

2024 BAAC Spring Conference



February 14, 2024

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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. Thank you for your understanding!

Conference Schedule

8:15 am	Conference space opens	Georgian
8:30 am	BAAC Business Meeting..... MATHEW BUMBALOUGH <i>(Vice President, BAAC)</i>	Georgian
9:00 am	Keynote Address	Georgian
	MEGAN BERGMAN <i>(PhD student, University of Illinois Urbana-Champaign; former Senior Academic Advisor, Purdue University-West Lafayette)</i>	
10:30 am	Session 1.....	Tree Suites
11:30 am	Lunch Break	
1:00 pm	Town Hall.....	Georgian
	<i>A conversation with Dan Turner & friends about the IUB 2030 Strategic Plan</i>	
2:00 pm	Snack Break.....	Tree Suites hallway
2:20 pm	Session 2.....	Tree Suites
3:30 pm	Session 3.....	Tree Suites
4:30 pm	Conference Concludes	

Zoom Links

The conference will use the following Zoom links:

For Keynote address & Town Hall: <https://iu.zoom.us/j/84306320215>

For Breakout Sessions (two Zoom options are available in each session):

Zoom Room A: <https://iu.zoom.us/j/84306320215>

Zoom Room B: <https://iu.zoom.us/s/84743277313>

Please note: none of the sessions will be recorded.

Evaluation

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

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

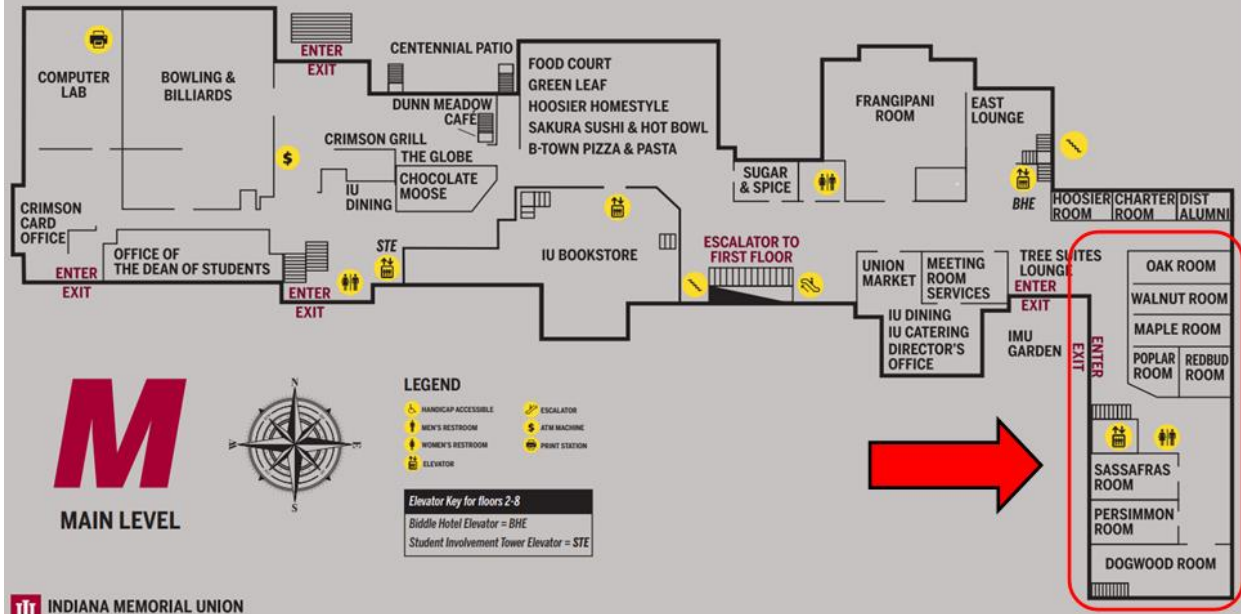
Please make sure you are logged into the IU Network before trying to open the evaluation.



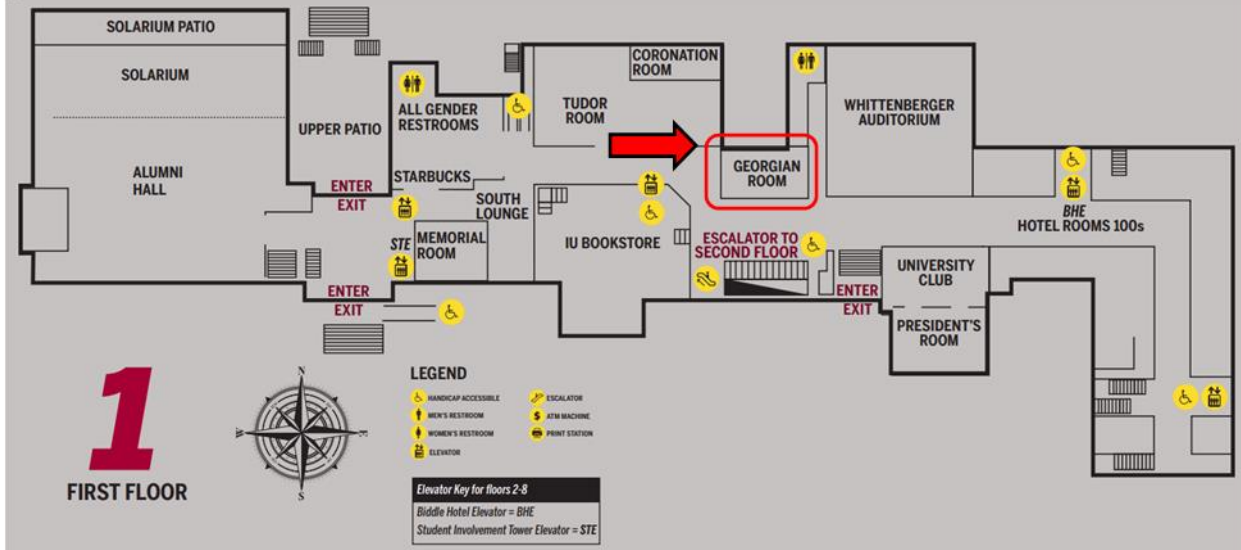
Link: <https://forms.gle/wokxALGRGDyaU7N87>

IMU Building Map

BUILDING DIRECTORY



INDIANA MEMORIAL UNION



Keynote Speaker
MEGAN BERGMAN



PhD Student in the School of Labor and Employment Relations at the University of Illinois Urbana-Champaign (UIUC); formerly Senior Academic Advisor at Purdue University-West Lafayette

Megan, once an Academic Advisor and Senior Academic Advisor at the Daniels School of Business at Purdue University-West Lafayette, is now a first-year doctoral student in the School of Labor and Employment Relations at the University of Illinois Urbana-Champaign (UIUC) studying Human Resources and Industrial Relations. Her primary research interests include occupational stress and trauma, as well as how socially disadvantaged groups are integrated and reintegrated into the workplace. Before studying at UIUC, Megan earned a master's degree in organizational communication and a bachelor's degree in corporate communication from Purdue West Lafayette.

During her over six and a half years in advising at Purdue, Megan served as the Co-Chair and Chair of the Purdue Academic Advising Association (PACADA) Research Committee and has additionally served as Vice Chair and Chair of the PACADA Steering Committee, two roles in which she advocated for positive campus-wide change on behalf of students and academic advisors at Purdue. She also served on the Daniels School of Business CareerBound Program Development Committee. Today, Megan is an active, contributing member of the Indiana Academic Advising Network (IAAN) Communication Committee and serves on the Future Business Leaders of America National Collegiate Strategy Council.

In her free time, Megan enjoys hiking, listening to jazz, BTS, and Taylor Swift, playing board and video games, and spending time with her spouse, Jacob, and their furkids, Rocky and Tuxedo.

Town Hall
DAN TUNER



Assistant Vice Provost and Executive Director of Advising

Joined by:

MARK HURLEY, Director of Advising, College of Arts & Sciences

MARY O'SHEA, Director of Advising First Year, University Division

JESSICA STATEN, Director of Academic Advising, School of Public Health

SAMUEL YOUNG, Director, Groups Scholars Program

Join us in the Georgian Room for a Town Hall focusing on the IUB 2030 Strategic Plan. Dan Turner, Assistant Vice Provost and Executive Director of Advising, will discuss and take questions about IUB2030, joined by Mark Hurley, Mary O'Shea, Jessica Staten, and Samuel Young.

Have a question? You can submit it here: <https://forms.gle/vr9YeqoKryD4GZ1E9>

All questions must be submitted by Feb 13.

Concurrent Sessions 1-3: Overview

Session 1, 10:30-11:30am

Dogwood / Zoom Room B	Optimizing Advising: A Systematic Approach to Pre-Scheduled Appointments
Sassafras / Zoom Room A	From Junior Division to University Division: Constructing Historical Narratives of Academic Advising at Indiana University
Persimmon	6 Golden Nuggets of Advising: Best Practices and Tips Presented by a Team of New(ish) Advisors
Maple	Level Up Your Orientation Game
Oak	Languages? Not Just for Linguists: Foreign Language Study at IU

Town Hall, 1:00-2:00pm

Georgian	A conversation with Dan Turner and friends regarding the 2030 Strategic Plan
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Session 2, 2:20-3:20pm

Dogwood	Deconstructing the F-Word: Mid-life Adventures and Advising Lessons from the Finite Math Classroom
Sassafras / Zoom Room A	Empowered by Experience: Impacts of Arts Education Lived Experiences on Advising Practices
Persimmon / Zoom Room B	Drop-In Advising Reimagined: Conversations on the Go and the Power of Collaboration
Maple	Graduate Advising Panel

Session 3, 3:30-4:30pm

Dogwood	What Taylor Swift Taught Me about Advising Practice: Integrating Levity and Laughter
Sassafras / Zoom Room A	Meditation and Self-Empowering Practices
Persimmon / Zoom Room B	Group Advising and Engaging Presentations
Oak	The Price One Pays to be in the STEM Environment

Zoom Room A: <https://iu.zoom.us/j/84306320215>

Zoom Room B: <https://iu.zoom.us/s/84743277313>

10:30am - Session 1

Session 1: 10:30am

Maple

LEVEL UP YOUR ORIENTATION GAME

ANNA BEDNARSKI / Associate Director, Student Services Generalist, Luddy

MARIA CLOR / Advising Operations Manager, Luddy

KELSEY KARUM / Associate Director of Undergraduate Advising, Luddy

CAROLYN MUNK / Associate Director of Undergraduate Advising, Luddy

KIM ROSS / Associate Director, Academic Retention Advising, Luddy

Looking for ways to "level up" your students' New Student Orientation experience? Hear from the Luddy Undergraduate Advising team on innovative approaches they incorporated during Summer 2023 to improve the orientation experience for their students and advisors.

Beginning in Summer 2022, nearly all incoming Luddy students were directly admitted to the school. As a result, the undergraduate advising office decided to implement changes to better meet the demands of increasing caseloads and a larger incoming student group. In Summer 2023, these changes were expanded upon to create a more robust student experience.

In this session, Luddy advisors will highlight a variety of communication initiatives put into place, along with the hiring and training of undergraduate peers known as SPARC team members (Student Planning and Resource Corps). They will also discuss goals for the future of the Luddy orientation process.

Session 1: 10:30am

Persimmon

6 GOLDEN NUGGETS OF ADVISING: BEST PRACTICES AND TIPS PRESENTED BY A TEAM OF NEW(ISH) ADVISORS

SUPARNA BOSE / Academic Advisor and Retention Specialist, Group Scholars Program

BEN BRADDOCK / Academic Advisor and STEM Initiatives, Group Scholars Program

DETRA CARTER / Academic Advisor, Group Scholars Program

PALOMA OROZCO / Academic Advisor, Group Scholars Program

A'SHON RIGGINS / Academic Advisor, Group Scholars Program

TROY T. THOMAS JR. / Academic Advisor, Group Scholars Program

The presenters are members of the Groups Scholars Program Advising Team and have been hired during or after the pandemic. They are new to the Indiana University advising profession and are learning the tricks of the trade from their experienced colleagues and/or superiors. The program advisors adopt a type of advising which can be best described as a combination of the Holistic Advising model (Kardash, 2020) and the Proactive (Intrusive) Advising model (Varney, 2012) to support student engagement and retention in a population of first-generation college students (referring to the key Conceptual component of the NACADA Core Competencies list, the advisors' understanding of theories relevant to academic advising #C3, and "academic advising approaches and strategies" #C4). The advisors will share some "Golden nuggets" as their primary tenets to remember as they sharpen their advising skills and negotiate new experiences every day. The 6 nuggets also refer to the NACADA Informational and relational core competencies.

**FROM JUNIOR DIVISION TO UNIVERSITY DIVISION:
CONSTRUCTING HISTORICAL NARRATIVES OF ACADEMIC ADVISING AT INDIANA
UNIVERSITY**

WOJCIECH BEŁTKIEWICZ / Associate Academic Advisor, University Division

In response to the political, economic as well as demographic changes taking place within American society in the 1930s, the trustees of Indiana University sought to create mechanisms to not only ease the transition between students completing high school and entering their first year at a big public university, but to make a university education more equitably accessible to Indiana residents throughout the state. This initiative eventually resulted in the creation of Junior Division, the immediate predecessor of IU's University Division at Indiana University Bloomington.

Using primary source documents available at IU Archives, this research project lays out a microhistory of a foundational advising institution at Indiana University: Junior Division, with its progressive evolution from a semi-formal group of instructor-counsellors, to a modern, professionalized advising unit known today at University Division. It likewise intends to couch this microhistory in a broader historical narrative of institutionalized academic advising that originated with the paedagogi at Europe's great medieval universities. A progressive wave of administrative specialization at European, and later American universities, eventually culminated in a dedicated, professionalized academic advising corps that is today synonymous with modern academic advising. Just as the very origins of academic advising were a response to changes in broader society, so too will this project demonstrate that the establishment and evolution of academic advising at Indiana University was a response to key historical events: The Great Depression, The New Deal, World War II, The Civil Rights Movement and a spate of social legislation known as The Great Society. Starting in the late 1930s, the purpose of Junior Division continuously evolved from easing the transition between high school and college, to serving broader and increasingly diverse demographics, for whom higher education was all but inaccessible mere decades earlier.

Additionally, this project intends to evaluate the processes and challenges a historian faces in drawing up narratives of academic advising. This examination begins with an outline of the primary source base available at IU Archives, indicating the biases of archival materials that were created and curated by university elites, taking stock of institutional silences, with recommendations how these deficiencies can be remedied in future historical narratives of academic advising.

Lastly, it intends to demonstrate that historical narratives of our profession are fundamental to understanding how modern academic advising came to be, how it evolved in reaction to changing circumstances, and perhaps most importantly, how these pasts shape our understanding of who we are as advisors today.

Session 1: 10:30am

Dogwood / Zoom Room B
<https://iu.zoom.us/s/84743277313>

**OPTIMIZING ADVISING:
A SYSTEMATIC APPROACH TO PRE-SCHEDULED APPOINTMENTS**

REBECCA GUEST-SCOTT / Academic Advisor & Career Initiatives Coordinator, 21st Century Scholars Program

The traditional advising model often faces challenges such as imbalanced advisor workloads, long student wait times, reactive problem-solving, and limited student engagement. This presentation will share an innovative approach to academic advising through the development of a systematic pre-scheduled appointment process, implemented and refined with 21st Century Scholars over the last year. Our systematic approach aims to address common advising pitfalls by leveraging pre-scheduled appointments to offer a more balanced, efficient, proactive, holistic, and personalized advising experience. We will share insights into the design, implementation, and outcomes of our pre-scheduled appointment structure while attendees gain a comprehensive understanding of how strategically pre-scheduled appointments can be integrated into the advising process to optimize efficiency, address challenges proactively, improve student connection and satisfaction, and enhance overall academic success.

Session 1: 10:30am

Oak

LANGUAGES? NOT JUST FOR LINGUISTS: FOREIGN LANGUAGE STUDY AT IU

AMANDA LUECK / Academic Advisor, College of Arts and Sciences

OLGA BUEVA / Senior Advisor, College of Arts and Sciences

Foreign language is an integral part of the IU student experience. For students pursuing a degree in the College of Arts & Sciences, foreign language study is a requirement; for those pursuing a degree in any of the other schools, it is one of three options to fulfill the General Education World Languages & Cultures requirement. Therefore, all undergraduate academic advisors may be able to better serve their students through enhancing their knowledge of the options for language study at IU and developing strategies for helping advisees navigate the various hurdles they may face while learning a foreign language. Most crucially, we believe that advisors can help students understand that foreign language and intercultural competence are essential assets for undergraduates in any discipline.

We will first focus on conversations we have had with students who are struggling to connect foreign languages with their overall academic and professional goals. We plan to invite attendees to share their experiences and approaches in navigating these types of conversations with students. Following our discussion on articulating the benefits of foreign language study to advisees, we intend to share resources and strategies designed to help advisors across all disciplines better advise students, based on their specific circumstances and goals. Drawing on our experience working with students in and outside our advising areas, we have identified some recurring issues related to foreign language study that students routinely face. We plan to discuss scenarios involving domestic and international students with various language backgrounds and academic and professional goals. In discussing these scenarios, we hope to share strategies for identifying the most appropriate resources available at IU that would allow specific students to achieve their individual objectives.

Situations involving foreign language at IU can be complex, typically requiring nuanced conversations, and there is no one template appropriate for all cases. Our presentation will include case studies and aim to create a space for discussion, sharing solutions and experiences, and fostering a collaborative environment amongst advisors.

2:20pm - Session 2

Session 2: 2:20pm

Sassafras / Zoom Room A
<https://iu.zoom.us/j/84306320215>

EMPOWERED BY EXPERIENCE: IMPACTS OF ARTS EDUCATION LIVED EXPERIENCES ON ADVISING PRACTICES

NICOLE BLACKWELL / Academic Advisor, School of Public Health
DR. LINDSEY GRITES WEEKS / Academic Advisor, School of Nursing & Health Sciences, Neumann University

Good things happen outside your comfort zone. While we encourage our advisees to explore new interests, seek out new challenges, establish new social relationships, and expand their knowledge across disciplines over the course of their college experience, how can we, as academic advisors, model that adaptability? How can our lived experiences, i.e., the twists and turns that our educational and career pathways have taken, shape our philosophy and practice?

Guided by the applied phenomenology of education scholar and philosopher Max van Manen, we investigate our lived experiences as artists/arts educators as integral to our individual perspectives on our work in advising STEM-major students. While our interests in exploring the connections between arts education and STEM arose from our personal experiences, these connections are also reflective of larger trends in the education community. In 2020, the State Education Agency Directors of Arts Education (SEADAE) described arts learning as "critical to solving the complex and ever-evolving needs facing our workforce" and "fundamental to student success across all domains" (Huser, p. 1). For SEADAE, the holistic inclusion of arts learning into STEM (i.e., STEAM education) recognizes "the real-world role of the arts" as "evoking a richer and more creative level of communication about the world," "inspiring deeper levels of creating, producing, responding, and connecting to the resolution of real-world problems," and providing "unique ways in which students learn about themselves and others" (Huser, p. 3). Our presentation reflects this emphasis on the interconnectedness of academic theory with real-world practice.

In reflecting on our lived experiences as academic advisors, our guiding questions are "inquiries that address and serve the practices of professional practitioners as well as the quotidian practices of everyday life" (van Manen, p. 15). These include:

- What does it mean to us to approach our work as academic advisors with an artist's habit of mind?*
- What are the commonalities between our lived experiences and those of our advisees in STEM disciplines? In what ways may we connect where our experiences diverge, differ, and intersect?*
- What assumptions/biases have we experienced from our backgrounds? What assumptions/biases have we developed based on our lived experiences? How do these impact the ways in which we relate to our advisees and they to us?*

Session 2: 2:20pm

Persimmon / Zoom Room B
<https://iu.zoom.us/s/84743277313>

DROP-IN ADVISING REIMAGINED: CONVERSATIONS ON THE GO AND THE POWER OF COLLABORATION

DOUG DAVEE / Academic Advisor, IU School of Nursing

Join us in exploring the transformative impact of "Conversations on the Go" from the IU School of Nursing. This innovative drop-in advising initiative redefines collaboration within our academic community, bringing together students, advisors, faculty, and the broader community. Covering diverse topics, from Mental Health and Well-Being to engaging activities like Raising Monarch Butterflies, the program fosters comprehensive advising experiences. The informal setup allows students to ask questions without the constraints of a formal 30-minute appointment. Hosted every Wednesday from 11-1 in a central location, "Conversations on the Go" not only facilitates seamless interaction but also cultivates genuine relationships and collaborations within our community. This session offers insights into the program's impact, supported by assessments and student suggestions, highlighting how collaboration enhances advising practices and strengthens ties within our academic community.

Session 2: 2:20pm

Dogwood

**DECONSTRUCTING THE F-WORD:
MID-LIFE ADVENTURES AND ADVISING LESSONS FROM THE FINITE MATH CLASSROOM**

ROSIE PIGA PIZZO / Associate Academic Advisor, University Division

After years of conversations about students' challenges with MATH-M118 Finite Mathematics, with seemingly an increasing number of them wanting to take it anywhere (Ivy Tech) but here, I had to find out for myself what was really going on in a finite math classroom at Indiana University Bloomington. In the spring of 2023, almost 30 years after I last sat in an undergraduate classroom (BA Journalism IUB 1995), I enrolled in Finite at IUB and sat amongst students and experienced this subject with them. Not only did it give me a glimpse of how students' approach this class and their behaviors during class, but I realized the level of time and commitment necessary to learn the material in order to be successful. (Spoiler alert: I did not contribute to the DFW rate). Taking this class has enhanced my advising practice in that I can better empathize with students regarding challenging classes, brainstorm strategies to overcome obstacles with coursework, and encourage them (strongly) to utilize campus resources to get the help they need. Sharing this experience with other advisors can provide suggestions and discussion on approaches to advising practices when interacting with students about challenging coursework.

Session 2: 2:20pm

Maple

GRADUATE ADVISING PANEL

MYC WIATROWSKI / Assistant Director of Advising, School of Public Health

PATTY REYES-COOKSEY / Director of Graduate Administration, Luddy

TREVOR VERRON / Assistant Dean for Student Development, IU Graduate School

LINDSAY ALLEN / Academic Advisor, Graduate Programs, Office of Online Education

GABE SHEIR / Associate Director, +Kelley Program

Come learn about the world of graduate advising! Graduate advisors will share their experiences working with this unique population of students. Undergraduate advisors will learn what it is like to be a graduate advisor, what their student population is like, and what are the resources, support, and job opportunities available to students pursuing a graduate degree.

In addition, graduate advisors will share insights about how undergraduate advisors can help students who are considering these programs and where they—and the students—can get more information.

As increasing numbers of students consider post-graduate education and turn to their advisors to learn more, this panel will provide an opportunity for undergraduate and graduate advisors to collaborate on how to best serve our students.

3:30pm - Session 3

Session 3: 3:30pm

Dogwood

WHAT TAYLOR SWIFT TAUGHT ME ABOUT ADVISING PRACTICE: INTEGRATING LEVITY AND LAUGHTER

CAROLYN MUNK / Associate Director of Undergraduate Advising, Luddy
ANNA BEDNARSKI / Associate Director and Student Services Generalist, Luddy
SHAMIM ALI / Associate Director of Undergraduate Advising, Luddy

Engaging in academic advising is a challenging endeavor, marked by the constant influx of emails and the persistent expectation to be available to students and other stakeholders around the clock, all contributing to work-place stress and decreased job satisfaction. Yet, amid the demands, academic advising also has many moments of joy and fulfillment with students and colleagues. A shared sense of camaraderie and levity among colleagues plays a pivotal role in fostering strong connections and creating an environment that enables effective, high-impact advising practice while managing office stressors. With a component of the IU 2030 strategic plan prioritizing the enhancement of academic advising, the cultivation of levity in daily work will aid in managing the stress associated with the spotlight... ready for it?

Why Taylor? Bring your cardigan It's time to show advising some Mad love, shake it off as you need to calm down. Long story short- Join ME! For a bit of levity and laughter...Question?

Session 3: 3:30pm

Persimmon / Zoom Room B

<https://iu.zoom.us/j/84743277313>

GROUP ADVISING AND ENGAGING PRESENTATIONS

SERENA OSTRANDER / Academic Advisor-Advanced, College of Arts and Sciences
JENNIFER KELLETT / Academic Advisor, College of Arts and Sciences

As our caseloads increase and students look to us for information about post-graduation plans, research, engagement, etc., group advising can be an excellent solution to the volume and breadth of information that advisors need to transmit to students. However, so often group advising is executed in a lackluster way that leaves the advisor and student disappointed in the lack of engagement. In the past few years, the Psychological and Brain Sciences team has effectively used group advising to tackle topics like grad school, research, professional schools, and technical systems to demystify opaque parts of the university system in a low stress but engaging format that encourages students to ask questions and meets them where they are. Our presentation proposes some strategies for managing the group advising campaign and practical tips for making those presentations engaging. Even for those of us that don't find technology an easy medium to work with can model a growth mindset for our students by creating engaging presentations that take advantage of the many tools at our disposal: Adrx campaigns, dynamic presentations, zoom tools, and more. We will demonstrate some of the tools and systems that we have found useful in our group advising practice and provide participants with handy guides for creating their own group advising campaigns.

Session 3: 3:30pm

Sassafras / Zoom Room A
<https://iu.zoom.us/j/84306320215>

MEDITATION AND SELF-EMPOWERING PRACTICES
PERFECTO CAPARAS / Academic Advisor, Kelley School of Business

Explain the principles, concepts, benefits and importance of

- Pranic Breathing Techniques
- Meditation on Twin Hearts aka Meditation for World Peace
- I AM Affirmation
- Daily Gratitude Journal

Session 3: 3:30pm

Oak

THE PRICE ONE PAYS TO BE IN THE STEM ENVIRONMENT
DR. PATRICK D. SMITH / Executive Director, Mentoring Services and Leadership Development

Very few African American undergraduate STEM majors have persisted long enough to obtain their degree from historically White institutions (HWIs) (Ladivar, 2013). There is little research that explores the persistence and achievement strategies of African American STEM majors who have overcome threatening conditions at such schools (Chang et al., 2011).

This presentation will share the experiences of African American junior and senior STEM majors at three HWIs and discuss how they were able to excel under threatening conditions.

Specifically, in my qualitative study of 12 African American STEM majors, attendees will gain important insights concerning the resources, support networks, and personal motivational strategies utilized to propel their success. Moreover, this presentation will expose attendees to how a lack of diversity among faculty and peers in STEM classrooms presented unique challenges towards persistence for the participants of this study. For example, students reported encountering racism, sexism, lack of belonging, isolation, and having their intellectual capability questioned.

I argue that African American STEM majors must demonstrate a high degree of self-efficacy and resource utilization—including accessing advising, supportive faculty, peers, and student organizations to maintain their presence and persistence in STEM. Moreover, advising staff are in a unique position to offer support and advocacy to African American students who are determined to pursue a STEM credential.

By closely examining the classroom and campus experiences of African American STEM majors, this presentation will shed light on how others are able to persist through various challenges encountered during their undergraduate experience. Being knowledgeable of persistence strategies and challenges faced by these students can empower advisors, faculty, and other campus administrators to take the initiative in helping students address these issues in the classroom. Additionally, having a discussion concerning the importance of developing and maintaining equitable and inclusive STEM classrooms will help with serving those populations who have been historically excluded from this environment.

Professional Development Committee

Patrick McKamy (Co-chair PDC)
Ruthie Williamson (Co-chair PDC)
Kristin Mann (Co-Chair Spring Conference Committee)
Stacy Weida (Co-Chair Spring Conference Committee)
Lindsay Allen
Niki Blackwell
Matthew Bumbalough
Kelsey Karum
Laurie Staring

Volunteers

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