



SIoux FALLS
 · SOUTH DAKOTA ·

BLAZING A TRAIL TO SUCCESS

· 2019 ·



Blazing a Trail to Success

**NACADA North Central Region Six Conference
May 1-3, 2019 | Sioux Falls, South Dakota
Sheraton Sioux Falls & Denny Sanford Premier Center**



Welcome to Sioux Falls

Welcome to the 2019 Region 6 Conference! On behalf of the Region 6 Steering Committee, I am delighted to welcome you to Sioux Falls, South Dakota in Blazing a Trail to Success. We are very pleased that you have joined us and I am sure that you will find this a fulfilling experience.

My first NACADA conference experience was at the Region 6 Conference in Fargo, North Dakota in 2009. I have never forgotten that event. It provided me with the opportunity to meet amazing advisors; make new friends and enrich my advising knowledge. To those attending the conference for the first time, embrace this opportunity. This is the chance to meet colleagues from your own state or province as well as across Region 6. I am also looking forward to meeting you all at the First Time Attendees Session.

For those who have attended previous Region conferences, welcome back! I am delighted that you are joining us here in Sioux Falls. I hope you are able to re-connect and meet new NACADA members. The conference provides you with the opportunity to enrich your advising knowledge and learn some new practices to take back to your campuses to support your students' success.

I hope that you will also take the opportunity to attend the Region 6 State and Province meetings. Your State or Province Liaisons are looking forward to meeting you. This is an opportunity for us to hear from you and for you to learn more about Region 6 and NACADA. Consider how you can get involved and share ideas on how Region 6 can help you in your professional roles. Your state/province rep will be there to guide the conversations.

During the conference, we will also be recognizing this year's 2019 Region 6 Awards winners. We look forward to receiving next year's worthy nominations and applications from Region 6 members for the upcoming 2020 awards!

At this time, I want to take this opportunity to thank this year's co-chairs Sherrie Bosse and Holly Haddad along with the members of the Conference Planning Committee for all their hard work in putting together a memorable conference for us to enjoy.

While attending the conference, take advantage of the networking opportunities and connect with the amazing colleagues in our field. NACADA is a member-driven organization whose success depends on involvement from members such as yourself.



Yvonne Halden
Region Six Chair
University of Manitoba

From the 2019 Conference Co-Chairs

Welcome to the 2019 Region 6 Conference! We are so excited to host our colleagues from Region 6 and beyond in Sioux Falls to explore how we can support students in "blazing a trail to success." In addition to attending sessions that we hope will inspire and invigorate you, please be sure to take the opportunity to network with other attendees, check out beautiful Falls Park and explore the downtown area shops, restaurants, and entertainment venues!

Whether you are new to the advising profession or a seasoned pro, NACADA provides so many opportunities for professional growth. We highly encourage attendees to check out one of the Conversation with NACADA Leadership focus group sessions as well as take part in your state/province meetings. Member involvement is what makes this association exceptional.

And, as anyone who has experienced a NACADA conference in the past knows, our members know how to have fun! Be sure to join us for some great food and music at the opening reception on Wednesday, and take advantage of the free shuttles on Thursday that will transport attendees to and from the downtown area featuring a host of great places to eat and unwind.

We are so grateful to our keynote speaker and all of the presenters who are sharing their expertise this week as well as our exhibitors and the institutions who have supported our committee in planning this conference. We also want to extend a big thank you to our conference committee for their hard work over the past year in putting this event together, and to all of you for attending.



Sherrie Bosse
Conference Co-Chair
University of South Dakota



Holly Haddad
Conference Co-Chair
University of South Dakota

Conference At-A-Glance

Wednesday, May 1

1-3 pm *Preconference Workshops*

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|----|---|------------|
| P1 | Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing | MR 6 & 7 |
| P2 | Conceptualizing Equity and Inclusion Work | MR 11 & 12 |

3:30-4:30 pm P3 *NACADA Orientation for First-Time Attendees* Ballroom A

4:45-6:45 pm *Opening Reception, Awards, Entertainment* Ballroom B

6:45 PM *Dinner on Your Own*

Thursday, May 2

8-9 am *Breakfast* Ballroom A

9-10 am *Concurrent Session 1*

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|-----|---|------------|
| 1.1 | The Artist as Advisor: How your Creative Side Drives Empathy, Understanding, and Perception in your Advising Office | MR 6 & 7 |
| 1.2 | Tales of a Transfer Student: Lessons Learned from a Transfer Student Outreach Campaign | MR 8 & 9 |
| 1.3 | When the Road Gets Rough: Self-Care & Emotional Management in Advising | MR 11 & 12 |
| 1.4 | Advising Online Students: Service is Key to Success | MR 14 |
| 1.5 | Cognitive Bias in Academic Advising | MR 10 |
| 1.6 | Blaze your Trail as a Practitioner-Scholar: Determining Your Level of Involvement in the Scholarship of Academic Advising | MR 13 |
| 1.7 | How to Find a Path to Success and Stay on Course: A Discussion of Retention Practices at a Community College | MR 3 |

10:15-11:15 am *Concurrent Session 2*

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| 2.1 | Blazing a Trail Together During Alternative Advising: Supporting Students Who Must Change Their Major or Career Involuntarily | MR 6 & 7 |
| 2.2 | Fast Travel Advising: When to Skip & When to Take the Long Way | MR 8 & 9 |
| 2.3 | When Advising Gets UGLY! | MR 11 & 12 |
| 2.4 | Does 2 + 2 = 4? | MR 14 |
| 2.5 | Blazing the Future of Advising: ELP Building Diversity in NACADA Leadership | MR 10 |
| 2.6 | Mapping a Successful Advising Experience through Mentorship | MR 13 |
| 2.7 | The Effectiveness of Using a Well-Being Guide in Relation to Helping Students Manage Stress | MR 3 |

11:30 am-12:30 pm *Concurrent Session 3*

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| 3.1 | A Conversation with NACADA Leadership | MR 6 & 7 |
| 3.2 | Maximizing Student Success through Behavioral Economics | MR 8 & 9 |
| 3.3 | Re-Directing the Non-Competitive Applicant: Developing a Proactive Advising Model | MR 11 & 12 |
| 3.4 | The Academic Advising Syllabus: Beneficial for the Advising Process, But How Do We Measure its Efficacy? | MR 14 |
| 3.5 | Demographics are Not Destiny: Lessons from the Front Lines of Working with First Generation Students | MR 10 |
| 3.6 | Integrating Advisor Training on Campus: Creating and Implementing an Advisor Certification Program | MR 13 |
| 3.7 | Pre-Law Advising: Nuts and Bolts for the Generalist | MR 3 |

12:30 pm-2:30 pm *Lunch/Business Meeting/Keynote*

Ballroom A

2:45-3:45 pm *Concurrent Session 4*

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| 4.1 | Overcoming Roadblocks on Your Trail: Using Creativity in Advising | MR 6 & 7 |
| 4.2 | A Nascent Academic Discipline Blazing a Trail? An Exploration of Graduate Programs in Academic Advising. | MR 8 & 9 |
| 4.3 | The Mentor: Creating a Peer Advising Program | MR 11 & 12 |
| 4.4 | Happiness as an Educational Goal: Building Resilience in College Students | MR 14 |
| 4.5 | Creating Pathways to Success: Seamless Transitions from Secondary to Post-Secondary Education for American Indian Students | MR 10 |
| 4.6 | Character-making in Advising Notes: How We Tell Our Students' Stories | MR 13 |
| 4.7 | Trails Converge: When Your Higher Ed Career Leads You to Advising | MR 3 |

Conference At-A-Glance

4-5 pm **State/Province Meetings & Dessert Socials**

Manitoba and Saskatchewan	MR 6 & 7
Iowa	MR 8 & 9
South Dakota	MR 11 & 12
Minnesota	MR 14
Nebraska	MR 10
North Dakota	MR 3

5:15-10:15 pm *Dinner on Your Own - Shuttles from Sheraton to Phillips Avenue for Downtown Dining*

Free Shuttle Service

Thursday, May 2, from the Sheraton Lobby to downtown Sioux Falls running from 5:15-10:15 pm.
Check out the sculpture walk and the many options for dining and entertainment!

Friday, May 3

8:30-9:30 am **Breakfast**

Ballroom A

9:30-10:30 am **Concurrent Session 5**

5.1	Advising Fine & Performing Arts Students	MR 6 & 7
5.2	"Woke" Advising: Consider the Personal and Cultural Dynamics of our Worldview	MR 8 & 9
5.3	Developing the Next Generation of Advisors: Building an Internship Program for Graduate Students	MR 11 & 12
5.4	Tales of a Transfer Student: Lessons Learned from a Transfer Student Outreach Campaign (repeat of session 1.2)	MR 14
5.5	Blazing a Trail Together During Alternative Advising: Supporting Students Who Must Change Their Major or Career Involuntarily (repeat of session 2.1)	MR 10
5.6	Cognitive Bias in Academic Advising (repeat of session 1.5)	MR 13

10:45-11:45 am **Concurrent Session 6**

6.1	Bridging the Distance Between Online Students and Blazing the Trail to Success	MR 6 & 7
6.2	Guides Along the Path: Considerations for Supporting the Aspirations of Transfer Students in Pursuit of Graduate School	MR 8 & 9
6.3	Answering Academic Advising Questions from a Career Development Lens	MR 11 & 12
6.4	A Conversation with NACADA Leadership (repeat of session 3.1)	MR 14
6.5	When the Road Gets Rough: Self-Care & Emotional Management in Advising (repeat of session 1.3)	MR 10
6.6	Integrating Advisor Training on Campus: Creating and Implementing an Advisor Certification Program (repeat of session 3.6)	MR 13

11:45 AM *End of Conference - Thank You!*

2019 Conference Committee

Conference Co-Chair

Sherrie Bosse
University of South Dakota

Conference Co-Chair

Holly Haddad
University of South Dakota

Program Coordinator

Jill Paulson
University of South Dakota

Volunteers Coordinator

Laura Jacobs
South Dakota State University

Vendor/Exhibit/Sponsor Coordinator

Todd Stricherz
South Dakota State University

Local Hospitality

Billie Streufert
Augustana University

Special Events

2019 Region Six Awards Ceremony

Wednesday, May 1 | Ballroom B | 4:45-6:45 pm

The goal of the NACADA Awards Programs is to encourage wider support and recognition for academic advising in colleges and universities by providing an opportunity for recognition of outstanding advising. An ultimate outcome of these programs is to improve advising services for students. By honoring individuals who advise within NACADA Region Six, we hope to bring more deserved recognition and respect to the important role that academic advisors play in higher education.

Excellence in Advising - Advisor Primary Role

Eric Einspahr, University of Nebraska Lincoln

Excellence in Advising - Advisor Primary Role

Martha Kirby, University of Iowa

Excellence in Advising - New Advisor

Courtney Luxon, University of Nebraska Omaha

Excellence in Advising - New Advisor Certificate of Merit

Elizabeth Rook Panicucci, University of Iowa

Keynote Speaker

Wednesday, May 1 | Ballroom B | 4:45-6:45 pm



Stephanie Herseth Sandlin was inaugurated as the 24th president of Augustana University on September 15, 2017. She is the first woman to lead the university in its 158-year history.

Stephanie grew up on her family's farm in northeastern South Dakota. Raised in a family involved in government and public service, Stephanie chose to attend college in Washington, D.C., graduating summa cum laude from Georgetown University and cum laude from the Georgetown University Law Center.

In 2004, Stephanie won a special election, going on to serve four terms in the United States House of Representatives. She was the first woman elected to the U.S. House from South Dakota as well as the youngest woman serving in Congress during that time. Stephanie specialized in policy important to

South Dakota including agriculture, renewable energy, veterans' education and tribal affairs.

After leaving Congress in 2011, she became a partner in a Washington, D.C. law firm, and, in 2012, she was invited to join Raven Industries—a publicly-traded company headquartered in Sioux Falls, SD—as its first General Counsel and Vice President of Corporate Development. While at Raven, Stephanie established a legal and regulatory compliance department, updated corporate policies and governance practices, and negotiated the largest acquisition in the company's history.

Stephanie is married to former Texas Congressman Max Sandlin, an attorney and former Chairman of the Board of Feeding South Dakota. They live in Sioux Falls with their 9-year old son Zachary and enjoy all things baseball and bluegrass.



Preconference Workshops

P1 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing

MR 6 & 7 | 1-3 pm

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, NACADA-produced books, the new online, scholarly journal NACADA Review: Academic Advising Praxis and Perspectives, and the flagship NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Craig McGill, University of South Dakota

P2 Conceptualizing Equity and Inclusion Work

MR 11 & 12 | 1-3 pm

As student populations become increasingly diverse, advisors play a critical role in supporting students who hold a wide range of identities and advocating for their needs. In order to do this effectively, advisors must be committed to equity and inclusion engagement. The purpose of this presentation is to equip participants with a practical model for organizing this process individually and collectively. Through reflection and application of the framework, participants will consider their own commitment to equity and inclusion, assess their progress, identify appropriate individual next steps, and/or develop a strategic approach within their organization. The content for this session is based on a framework created by the presenter which is informed by personal experience, reading, and training in the areas of equity and inclusion.

Martha Scott Johnson, University of Minnesota - Twin Cities

P3 NACADA Orientation for First-Time Attendees

Ballroom A | 3:30-4:30 pm

Get introduced to NACADA - The Global Community for Academic Advising and your NACADA region! This new member orientation will provide you with guidance and insights as you begin your journey - to understand how you can make the most of your "first year experience" in NACADA and with your region. During this session you will have the opportunity to: 1) Learn about the structure and opportunities of NACADA; 2) Develop ideas for resources and networking to help you both personally and professionally in your region; and 3) Listen to colleagues share their stories and connect with other new members to the association. Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story!

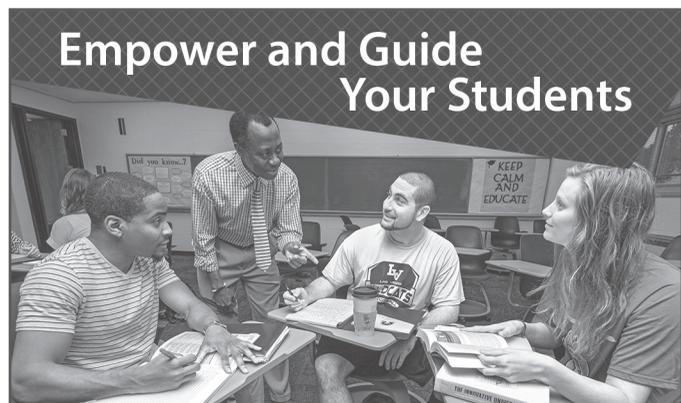
Yvonne Halden, NACADA Leaders

Opening Reception/Awards/Entertainment

Ballroom A | 4:45-6:45 pm

Dinner on Your Own

6:45 pm



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Thursday is Spirit Day! Show your school spirit by wearing a shirt from your institution!

Thursday Breakfast

Ballroom A | 8-9 am

Concurrent Session 1

1.1 The Artist as Advisor: How your Creative Side Drives Empathy, Understanding, and Perception in your Advising Office

MR 6 & 7 | 9-10 am

Artists by nature are highly sensitive individuals. According to Scott and Gregoire's 2016 book, "Wired to Create," artists exhibit many characteristics that drive good advising. For instance, they're often acutely aware of their surroundings, highly resilient, and keen observers of others. Oftentimes, they're even more perceptive, noticing signs and signals that others may miss. This presentation will show you how the artistic skill-set (self-awareness, acute observation skills, and sensitivity) can benefit and strengthen your academic advising.

Tasha Cotter, University of Kentucky

1.2 Tales of a Transfer Student: Lessons Learned from a Transfer Student Outreach Campaign

MR 8 & 9 | 9-10 am

Advisors know each transfer student has a unique story. Taking the time to hear the story, review the transfer information, and provide the appropriate services and referrals can be a challenge. Using advising technology to create a strategic outreach campaign, the College of Arts and Sciences invited all the CAHSS transfer students to tell their tale. The meetings included reviews of all courses but revealed much more for those who chose to take the invitation and the advisor who made it.

Jessica Lewis, South Dakota State University

1.3 When the Road Gets Rough: Self-Care & Emotional Management in Advising

MR 11 & 12 | 9-10 am

Advisor wellness is a key component to avoiding burnout, yet it is rarely discussed. When the Road Gets Rough: Self-Care and Emotional Management in Advising will take an honest look at these 'rough patches' in our work and will provide tools in which to navigate your way out of them. Presenters will share personal stories from the trenches, how it affected their work and personal lives, and discuss strategies to move forward when your well being has been compromised.

Amber Kargol, Iowa State University & Kacey Gregerson, University of Minnesota

1.4 Advising Online Students: Service is Key to Success

MR 14 | 9-10 am

Online education is a popular option that students are increasingly choosing because of the flexibility it offers to the student. With this comes the need for academic advising of these students. What are the components of effective advising of online students? How does an advisor relate to a student we may never see in person? What advisor qualities are necessary to help students be successful? What are some ways to organize online advising to be effective? Mayville State University has a large online population and advisors who go above and beyond for their online advisees. This session will offer ideas on how to make a high-quality impact on your online advisees.

Teri Wright, Mayville State University

1.5 Cognitive Bias in Academic Advising

MR 10 | 9-10 am

Biases are how humans make sense of their world. In academic advising, a positive bias could be an advisor's preference, or affinity, to work with a particular student group. A negative bias could be an advisor's discomfort or even refusal to work with students from a particular group. Bias can be exerted in two ways, explicitly (consciously) and implicitly (unconsciously). In this session, we explore how bias can be present in an advisor-student relationship as well as in career advising, and ways in which biases may be reduced.

Rene Couture, Arkansas Tech University

1.6 Blaze your Trail as a Practitioner-Scholar: Determining Your Level of Involvement in the Scholarship of Academic Advising

MR 13 | 9-10 am

As the scope of the profession of advising grows and deepens, individual advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective "Involvement in Research" framework. Join members of the NACADA research committee and journal editorial board as we explore ideas for your own place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there.

Craig McGill, University of South Dakota

1.7 How to Find a Path to Success and Stay on Course: A Discussion of Retention Practices at a Community College

MR 3 | 9-10 am

For the past several years, one of the most active committees at Scott Community College (SCC) has been the Retention Committee. In this session, two academic advisors who serve on the committee will provide an overview of the committee's current goals and dive in to several successful initiatives that the committee has launched in this academic year, including a mentorship program and a registration rewards program among several others. This session provides participants with a space to not only learn about how these initiatives have worked within a 2-year institution, but to also share their own experiences in an open and collaborative space.

Kristen Stradt-Johnson & Kari Hanson, Scott Community College

Concurrent Session 2

2.1 Blazing a Trail Together During Alternative Advising: Supporting Students Who Must Change Their Major or Career Involuntarily

MR 6 & 7 | 10:15-11:15 am

Of all the major changers, students who are denied admission into their chosen academic program are often the most difficult to support. Fortunately, there is solid empirical evidence to help us blaze a trail. In this session, participants will 1) examine the ethics and cultural barriers of initiating alternative advising 2) identify practical questions to assess the ways students may react and 3) describe the theoretical and practical techniques of alternative advising. Examples will be provided of notification, career exploration, and decision-making resources deployed by a liberal arts university. Other models described in the literature will also be examined. Participants will evaluate their existing practices together. Attendees will leave with strategies they can use on their campus to cultivate adaptability and support students who experience involuntary educational or vocational transitions.

Billie Struefert, Augustana University

2.2 Fast Travel Advising: When to Skip & When to Take the Long Way

MR 8 & 9 | 10:15-11:15 am

Videogames are becoming a part of many students' lives. As games becoming larger and immersive, developers integrate fast travel points allow students to instantly transport themselves to their desired destination. Deciding when to 'fast travel' can completely alter one's experience with the game and the same can be true for a student's advising experience. Today's students have increasingly diverse backgrounds and desire unique college experiences. As advisers we hold a position of power and can impact the experience students have. This presentation will

use real world examples to help attendees to develop a set of guidelines for using a fast travel or slowed down approach when working with a diverse group of students.

Austin Haytko, Iowa State University

2.3 When Advising Gets UGLY!

MR 11 & 12 | 10:15-11:15 am

This presentation will discuss experiences, emotions, and suggested strategies for providing ongoing support to students who behave in an extreme manner. How do we survive and thrive when put in these situations? Throughout this presentation, we will compare and contrast normal and abnormal behavior. Attendees will identify campus and community resources to provide support in these situations. Participants will learn about national trends on safe work spaces. We will articulate strategies to prepare for effective meetings with students who have been challenging and recall the privilege of working with the great students.

Donna Dunn, South Dakota State University

2.4 Does 2 + 2 = 4?

MR 14 | 10:15-11:15 am

As higher education costs continue to rise, more and more students start their college experience at a 2-year college. The 2018 Transfer and Mobility report from the National Student Clearinghouse Research Center also shows 38.5 percent of students starting at a 4-year institution and 37.1 percent starting at a two-year institution transfer schools at least once during their career (p. 4). Therefore, as advisors, we are spending more time assisting students with transfer in and out. Our intention is to give colleagues an opportunity to hear from advisors at 2 and 4 year institutions regarding best practices. The second half, we will discuss difficult questions and situations surrounding the transfer process. In groups, we will identify barriers and learn about each institution's transfer process.

Cara Garrett & Hillary Young, Hennepin Technical Institute; Laura Boche, University of Wisconsin, River Falls

2.5 Blazing the Future of Advising: ELP Building Diversity in NACADA Leadership

MR 10 | 10:15-11:15 am

Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA's mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA's leadership and contribute to the association's mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Inclusion & Engagement Committee and ELP are changing the face of NACADA.

Amy Korthank, University of Iowa

2.6 Mapping a Successful Advising Experience through Mentorship

MR 13 | 10:15-11:15 am

Are you a new advisor looking for professional development and guidance? Are you an administrator or director looking for ways to develop your staff? If you answered 'yes' to one of these questions, this session is for you! Mapping a Successful Advising Experience Through Mentorship will explore the value of mentoring relationships for both new and seasoned advisors. Participants will learn the different types of mentoring relationships, the resources available to find them, and will be taken through an activity to identify the skills advisors are hoping to enhance or the key areas in which to develop your staff. The NACADA core competencies will be used as a map to identify key areas of professional development and participants will leave with an action plan to seek out mentors.

Amber Korgol & Kelsie Poe, Iowa State University

2.7 The Effectiveness of Using a Well-Being Guide in Relation to Helping Students Manage Stress

MR 3 | 10:15-11:15 am

Promoting wellness is an important component of academic success in higher education. This study examines the effectiveness of a Well-Being Resource Guide. A survey instrument will be evaluated to determine if the guide assisted with providing resources that could potentially help students with stress/anxiety. The survey instrument will focus on four areas of holistic wellness: academic, financial, relationship, and health.

Chanda Walter, South Dakota State University

Concurrent Session 3

3.1 A Conversation with NACADA Leadership

MR 6 & 7 | 11:30 am-12:30 pm

NACADA's Region Division has been charged to embark upon a review similar to those the Administrative and Advising Communities Divisions recently completed. This review is being conducted to determine how to provide the best possible professional development to members. We are taking the time to reflect on what it means to be a global organization in relationship to the regional structure. To this end, a survey was sent to all NACADA members in late 2018, and focused discussions are being conducted both virtually and in person. This session is another venue to gather input from our members and will focus on the region review project. Please attend ready to share your opinion regarding how the NACADA Regional Division can best meet your needs today and in the future.

Joan Krush, NACADA Executive Office

3.2 Maximizing Student Success through Behavioral Economics

MR 8 & 9 | 11:30 am-12:30 pm

Understanding how students make decisions and the variables that influence their decision-making will allow us to help them make better decisions consistent with their own goals. The field of behavioral economics provides an understanding of how people process information and how they really make decisions by examining the impact of social, cognitive and emotional factors. We will explore how students are affected by the 'paradox of choice' and how to manage information to make those choices manageable. In this informative and interactive session, we will touch on the work of prominent scholars in the field, discuss a variety of applications in your approach to academic advising and offer suggestions on how to guide students in getting the most out of their higher education experience.

Ilka Cudmore, University of Manitoba

3.3 Re-Directing the Non-Competitive Applicant: Developing a Proactive Advising Model

MR 11 & 12 | 11:30 am-12:30 pm

Advising students pursuing highly competitive majors is multifaceted. Advisors are tasked with delivering complex admission information without deterring or offending, providing encouragement while instilling realistic expectations and promoting the back-up plan to reluctant advisees. In addition, accountability pressures on higher education have now tasked advisors to find new ways of retaining the non-competitive applicant, without extending graduation. In this session, learn how one institution is working to implement a proactive advising model for at-risk students pursuing competitive programs. They will describe their process of identifying students, collaborating with stakeholders, examining the literature and developing interventions. Participants will take part in discussions to share the challenges their campus faces and explore ideas for early detection and redirection.

Katie Hodgden & Kasi Johnson, Minnesota State University, Mankato

3.4 The Academic Advising Syllabus: Beneficial for the Advising Process, But How Do We Measure its Efficacy?

MR 14 | 11:30 am-12:30 pm

The Academic Advising Syllabus: Beneficial for the advising process, but how do we measure its efficacy? Current research does not discuss how students utilize the advising syllabus and how advisers assess its efficacy. During this workshop, participants will review the benefits of the advising syllabus, discuss and reflect with colleagues about how a syllabus is used within advising, and brainstorm how effectiveness can be assessed.

Rochelle Privatsky & Jayne Sommers, University of St. Thomas

3.5 Demographics are Not Destiny: Lessons from the Front Lines of Working with First Generation Students

MR 10 | 11:30 am-12:30 pm

In our experience, first generation students face unique challenges while navigating their way to college graduation. Presenters will share key findings from 2 years of program research including lessons learned in implementing program evaluations and early interventions, and why using a framework of social justice in advising practice results in high persistence rates among at-risk student populations. Participants will have the opportunity to examine patterns and trends in the data and apply lessons learned to their own institutions. The session will include a discussion of the theoretical and structural framework that informs our practice and helped our organization achieve 90%+ graduation rates.

Melissa Burwell & Caitlin Cardinal, Wallin Education Partners

3.6 Integrating Advisor Training on Campus: Creating and Implementing an Advisor Certification Program

MR 13 | 11:30 am-12:30 pm

In an effort to engage faculty in advisor training, Minnesota State University Moorhead (MSUM) implemented an Advisor Certification program. The Advisor Certification Program is a training program for faculty to develop individual advising skills and competencies. Information covered in the Advisor Certification Program is centered on NACADA's Academic Advising Core Competencies model. Participants will be given a description of information covered in the program, details on how the program is advertised, frequency of sessions and hear feedback we have received on the program. This presentation will also provide an overview on other advising initiatives at MSUM, including the Lead Advisor Program. MSUM is a mid-size, public institution with a faculty based advising model.

Janet Sundquist & Megan Proulx, Minnesota State University - Moorhead

3.7 Pre-Law Advising: Nuts and Bolts for the Generalist

MR 3 | 11:30 am-12:30 pm

Whether you see one or fifty pre-law students each year, this session has something for you! We will review pre-law advising fundamentals, including: essential pre-law resources, detailed information on the application process, and updates on Law School Admission Test (LSAT) preparation options, administration format, and schedule. We will also review data resources advisors can use to inform programming options and advocate for pre-law advising on their campuses. Finally, we will spend some time on the art of advising pre-law students, paying particular attention to conversations about student suitability for a law career, and the personal, professional and academic preparation needed to prepare for the rigors of law school and the practice of law.

Martha Kirby, University of Iowa

Lunch/Business Meeting/Keynote

Ballroom A | 12:30-2:30 pm

Concurrent Session 4

4.1 Overcoming Roadblocks on Your Trail: Using Creativity in Advising

MR 6 & 7 | 2:45-3:45 pm

"But...this is how we have always done it." In our advising practice, it is very easy to fall into the routine of the job. Keeping policies and practices the same year after year, even though our student populations continue to change and the needs of each group are different. This session will explore ways to overcome the roadblocks and put creative ideas into action. Utilizing generational research, you will learn about initiatives, ideas, and programs that have been used in our advising practice to keep up with various needs of our students. In addition participants will have some time to share ideas from their institutions. This interactive program will leave you inspired to revamp your practice.

Garrett Gassman, Kayla Flott & Jessica Flohr, University of Nebraska - Lincoln

4.2 A Nascent Academic Discipline Blazing a Trail? An Exploration of Graduate Programs in Academic Advising.

MR 8 & 9 | 2:45-3:45 pm

As the scope of the profession of advising grows and deepens, individual advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective "Involvement in Research" framework. Join members of the NACADA research committee and journal editorial board as we explore ideas for your own place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there.

Craig McGill, University of South Dakota

4.3 The Mentor: Creating a Peer Advising Program

MR 11 & 12 | 2:45-3:45 pm

Retention of first year students is an issue on campuses across the country. In an effort to break this trend, the Beacom School of Business started exploring ways to adapt to our student's changing needs. In 2017 the school created and implemented a peer advising program for its first time students. This presentation outlines the planning and execution of a peer advising program, the highs and the lows, and offers advice to those institutions who may decide to do the same.

Carly Heard, University of South Dakota

4.4 Happiness as an Educational Goal: Building Resilience in College Students

MR 14 | 2:45-3:45 pm

This workshop inspires action through challenging student affairs professionals to re-frame their view of student success by considering happiness as an educational goal. Like all goals we hope to achieve, this requires mindful effort. This goal also faces numerous challenges, including under-resourced and over-taxed counseling centers who are struggling to keep up with the mental health needs of our students. Student affairs professionals are well-positioned to help fill this gap by encouraging students to re-frame their thinking with positive psychology.

Amanda Bergeron-Bauer, University of Nebraska - Lincoln

4.5 Creating Pathways to Success: Seamless Transitions from Secondary to Post-Secondary Education for American Indian Students

MR 10 | 2:45-3:45 pm

South Dakota State University has made a significant commitment to recruiting and retaining American Indian Students. The American Indian Student Center, has created access to comprehensive and holistic support services specific to this student demographic with the support of the newly formed Wokini Initiative. The SDSU AISC staff, work to provide intentional programming and services that meet the needs of these students and helps create a seamless transition from secondary education to a post-secondary experience. From deliberate relationship building during the early stages of recruitment, early orientation programming during a student's first days on campus, to walking across the graduation stage, we are there with them every step of the way. We work toward long-lasting and impactful results that speak to each American Indian student's unique experience, potential, and need.

Morgan Catlett-Ausborn & Amber Morseau, South Dakota State University

4.6 Character-making in Advising Notes: How We Tell Our Students' Stories

MR 13 | 2:45-3:45 pm

Advising notes are motivated by legal, institutional, and practical concerns. Our notes form a narrative of a student's college experience and have the power to shape that experience. In this presentation we center our role as the writer of this narrative. Focusing on advising notes, we will consider how we write about our students. What words do we use to describe our students and our interactions with them? What narrative arc do we construct? What scripts do we rely on? How do the stories we tell ourselves about students shape the narrative? By considering these questions, in this interactive presentation we will explore how to tell a student's story in a way that is empowering and provides space for student development and growth.

Crystal Lewis & Matt Rhodes, University of Iowa

4.7 Trails Converge: When Your Higher Ed Career Leads Your to Advising

MR 3 | 2:45-3:45 pm

Advising may be a different arena than where we began our careers in higher education, but there's likely a reason why the trail led us here. Chances are, our perceptions of advising have changed from our first day as an advisor, as a higher education professional, and especially from our experiences as students. However, our experiences, values, and goals as well as those we glean from our closest campus partners can be as valuable as the experiences, values, and goals we seek to learn of our students. Each of those perspectives from whatever past experience we bring with us has significance and can help inform the way we approach the meaningful work we do with students in the present.

Colby Reinking, University of Northern Iowa

State/Province Meeting & Dessert Socials

4-5 pm

- Manitoba and Saskatchewan**MR 6 & 7
- Iowa**MR 8 & 9
- South Dakota**MR 11 & 12
- Minnesota**MR 14
- Nebraska**MR 10
- North Dakota**MR 3

Dinner on Your Own

5:15-10:15 pm

Shuttles provided from Sheraton to Phillips Ave. for downtown dining.

Friday Breakfast

Ballroom A | 8:30-9:30 am

Concurrent Session 5

5.1 Advising Fine & Performing Arts Students

MR 6 & 7 | 9:30-10:30 am

Advising Fine & Performing Arts Students. Are you struggling with understanding or connecting with your Fine & Performing Arts advisees? Are music, art, and theatre student schedules a mystery to you? Or are you unsure how to best guide these students in broadening their career search options? This presentation is meant to help advisors who are new to advising Fine & Performing Arts students or do not have a background in the arts to understand scheduling, career options, or how to support these students, especially at a small school.

Samantha Wohletz, Dickinson State University

5.2 “Woke” Advising: Consider the Personal and Cultural Dynamics of our Worldview

MR 8 & 9 | 9:30-10:30 am

Advising is not politically-neutral. As two white men, we have asked ourselves how our social location and privilege impact our advising practices. Although sometimes uncomfortable, we would be professionally and ethically remiss if we didn't consider how our privilege impacts our work. White people—and men in particular—may wonder if they are the appropriate people to engage in conversations related to diversity, equity, and inclusion or what they can possibly do to champion social justice. In this session, we reflect on critical Whiteness and the responsibility that comes with privilege to challenge attitudes, facilitate discussion around issues of race, and to be allies and advocates. We will explore how people with privilege can serve as advocates and engage in deep, critical and necessary dialogue, and lead effective change.

Craig McGill, University of South Dakota & Tony Lazarowicz, University of Nebraska - Lincoln

5.3 Developing the Next Generation of Advisors: Building an Internship Program for Graduate Students

MR 11 & 12 | 9:30-10:30 am

Want to help give back to future professionals but don't know how? The College of Liberal Arts at the University of Minnesota, Twin Cities began their Academic Advising graduate internship program during the 2017-2018 academic year. Come learn about the development and implementation of this program including discussion of challenges faced along the way. Participants will have the chance to learn from the professional advisors who champion and oversee the program and hear directly from the current graduate interns.

Berne Christianson, Lara Pedersen, Christopher Fischer & Nathan Bambenek, University of Minnesota - Twin Cities

5.4 Tales of a Transfer Student: Lessons Learned from a Transfer Student Outreach Campaign (repeat of session 1.2)

MR 14 | 9:30-10:30 am

Advisors know each transfer student has a unique story. Taking the time to hear the story, review the transfer information, and provide the appropriate services and referrals can be a challenge. Using advising technology to create a strategic outreach campaign, the College of Arts and Sciences invited all the CAHSS transfer students to tell their tale. The meetings included reviews of all courses but revealed much more for those who chose to take the invitation and the advisor who made it.

Jessica Lewis, Augustana University

5.5 Blazing a Trail Together During Alternative Advising: Supporting Students Who Must Change Their Major or Career Involuntarily (repeat of session 2.1)

MR 10 | 9:30-10:30 am

Of all the major changers, students who are denied admission into their chosen academic program are often the most difficult to support. Fortunately, there is solid empirical evidence to help us blaze a trail. In this session, participants will 1) examine the ethics and cultural barriers of initiating alternative advising 2) identify practical questions to assess the ways students may react and 3) describe the theoretical and practical techniques of alternative advising. Examples will be provided of notification, career exploration, and decision-making resources deployed by a liberal arts university. Other models described in the literature will also be examined. Participants will evaluate their existing practices together. Attendees will leave with strategies they can use on their campus to cultivate adaptability and support students who experience involuntary educational or vocational transitions.

Billie Struefert, University of Sioux Falls

5.6 Cognitive Bias in Academic Advising (repeat of session 1.5)

MR 13 | 9:30-10:30 am

Biases are how humans make sense of their world. In academic advising, a positive bias could be an advisor's preference, or affinity, to work with a particular student group. A negative bias could be an advisor's discomfort or even refusal to work with students from a particular group. Bias can be exerted in two ways, explicitly (consciously) and implicitly (unconsciously). In this session, we explore how bias can be present in an advisor-student relationship as well as in career advising, and ways in which biases may be reduced.

Rene Couture, Arkansas Tech University

Concurrent Session 6**6.1 Bridging the Distance Between Online Students and Blazing the Trail to Success****MR 6 & 7 | 10:45-11:45 am**

Are you new to online advising, the only online advisor at your school, or wanting to educate your campus on how to work with online students? This presentation will focus on understanding your online students and how as a campus you can better meet online student needs. Presenter will give some tips and tools to get started on advising online students. She will discuss her process for getting students from prospective to enrolled, including setting up an online orientation. Presenter will discuss how to create connections with your online students using social media and other online platforms. There will also be a group discussion to share experiences and ideas. Bridge the distance between you and your online students and blaze a trail to success!

*Samantah Wohletz, Dickinson State University***6.2 Guides Along the Path: Considerations for Supporting the Aspirations of Transfer Students in Pursuit of Graduate School****MR 8 & 9 | 10:45-11:45 am**

We know that the goals students have for their futures are important, but how important are they and how do we help them make plans a reality? Educational aspirations have been identified as one of the best predictors of actual attainment, and serve to mediate social background factors and contribute to upward social mobility (Pascarella, Wolniak, Pierson, & Flowers, 2004; Renzulli & Barr, 2017). Transfer students' pathways through education can be unique, and therefore may require specific considerations for those who serve them. The presenter will share what she has learned can be especially meaningful when advising transfer students and will promote participant discussion regarding what they could implement in their own work.

*Kristin Towers, Iowa State University***6.3 Answering Academic Advising Questions from a Career Development Lens****MR 11 & 12 | 10:45-11:45 am**

Can I add a second major? Should I take summer classes? When should I study abroad? These are questions academic advisors answer regularly, but do you know the career implications of these questions? How do employers feel about a second major? Will summer classes affect plans for an internship? Will studying abroad this fall overlap with target employers' hiring cycles? Let's explore the answers to several academic advising questions with a career lens. Attendees will learn common academic advising questions that have career implications, learn how to coach students on the career aspects of those questions, and understand when to refer to career services professionals.

*Celeste Spier & Meagan Savage, University of Nebraska - Lincoln***6.4 A Conversation with NACADA Leadership (repeat of session 3.1)****MR 14 | 10:45-11:45 am**

NACADA's Region Division has been charged to embark upon a review similar to those the Administrative and Advising Communities Divisions recently completed. This review is being conducted to determine how to provide the best possible professional development to members. We are taking the time to reflect on what it means to be a global organization in relationship to the regional structure. To this end, a survey was sent to all NACADA members in late 2018, and focused discussions are being conducted both virtually and in person. This session is another venue to gather input from our members and will focus on the region review project. Please attend ready to share your opinion regarding how the NACADA Regional Division can best meet your needs today and in the future.

*Joan Krush, NACADA Executive Office***6.5 When the Road Gets Rough: Self-Care & Emotional Management in Advising (repeat of session 1.3)****MR 10 | 10:45-11:45 am**

Advisor wellness is a key component to avoiding burnout, yet it is rarely discussed. When the Road Gets Rough: Self-Care and Emotional Management in Advising will take an honest look at these 'rough patches' in our work and will provide tools in which to navigate your way out of them. Presenters will share personal stories from the trenches, how it affected their work and personal lives, and discuss strategies to move forward when your well being has been compromised.

*Amber Kargol, Iowa State University; Kacey Gregerson, University of Minnesota***6.6 Integrating Advisor Training on Campus: Creating and Implementing an Advisor Certification Program (repeat of session 3.6)****MR 13 | 10:45-11:45 am**

In an effort to engage faculty in advisor training, Minnesota State University Moorhead (MSUM) implemented an Advisor Certification program. The Advisor Certification Program is a training program for faculty to develop individual advising skills and competencies. Information covered in the Advisor Certification Program is centered on NACADA's Academic Advising Core Competencies model. Participants will be given a description of information covered in the program, details on how the program is advertised, frequency of sessions and hear feedback we have received on the program. This presentation will also provide an overview on other advising initiatives at MSUM, including the Lead Advisor Program. MSUM is a mid-size, public institution with a faculty based advising model.

Janet Sundquist & Megan Proulx, Minnesota State University - Moorhead

Thank You to Our Exhibitors

St. Cloud State University - Higher Education Administration

You'll enjoy 100% ONLINE and specialized knowledge to lead a multitude of positions at colleges and universities. Plus, refine your skills in areas that most interest you. Engage and interact online, enjoy education abroad, gain practicum experience, and select own research topic. Unleash opportunities with a Higher Education Administration degree. **Info: stcloudstate.edu/elhe/programs/hied**

University of South Dakota - Educational Administration & Leadership in Adult and Higher Education

Earn your advanced degree with a specialization in Academic Advising, or explore one of our other programs that offer flexible formats for working adults. Work closely with our highly accessible faculty and advisors and explore unique course offerings. Graduate Assistantships are available in student affairs, academic advising and other administrative offices. **Info: usd.edu/eal**

Upcoming NACADA Events



Summer Institutes

June 23-28, 2019 in Lexington, KY

July 21-26, 2019 in Little Rock, AR



International Conference

July 8-11, 2019 in Hasselt, Belgium

Student Autonomy: Advisors Creating Positive Change for Students



Annual Conference

October 20-23, 2019 in Louisville, KY

In Their Corner: Advising Students to be the GREATEST!



"Throw Your Hat in the Ring" for the 2019 FUNdraiser!

Monday, October 21 | 6-7:30 pm

Held during the Annual Conference and on behalf of the NACADA Scholarship Fund, all proceeds support scholarships for members with limited institutional support to attend NACADA events. *See you in Louisville, home of legendary boxer Muhammad Ali!*



The Underlying Story: Getting to the Heart of Advising

Join us in Iowa City, a UNESCO City of Literature, in 2020!

Welcome to the Global Community

NACADA: The Global Community for Academic Advising 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 and 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.

NACADA evolved from the first National Conference on Academic Advising in 1977 and officially formed in 1979. NACADA has over 13,000 members representing all 50 United States, US territories, Canada, as well as a many other countries around the world. These members represent higher education institutions across a spectrum of Carnegie classifications.

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
- Foster inclusive practices within the Association that respect the principle of equity and the diversity of advising professionals across the vast array of intersections of identity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Expand the use of innovative technology tools and resources to support the work of the Association

NACADA Diversity Statement

NACADA values diversity within our leadership in regard to institutional type, size, and employment position as well as diversity in regard to ethnicity, gender identity, age, culture, and sexual orientation.

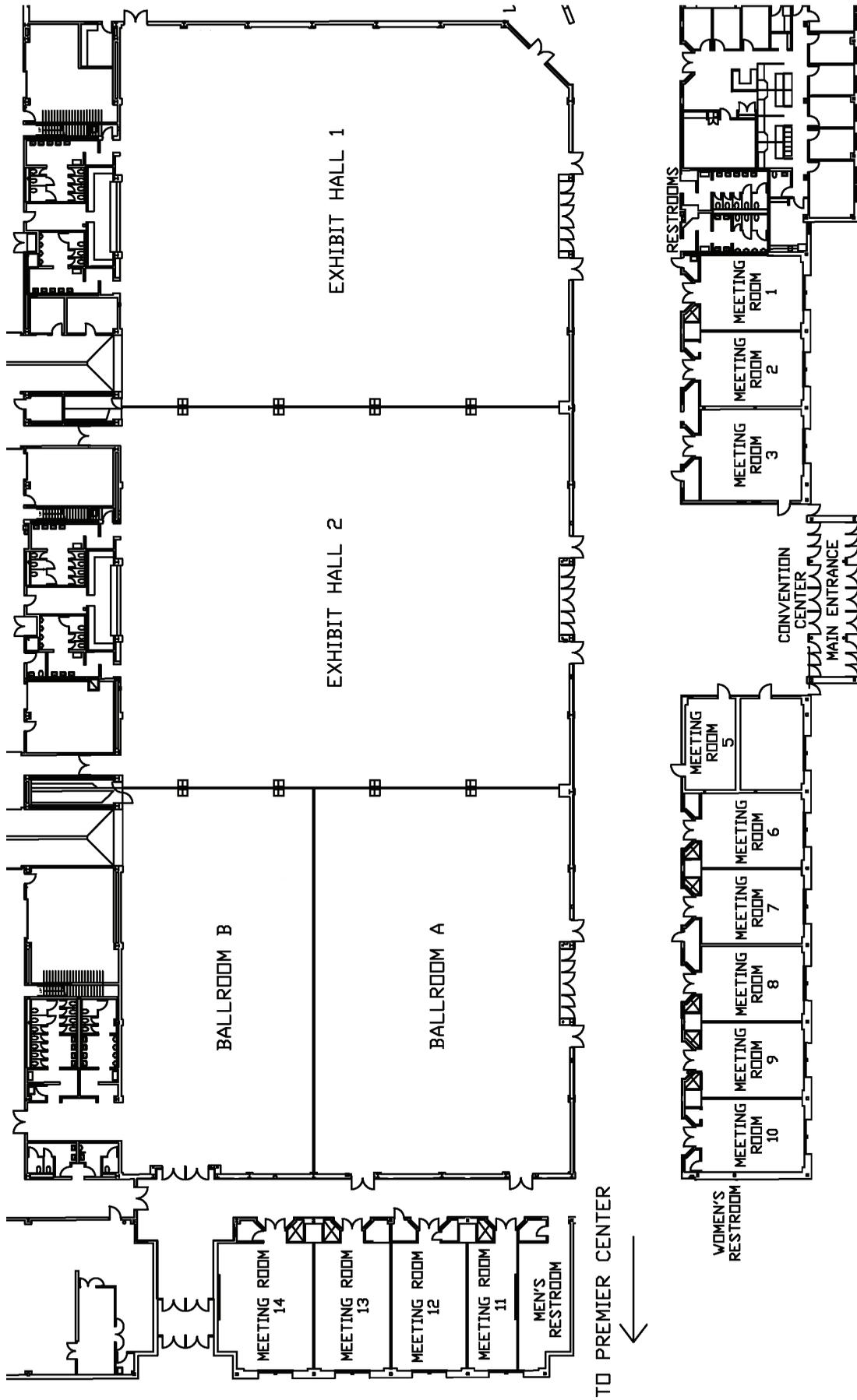


The NACADA website provides excellent programs, resources, and ways to connect and network with the global academic advising community!

nacada.ksu.edu



Meeting Center Map





NACADA: The Global Community for Academic Advising
Kansas State University, 2323 Anderson Avenue, Suite 225, Manhattan, Kansas 66502-2912

 (785) 532-5717

 (785) 532-7732

 nacada@ksu.edu

 nacada.ksu.edu