

2025 BAAC Spring Conference

February 25, 2025

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Land Acknowledgement

We wish to acknowledge and honor the Indigenous communities native to this region and recognize that Indiana University Bloomington is built on Indigenous homelands and resources. We recognize the Miami, Delaware, Potawatomi, and Shawnee people as past, present, and future caretakers of this land.

A Paperless Conference

In an attempt to reduce waste, we will not be providing paper copies of the program at the conference. Instead, we will have the schedule posted at the IMU and will provide QR codes for evaluations. We encourage you to wear your own name tag at the conference, but we will have paper nametags available to those who need them. Thank you for your understanding!

Conference Schedule

8:30 am	Conference space opens	Frangipani
9:00 am	Keynote Address	Frangipani / Zoom
	JULIA QUINN Director of Advising Strategy, Assessment, and Policy, Notre Dame	
	ELAINE TAN Senior Student Immigration Advisor, Notre Dame	
	DIANE MUSABESE Undergraduate Mechanical Engineering Major, Notre Dame	
10:15 am	Session 1.....	Tree Suites / Zoom
11:30 am	Lunch	Frangipani
	<i>Lunch will be provided for all those who RSVP'd</i>	
12:30 pm	Awards Ceremony	Frangipani / Zoom
1:00 pm	Session 2.....	Tree Suites / Zoom
2:15 pm	Session 3.....	Tree Suites / Zoom
3:30 pm	Session 4.....	Tree Suites / Zoom
4:30 pm	Conference Concludes	
5:00-7:00 pm	Post-Conference Drinks.....	Friendly Beasts Cider Company
	<i>Family-friendly event, open to all!</i>	222 W. Second St.

Zoom Links

The conference will use the following Zoom links:

Frangipani Room (Keynote & Awards): <https://iu.zoom.us/j/81641967729>

For Breakout Sessions:

Oak (Zoom Room A): <https://iu.zoom.us/j/89073268325>

Sassafras (Zoom Room B): <https://iu.zoom.us/s/84163059700>

Please note: None of the sessions will be recorded.

Evaluation

Please scan the QR code below (or click the link) to evaluate each presentation you attend.

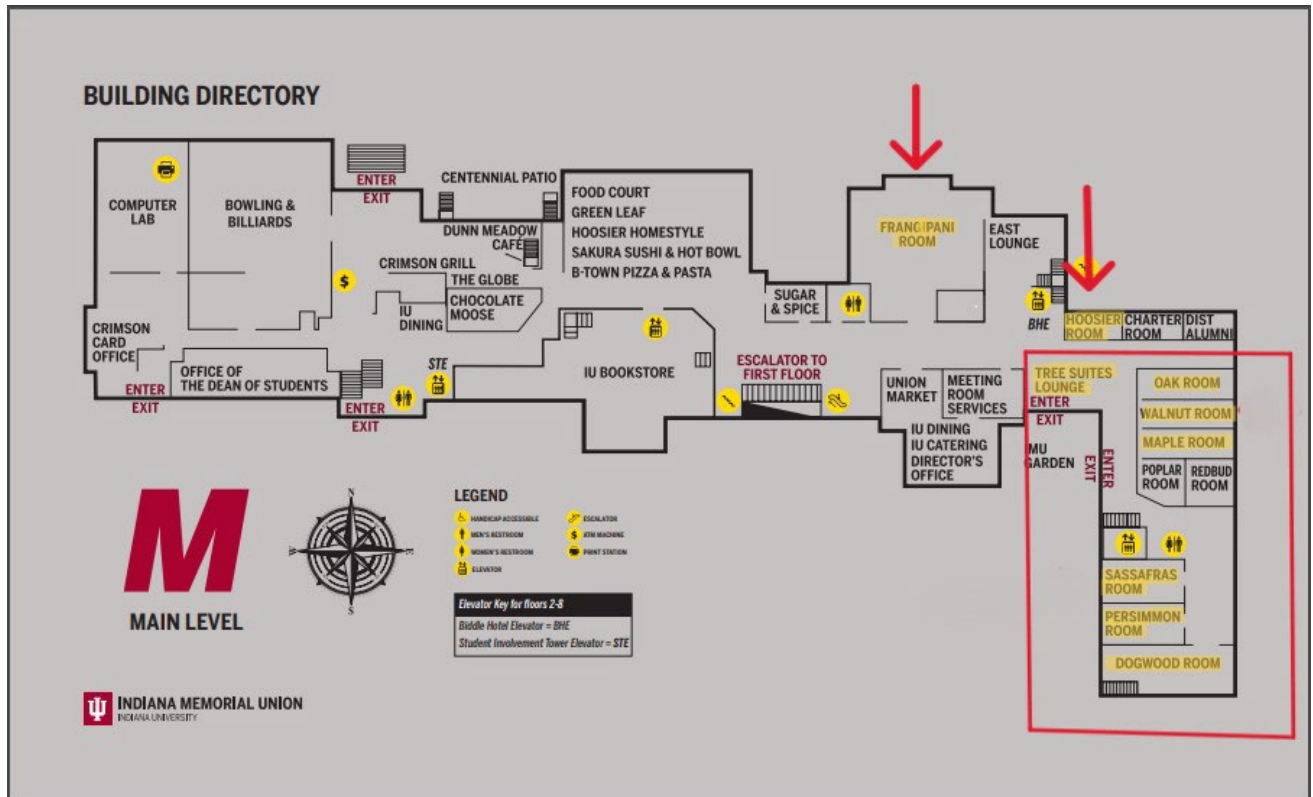
Evaluations will be used to improve future BAAC events and passed on to the presenters.

Please make sure you are logged into the IU Network before trying to open the evaluation.



Link: <https://go.iu.edu/8sma>

IMU Building Map



Keynote Address

Frangipani Room / Zoom

<https://iu.zoom.us/j/81641967729>

ENHANCING HOLISTIC STUDENT DEVELOPMENT: INTEGRATING HOLISTIC ADVISING INTO HIGHER EDUCATION

JULIA QIAN, Director of Advising Strategy, Assessment, and Policy, Notre Dame

ELAINE TAN, Senior Student Immigration Advisor, Notre Dame

DIANE MUSABESE, Undergraduate Mechanical Engineering Major, Notre Dame

In an increasingly globalized education landscape, the success and well-being of international students are paramount. This presentation introduces a collaborative advising approach that prioritizes the student's perspective, aiming to understand and address their unique challenges. By fostering a network of support that integrates International Student Services, Academic Advising, and Career Services, we propose a model that not only addresses academic and career needs but also cultural and personal development. Through discussions, student voices, and an exploration of collaborative practices, we seek to identify effective strategies and necessary support systems for implementing this holistic approach. Join us in championing the development of international students through a collaborative and student-centered advising framework.

Concurrent Sessions 1-4: Overview

Session 1, 10:15-11:15am

Dogwood	Leveraging ChatGPT in Academic Advising: Exploring AI Tools to Enhance Advising Practice
Oak / Zoom Room A	Bridging Academic and Career Development: Leveraging the College's Career Competencies for Holistic Student Success
Walnut	More Than Words: How to Interpret Nonverbal Cues and Communicate More Effectively with Students
Hoosier Room	The Power of Your Presence
Sassafras / Zoom Room B	Crowdsourcing Ideas! Help Our Fellow Advisors Explore Workflow Tips, Tricks, and Hacks

Session 2, 1:00-2:00pm

Dogwood	Time Traveling for Advisors
Oak / Zoom Room A	AI 101: Everything Academic Advisors Need to Know about Artificial Intelligence
Walnut	Advising Pedagogy Workshop
Persimmon	How and Why to Do Drop-in Advising Without Going Crazy
Sassafras / Zoom Room B	Creating Success Strategies for Transfer Students

Session 3, 2:15-3:15pm

Dogwood	Six of One, Half a Dozen of the Other: New Advisor Onboarding at SPH-B
Oak / Zoom Room A	A Rainbow of Possibilities: Advising Students on the Autism Spectrum
Walnut	Advisor Wellbeing...What's That?: An Audience-Interactive Exploration of How People Define "Wellbeing" and a Discussion of a Holistic Approach to Cultivating and Expanding Advisor Wellbeing on the Bloomington Campus
Persimmon	Experiential Advising: Re-Evaluating Your Advising Skillset and Building Cognitive Empathy as an Advisor
Sassafras / Zoom Room B	Group Advising for Registration

Session 4, 3:30-4:30pm

Dogwood	Bridging the Gap: Addressing Pain Points in 4+1 Programs through Staff Insights and Collaboration
Oak	Peer Power: Enriching the Luddy Experience with the SPARC Team
Persimmon	Guiding Tomorrow's Professionals: Expert Advice for Supporting Pre-Med, Pre-Health, and Pre-Law Students
Sassafras / Zoom Room B	Individualized Degrees in the College of Arts and Sciences

10:15am - Session 1

Session 1: 10:15am

Dogwood

LEVERAGING CHATGPT IN ACADEMIC ADVISING: EXPLORING AI TOOLS TO ENHANCE ADVISING PRACTICE

CAROLYN MUNK / Associate Director of Undergraduate Advising / Luddy School

SHAMIM ALI / Associate Director of Undergraduate Advising / Luddy School

Academic advisors are often tasked with managing large caseloads while providing personalized support, leaving limited time for proactive and developmental advising. This session highlights how AI tools like ChatGPT can empower advisors to enhance communication, foster creativity, and support more inclusive advising practices. Learn practical strategies for using ChatGPT to draft professional content, summarize complex policies, and personalize communication, while exploring tools like Napkin.ai for idea organization and Synthesia/veed for creating AI-generated videos. Through hands-on exploration and discussion, attendees will brainstorm innovative ways to integrate these tools into their advising practice. By the end of the session, participants will leave with actionable insights, practical examples, and the confidence to use AI as a tool for fostering innovation, improving accessibility, and creating more engaging student experiences.

Participants will learn practical strategies for leveraging ChatGPT to:

- *Draft concise and professional text for emails, reports, and scripts.*
- *Summarize complex policies into accessible formats for students.*
- *Personalize communication to meet the diverse needs of their advisees.*

The session will also introduce additional free or low-cost tools, such as:

- *Napkin.ai for organizing and synthesizing ideas.*
- *Grammarly to refine and enhance written communication.*
- *Synthesia for creating AI-generated videos with avatars and voiceovers.*

Session 1: 10:15am

Oak / Zoom Room A

<https://iu.zoom.us/j/89073268325>

BRIDGING ACADEMIC AND CAREER DEVELOPMENT: LEVERAGING THE COLLEGE'S CAREER COMPETENCIES FOR HOLISTIC STUDENT SUCCESS

MADHUVANTI KARYEKAR / Career Coach / Walter Center

SARAH J. SCHMITT / Associate Director, Faculty Relations / Walter Center

KATIE STRAUCH / Associate Director, Graduate Career Services / Walter Center

Why do students decide to pursue an undergraduate degree? The most cited reason for enrolling in an undergraduate degree program is to improve the students' job prospects. In other words, the value of a college education is measured mostly through students' feeling satisfied and confident with their career opportunities after graduation. Yet, unfortunately, as of 2018, only 43% of seniors felt prepared for their future careers (McGraw-Hill, 2018).

What is this elusive career readiness? According to National Association of Colleges and Employers (NACE): Career readiness is the attainment and demonstration of requisite core competencies that broadly prepare college graduates for success in the workplace and lifelong career management.

Following this definition the career education team at the Walter Center also thinks that career readiness provides a framework for addressing career-related goals and outcomes of curricular and extracurricular activities, regardless of the student's field of study. Therefore, empowering students to identify these career competencies in their curricular and extra-curricular pursuits at IUB becomes an indispensable part of the Walter Center's career education goals.

In this presentation, we aim to inform our fellow advisors, advising administrators, and career services professionals from the IUB community about the College of Arts and Sciences' Career Competency Wheel, and how it is being integrated into courses, career coaching conversations, workshops, and classroom presentations. This presentation has three parts that discuss integrating career competencies into various aspects of career education at the Walter Center:

1. *Developing Career Connections with Faculty*
2. *Transitioning into Grad School*
3. *Leveraging Undergraduate Experience*
 - a. *Momentum*
 - b. *Thinking beyond Content*

Session 1: 10:15am

Walnut

MORE THAN WORDS: AN OVERVIEW OF NONVERBAL COMMUNICATION AND HOW YOU CAN USE IT TO COMMUNICATE MORE EFFECTIVELY WITH STUDENTS

SOPHIE HULL / Academic Advisor / Kelley School of Business
BRITTANY HUKILL / Academic Advisor / Kelley School of Business

Many of us have heard that communication involves more than just words, but few realize that the majority of communication—around 60-65%—is nonverbal. This includes facial expressions, body language, and other "tells" that are largely controlled by the limbic system in the brain. These nonverbal cues are often automatic, unconscious reactions to external stimuli, making them harder to filter than the words we speak. As advisors, we spend much of our time communicating with students, but without understanding nonverbal communication, we are only capturing part of what they are trying to convey. By paying attention to these cues, we can gain deeper insight into students' thoughts and feelings, improving the way we connect with them.

In this presentation, we will begin with a brief overview of nonverbal communication and its importance, especially in the context of academic advising. We will then explain why understanding facial expressions and body language is crucial for our work. Then, we will dive into common nonverbal cues, focusing on the 7 primary emotions—happiness, sadness, disgust, surprise, contempt, anger, and fear—and the facial expressions associated with them. We will also cover key body language signals that are more likely to be seen in advising sessions. To wrap up, we plan to guide a hands-on practice session, where we will work together to identify and interpret these cues.

Session 1: 10:15am

Hoosier Room

THE POWER OF YOUR PRESENCE

EMILY MCCORD / MAT, Mind-Body Medicine, Certified by CMBM

Biofeedback. Autogenics. These words sound almost futuristic, don't they? What could these things possibly have to do with academic advising? In this highly interactive session, participants will not only learn what biofeedback and autogenics are, but also experience these stress management techniques and explore how they can enhance the efficacy of advisors' interactions with their advisees.

Rooted in research about autonomic nervous system functioning, stress transmission and the mind-body connection, this highly interactive session includes didactic, experiential, and reflective components. The didactic portion of the session will allow participants to build knowledge about the body's autonomic nervous system, the personal and professional impacts of unregulated stress (including unintended negative impacts on advisees), and two research-based practices that can be used to regulate the body's stress response – biofeedback and autogenics. Then, after receiving their own biofeedback devices ("bio-dots"), participants will spend about 20 minutes engaging in an autogenics practice. The session will close with a discussion about what participants observed from their biofeedback devices, how they were personally impacted by the autogenics practice, and the implications of what they have learned for their work in advising (including the positive impact that an advisor's stress regulation can have on advisees).

This session will be facilitated by a certified Mind-Body Medicine practitioner, Emily McCord. Also, along with "bio-dots," participants will receive links to free online autogenics exercises that they can use independently to support their stress management routine and ability to bring calm, regulated presence to interactions with students.

Session 1: 10:15am

Sassafras / Zoom Room B

<https://iu.zoom.us/j/84163059700>

CROWDSOURCING IDEAS!

HELP OUR FELLOW ADVISORS EXPLORE WORKFLOW TIPS, TRICKS, AND HACKS

SERENA OSTRANDER / Academic Advisor / College of Arts & Sciences

LOGAN JOHNSON / Academic Advisor / College of Arts & Sciences

Academic advising utilizes an ever-changing list of tools and technologies to assist in the overall goal of student success. Advisors process a lot of complex information and relay that information to others. We also bring with us different expertise, mindsets, strengths and other skills from our backgrounds. We are all experts in some area, and we are great at connecting information. I propose we help each other crowdsource and exchange the nifty things we have learned. In order to complete our work we need to continue to learn and grow across skillsets and who best to learn from than our peers? What are your most effective uses of technology and do you use specific tools? Do you have tips for finalizing a document? Join us for a workshop focusing on different workflow patterns, tools, tips, tricks, and hacks. The goal is to come away with new tools, new perspectives, and fresh thoughts about workflow. What could we share across skillsets to help with workflow or assisting with tasks? Can you recommend a tool? Examples might cover a tool your office might prefer or a set of steps you might operate under to help with your overall day. We will focus on strategies that improve our workflow and pacing to include how we might consider breaks or balancing a day, Excel tips and tricks for the basic user, document creation and tips including fillable forms, quicknotes and some examples, follow up communication or template language. If you have your own tips please share.

1:00pm - Session 2

Session 2: 1:00pm

Dogwood

TIME TRAVELING FOR ADVISORS

KIMBERLY ROSS / Associate Director, Academic Retention Advising / Luddy School

MARIA CLOR / Advising Operations Manager / Luddy School

Have you ever considered how envisioning future possibilities can empower you to navigate even the most unpredictable challenges in academic advising? "Time Traveling for Advisors" offers a unique, interactive workshop that utilizes gamification to enhance how you interact with the unknowns of the future, making the unimaginable a bit more... imaginable.

By attending this workshop, you will gain the following: 1. Strategies for gamifying your professional and personal life, 2. Insight on the scientific benefits of imaginative thinking in the workplace, and 3. An opportunity to travel to the future with your advising colleagues! You will "travel" to the future to not only imagine the unimaginable but to also dream of the possibilities—and boost our collective resilience along the way! Drawing from the work of Jane McGonigal, the Director of Game Research & Development at the Institute for the Future, we will explore how gamification and future-oriented imaginative play influences engagement, motivation, and can create an exciting advising opportunity for advisors and advisees alike. We will dive into the scientific benefits of imagination in adulthood and how envisioning future possibilities can enhance problem-solving skills and encourage innovative thinking.

*Join us as we embark on this imaginative journey, where you will learn to harness the power of play and creativity in your career, ultimately benefitting the students you support. Let's reimagine the future of academic advising together! *Only light time traveling will be involved—we'll make sure you're back here for the next session!*

Session 2: 1:00pm

Oak / Zoom Room A

<https://iu.zoom.us/j/89073268325>

AI 101: EVERYTHING ACADEMIC ADVISORS NEED TO KNOW ABOUT ARTIFICIAL INTELLIGENCE

BEN BRADDOCK / Program Advisor & STEM Coordinator / Groups Scholars Program

Perhaps you've heard of this "new" thing called artificial intelligence. Maybe it's even made an appearance in your advising appointments (hopefully not because one of your students was accused of academic misconduct). Whether you're excited about the possibilities generative artificial intelligence (GAI) represents or worried about its impact on higher education, this presentation is for you. Many advisors want to learn more about GAI but struggle to find the time for research while juggling their caseloads or even knowing where to start. Enter this presentation:

Presentation Overview:

In this 50-minute session, Ben Braddock, STEM Coordinator and Academic Advisor with the Groups Scholars Program, will walk you through everything an academic advisor needs to know about Artificial Intelligence. This includes:

- *Overview and Explanation of GAI: A foundational overview of GAI and how it works.*
- *IUB's AI Policies and Ethical Considerations: including how AI relates to FERPA and Academic Misconduct.*
- *Student Guidance: What students need to know about AI and what your students' use likely looks like.*
- *Practical Applications and Resources: Ways to learn more and start utilizing GAI ethically and effectively at IUB.*

Feel free to bring devices with internet access (e.g., laptops, tablets) as we might pull up and "play" with useful websites and actual GAI models.

Presenter Bio:

Ben is a member of the Center for Innovative Teaching and Learning's AI Faculty Learning Community and a 2025 IU Digital Gardener Faculty Fellow. Ben is not a "tech person" by training, but his passion for growth, development, and innovation in the field of education have led him on his own journey towards "AI literacy." Ben is hoping to "save you time," by sharing some of the lessons he has learned along the way.

Session 2: 1:00pm

Walnut

ADVISING PEDAGOGY WORKSHOP

JESSIE JACQUES / Academic Advisor / O'Neill School of Public and Environmental Affairs

"What do you teach?" is a question that you have probably not been asked before as an advisor. Instead, maybe you're familiar with the line, "What department do you advise for?", or "Where do you advise?", questions that students, faculty, or others might use to help relate your advising to the University or Higher Education system. However, as an academic advisor, the question of what you teach, and how, is such an essential and important part of advising. Indeed, the (2006) NACADA Concept of Advising rightly emphasizes this importance of teaching to academic advising, when it identifies curriculum (the what), pedagogy (the how), and student outcomes (results) as the three components highlighted in the organization's statement on academic advising.

In this interactive workshop, we will focus on the pedagogy of "the how" of advising by first identifying different academic advising approaches and strategies, as well as teaching approaches from the classroom (specifically second language acquisition) that can be adapted for academic advising. The workshop will begin with a series of brief presentations on pedagogy and teaching strategies followed by tasks and activities for everyone to complete. Participants are given opportunities to participate and engage in the workshop material at their own level of comfort, while being guided and instructed through the interactive activities with the aim of developing, sharing, practicing, and exploring these advising approaches and strategies, and exploring how to utilize them in one's own advising pedagogy.

Session 2: 1:00pm

Persimmon

HOW AND WHY TO DO DROP-IN ADVISING WITHOUT GOING CRAZY

NELL WEATHERWAX / Academic Advisor / College of Arts & Sciences

This presentation is for those interested in exploring offering drop-in advising hours both online as well as in-person. I will share methods I have developed for smooth documentation as well as identify pitfalls to avoid and work-arounds to employ. I will share methods for meeting a student where they are and giving them enough to bring them relief in a short amount of time. I will offer techniques for managing note taking and documentation of interactions with students.

Session 2: 1:00pm

Sassafras / Zoom Room B

<https://iu.zoom.us/j/84163059700>

CREATING SUCCESS STRATEGIES FOR TRANSFER STUDENTS

CYNTHIA ALLEN / Academic Advisor / School of Education

ERIC BECKSTROM / Senior Academic Advisor / AMES

SHAUNA MELVIN / Associate Director of Advising for Transfer Initiatives / College of Arts & Sciences

As Indiana University approaches the anticipated decline in enrollment and intensifies efforts to recruit transfer students for degree completion at Indiana University Bloomington (IUB), it is imperative for academic advisors to enhance the support and resources available to these students. This session will provide insights into the demographic characteristics of transfer students, the specific academic, curricular, and personal challenges they encounter in completing their education, particularly at IUB, and effective strategies employed by experienced IUB advisors who have supported transfer students over the past decade. Additionally, we will allocate time for collaborative brainstorming to develop further initiatives as the number of transfer students within IUB's student population continues to grow.

2:15pm - Session 3

Session 3: 2:15pm

Dogwood

SIX OF ONE, HALF A DOZEN OF THE OTHER: NEW ADVISOR ONBOARDING AT SPH-B

AAQIL ABDULLAH / Academic Advisor / School of Public Health

RACHEL DOWNEY / Academic Advisor / School of Public Health

TAYLOR ERICKSON / Academic Advisor / School of Public Health

MEGAN GREENE / Academic Advisor / School of Public Health

DR. JENNIFER LOPATIN / Academic Advisor / School of Public Health

DR. TAIS XAVIER CARVALHO / Academic Advisor / School of Public Health

Over the past year, academic advising in the School of Public Health-Bloomington (SPH-B) has experienced staffing changes, including retirements and the addition of new advising lines, creating an opportunity to devote additional resources to training and to professional development. In the summer of 2024, SPH-B onboarded six new advisors with varying levels of experience in higher education, teaching, and academic advising. None of the new hires had more than a year of experience in academic advising in a higher education context before starting at SPH-B. The six new advisors also have varying levels of familiarity with IU Bloomington, often from the student and/or instructional side.

This panel will feature the six new advisors who joined SPH-B in the summer of 2024. These advisors were the inaugural training class for the new training program, and each panelist will speak to how that program has equipped them to work one-on-one with undergraduate students, how the program has assisted in creating and strengthening collaborative bonds within the advising team, and what changes they would make to the training program for the future. The training includes all three pillars of the NACADA Core Competencies in an intentional chronology. First, advisors learned institutional knowledge and policies (I-1-7). From there, the focus turned to developing relational practices (R-1-7). Currently, the training focuses on the conceptual, with an emphasis on developing one's own advising practice (C-1-6). The panelists will, through critical self-reflection, suggest what has been working best about the training and onboarding process as well as what might be improved or adapted for other academic advising units.

Session 3: 2:15pm

Oak / Zoom Room A

<https://iu.zoom.us/j/89073268325>

A RAINBOW OF POSSIBILITIES: ADVISING STUDENTS ON THE AUTISM SPECTRUM

NICOLE "NIKI" BLACKWELL / Academic Advisor / School of Public Health

According to a 2023 Centers for Disease Control study, 1 in 36 children (2.8%) in the United States are now diagnosed with Autism (Maenner et al., 2023). My son is one of the 1 in 36. When or if he goes to college, he will work with Accessibility Services. However, Accessibility Services information is often protected data held internally within these offices, and little of this information is accessible to advisors. How, then, do we move forward to provide equitable services for our students regardless of where they fall on the Allistic/Autistic spectrum? I think a great place to start is to understand what Autism is (and what it is not), practical ways we can work with each individual, and to hear from people with Autism on how they view the world.

As a result of this session, I want you to walk away with a better understanding of Autism and how best to work with our students on the Spectrum. Using #actuallyautistic authors and their literature as our guide, we will work together to see the rainbow of the Autism Spectrum through the eyes of those who are Autistic. While advisors are not medical professionals, we can and should become fierce advocates for our neurodivergent community.

Session 3: 2:15pm

Walnut

ADVISOR WELLBEING . . . WHAT'S THAT?: AN AUDIENCE-INTERACTIVE EXPLORATION OF HOW PEOPLE DEFINE "WELLBEING" AND A DISCUSSION OF A HOLISTIC APPROACH TO CULTIVATING AND EXPANDING ADVISOR WELLBEING ON THE BLOOMINGTON CAMPUS

MICHAEL BRYANT / Academic Advisor / College of Arts & Sciences

MADHUVANTI KARYEKAR / Career Coach / Walter Center

JEANNE MYERS / Academic Advisor / College of Arts & Sciences

LISA-MARIE NAPOLI / Director of PACE / College of Arts & Sciences

SERENA OSTRANDER / Academic Advisor / College of Arts & Sciences

SAMANTHA SCHAEFER / Manager / Healthy IU

ANNELIES STOELINGA / Academic Advisor / College of Arts & Sciences

A panel of academic advisors, a career coach, a representative from Healthy IU, or IUB Human Resources, and an IUB faculty member or staff member will invite the audience to share their concepts of personal and professional wellbeing. After the opening interaction, the panel will question if the following holistic approach—grounded in sharing knowledge, insights and resources—can help to grow and expand advisors' wellbeing at IU Bloomington. The panel's discussion will include consideration of the following:

How we all benefit from sharing experiences, best practices, and nuts-and-bolts ways to do our jobs more efficiently, responsibly, sustainably, and enjoyably. Examples will include: Information about the College of Arts and Sciences' Advisors Mentoring program; discussion of ways to "say no" to work-related requests in an appropriate and professional manner; information about the concept of "managing energy"—which is central to Life Design Theory; examples of how "mini-breaks" activities might be used during the workday to release stress and improve mood.

How we might benefit from sharing our individual interests, talents, and abilities by offering short workshops or demonstrations. Both facilitating and participating in such activities can reduce stress and build community. Examples will be provided and audience suggestions encouraged!

Self-advocacy, and advocacy for colleagues, can be key in expanding a sense of wellbeing. How can advisors advocate for themselves, and their advising or staff colleagues, regarding issues of time commitments, salaries, job accommodations, and other such specific issues of concern? How can advisors utilize resources already in place at IUB (BAAC's Advocacy Committee; IUB's Employee Assistance Program, etc.) to support advocacy? How might staff members, and faculty, function as allies to advisors in these endeavors?

Session 3: 2:15pm

Persimmon

EXPERIENTIAL ADVISING: RE-EVALUATING YOUR ADVISING SKILLSET AND BUILDING COGNITIVE EMPATHY AS AN ADVISOR

WOJCIECH BELTKIEWICZ / Associate Academic Advisor / AMES

ROSIE PIGA PIZZO / Associate Academic Advisor / AMES

SHARON HAY / Senior Academic Advisor / AMES

Four academic advisors at a large public university enrolled in undergraduate courses to 'experience what undergraduate advisees are experiencing.' The result was a theoretical model of 'Experiential Advising,' which borrowed from David Kolb's theory of experiential learning, Judith Butler's theory of gender identity, and Jennifer Bloom's theory of appreciative advising, in order to re-evaluate advisor identities to learn again to be a student to become a more effective advisor.

This panel presentation will act as a forum for advisor-turned-student professionals. Within the framework of 'Experiential Advising,' it will elaborate on classroom encounters, learning processes, impact on advisor identities, as well as the resulting outcomes in one-on-one student-advisor meetings.

GROUP ADVISING FOR REGISTRATION

REBEKAH LEAKE / Associate Director of Academic Advising / Media School

NOEL MARQUIS / Academic Advisor / Media School

For the past few semesters, the Media School Advising Office has been running a two-part group advising program during continuing student registration. During Part 1, students attend a group workshop where they work with an academic advisor and an undergraduate student worker to plan their schedule. This workshop includes a brief presentation on academic planning resources and processes, but the goal is to prioritize hands-on planning time for students. At the end of the workshop, students are given the option to sign up for a 15-minute follow-up individual advising appointment (part 2 of the process).

During this presentation, our team will share more about the content we cover during the workshop, student engagement with these group advising sessions, and more. We will walk participants through the entire life cycle of these workshops, from the planning stages to the 15-minute follow-up appointments. Our goal is to provide participants with a framework that they can adapt in order to implement similar programming within their own department or school.

This presentation connects to the following NACADA Core Competencies:

- *C4: Academic Advising Approaches and Strategies – provides an example of a program to accommodate additional student meetings during peak advising*
- *I5: The characteristics, needs, and experiences of major and emerging student populations – we'll discuss how this program has evolved to meet specific student needs and demands, especially as these have changed over time due to campus-wide advising changes this year*
- *R6: Facilitate problem solving, decision-making, meaning-making, planning, and goal setting – this group advising program is designed to help students understand the scheduling process and curriculum. Our hope is that students who have participated in this program will become more confident in making their own scheduling decisions year-over-year thanks to this information.*

3:30pm - Session 4

Session 4: 3:30pm

Dogwood

BRIDGING THE GAP: ADDRESSING PAIN POINTS IN 4+1 PROGRAMS THROUGH STAFF INSIGHTS AND COLLABORATION

PATTY REYES-COOKSEY / Director of Graduate Administration / Luddy School

4+1 programs provide students with an accelerated path to earning undergraduate and graduate degrees, but they also present unique challenges for staff supporting these programs. This presentation will focus on identifying common pain points, sharing actionable strategies, and fostering collaboration to enhance the 4+1 program experience.

The session incorporates findings from a pre-session survey distributed to staff across IUB, highlighting issues such as unclear admissions processes, dual advising complexities, and communication gaps between undergraduate and graduate programs. These survey insights will serve as the foundation for the presentation and interactive audience engagement.

Using NACADA Core Competencies as a framework, the presenter will guide attendees through conceptual, informational, and relational approaches to address these challenges. Topics will include clarifying program requirements, improving communication, and building stronger collaboration between advisors, faculty, and administrative offices. Real-world examples and practical solutions will be provided to illustrate successful strategies for overcoming these obstacles.

The session includes a group discussion based on survey results, to encourage attendees to reflect on their own experiences and share best practices. By actively engaging participants, the presentation will foster a dynamic exchange of ideas and equip attendees with actionable steps to improve 4+1 program support.

This session is ideal for advisors, program coordinators, and administrators seeking to address institutional challenges, streamline processes, and create a more student-centered approach to 4+1 programs. Attendees will leave with practical tools and collaborative strategies to enhance their institution's 4+1 program success.

Session 4: 3:30pm

Oak

PEER POWER: ENRICHING THE LUDDY EXPERIENCE WITH THE SPARC TEAM

KIM ROSS / Associate Director, Academic Retention Advising / Luddy School

MARIA CLOR / Advising Operations Director / Luddy School

KELSEY KARUM / Associate Director of Undergraduate Advising / Luddy School

CAROLYN MUNK / Associate Director of Undergraduate Advising / Luddy School

ANNA BEDNARSKI / Associate Director, Student Services Generalist / Luddy School

WITH MEMBERS OF THE SPARC TEAM

Give your peer mentorship programs some SPARC! SPARC (Student Planning & Resource Corps) is an innovative student group embedded in the Luddy advising team. This peer mentorship-based program supports students pursuing majors in Informatics, Computing, and Engineering. Student members of the SPARC team will share insights into their successful experience, from recruitment, training, orientation support, and beyond.

Attendees will learn about the crucial roles SPARC members play during new student orientation, supporting freshmen through engaging activities and information sessions. We will detail their contributions to class visits, drop-in student advising, and their innovative approaches to social media outreach, all aimed at fostering a supportive community for new students.

We will also examine the researched benefits of peer mentorship, including improved retention rates, increased academic performance, and enhanced social integration for first-year students. By connecting with relatable peers, freshmen can navigate the complexities of university life with greater confidence and ease. Finally, we will share our vision and plans for the SPARC program in the upcoming academic year, including strategies for enhancing training, expanding outreach efforts, and increasing the involvement of student staff in mentoring roles. Join us to discover how the SPARC Team is shaping a supportive and connected community, ensuring that every first-year student feels empowered to succeed in their university journey!

Session 4: 3:30pm

Persimmon

GUIDING TOMORROW'S PROFESSIONALS: EXPERT ADVICE FOR SUPPORTING PRE-MED, PRE-HEALTH, AND PRE-LAW STUDENTS

DIANA DINGMAN / Health Professions & Prelaw Advisor

ANNA ZIMMERMANN / Health Professions & Prelaw Advisor

Admission to professional schools is competitive, and students pursuing these programs encounter academic challenges and intense application processes. The HPPLA advisors provide support and guidance helping these pre-professional students navigate the complex process. Join us for valuable insights on how to effectively advise students pursuing pre-med, pre-health, and pre-law programs. In this presentation, we will introduce HPPLA office personnel and discuss collaboration opportunities with campus colleagues to assist students. Our goal is to provide advisors with insights and practical tips for supporting high-achieving students throughout their academic journey.

Topics Covered:

- *Dispelling Myths About Degree Selection: Clarifying misconceptions about best degrees for professional programs.*
- *Course Selection: Selecting courses that build competencies and prepare students for the LSAT and law school.*
- *Long-Term Planning: Helping students prepare for a successful application process by creating a long-term plan, anticipating testing preparation, and application cycles.*
- *Satisfying Prerequisites: Learning about the acceptance of AP and dual credit, community college coursework, and online coursework when pursuing pre-health and pre-med programs. Understanding required grades, the impact of course retakes, and withdrawing.*
- *Time Management and Course Load Balance: Encouraging students to manage their time effectively, especially when preparing for testing. Helping students find balance in their academic commitments.*
- *Engaging in Extracurricular Activities: Supporting students explore interests by shadowing early on. Encouraging them to build competencies through community service, patient care experiences, and research opportunities.*
- *Utilizing the HPPLA Office: Encouraging students to engage with our advising resources by attending orientation, workshops, and information sessions. Reminding students to schedule appointments early on.*

By attending, advisors will gain a deeper understanding of how to collaborate with HPPLA and equip students to excel from the start of their academic journey, ultimately positioning them for success in their professional school applications.

Session 4: 3:30pm

Sassafras / Zoom Room B
<https://iu.zoom.us/j/84163059700>

INDIVIDUALIZED DEGREES IN THE COLLEGE OF ARTS AND SCIENCES

MIA RENARD / Assistant Director, Individualized Major Program / College of Arts & Sciences

STACY WEIDA / Academic Advisor, Liberal Studies / College of Arts & Sciences

The College of Arts & Sciences offers two options to undergraduates looking to pursue an individualized degree: the Individualized Major Program (IMP) and the Bachelor of Liberal Studies (BLS). Attendees of this session can expect to: learn how these programs work; discover when a student may be a good fit; and walk away with tangible tips, resources, and language on referring students to our advising offices.

With the changes this year to IUB's advising structure, advisors across campus will likely see an influx of freshman students exploring their major options during traditional advising appointments. The College of Arts and Sciences offers two options that let students individualize their degrees to varying extents: the Individualized Major Program and the Bachelor of Liberal Studies. Both degrees give students more options and opportunities to maximize their potential if switched to earlier in their undergraduate career. However, students are often not aware of these hidden gems until later in their time at IU.

It can be helpful for all advisors, both inside and outside of the College of Arts and Sciences, to be aware of these often-overlooked degrees. In this presentation, advisors for these degrees will give an overview of degree requirements, unique features, types of students who may be a good fit, and ways to talk to students about changing to these degrees. We will also highlight the unique topics that have been pursued by IMP students as well as common combinations of subjects and career goals for BLS students. This presentation is perfect for advisors who are new to IU Bloomington, as well as advisors in competitive majors who regularly help students pivot to alternative majors.

Professional Development Committee

Cynthia Allen (Co-Chair PDC / Co-Chair Spring Conference Committee)

Stacy Weida (Co-Chair PDC / Co-Chair Spring Conference Committee)

Kristin Mann (Co-Chair Spring Conference Committee)

Lindsay Allen

Mathew Bumbalough

Rebecca Guest-Scott

Kelsey Karum

Dale Spicer

Laurie Staring

Volunteers

Thanks to the many volunteers who made this event possible. We couldn't do this without you!