



September 16, 2021 | 9 AM



DUS ADVISING CONFERENCE

On Innovative Academic Advising

CONFERENCE AT A GLANCE

09:00 – 09:30 **WELCOME & OPENING COMMENTS**

Dr. David R. Smith, Asc. Dean for Advising and Executive Director, DUS

- ZOOM: <https://psu.zoom.us/j/92504244487?pwd=SUN0U3lpNURrVjRjSEhLV25MM1lvZz09>

09:30 – 10:15 **RE-ENTRY FALL 2021! PACKING SMART & TRAVELING LIGHT**

Speaker: Martha Strickland, Penn State Harrisburg

- ZOOM: <https://psu.zoom.us/j/92504244487?pwd=SUN0U3lpNURrVjRjSEhLV25MM1lvZz09>

10:45 – 11:45 **CONCURRENT SESSIONS 1**

You Can't Pour From an Empty Cup; Contemplative Practice in Academic Advising

- ZOOM: <https://psu.zoom.us/j/94691052656?pwd=TFZKU2JZbUZDdlcrVStyTnRTb0dNdz09>

SmarterMeasure Consultation: Conversations About Non-Cognitive Factors & Academic Success

- ZOOM: <https://psu.zoom.us/j/95790583688?pwd=NGhheEI2Mjc0Y0dnRTFzYlN5Q1VBZz09>

Utilizing Virtual Portfolios and Comprehensive Interviews for Personal Development and Graduate and Career Readiness

- ZOOM: <https://psu.zoom.us/j/95944946894?pwd=bk1PWmgwRGMSEhBRnRIZXhtYjF4QT09>

11:45 – 1:15 **LUNCH**

1:15 – 2:15 **CONCURRENT SESSIONS 2**

Using Technology to Improve & Enhance Adviser Training & Development: A Case Study

- ZOOM: <https://psu.zoom.us/j/91482243041?pwd=Wk9SOWY4VUUxRzNxbUNpc05FdDUrUT09>

Empowering Engagement with Advising through Digital Tools

- ZOOM: <https://psu.zoom.us/j/99316567069?pwd=Zkx4Sjh6QVFda2tzQ3pQYzI5b1V4dz09>

Mentoring for Success: Leveraging Mentorship for Students in Academic Risk of Dismissal

- ZOOM: <https://psu.zoom.us/j/95280906836?pwd=cG5vbnZYeTZZMWhFN2I3dTdGckZVZz09>

Mind Your V's and Z's: Covid Alternative Grading and Advising Best Practices

- ZOOM: <https://psu.zoom.us/j/93789522354?pwd=QUJqUFpoTmRFNVJuTDRSTklwTXFwQT09>

2:15 – 3:00 **OPTIONAL NETWORKING**

- ZOOM: <https://psu.zoom.us/j/91374347652?pwd=QTlZSjNJZEplcVE0ZTg2OEI3cFBUUT09>
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W E L C O M E

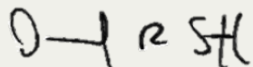
A NOTE FROM DAVID R. SMITH

Thank you for attending the 20th Annual DUS Conference on Innovative Academic Advising at Penn State. Our intention had been to meet in person this fall, but we are very grateful to all of our presenters and participants who have demonstrated flexibility and patience as we made the important, last-minute decision to move to an online format, given the persistence of the public health crisis. Building on the success of last year's online conference, where we had more than five hundred participants, we are hopeful that you will engage actively in the program and use it as an opportunity to build professional relationships with others who are invested in the academic success of students in higher education.

As you are aware, we are experiencing significant challenges as communities near and far confront a public health crisis along with the failure to achieve racial justice in the United States. While these realities have spurred more action to affect institutional change, much work remains. Ideally, our discussions with students as academic advisers embrace the context of larger societal challenges and engage students in conversations about the value and importance of higher education. Indeed, if we are to find solutions that promote democratic processes, we need to ensure that higher education remains accessible to the widest range of individuals possible—and access cannot just be to the front door but must also include the range of academic programs and opportunities that higher education provides. It is my firm belief that the work of academic advising is to help students recognize the transformative power of higher education to challenge assumptions, to help people grow as individuals, and to build interconnected communities based on respect and civic engagement. Additionally, given the volume of students we see and help, academic advisers and others on the frontlines of supporting students need to give voice to the barriers that continue to undermine equitable outcomes in higher education.

As we continue the critical work of supporting students, which increasingly means helping them manage the trauma that many in our communities have experienced, my sincere hope is that our conference will provide a moment for greater reflection on the ways in which higher education can inspire optimism and positive change. Again, thank you for participating in various discussions today. I hope the collective energy of the day will motivate everyone to take steps to improve how we build inclusive, engaged communities at Penn State and beyond.

Sincerely,



David R. Smith
Associate Dean for Advising and
Executive Director, Division of Undergraduate Studies

SPEAKER BIOGRAPHY

Martha J. Strickland, EdD - Penn State Harrisburg

Associate Professor of Education

School of Behavioral Sciences and Education

Dr. Martha Strickland, Associate Professor of Education, makes her academic home in the School of Behavioral Sciences at Penn State Harrisburg where she has been teaching undergraduate and graduate educational psychology courses for over fifteen years. In addition to teaching, she has enjoyed collaborating with the advising office to advise undergraduate students who aim to enter an education major. Her approach to advising comes from decades of experience working internationally to train Western families in preparation for transition and re-entry issues. Throughout her travels to more than 30 countries, she also aided in problem-solving practices for those seeking assistance while adjusting to overseas assignments. Combining this rich background with academia, Dr. Strickland focuses her research and expertise on advising, specifically assisting immigrants, refugees, and internationals who are transitioning into new academic settings. The more complicated the transition, the more energized she becomes. Her favorite place to be is where she is engaging in conversation over a good cup of coffee or chai.

KEYNOTE

KEYNOTE OVERVIEW

Supported by decades of research and experience, in this session I will introduce personal and professional research-based tools proven effective in navigating re-entry experiences. To do this we will look into our “backpacks” to examine all that we have collected, packed, and brought into this semester with us.

Doing a self-audit, we will re-view and re-pack for the journey ahead. It is expected that we will leave the session with revitalized tools including reframed statements, questions, and inventories that we can carry with us to guide our interactions with advisees and colleagues as we journey along – packed smart and traveling light together.

CONCURRENT SESSIONS

YOU CAN'T POUR FROM AN EMPTY CUP; CONTEMPLATIVE PROACTIVE IN ACADEMIC ADVISING

Carrie Egnosak, Penn State World Campus

“How are you doing?” A question we regularly ask students, often leading to conversations about the importance of self-care. We help our students build resilience, but how are we doing? In 2016, a study by Marshall, Gardner, Hughes, & Lowery found that higher education lost 41.7% of student affairs practitioners with 1-5 years’ experience and 21.7% with 8-10 years experience. The effects of losing advisers due to burnout, work-life conflict and loss of passion reflect revolving issues in our field. So, what can we do? Treat self-care as a necessity, a way to reduce burnout and compassion fatigue. In doing so we also become better resources for our students and enhance retention. Join in this interactive session to experience and explore mindfulness and meditation techniques that can help both you and your students flourish.

SMARTERMEASURE CONSULTATION: CONVERSATIONS ABOUT NON-COGNITIVE FACTORS AND ACADEMIC SUCCESS

Kimberly Wiesner, Penn State World Campus

Michelle C. Wiley, Penn State World Campus

Adult learners enrolled in distance education courses may face obstacles to retention and degree completion that are not initially clear to the student. It is important to consider that adult students bring their social world and prior knowledge with them to the virtual classroom (Lave, 2011) and expect both to be acknowledged and appreciated by peers and staff. Students are not prepared for the distance education “classroom experience” which is most likely completely different from any educational experience they have known. The SmarterMeasure Consultation helps students identify non-cognitive strengths and opportunities while providing support and resources that can contribute to their performance, persistence, and retention.

CONCURRENT SESSIONS

UTILIZING VIRTUAL PORTFOLIOS AND COMPREHENSIVE INTERVIEWS FOR PERSONAL DEVELOPMENT AND GRADUATE/CAREER READINESS

Mark Counterman - Penn State University Park, ECoS

Kimberly Johnson - Penn State University Park, ECoS

Melissa Krajcovic, PhD - Penn State University Park, ECoS

John R. Moses - Penn State University Park, ECoS

The ultimate goal of the advisor is to support our students through graduation and success post-graduation. In the PreHealth Professions Advising Office, we have developed a Health Professions Portfolio system for students to track their progress in a longitudinal manner. For students pursuing graduate school, professional school, or other competitive application processes, this enables these students to think beyond the individual steps they are taking and see the big picture. As a capstone to this longitudinal self-reflection is the Comprehensive Interview. We mimic the experience of a professional school interview and then provide extensive feedback to help our students grow as people, students, future professionals, and interviewees. Our ultimate goal is to help our students feel confident moving off to the next step of their journey.

CONCURRENT SESSIONS

USING TECHNOLOGY TO IMPROVE & ENHANCE ADVISER TRAINING & DEVELOPMENT: A CASE STUDY

Emily Artello - Penn State Behrend

Carrie Egnosak - Penn State World Campus

According to the 2011 NACADA National Survey of Academic Advising, approximately 78% of institutions use faculty for advising and approximately 81% of institutions utilize professional advisers. Both faculty advisers and professional advisers bring unique perspectives to advising, and ideally, both groups are working towards the same goal: student success. Due to a variety of factors, collaboration and communication between the two groups can be challenging.

EMPOWERING ENGAGEMENT WITH ADVISING THROUGH DIGITAL TOOLS

Daniel Mercado - Penn State Harrisburg

Advisers must communicate more information more often with more students than ever before and often use email to do so. However, in a 2016 study, 39% of surveyed Bowling Green University students reported they avoided adviser emails. Given the numerous digital platforms students inhabit, how can advisers share vital information that cuts through the noise? This presentation will focus on how Penn State Harrisburg's Lambert Undergraduate Advising Center utilizes digital tools like SharePoint, Canvas, and Qualtrics to connect with students and empower them to engage with important advising information. Participants will leave the session with the basic steps to get started using these tools in their own areas.

CONCURRENT SESSIONS

MENTORING FOR SUCCESS: LEVERAGING MENTORSHIP FOR STUDENTS IN ACADEMIC RISK OF DISMISSAL

Shana Clarke - Penn State University Park, DUS

Joan Miller - Penn State University Park, DUS

Dr. Brendaly Drayton - Penn State University Park, , Program Manager/Scholar in Residence, Learning Communities

The workshop will provide an overview of the structure, challenges and outcomes of an academic peer mentoring program which supports students in academic risk. The Academic Peer Mentoring Program (APMP) has been in existence for four semesters with over 80 percent of the mentees entering good academic standing the following semester or continuing in academic warning. Mentees report increased motivation, demonstrate increased self-efficacy and engage in help-seeking behaviors. In addition to learning about the structure, challenges and outcomes of the APMP, participants will be led through an activity designed to help them carefully consider and begin to create their own mentoring program.

MIND YOUR V'S AND Z'S: COVID ALTERNATIVE GRADING AND ADVISING BEST PRACTICES

Lucais Wallen - Penn State University Park, ECoS

Beth Johnson, PhD - Penn State University Park, ECoS

The Covid 19 pandemic has impacted PSU students in a multitude of ways, including their academic performance. PSU implemented alternative grades to help students with this impact. We were worried about the student who elected alternative grades as they were not making academic progress. We instituted a college-wide policy to place a hold on these students encouraging them to meet with an academic recovery advisor and see if they could benefit from intervention or resources. The result will be discussed and how to apply this successful policy to other vulnerable student populations.



Contact Us!

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In Person: 101 Grange Building,
University Park



Thank you for coming!

We would like to express our sincerest
gratitude for learning with us today.



DUS CONFERENCE CO-CHAIRS:

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