakfast Reception

Time: 8:00am - 9:00am
Location: International House, Sproul Rooms

Grab your breakfast and then come and meet your fellow graduate student peers Tuesday morning before sessions start. It will be a great way to network and make a few friends before the conference is in full swing. Games and prizes too! No entry fee required.

Conference Social Event

Time: 6:00pm - 8:00pm
Location: International House, Chevron Auditorium

Meet great people and do some networking while enjoying some tasty bites and sipping on wine, beer, or non-alcoholic beverages. Get out there, do some mingling and have some fun! Pick up your raffle tickets while you're at it -- great prizes! Take home some fun memories of your NACADA experience…jump into our PICTURE BOOTH and let your hair down! SMILE!!

Faculty Gathering

Time: 5:00pm - 6:00pm
Location: International House, Sproul Rooms

On behalf of Berkeley's Resident Faculty, all Faculty participants and those who closely interact with faculty in their myriad leadership and research capacities as administrators, mentors, and advisors are invited to an informal gathering to share perspectives and extend collegial networks. Refreshments provided.

9:00am - 9:50am: Concurrent Session #1

Advising and Telecommuting: Strategies for Making the Connections
Location: Wurster Hall, Room 102
Presenters: Clifton Holmes, Terah Richardson, & Marie Lindhorst
Institution: Pennsylvania State University

Have you ever thought about what it would be like to work in your pajamas? More and more organizations around the world are allowing their employees to work remotely. This session will demonstrate the techniques and technologies that make it possible for almost any adviser to work from home or work remotely whether it is occasionally, part-time, or full-time.

Blended Learning: How Learning Management Systems Like Canvas Can "Flip" How Peer Tutors and Students Learn
Location: Wurster Hall, Room 104
Presenters: Tony Mirabelli & Kevin Lee
Location: University of California, Berkeley

Educational applications of the Internet today typically focus on the transformation of the classroom, the development of online curricula, and the ability to broadcast and synchronously engage hundreds of thousands of students in a single course lecture, but the Internet also can augment the face to face relationships that develop through traditional student support services like peer tutoring. This presentation highlights a peer tutoring program's use of a learning management system, and a curated learning platform in the teaching of peer tutors as well as the peer tutor-student relationship itself, and will illustrate how these digital tools impacted:

1. The motivation and collaboration of peer tutors and their students
2. How peer tutors and their students learn
3. How peer tutors interact and communicate with each other, and their supervisor

Challenging Our Students: Knowing and Using Student Development Theory with Implementing Theory-To-Practice (Also offered in Concurrent Session #8)
Location: Wurster Hall, Room 106
Presenter: Joseph Menor Jr
Institution: University of Hawai'i at Manoa

How do we challenge our students to make meaning during their decision process that can help in their long-term goals? Many student development theories exist and understanding these theories will be helpful in advising students. This session will investigate, through analysis and conversation, the importance of student development theory in higher education, while going over an example of a student development theory with a theory-to-practice model. Participants will be asked to contribute to the conversation by suggesting their theory-to-practice examples and how they plan to apply different methods to their advising practices. This session is offered in Concurrent Session 1 and Concurrent Session 8.

Earning Trust Among Student Veterans: A Collaborative Course-Based Approach
Location: Wurster Hall, Room 101
Presenters: Ron Williams & Jonathan Peretz
Institution: University of California, Berkeley

Our approach of experiential education creates a forced opportunity for students to work through reservations they may have with regard to seeking counseling through course-based opportunities aimed at providing an edge for rising to the demands of a research university. Through this presentation, we will share effective practices for outreach and service delivery for this historically underserved and rapidly growing community.

As a result of this presentation, participants will:
1. Better understand the complex issues facing former service members as they matriculate to our campuses
2. Recognize well-intentioned though problematic approaches for engaging this student community
3. Better understand impactful approaches for building trust with student veterans

First Generation and Low-Income Students: Successful Holistic, High-Touch Programs
Location: Minor Hall, Room 489
Presenters: Brieanna Wright & Layla Naranjo
Institution: University of California, Berkeley

The Incentive Awards Program (IAP) at UC Berkeley provides scholarship funds and support services to low-income, first-generation college students who demonstrate leadership potential, high academics, and a commitment to service. IAP utilizes mandatory academic counseling, summer bridge, seminars, peers, residential living, and community service to retain students. Over 20 years the program has shown a comparatively higher persistence to graduation rate at Cal. Our session will review effective methods used to successfully retain and graduate our students for use at other institutions!

Focusing a Critical Lens on Freshman Advising: How Can We Best Serve Our Students Throughout The First Semester and Beyond?
Location: Wurster Hall, Room 112
Presenters: Dina Bartoloni, Gabby Garcia, & Molly Morin
Institution: Chapman University

Ever feel like the summer comes each year and while the faces of the freshmen may change, approaches to advising remain the same? This presentation will address how advisors at Chapman University critically examined past advising practices and implemented a new advising model for freshmen during the summer and fall. Through use of new technology, student feedback, and cross-campus collaboration, we created a hybrid group advising model in 2012 which provides freshmen with critical first-year advising knowledge and simultaneous opportunities for individual advising. Using specific data, participants will be provided with a step-by-step development outline of our evolving advising model, including what worked, what didn't work, and how assessment is driving us forward.

How Data Can Make You a Better Adviser (Also offered in Concurrent Session #5)
Location: Kroeber Hall, Room 160
Presenter: Kenneth Tokuno
Institution: University of Hawai'i at Manoa

With a little help from the IT or Registrar's Office plus the use of spreadsheets, a program adviser can use

data on your students to help identify students with a variety of needs. This includes tracking student progress, identifying students who have not completed key major requirements, developing useful summary information about students in the program, and identifying specific curricular problems that students are having. Such information can serve as a useful too for doing outreach to students. This presentation will show how this can be done using data from the University of Hawai'i at Manoa. This session is offered in Concurrent Session 1 and Concurrent Session 5.

Probation, Dismissal and Reinstatement (PDR) Policies Causing Chagrin? Don't Just Grin and Bear It – Overhaul!

Location: Kroeber Hall, Room 155
Presenter: Andrea Harris
Institution: Pepperdine University

If you are concerned that your current probation, dismissal and reinstatement (PDR) is muddled, outdated or just less than fabulously effective, get in line! Seaver College of Pepperdine University several years ago successfully undertook an overhaul of its PDR policies resulting in clearer rules, better instructions to students, more meaningful advising sessions, and even greater retention statistics. In this session, you will learn how to critically assess your school's PDR policies, recommend necessary changes, and ultimately implement a better policy for your students, advisors and university.

Strengthening the Pipeline: How UC Berkeley's Educational Opportunity Program is Transforming Graduate Student Interns Into Culturally Competent Counselors

Location: International House, Home Room
Presenters: Taylor Harrison, San Francisco State University
Avisha Chugani, University of California, Berkeley
Maricela Zambrano, Saint Mary's College

This presentation and panel discussion will highlight best practices of the UC Berkeley Educational Opportunity Program's graduate counselor internship program. Through a discussion of EOP's model and a panel of former and current graduate interns, participants will gain an understanding of how an internship program can successfully serve graduate and undergraduate students. Topics to be covered include: Foundational theories utilized as a framework for EOP counselor and graduate intern training, the program's emphasis on professional development, counseling/advising skills, and challenging and supporting through leadership and personal development.

10:00am - 10:50am: Concurrent Session #2

Academic Planning for ESL and International Students: Considerations and Strategies

Location: International House, Home Room
Presenter: Markel Isham
Institution: Diablo Valley College

According to the Institute for International Education's annual Open Doors report, Region 9 hosted more than 118,000 international students during AY 2012-2013. Many of these students, along with many of our immigrant and generation 1.5 students, come to our institutions lacking academic English skills and knowledge of the U.S. educational system and its culture. This further complicates the already complex task of academic planning. By the end of the presentation, you will be able to understand some cultural and linguistic characteristics of students from the leading countries represented in Region 9; analyze a case study to identify important considerations for international student academic planning and success; and offer strategies for support for the student in the case study.

Advising Advisors with an Academic Advising Mentorship Program
Location: Kroeber Hall, Room 155
Presenters: Caroline Dias, Michael Brouillette, & Angela Nelson-Swearingen
Institution: Brandman University

Throughout Institutions of Higher Education (IHE) the need for more academic advisors is growing everyday within traditional and non-traditional schools. The necessity for comprehensive training for new academic advisors is essential in supporting them as they advise and mentor all students. The Academic Advising Mentoring Program (AAMP) provides recommended tools and resources to help advisors gain both institutional and advisor knowledge. The Academic Advising Handbook, Gordon, Habley, Grites & Associates (2008) states that there are three critical ways to empower new advisors; acquiring essential information, organizing information, and expanding and deepening their knowledge base. The AAMP strives to accomplish all three.

Building Assessment Culture and Capacity Through an Advisor Learning Community
Location: Wurster Hall, Room 102
Presenters: Yukiko Watanabe, Kira Blaisdell-Sloan, Mary Howell, & William Hughes
Institution: University of California, Berkeley

As part of a campus-wide initiative to enhance advising program effectiveness, the Advising Council and the Center for Teaching and Learning at UC Berkeley launched a monthly learning community for staff advisors to develop their assessment expertise. Advisors selected for the program engage in discussions around program effectiveness and implement assessment projects in their own unit. Presenters will share (a) the program structure and content, (b) advisors' experiences and accomplishments in the program, (c) resources generated through the program, and (d) strategies for organizing and facilitating an assessment learning community. We invite you to discuss ways to build, transform, and sustain an assessment culture and capacity on your campus and in your advising unit.

Collaborating with At-Risk Populations: Building a Culture of Student Success with Undeclared Students
Location: Minor Hall, Room 489
Presenters: Derek Furukawa, Natasha Montabello, & Aqueelah Thompson
Institution: University of Nevada, Reno

Across campuses, students who are undeclared are often perceived as having a greater risk for attrition. Students who are not performing well academically are decidedly at-risk as well. When you combine these two factors, you often get a population that institutions immediately write off as likely dropouts. It is important for institutions to look at this population and change the way we approach success for struggling undeclared students. This presentation will explore one institution's approach to an intrusive advising model for this at-risk population that aimed to both educate and empower students to be a part of a culture of success.

Integrating Academics into the Study Abroad Experience
Location: International House, Sproul Rooms
Presenters: Jenny Cornet-Carrillo, Amber Dillon, Nadine Gerdes, & Louise Hon
Institution: University of California, Berkeley

Students are always concerned that anything outside the "normal" will require them to stay longer, take classes in summers, or take extra heavy courseloads in order to graduate. Despite the unique experiences that can

be gained on study abroad programs, the 2011 Open Doors Report noted that among students earning their baccalaureate degrees, only "about 14 percent study abroad at some point during their undergraduate programs" (IIE 2011). By working collaboratively with all the possible stakeholders, we can work to remove some of the barriers to participating in a once-in-a-lifetime experience like studying abroad. In this roundtable, study abroad and academic advising staff will discuss various models that academic units on campus have adapted in their units to help students see study abroad as a possibility and not a burden.

It's Not You, It's Me: Use of Validation Theory When Advising First-Generation, Non-Traditional Students (Also offered in Concurrent Session #7)

Location: Wurster Hall, Room 106
Presenters: Angela Rivera & Norma Palacios
Institution: California State University, Dominguez Hills

CSU Dominguez Hills is a 4 year public university, a designated HSI, it is one of the most diverse campuses in the nation. Every year, CSUDH enrolls about 1200 first-time freshman, many of whom are first-generation college students from minority backgrounds. When serving first-generation, non-traditional student population, the "survival of the fittest" mentality is not effective, as there are several challenges they need to overcome that are not encountered by traditional students. The use of Validation Theory has proven to be an effective tool when advising first-generation, non-traditional students in shaping their perceptions of their own academic abilities and creating a sense of community. During this session, we will examine the application of Validation Theory in an advising session, review case studies, and engage in an open discussion. This session is offered in Concurrent Session 2 and Concurrent Session 7.

NACADA Listens

Location: Wurster Hall, Room 101
Presenters: Joanne Damminger & Rhonda Baker
Institution: NACADA

This informal discussion is to provide a forum for attendees to visit with NACADA Leaders regarding the association's initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.

Social Justice Development for Today's Academic Advisors

Location: Wurster Hall, Room 112
Presenter: Janelle Ellis Rouse
Institution: Elon University

Academic advisors serve a pivotal role in creating pathways to a more inclusive, affirming, and engaging campus environment for today's diverse students. To serve students effectively, our work must be practiced through an ethical, social justice lens. This program features a critical/transformative research-based, developmental model that builds the habits of mind for social change in academic systems. By infusing social justice education into the work of academic advisors, we are able to cultivate a professional practice that promotes social justice ideologies, in turn creating an equitable campus culture for everyone. This workshop presents the imperativeness of social justice education in the advising profession; and introduces the Social Justice Development Model, its theoretical underpinnings and interactive curriculum.

The Power of Collaboration: How UHM's Council of Academic Advisors Became a Force on Campus

Location: Wurster Hall, Room 104
Presenters: Megumi Makino-Kanehiro, Ronald Cambra, Ruth Bingham, Lisa Fujikawa, & Kiana Shiroma
Institution: University of Hawai'i at Manoa

The Council of Academic Advisors (CAA) began as a simple idea to provide better communication between advising units on a campus with a decentralized advising model. In ten years, CAA has become an innovative vehicle for change. It has not only created a community of advisors but aligned advising efforts and goals and helped spearhead improvements on our campus. Advisors' voices are now heard; CAA is often consulted on, and asked to form work groups dealing with important academic initiatives, policies and procedures. CAA has fostered strong collaboration and professional development opportunities, such as an annual conference, workshops, and a cross-campus online training program.

Using Technology to Create Effective and Engaging Learning Modules that Contribute to Student Success

Location: Kroeber Hall, Room 160
Presenters: Michael Fileta, Marymount California University
Jihan Ejan, California State University, Monterey Bay

How can advisors present important academic information to their students in an expedited, engaging, and more efficient manner? This can be a difficult thing to do with large caseloads and limited time and resources. In this presentation, we will provide a case study on two E-learning modules: a "Back on Track" online workshop and an Education Planning Role Playing Game. The presentation will highlight and present relevant theory and research related to the creation of technology-based learning modules. Participants will walk away with a guide for creating effective and engaging learning modules.

11:00am – 11:50am: Concurrent Session #3

Advocacy, Consciousness Raising and the Imposter Syndrome: Empowerment and Academic Advisors

Location: Wurster Hall, Room 106
Presenters: Rebecca Toporek, William Sapigao, & Bryan Rojas-Arauz
Institution: San Francisco State University

Commitment to diversity in higher education requires a commitment to students who often historically have faced institutional barriers and experienced interpersonal events that have felt less than welcoming to their presence. This presentation seeks to discuss the role that advisors can play in addressing the feelings students may have about not belonging, as well as in addressing the systemic issues that contribute to that feeling.

Building an Authentic Personal Brand

Location: Kroeber Hall, Room 155
Presenters: Rebecca Andersen & Heather Iwata
Institution: University of California, Berkeley

With the integration of social media, displaying a personal brand has become inevitable. Our successes and failures, hobbies and pastimes, and social connections are often displayed on for all to see. The question around personal branding has changed. No longer is it "how do I get a personal brand?", but rather "is the personal

brand I have, the one I want?" This presentation is an interactive "train the trainers" session focusing on personal branding as a method of goal clarification, a marketing tool for career development, and as a holistic reflection of graduate school applicants. Engaging conversation, large group activities, and individual reflection will give participants first-hand experience working with exercises in values and strengths clarification, personal brand development, and building integrity through personal branding.

Building Institutional Support for Undocumented Students
Location: Wurster Hall, Room 104
Presenters: Meng So, Nohemy Chavez, & Ruben Canedo
Institution: University of California, Berkeley

The UC Berkeley Undocumented Student Program (USP) is a holistic program developed to meet the needs of undocumented students on campus and for prospective students. By providing counseling/advising, legal services, and financial resources, the USP model is dependent on collaboration with on and off campus departments and organizations in order to better serve undocumented students. The counseling and advising piece is the key component of this program that was modeled after the Educational Opportunity Program which serves first generation, low income, and underrepresented students. This presentation will focus on the current issue of how to advise this unique student population. Participants will learn how to implement holistic and solution focused frameworks when advising undocumented students. Participants will also develop strategies on how to collaborate with campus and community resources for support and allyship.

Choosing a Major: An Institutional Survey of Potential Cause and Effect
Location: Wurster Hall, Room 102
Presenters: Heather Hatch & Valarie Burke
Institution: University of Nevada, Las Vegas

Ever wonder how students choose a major? Or why they change majors? Well we did, which is why we surveyed over 1500 students about topics related to major selection. The presentation will not only offer answers to these questions, but also some possible retention and advising implications. In addition, the presenters will walk participants through the process of creating a campus-wide survey and how to share and use results.

Creating an Equitable and Inclusive Environment for Students: What Advisers Can Do
Location: Wurster Hall, Room 112
Presenters: Omar Ramirez, Susan Hagstrom, Yeri Caesar-Kaptoech, & Amy Scharf
Institution: University of California, Berkeley

UC Berkeley's campuswide Strategic Plan for Equity, Inclusion and Diversity has a goal of helping transform the institution into "an equitable and inclusive academy of the highest caliber." Learn about the role that academic advisers can play in the creation and implementation of an equity and inclusion strategy within a student services setting. Using Berkeley's College of Environmental Design as a case study, participants will learn how one advising unit took up the charge to improve the student experience by creating a more inclusive, supportive, and just environment. In this interactive workshop, participants will come away with assessment and planning tools and ideas to use in their own settings.

Getting the Hang of this Writing Thing: Struggles/Solutions in Academic Reading/Writing in an Athletics Tutorial/Mentoring Program

Location: Wurster Hall, Room 101
Presenters: Kari Ambrozich, Pamela Stacey, & Courtney Tsumoto
Institution: University of Hawai'i at Manoa

Do you advise first-generation university students or minority students with home languages other than English? Do your students struggle with the academic reading and writing load expected of them? This presentation will highlight academic difficulties faced by diverse bodies of students, emphasizing struggles students go through in dealing with reading and writing requirements they are unprepared for. The presenters will describe a tutorial program within Student-Athlete Academic Services (SAAS) that, in collaboration with the campus' Second Language Studies department, helps provide the reading and writing support these students need. This presentation is aimed towards advisors involved in tutorial/mentoring programs or interested in providing reading/writing support for students.

Resident Faculty: First Year Student Engagement Advising and Mentoring

Location: International House, Sproul Rooms
Presenters: Maria Lucero Padilla & Brian Arao
Institution: University of California, Berkeley

"Personal interaction with faculty strengthens students' connections to the institution and helps them focus on their academic progress. Through such interactions, faculty members become role models and mentors for continuous, lifelong learning." CCSE 2003. A review of the research has confirmed the hypothesis that a close student-faculty relationship positively affects academic achievement, occupational decisions, educational aspirations, institutional persistence, intellectual and personal development, academic and non-academic satisfaction and attitudes toward college. Resident Faculty promote a spirit of intellectual inquiry by modeling all aspects of academic life. Resident Faculty with advanced knowledge in student development retention theory and substantive experience will share examples of student-faculty informal interactions that illustrate effective engagement that enhances the personal growth and development of first year students' academic and transitional needs.

Transfer Students: Student Actions for Success and Perceptions of University Support (Also offered in Concurrent Session #7)

Location: Minor Hall, Room 489
Presenter: Lael Adediji
Institution: San Jose State University

For many students, transfer from a community college is an important step in the journey toward earning a bachelor's degree. Unfortunately, research on the experiences of transfer students in their four-year institutions is limited. The purpose of this presentation is to share research that utilized an online survey of community college transfer students who had completed their first year in a four-year institution. The survey and findings explored their experiences and provided knowledge that institutional leaders can use to improve academic outcomes. Primarily using the lens of engagement and paying special attention to both ethnicity and parental education, the study examined transfer student actions to be academically successful and perceptions of how the institution supports their success. This session is offered in Concurrent Session 3 and Concurrent Session 7.

When Your J Kills Your P: Cultivating Creativity in Academic Advising (Also offered in Concurrent Session #5)
Location: Kroeber Hall, Room 160
Presenters: Charlene Lobo Soriano & Shona Doyle
Institution: University of San Francisco

Why is creativity important to an academic adviser? How is it possible to be creative when all I hear is the same questions over and over? How can creativity help me problem solve with students? Creativity is important in the way we work with students, stay energized, and remain motivated about the tasks at hand. With applications for the professional, cultivating creativity is equally important in the personal domain. Getting to know your preference towards your approach to work can be a game changer: what causes burn out? what motivates me? Participants will learn more about themselves and how to cultivate creativity in advising as well as important tools to help be at your creative best. This session is offered in Concurrent Session 3 and Concurrent Session 5.

Wikis: A Collaborative Online Training Manual for the Digital Age
Location: International House, Home Room
Presenter: Sheryl Valdoria
Institution: California State University, Dominguez Hills

Effective advisor training is essential to any successful advising program. A component of the advisor training process is ensuring that both novice and veteran advisors are experts in the institution's rules, regulations, policies, and procedures. Many institutions have a training manual that advisors can utilize to verify institutional information. In the Digital Age, are traditional paper manuals an antiquated item? In an advising center where no training manual exists, is printing a paper manual worth the time and effort? A wiki is an innovative and collaborative answer to the paper manual of yore. This presentation will discuss an overview of wikis, how wikis may enhance advisor training, the challenges and triumphs of creating a wiki, and a step-by-step tutorial to help attendees bring wikis to their own institutions.

2:00pm - 2:50pm: Concurrent Session #4

A Semester Late: Understanding the Experiences of Spring Admits in Higher Education
Location: Wurster Hall, Room 104
Presenter: Chrissy Roth-Francis
Institution: University of California, Berkeley

Approximately 1/4 of new students begin their college careers outside of the fall semester- without the big welcome extravaganzas and support programs. This mixed-methods dissertation investigates the social, academic, personal, and transitional experiences of spring admits- those who begin in the spring semester. Through this first-ever study about spring admits, participants will learn how to improve their experience through practice, research, and policy.

Academic Skills Coach Advisors (ASCA) Program: Personalized Interventions for Students on Academic Standing

Location: Wurster Hall, Room 102
Presenters: Lourdes Andrade, Angela Farr Schiller, Adina Glickman, Sandra Nakagawa, & Bob Rawle
Institution: Stanford University

Now in its second year, the Academic Skills Coach/Advisor program was created to address the unique needs of students who were at-risk of academic suspension and/or returning from a suspension. Four doctoral students were hired and trained to meet individually with undergraduates to address time management, test-preparation, writing process, and test-taking skills, general approaches and habits, and motivation. They suggest strategies; coach, encourage, and follow up on progress of emerging skills. In addition to the study skills, this three-quarter program requires that students develop a personal advisory board as a mechanism to transition away from the ASCA towards independence. Preliminary data show that students who participate report a high degree of satisfaction with the program. Participating students have earned more units and better grades than those in the control group. This session is offered in Concurrent Session 3 and Concurrent Session 5.

Advising Foster Youth: Best Practices for Ensuring Academic Success

Location: International House, Sproul Rooms
Presenters: Deborah Martinez, University of California, Berkeley
Xochitl Sanchez-Zarama, San Francisco State University
Michael McPartlin, San Francisco City College

Foster youth are among the most under-represented populations on college campuses. Although it has been reported 70% of foster youth want to attend college, only 20% actually enroll in college and attend classes. In California, data reveals that only 1-3% of former foster youth graduate from 4-year colleges and universities. How can we ensure better educational outcomes for this population of students? In this panel discussion, participants will learn how to better advise foster youth at the three tiers of public education: community colleges, state universities and 4 year universities; effective strategies and interventions to support foster youth in their transition to higher education and the importance of campus support programs for foster youth.

Building Partnerships Amongst Faculty Advisers, Academic Advisers, and Other Advisers

Location: Kroeber Hall, Room 160
Presenters: Robert Jacobsen, Susan Hagstrom, & Rebecca Miller
Institution: University of California, Berkeley

This round-table discussion facilitated by a Faculty member and Dean and Advising Directors will highlight the value of building cross-campus partnerships with academic advisers, administrative departments (Admissions, Registrar, Health Services, Financial Aid) and other student resource units (EOP, Student Learning Center, Athletics) because it really does "take a village" to optimally advise students. Changing a culture, building trust, identifying challenges, overcoming barriers, and successful collaboration will also be shared amongst the participants.

Creating a Buzz: Using Visual Branding and Advertising Campaigns in Advising
Location: Minor Hall, Room 489
Presenter: Zach Clark
Institution: California College of the Arts

We're all looking for more effective ways to communicate with students. While email and social media have become the most common approach, the amount students receive everyday means we're easily overlooked. In this workshop we'll discuss why posters, flyers, and handouts are still tools worth using and how an effective branding scheme can sharpen those tools. Whether your office is fully established or transitioning, a strategic approach to your printed material helps everyone on campus to identify your department and the information you provide. Presented by a graphic designer turned academic advisor; this workshop for beginners working in Word to those experienced with Adobe CS will include tips, tricks, and opportunities to brainstorm what's right for your team.

Life After Graduation: How Academic Advisors Can Help Students Make a Link Between Their Classes and the "Real World"
Location: Wurster Hall, Room 112
Presenter: Lee Desser
Institution: University of California, Berkeley

This session will focus on how academic advisors can promote student success by integrating career advising into their practice. Lee Desser, M.Ed., an Academic and Career Advisor at UC Berkeley, will discuss how advisors can help students identify their transferable skills learned from liberal arts classes, and leverage their experimental wanderings i.e. internships, study abroad, volunteering, in order to find a career position post graduation. The goal is to provide academic advisors with strategies to assist students in uncovering their transferable skill set.

Manoa Sophomore Experience: Turning the Sophomore Slump into the Sophomore Jump
Location: Wurster Hall, Room 101
Presenters: Reid Kiyabu & Kiana Shiroma
Institution: University of Hawai'i at Manoa

Like many colleges and universities across the U.S., the University of Hawai'i at Manoa (UHM) loses the most students from first to second year. This may be a result of the sophomore slump, which can be demonstrated by decreases in grades, motivation, and outlook on college experiences. To address these issues, UHM established the Manoa Sophomore Experience (MSE). The primary goal of this presentation is to share the experiences of this campus-wide committee including assessment, planning of programming, successes and challenges, and best practices. The hiring of our peer mentor will be highlighted. A secondary goal is to facilitate and support the continued discussion on retaining students transitioning from first-to-second year.

Practice Makes Perfect: How Well Do We Really LISTEN?
Location: Wurster Hall, Room 106
Presenters: Joanna Cady Aguilar & George Hanna
Institution: California State University, East Bay

As advisors and counselors, we talk for a living and almost always find ourselves repeating the same information multiple times a day. Even when we are in a room with other colleagues, we have a habit of talking over each other, trying to voice our ideas just as quickly as they come into mind. But, how well do we listen? Join in on the conversation that will make you think about what you say and what others say to you. We will review the definition of active listening and engage in activities to help us practice the skills needed to be successful. Both new and veteran advisors can benefit from this lively activity-based presentation and discussion.

Understanding the Undeclared Student: Using Assessment to Develop and Improve Undeclared Exploratory Programs
Location: Kroeber Hall, Room 155
Presenter: Joshua Loudon
Institution: California State University, Fullerton

Are you ready to demonstrate the effectiveness of your advising program? For the last five years, the California State University, Fullerton Academic Advisement Center has conducted a survey with the incoming undeclared student population. Based on this data collected directly from thousands of CSUF students, and both national and institutional research, Academic Advisement created the Major Exploration Program using accessible technology and innovative methodologies to quickly address the needs of undeclared students while immediately connecting them with faculty, staff, and other students from admission to graduation; thus increasing retention rates. Participants of this interactive presentation will receive a Sample Assessment View Sheet for integrating these practices to meet their department needs.

Writing for NACADA
Location: International House, Home Room
Presenter: Robert Hurt
Institution: NACADA

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. This session will describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA books, and the NACADA Blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities available within NACADA.

3:00pm – 3:50pm: Concurrent Session #5

But How? Moving Beyond Cultural Sensitivity
Location: Kroeber Hall, Room 160
Presenter: Courtney Chung
Institution: California College of the Arts

Diversity in higher education became a hot topic in the early 1990s when Critical Race Theory became a lens for viewing inequity in education. Since then, higher educational institutions across the country have included in their mission statements a promise to increase diversity in faculty, staff, and student populations. This call to diversify has extended to include diversity in ethnicity, religion, accessibility, gender, sexual-orientation, and socio-economic background. But how do we represent and support these diverse populations? In this session, we will investigate ways in which our personal and cultural experiences lend to diversity and allow us to support diverse student populations. Together we will brainstorm best practices for moving beyond cultural sensitivity to cultural inclusivity through respect, commonality, and trust.

Diversity of Academic Policies: The Impact on Students When Academic Policies Conflict and Contradict
Location: Kroeber Hall, Room 155
Presenter: University Advisement Center
Institution: California State University, Dominguez Hills

CSUDH is a 4 year public university that is one of the 23 campuses within the CSU system of higher education. The CSU is a leader in high-quality, accessible, student-focused higher education. With 23 campuses, almost 437,000 students, and 44,000 faculty and staff, we are the largest, the most diverse, and one of the most affordable university systems in the country. CSUDH is governed by a set of Academic Policies. Given a diversity of Academic Policies, from sometimes competing interests, what are the shared impacts to students' educational experiences when there are inherent contradictions to Academic Policy? Are there opportunities to innovate and collaborate across the campus, in light of these conflicts?

Exploring Peer Academic Counselors Working with First Generation, Low Income, and Historically Underrepresented Students

Location: Wurster Hall, Room 104
Presenter: Mitzi Iniguez
Institution: University of California, Berkeley

The Educational Opportunity Program at UC Berkeley pioneered the Peer Advising Program in 1974 to provide outreach activities and assist students in their transition to Cal. Today, EOP Peer Academic Counselors are current undergraduates that serve as student-to-student advisors after participating in an intensive year-round training program. This training, along with the richness of their own personal student experiences, allows them to serve as a vital resource to fellow students. Peer Academic Counselors coordinate programs and activities that provide advising, foster community, raise awareness of opportunities available to students, and promote academic success. This workshop will introduce an overview of the learnings and expectations of the program through a service model presentation and testimonials.

How Data Can Make You a Better Adviser (Also offered in Concurrent Session #1)

Location: Wurster Hall, Room 106
Presenter: Kenneth Tokuno
Institution: University of Hawai'i at Manoa

With a little help from the IT or Registrar's Office plus the use of spreadsheets, a program adviser can use data on your students to help identify students with a variety of needs. This includes tracking student progress, identifying students who have not completed key major requirements, developing useful summary information about students in the program, and identifying specific curricular problems that students are having. Such information can serve as a useful too for doing outreach to students. This presentation will show how this can be done using data from the University of Hawai'i at Manoa. This session is offered in Concurrent Session 1 and Concurrent Session 5.

It's Not Enough To Declare Your Major … Re-Explore Your Major After Declaring

Location: Wurster Hall, Room 102
Presenter: Lisa Wong
Institution: University of Hawai'i at Manoa

Have you ever had a student tell you she chose her major because her parents told her to? Even students with a declared major can benefit from revisiting the major exploration process. In this interactive session, participants will learn how advisors of students with declared majors can facilitate re-exploration of their chosen major. The presenter will demonstrate a web-based major exploration tool which assists students in the Colleges of Arts & Sciences, University of Hawai'i at Manoa in thinking critically about themselves and their major. Collaboration between the advising office and career center enables the advising office to best serve its diverse student population. Participants will have the opportunity to share best practices in major re-exploration.

Rethinking a Diverse World: Males and Masculinity in Advising
Location: International House, Home Room
Presenter: Derek Furukawa
Institution: University of Nevada, Reno

In the field of academic advising, finding male role models can often be like a game of Where's Waldo? Research has been plentiful in the area of women's studies, but only recently has there been research dedicated to males and masculinity. This session is designed to present some of the research that has emerged about college males and discusses the unique roles that male advisors hold when interacting with male students. The presenters will provide first-hand anecdotes of how their unique role as a male advisor has been beneficial to academic advising.

Techno-Advising: Innovative Advising Resources
Location: Wurster Hall, Room 112
Presenter: Diana Lizarraga
Institution: University of California, Berkeley

Technological advancements over the last two decades have resulted in hyper-connected college students who are extreme-learners. These "millennials" have capitalized on micro-learning moments where their classroom has expanded to our diverse world. However on many campuses advising hasn't been able to keep pace with these advancements. New strategies in techno-advising may need to be layered on top off existing traditional advising models. Effective student-centric practices currently used by the Cal NERDS diversity STEM Program will be highlighted including; tizing-text advising, phizing-phone advising, skyzing-skype advising, wufooing-utilizing powerful on-line forms, constant-contacting updates, iclicking-instant opportunities for student polling, etc. Information will be provided on how to blend in some of these advising techniques to one's advising programs (plus the associated costs and people power needed for such efforts).

Transfer Students: Faculty Perspective on How to Improve Academic Support and Services Through Collaborative Efforts with Academic Advisors
Location: International House, Sproul Rooms
Presenters: Mary Firestone, Lew Feldman, Anastasios Melis, & Kristina Gacutan
Institution: University of California, Berkeley

Join the Associate Dean of Instruction and Student Affairs and Associate Dean of Academic Affairs from the College of Natural Resources at UC Berkeley in this roundtable discussion to identify ways in which the transfer student experience can be enhanced early in the student's academic career. As we are well aware, transfer students have a limited amount of time to take full advantage of the plethora of opportunities available at a large institution. This session will provide the faculty perspective and begin a dialogue between faculty and staff advisors to devise a plan to build partnerships in order to assist in the transfer student transition and maximize their time at the university.

When Your J Kills Your P: Cultivating Creativity in Academic Advising (Also offered in Concurrent Session #3)
Location: Minor Hall, Room 489
Presenters: Charlene Lobo Soriano & Shona Doyle
Institution: University of San Francisco

Why is creativity important to an academic adviser? How is it possible to be creative when all I hear is the same questions over and over? How can creativity help me problem solve with students? Creativity is important in the way we work with students, stay energized, and remain motivated about the tasks at hand. With applications for the professional, cultivating creativity is equally important in the personal domain. Getting to know your

preference towards your approach to work can be a game changer: what causes burn out? what motivates me? Participants will learn more about themselves and how to cultivate creativity in advising as well as important tools to help be at your creative best. This session is offered in Concurrent Session 3 and Concurrent Session 5.

Writing as a Spiritual Practice for Advising Professionals
Location: Wurster Hall, Room 101
Presenter: Susan Hagstrom
Institution: University of California, Berkeley

Do you sometimes feel like your world is moving too fast? That your pace is relentless and you have no time to stop and reflect? This workshop will provide time for listening to our inner voice of wisdom and creativity. We will engage in a variety of writing exercises to help us access this source of guidance and will share some of what we learn. In a spacious and supportive environment, we'll go deep and explore our own inner resources and source of sustenance.

4:00pm – 4:50pm: Concurrent Session #6

Beyond Outreach: Lessons Learned Through Non-Traditional University Counseling Services
Location: International House, Sproul Rooms
Presenter: Counseling and Psychological Services
Institution: University of California, Berkeley

This presentation will consist of a panel of UC Berkeley psychologists from Counseling and Psychological Services who run satellite offices outside of the University Health Services building. Embedding counselors in the campus community provides opportunities to increase visibility and accessibility of counseling services and to collaborate with campus advisers in connecting undeserved students with help. The psychologists working in these satellite offices become trusted experts in their communities and are well-positioned to provide support, consultation and training. This panel of satellite counselors will highlight ways that this model has been utilized at UC Berkeley and opportunities for other campuses. Panelists will discuss the history of this satellite office program, how counselors work with advising staff, general strategies for addressing stigma of mental health issues as well as socio-cultural considerations.

Demystifying the Model Minority Myth in Academic Advising: A Closer Look at Asian Americans and Pacific Islanders
Location: Kroeber Hall, Room 155
Presenters: Kiana Shiroma & Niki Libarios
Institution: University of Hawai'i at Manoa

The U.S. Census predicts that the Asian American and Pacific Islander (AAPI) population is increasing at a faster rate than any other racial group. However, scholars have identified AAPIs as an understudied and underserved group in higher education. Furthermore, AAPIs are often categorized as the "model minority," which refers to the broad and false assumption that all AAPI ethnic subgroups are academically successful. In this presentation, the co-presenters will discuss two studies which utilized quantitative and qualitative methods to learn about the disparities among the specific ethnic populations within the AAPI community. Based on the findings of these studies, recommendations and strategies related to serving this population in academic advising will be presented.

Developing a Diverse World in NACADA: The Emerging Leaders Program
Location: Wurster Hall, Room 101
Presenter: Kristan Venegas
Institution: University of Southern California

Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's membership. Since its inception, it has paired leaders with mentors, helping to shape NACADA's mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved in NACADA Leadership!

Helping Students on Academic Probation: Do "Academic Success Plans" Matter? (Also offered in Concurrent Session #8)
Location: Kroeber Hall, Room 160
Presenters: Jeff Peters & David Belt
Institution: University of Nevada, Las Vegas

Have you wanted to measure the effectiveness of specific tools you use to help a student who is struggling academically? We did! As advisors we collaborate with students on probation to create tailor-made academic success plans for them to follow which outline a required program of coursework for their next three semesters. The goal of these plans is to give the students a road map to bring them back in good academic standing. We analyzed student data within our College, tracking students across three semesters, specifically looking for upward trends in semester and overall GPA. Furthermore, we interviewed students who have successfully returned to good standing and asked questions to qualitatively measure the effect of academic success plans. This session is offered in Concurrent Session 6 and Concurrent Session 8.

Innovation & Collaboration Across Advising Units Using the McKinsey 7 S Model
Location: Wurster Hall, Room 104
Presenters: Lea Manske, Robert Hurt, & Pam Adams
Institution: California State Polytechnic University, Pomona

Students benefit when different advisors collaborate to share a consistent message that promotes student success. In this presentation, three advisors from a four-year public comprehensive university discuss how they collaborate across faculty, discipline-based and student services advising units to realize that benefit. Focusing on seven key organizational elements (strategy, structure, systems, skills, staff, shared values and style), we will show you how to achieve similar success in advising on your campus. The seven elements are an application of systems theory, as discussed by Musser and Yoder in NACADA's "Academic Advising Approaches: Strategies that Teach Students to Make the Most of College". In addition to discussing collaboration at a conceptual level, we will demonstrate the impact on a typical student.

Little Fish in a Big Pond: How Universities Can Be Agents of Change for Transfer Students
Location: Wurster Hall, Room 106
Presenters: Tiffany Reardon & Olivia Chan
Institution: University of California, Berkeley

Universities play a key role in the success of transfer students. Incoming transfer students of all backgrounds tend to experience feelings of isolation, lack of confidence, and difficulty in establishing peer networks. For women and underrepresented minority students these feelings are exacerbated particularly in STEM majors. University

attendees will learn about the developmental process of establishing a program for incoming transfer students on their own campuses. Community College attendees will learn how these programs benefit their students before and after transfer. Both will hear the results of our program and have the opportunity to discuss the different types of issues they view their transfer students are faced with depending on their type of institution.

Talking About Successes and Setbacks: Insights from Social Psychology
Location: Minor Hall, Room 489
Presenter: Lauren Szczurek
Institution: Stanford University

Decades of social psychological research demonstrate that students with a growth mindset are more likely to succeed when faced with challenges. Advisors communicate messages about mindset to students, both explicitly through the things we say, and implicitly through the choices we make about the recommendations and feedback we provide. Learn to recognize mindset cues and use language that will promote a growth mindset when interacting with students. Simple changes, such as using process praise ("Your hard work paid off!") rather than person praise ("You're so smart!") help communicate that students can always grow and improve. By promoting a growth mindset, you put students in the best position to learn from their mistakes and remain motivated when coursework is difficult.

The Joys of the Millennial Generation
Location: Wurster Hall, Room 112
Presenter: Lisa Feldman
Institution: University of California, Berkeley

Our students have driven changes to the advising landscape. They are the Millennial generation, and their expectations have posed new challenges for those of us who work with them. We can perceive their behavior as obnoxious, annoying, demanding, childish. It is imperative not just for our sanity but for the future of society that we appreciate and support these nascent leaders. This dynamic presentation provides an alternate vision of this generation and its potential. We will examine the perspectives of multiple generations and observe how each one judges the next. We will also share war stories! But only from the perspective of creatively turning them into opportunities for development, giving us greater insight into how to successfully make a difference in our students' lives.

What Am I Going to Do?! - From Graduate Student to New Advising Professional
Location: International House, Home Room
Presenters: Chetan Chowdry, University of California, Berkeley
Molly Morin, Chapman University

Are you a current graduate student looking to pursue a career in academic advising? Looking for tips on how to maximize your graduate student experience and prepare for the job search process in the future? Come join us to gain insight on how to begin your path in the academic advising profession. In this session we will provide resources on graduate internship experiences and the job search process including: how to identify and maximize your graduate internship experiences, strengthening your resume, identify position openings, and lots more! The presenters will also provide insight from their own job search processes and experiences serving on hiring committees.

What's This White Chick Know About Advising Straight Out of Compton?
Location: Wurster Hall, Room 102
Presenter: Loren Edwards
Institution: California State University, Dominguez Hills

The objective of this presentation is to explore the experiences of a white female Academic Advisor at a public institution of higher education serving a predominantly minority student population near Compton, California. The objective will be achieved several ways, including examination of the research literature on the implications of cross-cultural advising, practical examples of student interactions, and self-reflection focused on internal and external effects to this Advisor's professional development. Employing a framework of Critical Race Theory and conceptual lens focused on cultural capital, this presentation will examine the shortcomings and influences of not experiencing the same psychosocial background and struggles of the students advised, including scenarios that highlight the impact of a cultural disconnect between advisor and student.

Poster Session | Tuesday, March 25th

6:00pm - 7:00pm, International House, Hall of History

A Model for Beginning a Culture of Assessment: One Office's Story
Presenters: Lillian Coye & Janna Bernstein
Institution: University of Southern California

Do you want to create a culture of assessment, but not sure where to start? Come to this session to learn our story! We will discuss the steps taken to develop a culture of assessment, how we collaborated with campus partners to accomplish this goal, and the resources used to create the best model for our office. We will also discuss the implementation of an assessment training program for graduate interns and facilitate a best practices conversation. This presentation is appropriate for advisors and administrators for anyone interested in creating a culture of assessment in his/her office.

Academic Advising Experiences of First-Generation Filipina/o College Students at the University of Hawai'i at Manoa
Presenter: Jennifer Custodio
Institution: University of Hawai'i at Manoa

As it stands, Filipinas/os are the second largest ethnic group in the state of Hawai'i, and their population continues to grow at a high rate. However, Filipinos are disproportionately underrepresented in public higher education in the state of Hawai'i. This proposed research study would examine the college experiences of first-generation Filipina/o college students at the University of Hawai'i at Manoa through the lens of academic advising. This area of research study is important because it will contribute to the underpinnings of under-represented ethnic student populations in public higher education as well as increasing awareness of the academic needs of under-represented ethnic minority student groups.

Advising Strategies with Post-Bacc. Adult Students - Lessons Learned Across Disciplines
Presenters: Stan Weisner, Patrick Brown, Elizabeth McDonough, & Anastasia Meadors
Institution: University of California, Berkeley Extension

Career changers are often young adults who decide to change professions because they realize at a later stage in life and/or career that they REALLY want to be a doctor, professional artist/writer, or psychologist. With competent and timely guidance and advising, this process can lead to a mature and passionate workforce entering their chosen professions. A panel of advisers and instructors, each with hands-on roles advising adult students over several years, describe experiences, successful strategies, and lessons learned based on their academic and administrative work in four diverse and very successful post-Bacc. programs (e.g., health, arts/humanities, and mental health) in an adult education context at UC Berkeley Extension.

Berkeley Peer Advisor Network
Presenters: James Depelteau, Amber Dillon, Allison Hall, Santina Pitcher, & Christina Yasi
Institution: University of California, Berkeley

The Berkeley Peer Advisor Network (BPAN) is a grass-roots staff organization at the University of California, Berkeley, whose purpose is to provide supplemental training and development to peer advisor groups across all campus departments and divisions; serve as the resource to campus departments and divisions looking to establish their own peer advisor group; and set standards/norms for peer advising on campus. See BPAN highlights and accomplishments on their poster!

Building an Effective Undergraduate Research Pipeline: From Apprenticeship Through Authorship
Presenter: Leah Carroll
Institution: University of California, Berkeley

This poster will showcase the role of advising in the various undergraduate research programs administered by the Office of Undergraduate Research at UC Berkeley. It will illustrate how students build on the skills, connections, focus, and confidence gained from one program to embark upon another. Students begin with the highly-regarded campus-wide undergraduate apprenticeship research model (URAP --Undergraduate Research Apprentice Program -- 1400 students/275 faculty per semester), and then move toward funded programs for independent undergraduate researchers, such as SURF (Summer Undergraduate Research Fellowship) and the Haas Scholars Program. The poster will highlight the role of outreach and advising in encouraging undergraduates to get involved in research, and then progress to the next level.

Caring In Action: The Philosophy of Student Success Outreach and Interventions
Presenter: Siobhán Ní Dhonacha
Institution: University of Hawai'i at Manoa

What is your philosophy of advising? Do you believe that caring is an essential element "Noddings, 2000; Noddings 2007"? How can we best care on tight budgets, administrative constraints, and full advising appointment workloads? This presentation will cover exciting caring in action initiatives developed and applied over the last two years. These include outreach and support programs for underrepresented ethnic groups, peer mentoring, the use of the "Our Story/Your Story" model, video outreach, and inspiring and welcoming students through professional development workshops. This presentation will discuss these student success strategies, highlight innovative programs implemented, and dynamically engage participants in a warm, honest and open dialogue that is aimed at enriching both day-to-day practices and foundational philosophies.

College Admission Boot Camp; Creating Ambassadors for College Opportunity
Presenters: Cheri Cruz, Lauren Welch, Quincey Penn, Byron Harwell, & Aide Navarro
Institution: Fresno State University

Many well-intended programs have been designed to tackle the challenge of increasing post-secondary access & completion, but few work as expected. A reason is people (students included) don't Self-Author. This session will introduce participants to the powerful insights of Self-Authorship & participants will learn the importance of reaching students early and how to coordinate a College Knowledge Admission Boot Camp so youth can navigate post-secondary programs and advising and how cutting-edge behavioral research can help us design programs. Secondarily, we will present how to create peer mentoring via College Opportunity Ambassadors that improve student outcomes. Graduate Counseling Education Students will share their empowerment model that encourages more youth to attend college!

Creating an Alliance of Campus Advisers Through the Advising Network Community
Presenters: Rachel Klein, Kevin Shields, & Sonya Scott
Institution: University of California, Berkeley

This poster presentation is an opportunity to introduce Advisers to a unique UC Berkeley staff organization: The Advising Network Community (ANC) is made up of nine members from units across campus, serving both undergraduate and graduate populations. Members serve as Liaisons for clusters of advisors grouped by functional responsibility, rather than reporting structure. It is charged with promoting communication and networking amongst advisors, offering grass-roots, professional development seminars for advisors, and other ad-hoc projects. Learn about how this group was formed, how it operates, and the positive outcomes yielded for the campus advising community.

Do Not Pass "Go," Do Not Collect A College Diploma: Delivering an Intentional Grad Check Learning Experience to Eliminate Graduation Deferrals and Increase Graduation Rates
Presenter: Brittney Hofer
Institution: California State University, Fullerton

A Graduation Deferral is a debilitating experience for students who thought they graduated. This shocking experience is completely preventable. Academic Advisement, in collaboration with the College of Humanities and Social Sciences and Graduation Unit, developed "Live Interactive Grad Check"—workshops designed to increase graduation rates by reducing graduation deferrals. This program ensures efficient progress toward graduation by empowering students to make intentional and informed decisions in completing remaining graduation requirements. The presentation will discuss the creation, implementation, processes, and procedures of the Live Interactive Grad Check workshops. Program assessment data will be shared, including overviews of workshops for adaptation and use in other institutions.

Finish in Four Scholars Program: Isn't the Journey Just as Important as the End Result
Presenter: Tamara Sakazaki
Institution: California State University, Fullerton

Finish in Four programs across the nation are preparing students to graduate in four years; however, are these students given the necessary preparation to attain their own personal goals? The Finish in Four Scholars Program at CSU Fullerton is being transformed to meet the needs of these highly motivated students. Through intentional advising, integrating career and graduate school workshops and a keen understanding of the importance of a liberal education, the Finish in Four Scholars program goes beyond just educating students on how to earn a degree in 4 years but demonstrates the importance of the journey itself in preparing them for what lies ahead.

Innovate and Collaborate: Virtual New Student Registration and Remote Advising
Presenters: Sara Solloway & Katy Juranty
Institution: University of San Francisco

Come learn about the pros and cons of virtual new student advising and registration. In 2008 the University of San Francisco began "Webtrack", the new student registration and advising program. We will share the program details and what we have learned along the way to help other schools who may want to begin a similar program at their college/university. We will also allow time for others to share their experiences with their school's remote/virtual advising and registration, so we can all leave this session having more ideas about using technology in advising and registration.

Preparing for a Graduate Education in Business
Presenter: Michael Biesiada
Institution: University of Nevada, Las Vegas

This presentation will primarily focus on effective strategies students can utilize in order to prepare for a graduate education in business. Additionally, this presentation will discuss several components of the MBA experience, with the intention of providing relevant trends. One of the most sought after degrees in graduate school is the Master of Business Administration (MBA) program. In fact, MBA programs welcome students from a wide range of academic disciplines such as business, engineering, life sciences, liberal arts, urban affairs, to name a few. Therefore, academic advisors in various disciplines should understand how to communicate with students that have the ambition of pursuing an MBA. The talk will present a combination of research and data to support successful planning strategies for students.

Subcultured, Racialized and Marginalized: The Thing That Binds You – LGBTQQII Women of Color
Presenter: April Chartrand
Institution: San Francisco State University

Women of color who are Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex, are subject to the imposed worldview and are Marginalized within the culturally hegemonic workforce. Current research reveals that gender, sexual orientation, and race intersect with and are subject to consistent stigmatization by the heteronormative workplace.. Although there are multiple issues, which adversely affect this population, for the purpose of this poster the main focus will be on workplace discrimination based on sexual orientation and race. This poster will be framed by exploring Culturally Appropriate Career Counseling and Stereotype Threat theory.

The Public Health Profession: Helping Your Students On Their Journey
Presenters: Durrain Ansari-Yan & Abby Rincón
Institution: University of California, Berkeley

Learn about the 'best kept secret' in the health field – an area that encompasses science, culture, research, policy, advocacy, education, social media and much more – all with the overarching goal of helping people lead healthier lives! Students with any undergraduate degree can be competitive applicants to graduate programs in public health, so advisors from all disciplines and all types of institutions are encouraged to attend. Those working with STEM, MESA, EOP etc. are highly encouraged to attend. Participants will be able to describe the breadth of what public health encompasses, key public health successes and will leave with tips & resources for their students who are interested in gaining exposure to the field.

9:00am – 9:50am: Concurrent Session #7

Academic Advising Delivery Models: Implications for First Year Student Outcomes
Location: Wurster Hall, Room 112
Presenters: Brett McFarlane, Oregon State University
Janine Allen, Portland State University

Today's academic advising delivery models vary considerably and little is known about the efficiency and effectiveness of these models. In this session I will review the results from a study that examined how academic advising is delivered to first-year students at a 4-year public university in relation to student satisfaction with advising, advising learning outcomes, and retention. Results showed that who provided advising and the frequency with which students sought advising were associated with advising learning outcomes and student satisfaction. How do we construct academic advising to optimize the success of our students and maximize their learning, and ultimately what is more important, construct or content? Implications for both first year advisors and advising administrators will be explored and discussed.

Advising Through Innovation: Supporting Online Students with Disabilities
Location: Wurster Hall, Room 104
Presenters: Rocio Diaz & Amy Lou
Institution: University of Southern California

As the trend of distance education continues to grow, advisers are more likely to encounter a diverse group of online students. Advisers will need to adapt their services to effectively support online students with disabilities, who face unique challenges in higher education. In order to help participants understand the needs of online students with a wide range of disabilities, including sensory, ADHD, learning, and psychological, presenters will share challenges based on existing research as well as their own findings from a needs-based assessment of online graduate students with disabilities at the University of Southern California. Additionally, presenters will offer recommendations for advising online students with disabilities and participants will explore ways to support students on their own campuses.

Battle Mind: Positively Adapting Military Skills to the Student Veteran Experience
Location: International House, Home Room
Presenter: Kathleen Normandin
Institution: University of Hawai'i at Manoa

Battle Mind is a soldier's training in facing combat, fear, and adversity to sustain survival in the war zone. Soldiers who become students face a unique transition from one distinct culture (military life) to another (college life). They are challenged to adapt what was used in combat to succeed in college. This presentation will investigate the student veteran experience as they transition from the military to campus, and share first-hand accounts of veterans adapting Battle Mind skills to the college experience. Additionally, the session will explore how advisors can continue to acknowledge student veterans and aid in the positive adaptation of Battle Mind skills to support the successful transition into college and obtainment of educational goals.

Developing a "Wrap-Around" Advising Model to Promote Student Success
Location: Minor Hall, Room 489
Presenters: Laura Lyndon, Jason George, Bridget Ahearn, & Monica Garcia
Institution: Holy Names University

Holy Names University (HNU) is a small, extremely diverse liberal arts university in Oakland, CA, with a large population (40%) of first generation students. We have developed "wrap-around" student academic services that centralize advising, tutorial services, educational therapy and disability services in an attempt to promote academic development and increase retention and persistence to graduation. Presenters will discuss a comprehensive Academic Advising and Learning Resource Center providing "wrap around" services for academic planning and learning enhancement. Wrap-around includes professional academic advising; faculty mentoring; integrated support in Math, Writing, and Science; tutoring and facilitated group study; disability support and educational therapy services, individualized academic plans, and proactive outreach.

First-Generation College Student Progression Into Health Professional Programs: Best Practices Roundtable
Location: Wurster Hall, Room 101
Presenter: Sharon Joyce
Institution: University of California, Berkeley

Given the hurdles and obstacles first-generation college (FGC) students overcome to complete an undergraduate degree, it is no wonder that to take the next step to pursue a health professional degree is fraught with additional complexities. Through the presentation and explanation of a conceptual framework that maps the undergraduate socialization process, the objective of this roundtable session is to have participants then expand the framework to map the socialization process of FGC students. Through the mapping exercise, the goal of this roundtable session is to encourage an exchange of ideas to serve and support FGC populations, to heighten awareness of the challenges these students face when considering a health professional degree, and to share best practices to support their progression into graduate studies.

It's Not You, It's Me: Use of Validation Theory When Advising First-Generation, Non-Traditional Students (Also offered in Concurrent Session #2)
Location: Kroeber Hall, Room 160
Presenters: Angela Rivera & Norma Palacios
Institution: California State University, Dominguez Hills

CSU Dominguez Hills is a 4 year public university, a designated HSI, it is one of the most diverse campuses in the nation. Every year, CSUDH enrolls about 1200 first-time freshman, many of whom are first-generation college students from minority backgrounds. When serving first-generation, non-traditional student population, the "survival of the fittest" mentality is not effective, as there are several challenges they need to overcome that are not encountered by traditional students. The use of Validation Theory has proven to be an effective tool when advising first-generation, non-traditional students in shaping their perceptions of their own academic abilities and creating a sense of community. During this session, we will examine the application of Validation Theory in an advising session, review case studies, and engage in an open discussion. This session is offered in Concurrent Session 2 and Concurrent Session 7.

Progressing Towards Graduation: A Holistic Approach to Students' Satisfactory Academic Progress & Maintaining Financial Aid Eligibility

Location: Kroeber Hall, Room 155
Presenters: Carol Takao, Silvia Marquez, Mary Howell, Michele Butler Larkrith, & Fabrizio Mejia
Institution: University of California, Berkeley

The University of California Berkeley formed a Satisfactory Academic Progress (SAP) Advisory Group to innovate and identify strategies for collaboration. Rather than focus simply on compliance to federal financial aid SAP regulations, we formed to discuss a holistic approach for better serving our students, sharing data and information, streamlining the SAP appeal process and developing a communication and training strategy to educate students and advisors about the importance of students maintaining financial aid eligibility while optimizing their educational opportunities. Join representatives from Financial Aid, Educational Opportunity Program, Undergraduate Admissions, and College of Engineering to share best practices for fostering partnerships to develop a holistic approach to addressing complex student issues as a campus community.

The Tip of the Iceberg: Identifying and Utilizing the Hidden Strengths of Introverted Advisors for More Purposeful Student and Professional Development

Location: Wurster Hall, Room 102
Presenters: Stacy Shapin & Kristie Berthelotte
Institution: University of Nevada, Las Vegas

The current climate of universities to demonstrate increased retention and graduation rates make the advisor's role critically important to the success of these initiatives. Additionally, this can increase the pressure an advisor feels to be "on". Many professional development opportunities for advisors assume that one is animated, outspoken, gregarious and communal; traits that are inherently extroverted in nature. This presentation will identify introvert strengths and issues that introverts face with professional development opportunities and expectations of advising roles; explore how those strengths are necessary to departmental success and student outreach and development; and provide suggestions for best practices in incorporating introverted skills and strengths within departments.

10:00am – 10:50am: Concurrent Session #8

ADHD and College Students: What Advisors Need to Know

Location: Wurster Hall, Room 106
Presenter: Mary McIlrath Fischer
Institution: University of Southern California

Students with ADHD face unique challenges upon entering college, and academic advisors are perfectly positioned to support students during this difficult transition. This presentation will introduce advisors to the common challenges students with ADHD may experience in college, and will highlight how collaboration with campus resources can enhance support for students with ADHD. Common strategies and tools for increasing the effectiveness of advising delivery will also be discussed. Participants will be empowered to serve as well-informed advocates and sources of support for students with ADHD.

Advisors Going Tech: The Transformative Power of iPads in Advising

Location: Wurster Hall, Room 112
Presenter: Ruben Canedo
Institution: University of California, Berkeley

Students thrive, academically and socially, when they have the ability to engage with digital learning materials

anytime, anywhere. Across the US, education institutions that utilize mobile devices as learning tools have reported substantial gains in academic performance, as well as faculty and student satisfaction. UC Berkeley's Educational Opportunity Program (EOP) and Apple have partnered to propose the creation of a technology eco-system (Transform U) that will leverage the power of iPads for Berkeley EOP students. This eco-system holds the power to engage students and advisors in more meaningful ways while increasing the impact and scope of teaching, learning, and advising. Join us for our proposal presentation and also contribute to a group discussion aimed at sharing experiences and best practices of utilizing mobile devices and technology in advising settings.

Challenging Our Students: Knowing and Using Student Development Theory with Implementing Theory-To-Practice (Also offered in Concurrent Session #1)

Location: Kroeber Hall, Room 155
Presenter: Joseph Menor Jr
Institution: University of Hawai'i at Manoa

How do we challenge our students to make meaning during their decision process that can help in their long-term goals? Many student development theories exist and understanding these theories will be helpful in advising students. This session will investigate, through analysis and conversation, the importance of student development theory in higher education, while going over an example of a student development theory with a theory-to-practice model. Participants will be asked to contribute to the conversation by suggesting their theory-to-practice examples and how they plan to apply different methods to their advising practices. This session is offered in Concurrent Session 1 and Concurrent Session 8.

Climbing Graduation Peak: The Use of Metaphors in Advising

Location: International House, Sproul Rooms
Presenter: Anatole Soyka
Institution: University of California, Berkeley

More than a poetic device, metaphors are commonly used in everyday communication, as discussed by Berkeley Linguistics Professor George Lakoff and philosopher Mark Johnson in their seminal book "Metaphors We Live By". By knowing the metaphorical concepts a student brings to the student-adviser relationship, advisers can better serve students. For example, a common metaphor is that students often view advisers as "gatekeepers," which may lead to an oppositional or even adversarial relationship; in general, advisers would prefer a connection that is more collaborative and mutual. Additionally, advisers can set the tone of a student-adviser relationship with culturally relevant metaphors. This workshop will first present cases and relevant articles and will then include a brainstorming session on developing metaphors for use with students.

Helping Students on Academic Probation: Do "Academic Success Plans" Matter? (Also offered in Concurrent Session #6)

Location: Minor Hall, Room 489
Presenters: Jeff Peters & David Belt
Institution: University of Nevada, Las Vegas

Have you wanted to measure the effectiveness of specific tools you use to help a student who is struggling academically? We did! As advisors we collaborate with students on probation to create tailor-made academic success plans for them to follow which outline a required program of coursework for their next three semesters. The goal of these plans is to give the students a road map to bring them back in good academic standing. We analyzed student data within our College, tracking students across three semesters, specifically looking for upward trends in semester and overall GPA. Furthermore, we interviewed students who have successfully returned to good standing and asked questions to qualitatively measure the effect of academic success plans. This session is offered in Concurrent Session 6 and Concurrent Session 8.

Industry Job Panels
Location: Wurster Hall, Room 104
Presenters: Jerry Chang, Michelle Xiong, Sam Tran, Sylvia Head, & Lawrence Bliss
Institution: California State University, East Bay

A major role in academic advising is guiding students to explore their goals and motivations, identifying paths to success and connecting their academic and personal development to their future careers. The Industry Job Panels bring students, faculty and advisors together with alumni from interrelated industries in a series of panel discussions on career-readiness with opportunities for intimate Q&A over lunch. Students connect to the alumni journey from being student to finding success in industry and identify alumni mentors to help them forge their own paths. Faculty and advisors strengthen their connection to industry to better serve students through curriculum and advising. Alumni reflect on their journeys thus far and explore new opportunities with other successful alumni while inspiring a new generation to succeed.

Integrating Academic Advising with Student Administrative Services aka: Collaborating with the Academic Enemy
Location: Wurster Hall, Room 102
Presenter: Andrea Harris
Institution: Pepperdine University

Are you afraid from the mere thought of integrating advising with student services? Fear no more! Pepperdine University did it and we are ready to share with you the phenomenal success of our integrated system: the superior academic experiences of our students, streamlined administrative processes, increased retention, and the improved relationship between our faculty and administrators. In this session, you will learn the benefits of establishing your own integrated student service environment and also get the tools you need to begin that process on your campus. We successfully integrated academic advising with traditional student services over 8 years ago and we have never looked back!

Maximizing Your Internship: Creating Golden Opportunities for Your Future
Location: International House, Home Room
Presenters: Katherine Castro & Justin Wembes
Institution: San Francisco State University

Have you ever wondered how can you stand out at your internship? Have you ever left an internship and wonder, what was my impact? How can I use what I learned to get a job? We too have grappled with these same challenges and decided to develop a presentation to provide you with the mindset, tools, and attitude to help you stand out. The work you do is what you will be evaluated on, and the attitude you bring to the table everyday is what they will remember about you. Our presentation will provide you the tips, strategies, and advice from seasoned interns on how to maximize your internship. Participants will have the opportunity to ask questions and learn valuable information that can create golden opportunities for your future job.

UC Campus Implementation of the American Foundation for Suicide Prevention's Anonymous, Online Depression and Suicide Prevention Screening Program
Location: Kroeber Hall, Room 160
Presenters: Counseling and Psychological Services, University of California, Berkeley
Counseling and Psychological Services, University of California, San Francisco

In 2001, responding to rates of suicide and unmet mental health needs on university campuses, the American Foundation for Suicide Prevention (AFSP) developed a web-based screening program to reach out to students with mental health concerns. Students are invited to participate in the screening program via personal e-mail,

prompted to take an online questionnaire and to communicate anonymously with a campus psychologist. This presentation, facilitated by current UC psychologists who have implemented the screening program at UC Berkley and UCSF, addresses the application, outcomes, and challenges related to using the program. The results have substantial implications for student well-being, building campus partnerships, and advising student with mental health concerns.

11:00am – 11:50am: Concurrent Session #9

Advising Latin@s: Tying Theory to Practice
Location: Minor Hall, Room 489
Presenters: Liliana Iglesias, Anacany Torres, & Eboni Martin
Institution: University of Southern California

With the growing population of Latina/os in the U.S. (Pew Research Center) colleges are consequently seeing a larger enrollment of Latina/o students (College Board). Due to this rising and ever-changing trend in demographics, institutions of higher education are in need of adjusting their policies and practices to accommodate this student population. Within advising, practices and approaches to advising need to be reconsidered in order to meet the cultural, social and academic needs of this growing population. This workshop explores theories and strategies that help advise Latina/o students effectively.

Best Practices for Engaging Student Learners: Teaching as a Critical Role for College Counselors and Advisors
Location: Wurster Hall, Room 102
Presenters: Rebecca Toporek, Rachel Fuld, & Vanessa Barbic
Institution: San Francisco State University

Increasingly, college counselors and advisers are providing services through group and teaching venues. These are often seen as forums to provide information to students as well as introduce them to the college environment and facilitate college success and career exploration. Yet, aside from ice breakers and other "fun" activities, students often participate as passive receivers of information. We propose that group venues are ripe for opportunities for students to practice and learn to be engaged students. This engagement focuses on the integration of strengths-based learning and techniques that promote student accountability. This presentation will provide a framework for designing courses and group interventions as best practices that facilitate students in taking an active role in their learning.

"Challenge Accepted!" Creating Retention Programs With Limited Resources
Location: Kroeber Hall, Room 160
Presenters: Greg Roldan & Jackie Duerr
Institution: California State Polytechnic University, San Luis Obispo

As advisors, balancing your responsibilities to the student, department, and university can distract from effective retention program planning and implementation. How do you create meaningful and efficient retention programs with limited time and resources? Utilizing diverse models of advising and collaborative efforts, the College of Engineering has decreased its academic probation rate from 15 to 10 percent per quarter. This interactive presentation will focus on increasing department efficiency and retention rates.

Paradigm Shift: Integrating Data-Driven and Social Media Solutions to Maintain High-Quality Advising in Rapidly Changing Majors

Location: International House, Sproul Rooms
Presenter: Christopher Hunn
Institution: University of California, Berkeley

Universities have seen unprecedented growth in certain majors and after the economic downturn of 2008, many advisors found themselves ill-prepared to meet the demand effectively. When budgets are tight and enrollments are skyrocketing how does an advisor optimize time and responsibilities in a way that retains students' academic success? The Computer Science major at UC Berkeley has grown by 500% in just 4 years and has nearly doubled in the past year. Despite record enrollments, the advisor now sees decreasing queries, allowing for more time spent on high-touch advising with students. Attendees will see how using data to update policies coupled with implementing social media solutions can save time while enhancing the advisor-advisee relationship.

Student Parents in Higher Education: Thriving Not Just Surviving at Cal

Location: Wurster Hall, Room 104
Presenters: Ginelle Perez, Koko Mulder, Jen Siecienski, & Ariane DeVore
Institution: University of California, Berkeley

The Student Parent Program at Berkeley was initiated 25 years ago. Today, CAL is still the only campus in the UC system that is actively addressing the needs and issues of student parents with specific student service support programs. In this workshop, we will offer information about the demographics of student parents on campus and give an overview of existing student parent resources and services. The dynamic needs of students reinforces the importance for us to create strong links and partnerships across campus.

Technology in Advising: Campus Collaboration Assessing Student Technology Needs in Advising

Location: Wurster Hall, Room 106
Presenters: Chris Parker, Tracy Johnson, Salvador Mora, David Belt, & Michael Biesiada
Institution: University of Nevada, Las Vegas

Are you interested in why students are not referring to the information that is available to them online? The use of technology is at the students fingertips 24/7 and yet they ask about deadlines, how to run a degree audit and where to find internships. According to U.S. News & World Report, UNLV ranks in top 10 for diversity for the third consecutive year. As a diverse institution we wanted to see if we are meeting the needs of our students regarding technology currently used to compliment the advising experience. With a campus wide collaborative effort students will improve access to information via social media or through advising websites.

The Bio-Psychosocial Aspects of Disability: A Holistic Perspective of College Students with Disabilities

Location: Wurster Hall, Room 101
Presenters: Haydee Lindgren & Alexandra Jamali
Institution: University of California, Berkeley

Over the last ten years, the number of disabled students at US college campuses has greatly increased. This presentation will raise awareness of the bio-psychosocial needs of this growing student population. As members of DSP, we believe that best practices is to view disabled students from a holistic lens. Academic advisors are in a unique position, serving both as advocates, guides and supports for disabled students. The importance of

conceptualizing disability from a bio-psychosocial lens will greatly impact student's disclosure, conceptualization of difficulties, as well as improve retention, motivation and a collaborative relationship. Weaving historical experience with contemporary institutional practice, our presentation outlines issues pertinent to field of disability and the key interplay with academic advising.

The Intersection of Campus Climate and the Student Experience

Location: International House, Home Room
Presenters: Andrew Eppig & Sereeta Alexander
Institution: University of California, Berkeley

An engaging and healthy campus climate is a critical component of the undergraduate experience and understanding the environmental factors facing students is crucial to a holistic advising approach. We use survey data to assess undergraduate campus climate trends at UC Berkeley. This assessment covers three areas: feelings of respect; exposure to stereotypical or negative language; and perceived importance of diversity to the campus. Each area is examined across multiple affinity groups – race/ethnicity, sexual orientation, and religious affiliation, socio-economic status, and immigration background – including the intersection of identities. We will connect an understanding of climate issues and the student experience to the student advising context.

What Makes Advising Work? Conceptualizing, Developing, and Evaluating Program Standards

Location: Wurster Hall, Room 112
Presenters: Phil Walz, Carolyn Clark, Maura Daly, Juan Francisco Esteva Martinez, Tony Mirabelli, & Lorena Valdez
Institution: University of California, Berkeley

Last year, as part of a UC Berkeley Advising Council initiative, a group of Berkeley advisors and analysts created an innovative and adaptable guide for how to evaluate advising program effectiveness. Our goal was to include the curricular and co-curricular advising community in a locally driven project, by and for advisors. Based on interviews, benchmarking, and research in the current literature, the working group identified seven key advising program standards or components which contribute to effective advising. This presentation describes our process and findings, and is designed to help other advisors conceptualize, develop, and evaluate the key components of their own advising programs.

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UC BERKELEY CAMPUS MAP KEY
(Map on back cover)

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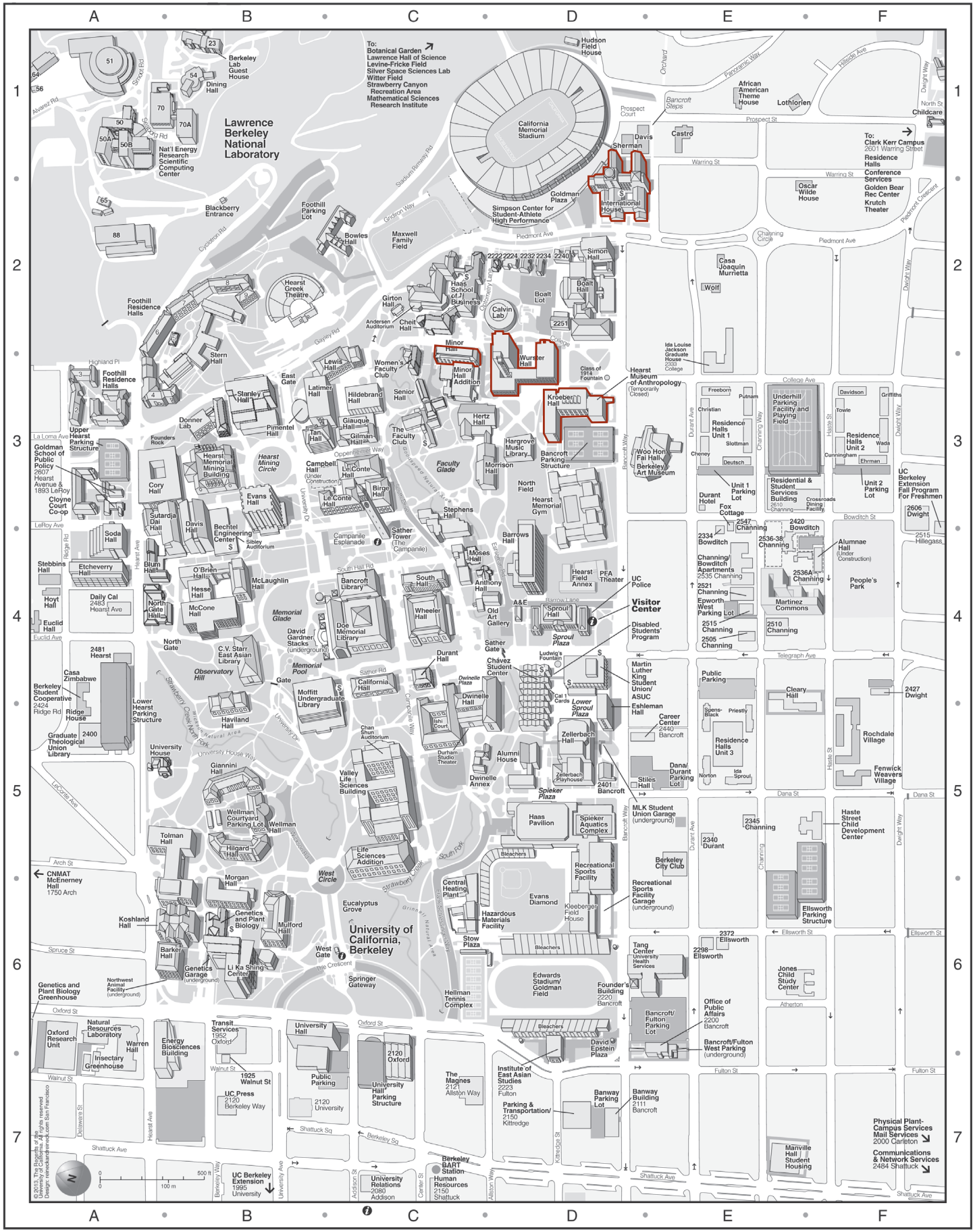
Zellerbach Playhouse, D-5

UC BERKELEY CAMPUS MAP

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