



2021 NASPA Region IV-East Conference Schedule

All times are in Central Standard Time

Sunday, November 7, 2021		
8:00 a.m.	5:00 p.m.	Virtual Help Desk
8:00 a.m.	5:00 p.m.	Registration
9:00 a.m.	5:00 p.m.	Virtual Graduate Student Case Study Competition <ul style="list-style-type: none"> 9:00 a.m. - 9:30 a.m. Information Meeting 3:00 p.m. Presentations due 4:00 p.m. - 5:00 p.m Presentations
9:30 a.m.	12:00 p.m.	SSAO/AVP Pre-Conference Workshop (In-person)
12:00 p.m.	3:00 p.m.	Managing Your Career Path: Navigating the Great Resignation (in person, free pre-conference session, register HERE) <ul style="list-style-type: none"> 12:00-1:00 p.m: Managing Your Career Path: Navigating the Great Resignation with Lisa Novack (Associate Director of Student Services, Undergraduate Business Career Center, Carlson School of Management at the University of Minnesota) 1:00-2:00 p.m: Navigating Changes in the Field: A panel discussion with SA professionals on their experiences in the job search, changing positions and institutions during the pandemic 2:00-3:00 p.m: Resume Review & Mock Interview with SSAOs
12:00 p.m.	5:30 p.m.	WISA Virtual Drive-in conference
2:00 p.m.	2:30 p.m.	First Time Attendee Welcome
Concurrent Educational Sessions 1 (In-Person Only)		
3:00 p.m.	4:00 p.m.	The New Normal: Mind Body Spirit after COVID Room Location: Deer Lake Ashley Cree , Academic Services Director/Teacher Certification Officer, University of Wisconsin-La Crosse Beck Hawkins , Academic & Career Advisor, University of Wisconsin-La Crosse Rising up from the pandemic includes the incorporation of the lessons learned. The amount of support for students was tremendous, but students will still have gaps in needs after transitioning back to campus. Our session will discuss our “normal” for fall informed by COVID-19 lessons and bell hooks' concept of mind, body, and spirit for advising.

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3:00 p.m.	4:00 p.m.	<p>Recreation and Wellness Amid a Pandemic: Leading with EGG</p> <p>Room Location: Elk Lake</p> <p>George Brown, Assistant Vice Provost and Director of Recreation and Wellness, The University of Minnesota Twin Cities</p> <p>Amid the challenges faced during the Global Pandemic, Recreation and Wellness at the University of Minnesota-Twin Cities navigated openings and closings while working within significant health and safety restrictions. Using the EGG principle of leading with empathy, grace, and gratitude, important operations were established to provide a vital resource to the campus community.</p>
3:00 p.m.	4:00 p.m.	<p>Refilling our Reservoirs of Courage: Lessons from Concurrent Transitions</p> <p>Room Location: Pine/Cedar Lake</p> <p>Dacia Carter, Retention and Mentoring Programming Coordinator, University of Northern Iowa Kalyani Kannan, LGBTQ+ Student Services Coordinator, University of Northern Iowa Yakira Sanders, Program Assistant Center for Multicultural Education, University of Northern Iowa</p> <p>When incidents of racial bias occur, the responsibility to respond and support campus communities falls on professionals with the word “diversity” in their job titles. When the COVID-19 pandemic surged from one campus to the next, we all learned to operate with a great deal of uncertainty and volatility. In this session, we explore the relationship between national/international events, campus communities, and our individual reservoirs of courage.</p>
3:00 p.m.	4:00 p.m.	<p>Courageously Forging Culturally Relevant Pathways for Hmong Americans in Higher Education</p> <p>Room Location: Ballroom 4</p> <p>Aeriel Ashlee, Assistant Professor and Graduate Director College Counseling and Student Development, St. Cloud State University Mai Xiong, Career Coach Carlson School of Management, University of Minnesota Twin Cities Samantha Yang, Graduate Student, St. Cloud State University Tony Yang, Program Manager for Diversity, Equity, and Inclusion, St. Thomas</p>

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		<p><i>Opus College of Business</i></p> <p>How can student affairs professionals support Hmong American college students, who are often overlooked in aggregated data? In this session, a panel of Hmong American graduate students and full-time professionals will share reflections from their own collegiate experiences, insights from their student affairs experience, and culturally relevant strategies for others seeking to better understand and support Hmong Americans in higher education.</p>
Concurrent Deep Dive Educational Sessions 2 (In-Person Only)		
4:15 p.m.	5:30 p.m.	<p>One Size Does Not Fit All: Strategies to Effectively Bridge Research to Practice when Assessing a Division of Student Affairs</p> <p>Room Location: Deer Lake</p> <p>Brandon R. G. Smith, <i>Doctoral Student—Higher Adult and Lifelong Education, Michigan State University</i> Jesenia Rosales, <i>Doctoral Student—Higher Adult and Lifelong Education, Michigan State University</i> Dr. Patricia Marin, <i>Associate Professor, and Student Affairs Administration Program Coordinator, Michigan State University</i></p> <p>The book <i>One Size Does Not Fit All</i> (Manning et al., 2014) offers an overview of Student Affairs (SA) divisional models. The presenters--each practitioner-scholars--employed this resource to assess the current functions of an SA division with the intention of reimagining its future. The presenters will share how this tool was used, integrating research into practice, through stakeholder engagement.</p>
4:15 p.m.	5:30 p.m.	<p>Trusting the Process: Community Dialogues About Vulnerability and Courage through Art-Based Experiences</p> <p>Room Location: Elk Lake</p> <p>Ann Lawton, <i>Violence Prevention Coordinator/Art Therapist, University of Wisconsin--River Falls</i></p> <p>This workshop will promote opportunities to engage students and staff in creative discussion-based methods which directly engage campus communities. In conversations about campus culture and how we strive to rise and dismantle systemic disempowerment, art-based experiences mirror the inherent vulnerability and courage it takes to create campus and community cultural shifts related to violence prevention, community culture,</p>

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		equity, and inclusion.
4:15 p.m.	5:30 p.m.	Using Contemplative Practice for Courage and Progress Room Location: Pine/Cedar Lake Marlon Blake , Assistant Dean of Students, University of St.Thomas During this interactive session, participants will be provided an overview of contemplative practices (aka mindfulness) and how contemplative practice may provide an additional pathway for assisting higher education professionals in tapping into their courage as human beings and working professionals. This session will also include small group conversations and guided practices for higher education professional practitioners.
7:00 p.m.	9:00 p.m.	Opening Reception

Monday, November 8, 2021		
6:30 a.m.	7:30 a.m.	Morning Yoga (Location: Birch/Maple Lake)
10:00 a.m.	5:00 p.m.	Virtual Help Desk
8:00 a.m.	5:00 p.m.	Registration
8:00 a.m.	5:00 p.m.	Exhibit Hall
8:00 a.m.	8:50 a.m.	SSAO & Mid-Level Pro Morning Mixer (Room Location: Elk Lake)
9:00 a.m.	10:30 a.m.	Conference Welcome and Keynote Speaker
Concurrent Educational Sessions 3 (Virtual Session Included)		
11:00 a.m.	12:00 p.m.	Spork Theory: Supporting Neurodiverse Students Holistically and Day-to-Day Room Location: Deer Lake Kirwin Seger , Graduate Student, Western Illinois University Many SA professionals, especially disabled professionals, neurodiverse professionals, and professionals dealing with mental illness, find their ability to tap into their reservoir varies from day to day. Some are good days, others are bad days. 2 theories attempt to model this: Spoon

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		Theory and Fork Theory. However, there's a middle ground. Spork Theory allows us to holistically support students and ourselves.
11:00 a.m.	12:00 p.m.	<p>Using an Equity Lens in Restorative Justice</p> <p>Room Location: Elk Lake</p> <p>Savala DeVoge, Dean of Student Engagement and Wellness, University of Minnesota Crookston Erica Claybrook-Cookman, Assistant Director of Residential Education, University of Minnesota Crookston Octavia Hubert, Area Coordinator for Residential Multicultural Programming, University of Minnesota Crookston</p> <p>The University of Minnesota, Crookston (UMC) is a small, rural 4-year institution located in Northwestern Minnesota. Pursuant to the Land Grant mission of Minnesota, UMC provides quality education to students from diverse backgrounds. Traditionally, student conduct concerns were addressed punitively. Sanctions were typically issued in the form of fines, further marginalizing students from lower-SES backgrounds. This approach to student conduct also fostered implicit bias, disproportionately impacted BIPOC students as a result. In AY 2019-2020, the Departments of Residential Life and Campus Security, under the guidance of the Dean of Students, revised the existing conduct protocol to better reflect standards of restorative justice.</p>
11:00 a.m.	12:00 p.m.	<p>Call Me By My Name</p> <p>Room Location: Pine/Cedar Lake</p> <p>Kalyani Kannan, LGBTQ* Student Services Coordinator, University of Northern Iowa</p> <p>Staff and student leaders alike play crucial roles in building community. Often, one of the most impactful practices to foster a sense of belonging is also among the simplest: learning names. Through discussion of participants' experiences, successful initiatives at the presenter's campus, and brainstorming strategies, participants will gain an appreciation for the value of learning names and incorporating names into community building.</p>
11:00 a.m.	12:00 p.m.	<p>Courage: Capitalizing Or Using Resources As Gifts in Education</p> <p>Room Location: Ballroom 4</p>

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		<p>David Schmid, Assistant Professor, University of Northern Iowa Shelley Price-Williams, Assistant Professor, University of Northern Iowa</p> <p>Have you ever thought about teaching? The skills, experiences, and resources that you have as a practitioner directly translate to skills you can use as a professor or adjunct instructor. Attend this session to learn what these former practitioners learned from a self-study of their teaching experience and how you can use your skills as a teacher!</p>
11:00 a.m.	12:00 p.m.	<p>VIRTUAL: Advocating for Career Development as a High-Impact Practice (HIP) for First-Year Students and Students in Transition</p> <p>Nicole Shopbell, Director of Undergraduate Education, University of Minnesota Dr. Michael Stebleton, Associate Professor Coordinator of Higher Education Program, University of Minnesota</p> <p>Career development initiatives play a critical role in first-year programming connecting students with career services early, fostering an important connection between self-exploration and career readiness. We will explore career development as a HIP in the first year through the integration of career development into the curriculum while highlighting relevant research and first-year programming at the University of Minnesota.</p>
12:00 p.m.	1:15 p.m.	Lunch and Awards
Concurrent Educational Sessions 4 (Virtual Session Included)		
1:30 p.m.	2:30 p.m.	<p>Promoting a Class on Indigenous Food Sovereignty on a College Campus</p> <p>Room Location: Deer Lake</p> <p>Kiara O'Reilly, Graduate Student, University of Minnesota</p> <p>Native American students arrive at a college campus built upon their ancestral land, but they are historically underrepresented with little to no culturally responsive practices in place despite the historical trauma they have endured. To hold universities accountable for their recent land acknowledgments and to encourage action, we need to incorporate a revitalization of Indigenous culture into the ethos of the university. Universities can address the power imbalance that resulted in the displacement of land and ancestral foods for Native American students by implementing a food sovereignty class into a food science</p>

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		program, which I will outline in this presentation.
1:30 p.m.	2:30 p.m.	<p>Rising Up: How to Increase the Power of Peer Education</p> <p>Room Location: Elk Lake</p> <p>Kristin Michel, Graduate Student, University of Northern Iowa Molly Mundt, Graduate Student, University of Northern Iowa</p> <p>Universities are introducing peers as student-support agents at a growing rate. The goal of having these peers, or “peer educators” is to create a supportive environment for student learning and academic success. This session highlights the benefits that both students and peer educators receive as a result of integrating peer education on college campuses.</p>
1:30 p.m.	2:30 p.m.	<p>Rising Up from Enrolling to Serving: A Multidimensional Conceptual Framework for Emerging HSIs</p> <p>Room Location: Pine/Cedar Lake</p> <p>Sharee Myricks, Director of Office of Diversity and Intercultural Life, North Park University – Chicago Evelyn Aponte-Aucutt, Director of Academic Engagement and Advising, North Park University – Chicago</p> <p>Latina/o students form the largest minority group attending institutions of higher education. However, institutions have yet to ‘Rise Up’ to cultivate a diverse campus climate that ensures all students thrive and persist. The session will focus on opportunities that impact the retention and persistence of Latina/o/x around increasing sense of belonging, validating students’ community cultural wealth, and implementing theory to practice.</p>
1:30 p.m.	2:30 p.m.	<p>Wicked Problems and Collaborative Solutions: Applying Design Thinking to Problem Solving in Student Affairs</p> <p>Room Location: Ballroom 4</p> <p>Adam Peck, Assistant Vice President for Student Affairs, Illinois State University</p> <p>Higher Education presents today’s professionals with many ‘ Wicked</p>

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		<p>Problems’ In the parlance of Design Thinking, these are problems on which there is no clear consensus of the right or wrong way to approach them, and which require collaborative, interdisciplinary solutions. This session will draw upon concepts from the presenter's recent book, <i>Applying Design Thinking to the Measurement of Experiential Learning</i>, to demonstrate how we might apply these concepts to make better, more collaborative decisions.</p>
1:30 p.m.	2:30 p.m.	<p>VIRTUAL: Championing Undocumented College Student Success</p> <p>Ileri Rivas Mier y Teran, Senior Program Manager Scholars Programs, TheDream US National Organization Sharee Myricks, Director of the Office of Diversity and Intercultural Life, North Park University Evelyn Aponte-Aucutt, Director of Academic Engagement and Advising, North Park. University</p> <p>Undocumented college students face various obstacles to college access and success that impact their admissions process, time on campus, and their transition to career success. These obstacles were exacerbated by the turmoil of 2020, namely the impact of the COVID-19 pandemic and a year of ever-changing threats to DACA. From our experience serving thousands of Dreamers across 70 institutions, this session will provide an overview of the lessons learned from a year of turmoil and share promising practices to (re)engage undocumented college students in and through college with an eye toward their success post-graduation. The session will focus on opportunities around funding (internships, fellowships, etc.), a sense of belonging, and validation of undocumented students' community cultural wealth.</p>
<p>Concurrent Educational Sessions 5 (Virtual Session Included)</p>		
2:45 p.m.	3:45 p.m.	<p>When Your Office is Small but MIGHTY: Intersection of between Title IX and Prevention Education</p> <p>Room Location: Pine/Cedar Lake</p> <p>Vicky Kulicke, Director Title IX and Compliance and Title IX Coordinator, The University of Toledo Lindsay Tuttle, Sexual Misconduct Prevention Education Coordinator, The University of Toledo</p> <p>The presenters will discuss the evolution of the offices and in how it came to be in its present state of housing Title IX and Sexual</p>

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		Misconduct Prevention Education together as one team in one office; an anomaly in the higher education sector. We will discuss our strengths and opportunities for growth while incorporating the challenges Title IX has faced during COVID and beyond.
2:45 p.m.	3:45 p.m.	<p>Critical Race Counter-Narratives from International Students on Navigating Neo-Racism in Higher Education</p> <p>Room Location: Deer Lake</p> <p>Aeriel Ashlee, Assistant Professor and Graduate Director, College Counseling and Student Development, St. Cloud State University Maria Tikhonova, Graduate Student, St. Cloud State University Ibukunoluwa Lijadu, Graduate Student, St. Cloud State University Summaiah Junaid, Assistant Director, Augsburg College</p> <p>The growth of international student populations coupled with the current racial climate in the U.S. necessitates critical student affairs perspectives to support these students as they navigate neo-racism in higher education. This session will feature a panel of international graduate students and professionals who will share critical race theory (CRT) informed reflections and recommendations for working with international students.</p>
2:45 p.m.	3:45 p.m.	<p>COVID Have You Rethinking Your Future? Is it Time for a Doctorate?</p> <p>Room Location: Ballroom 4</p> <p>Steven McCullar, Associate Professor, St. Cloud State University Michele Braun-Heurung, Academic and Outreach and Success, St. Cloud State University</p> <p>Has the past year had you thinking about your future? Doctorate programs can be a great opportunity to take your career in a new direction and grow you personally and professionally. This often seems like a challenge to those who work full-time. A discussion will be held about the benefits, challenges, and opportunity costs of pursuing a doctoral degree.</p>
2:45 p.m.	3:45 p.m.	<p>Group Leadership in Student Affairs: Building Your Leadership Capabilities</p> <p>Room Location: Elk Lake</p>

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		<p>Shelley Price-Williams, Assistant Professor, University of Northern Iowa David Schmid, Assistant Professor, University of Northern Iowa</p> <p>Extra-role behaviors can benefit the professional and higher education organization. Advising student groups and organizations or leading a team or committee are functions that student affairs professionals may perform outside their functional role. This session will center on group leadership through the application of Tuckerman's Model of Group Development. Attendees will learn the necessary skills and strategies for group leadership.</p>
2:45 p.m.	3:45 p.m.	<p>VIRTUAL: Promoting College Student Mental Health and Wellness Through Communities of Care</p> <p>Michael Stebleton, Associate Professor of Higher Education; Coordinator of the Higher Education Organizational Leadership and Policy Development Program, University of Minnesota Twin Cities Jessica Proskin, Assistant Director for Community Engaged Learning, University of Minnesota Twin Cities Evan Witt, Assistant Director Leadership Training and Development Orientation and Transition Experiences, University of Minnesota Twin Cities</p> <p>Building a community of care to support the mental health challenges of undergraduate and graduate/professional students involves the entire campus. We will discuss how staff and faculty can provide this mental health support. Specifically, we will share an example of a graduate-level College Student Mental Health Higher Education course that fostered a community that extended beyond the classroom.</p>
KC Informational/Roundtable Session (In-Person Only) & Virtual Educational Session		
4:00 p.m.	5:00 p.m.	KC informational Session (In-Person Only, Room Location: Ballroom 1/2)
4:00 p.m.	5:00 p.m.	WISA Womxn of Color Affinity Space (Room Location: Ballroom 4)
4:00 p.m.	5:00 p.m.	<p>VIRTUAL: Research Grant Recipients</p> <p>Students' Mental Well-being During COVID-19 Gudrun Nyunt, Ph.D. Jeanine McMillen</p> <p>This mixed-methods case study explored students' mental well-being during the COVID-19 pandemic, focusing in particular on the Fall 2020</p>

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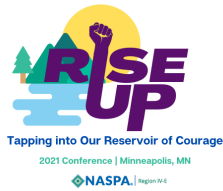


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		<p>semester. Recommendations on ways institutions can proactively foster students' well-being during and beyond COVID-19 are shared.</p> <p>I Have a Career I Can't Afford to Start: Examining Post-Doctoral Black Women's Academic Precarity in Student Affairs and Higher Education</p> <p>Mining for Knowledge: Identifying Elements of Community Cultural Wealth for Adolescent Girls in a College Readiness Program LeAnn Starlin Nilsson, Ph.D.</p> <p>This qualitative study addressed questions around the development of Yosso's Community Cultural Wealth (CCW) for adolescent Appalachian girls in a college readiness program. Findings show that participants experience enhanced elements of CCW throughout their time in the program, and that they believe CCW provides them with greater access to higher education.</p> <p>Self-definition as Workplace Practice for Black Women Senior Housing Officers in Higher Education: A Sista Circle Study Jaymee Lewis-Flenaugh, Ph.D.</p> <p>This black feminist qualitative sista circle study engages an anti-deficit approach to explore the ways that Black women senior housing officers (SHOs) in higher education thrive as organizational leaders despite racial and gendered oppressions. This study sought to dive into how SHOs navigate to and through organizational challenges. The result is a beautifully rich look into their leadership and themes that speak to the sacrifices and compromises they make, how understanding of the self impacts their practice, how agency is implemented in their leadership, what support is engaged to propel them, and how they are controlling the image of the Black woman SHO.</p> <p>Examining the National Survey of Student Engagement as a Culturally Responsive Measure of First Generation College Student Experiences Ciji Ann Heiser, Ph.D.</p> <p>The purpose of this research was to identify and employ strategies to determine to what extent the National Survey of Student Engagement is culturally responsive and invariant for first-generation college students. I used a parallel convergent study design to investigate this problem. First, a critical examination of the empirical literature was conducted in culturally responsive evaluation and measurement to identify core considerations for determining if a measure is culturally</p>
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		<p>responsive and invariant. Second, a multi-group confirmatory factor analysis was conducted to establish configural, metric, and scalar invariance. Taking the results of the two studies together, one can determine that the National Survey of Student Engagement is culturally responsive and invariant for first-generation college students when compared to continuing-generation college students in this study.</p> <p>Town Gown Divide? Exploring Community Engagement in Higher Ed & K-12 Leadership During a Pandemic S. Gavin Weiser Linsay DeMartino Paige Bushman</p> <p>This project attempts to document and craft nuanced understandings of the experiences of educational administrators under extreme crises to ascertain what might be learned for educational leaders and institutions to better respond to crises in the future. The focus of this article are the distinct differences in the ways that higher education and K-12 school districts engaged with their community during the beginning of the pandemic. Our results indicate the use of vastly different manners of engagement which are caused by and contribute to the decline of democratization in higher education, including the reliance on mimetic isomorphism, the lack of civic engagement, and the continued ascendancy of the neoliberal institution.</p> <p>The Academic and Professional Socialization of Multicultural Student Affairs Educators Laila McCloud Robin Phelps-Ward</p> <p>The purpose of this study is to explore the experiences of multicultural student affairs educators who are charged with not only transforming the campus climate but increasing the success of historically marginalized student populations (Stewart, 2012). Ahmed (2012) notes the unique position of individuals who are engaged in diversity work because they “do not simply work at institutions, they also work on them” (p. 22). Understanding how multicultural student affairs (MSA) educators work in their institutions to enhance the student experience provides important insight into improving campus climate and institutionalizing diversity work.</p>
<p>Concurrent Educational Sessions 6</p>		



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5:15 p.m.	6:15 p.m.	<p>Discussing White Identity: Racism and Our Work with Students and Colleagues</p> <p>Room Location: Ballroom 4</p> <p>Jesse Langer, Assistant Dean of Students, University of St. Thomas</p> <p>Discussing White Identity is a monthly gathering of colleagues from the Division of Student Affairs at the University of St. Thomas. It is open to colleagues of all races. We gather to discuss aspects of White identity, how it shows up at St. Thomas, and how it impacts our work with students and colleagues.</p>
5:15 p.m.	6:15 p.m.	<p>Academic Distress Workshops for Graduate Students: Addressing Procrastination Perfectionism and Imposter Syndrome</p> <p>Room Location: Deer Lake</p> <p>Jenny Steiner, Coordinator of Student Academic Success Services, University of Minnesota Twin Cities Sarra Beckham-Chasnoff, Senior Supervising Psychologist, Student Counseling Services, University of Minnesota Twin Cities</p> <p>Procrastination, Perfectionism, and Imposter Syndrome were concerns graduate students addressed when accessing academic counseling and coaching services at the University of Minnesota. This session describes the development, content, and structure of a workshop series that addressed these concerns and how it allowed for connection and reflection among students. Attendees will be provided tools to develop similar workshops on their campuses.</p>
5:15 p.m.	6:15 p.m.	<p>The “White or Other” Struggle: Understanding and Supporting Middle Eastern College Students</p> <p>Room Location: Pine/Cedar Lake</p> <p>Brandon Shamoun, Coordinator of Student Engagement, Wayne State University Ahmad Awada, Student Services Center Coordinator, Wayne State University</p> <p>MENASA-identified college students may struggle with being supported on campus. During this presentation, we will discuss four topic areas in addressing and supporting this student population, including</p>

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		understanding key terms, facts and data, societal and popular views, and overall understanding and support of this student population in higher education.
5:15 p.m.	6:15 p.m.	<p>ACT with Care: Rising Together through Academic Care Team</p> <p>Room Location: Elk Lake</p> <p>Jacob Issacs, Director of Student Success and Academic Advising, University of Minnesota Crookston Josh Parrill, Assistant Director of Student Success, University of Minnesota Crookston Kelsey Torgerson, STEM Academic Advisor, University of Minnesota Crookston Savala DeVoge, Dean of Student Engagement, University of Minnesota Crookston</p> <p>In 2021, UMN Crookston implemented ACT With Care: an Academic Care Team (ACT) working alongside our existing Care Team. In this session, presenters will discuss Academic Care Team, its collaboration with Care Team, and how both holistically help students succeed. Participants will brainstorm implementation/improvement of similar programs on their campuses, and discuss collaborative approaches to student success and retention.</p>
6:15 p.m.	7:15 p.m.	Regional Business Meeting
8:00 p.m. 8:00 p.m.	9:00 p.m. 10:00 p.m.	State Social (In-Person Only), Room Location: Atrium Conference Social (In-Person Only), Room Location: Atrium

Tuesday, November 9, 2021

7:00 a.m.	8:00 a.m.	<p>Morning Walk to Spyhouse Coffee</p> <p>For those looking to get some extra steps in and picking up some coffee from a local coffee shop before heading to their first session, we invite you to join us for a morning walk to Spyhouse Coffee. Spyhouse offers a variety of coffees, teas, and locally made pastries. This walk is about 1 mile round trip in length and will utilize the Minneapolis Skyway to stay fully indoors, so no need to wear a coat.</p>
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7:00 a.m.	8:00 a.m.	<p>Minneapolis 5K</p> <p>For those looking to see a bit more of Minneapolis and get their blood pumping in the morning, join us for a 5k run outside in downtown Minneapolis. This 3.3 mile route features relatively flat terrain, will take you across the Mississippi River, and features a number of iconic views of downtown Minneapolis.</p>
8:00 a.m.	12:00 p.m.	Exhibit Hall
Concurrent Educational Sessions 7 (In-Person Only)		
9:00 a.m.	10:00 a.m.	<p>Honoring the “Face Behind the Mask”: Interrogating Masculine Performatives</p> <p>Room Location: Elk Lake</p> <p>Vern Klobassa, Director of Student Development; Co-Director FYE, University of St. Thomas Keenan Colquitt, Diversity Scholars Network Program Lead, University of Michigan Tracy Davis, Professor, Western Illinois University</p> <p>Patriarchy and hegemonic masculinity negatively affect all, including men's submersion of authentic inclinations to perform socially constructed and rewarded “mask of masculinities”. Subverting that mask creates space between self and system where dogmatic standards can be (re)examined. Learn how you can create environments where men come to understand the negative consequences of hegemony and become comfortable enacting authentic masculine identities.</p>
9:00 a.m.	10:00 a.m.	<p>Oh You're the One Keeping Us Open</p> <p>Room Location: Pine/Cedar Lake</p> <p>Michael Lango, Director Academic Advising and Exploration Center, University of Wisconsin-Whitewater</p> <p>This panel presentation will share the results of a multiple-case study that explored the experience and impact of SSAOs who lead their college's response in the first year of the COVID-19 pandemic. The researcher will share findings, followed by a facilitated conversation with SSAOs to examine their crisis leadership and the implications for practice that emerged from the study.</p>

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9:00 a.m.	10:00 a.m.	<p>Raising the Bar on Academic Outcomes: A Third Party Program Evaluation of the University of Minnesota Student Parent HELP Center</p> <p>Room Location: Ballroom 4</p> <p>Susan Warfield, Program Director, University of Minnesota-Twin Cities The Student Parent HELP Center at the University of Minnesota-Twin Cities has been serving at-risk, undergraduate, pregnant, and parenting students since 1984. Their longevity in the field, along with the early adoption of electronic databases has provided the SPHC with a broad and deep pool of data and the ability to link staff contact, program service use, and positive student outcomes.</p>
9:00 a.m.	10:00 a.m.	<p>Leaving the Now for What's Next: Embracing Courage and Rejecting Imposterism</p> <p>Room Location: Deer Lake</p> <p>Lamesha Brown, Director of Advising Testing and Career Services, St. Cloud Technical and Community College Doug Thompson, Vice President for Equity and Inclusion, Gustavus Adolphus College</p> <p>Determining when to apply for that next-level position can cause a lot of emotions. While it is an extremely exciting time, many of us may also deal with imposterism-where we doubt our abilities despite little evidence for that doubt. In this session, we will discuss how we rejected imposterism and embraced the courage we needed in order to successfully navigate moving from entry-level to mid-level and mid-level to senior-level positions, respectively.</p>
Concurrent Educational Sessions 8 (In-Person Only)		
10:15 a.m.	11:15 a.m.	<p>Engaging in the Curricular Approach: Lessons Learned</p> <p>Room Location: Elk Lake</p> <p>Erica Thompson, Associate Director of Residence Life, University of St. Thomas</p> <p>The University of St. Thomas, a comprehensive Catholic university in Minneapolis/St. Paul, Minnesota, is in its fourth year of a university-wide curricular approach. Participants will learn about challenges and opportunities with implementing a curricular approach</p>

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		at a university-wide level, strategies for engaging stakeholders from a variety of functional areas, and possibilities for educating staff on implementing a curricular approach.
		<p>Fostering Anti-Racism Accountability for White Students</p> <p>Room Location: Pine/Cedar Lake</p> <p>Aryn Lipnicki, Assistant Director for Student Engagement, University of Minnesota - Twin Cities</p> <p>Work-related to equity and inclusion has to be done at a variety of levels including individual, intragroup, and intergroup. In this session, we will discuss how a White Accountability Group can be used to support White students in doing their personal and intragroup work to challenge racism and create a just space for all students.</p>
		<p>Promoting Social Justice Through Study Abroad</p> <p>Room Location: Deer Lake</p> <p>Courtney Brost, Promoting Social Justice Through Study Abroad, University of Minnesota - Twin Cities</p> <p>Due to the global pandemic, education abroad reinvented itself through new virtual study abroad programs. However, these new programs may continue to perpetuate inequality in student participation in study abroad. And with a growing international audience for the Black Lives Matter movement, universities need to address this inequality and prepare students for questions about social justice in cross-cultural international settings.</p>
		<p>Regional and National NASPA Involvement Discussion</p> <p>Room Location: Ballroom 4</p> <p>Bernard Little, Region IV-Director</p> <p>You are invited to meet with the Region IV-E Director to talk about engagement throughout the region as well as national opportunities. Our goal is to ensure our regional colleagues are able to find ways to get involved and be connected.</p>
11:30 a.m.	1:00 p.m.	Conference Closing with Keynote and Luncheon

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