

Thursday, October 18

8:00 a.m.–7:00 p.m.

Conference Center outside 310

Conference Registration

8:00 a.m.–7:00 p.m.

Convention Center inside 310

Hospitality/Information Desk/Volunteer Central

4:00–7:00 p.m.

Convention Center 307-310

Cyber Café

The views of presenters may not represent the views of NACADA.

Pre-conference Workshops

9:00 a.m.–3:00 p.m. Sessions

Pre-conference Workshop P1 9:00 a.m.–3:00 p.m.
Hyatt Fredrick/Columbia

Academic Advising Administrators' Seminar

This seminar is for assistant/associate deans who have advising responsibilities, new advising administrators, administrators returning for professional development, and those who have a desire to move into an administrator's role. It is intended for individuals who work in all types of higher education institutions.

Each of these groups has special needs for this seminar. For example, the roles of assistant/associate deans may include responsibilities for the delivery of academic advising programs and services. These individuals maybe asked to develop new advising programs when non existed or alter existing programs that have become ineffective. However, such individuals may have little or no experience with academic advising administration. This seminar is to serve as an introduction/overview to advising administration.

Likewise, new advising administrators, experienced administrators, and those who want to be administrators can benefit from the networking opportunities. This is a time to share what you have learned with those who wish to learn more and to enhance one's own administrative skills and knowledge.

Topics for discussion: What are appropriate student/advisor ratios? Should advisors become specialists in certain fields of study or work only with students such as athletes or the under-prepared? What advisor hiring practices should be implemented? How can morale be promoted among advising staff? What technologies should be employed? What are appropriate budgetary priorities? What methodologies might be used to assess programs and advisors? What campus "politics" should administrators be aware of? How do gender, managerial style, and years of experience play a role in advising administration leadership?

The objectives of this seminar will be met via small group discussion, lecture, Q&A sessions, and handouts of exemplary practices. Participants are encouraged to share their experiences. A certificate of participation will be presented at the seminar's completion.

Eric White, Penn State University

Alice Reinartz, Texas A&M University

Presentation based on: Models/Applications

9:00 a.m.–12:00 p.m. Sessions

Pre-conference Workshop P2 9:00 a.m.–12:00 p.m.
Convention Center 303

Conducting Research in Academic Advising

This workshop by members of the NACADA Research Committee serves as a primer of conducting academic advising research and of writing a NACADA research grant proposal. Research topics include defining research as scholarly inquiry, identifying inquiry questions, selecting appropriate methodology, conducting literature reviews, and finding support for your inquiry process. Grant proposal topics include the guidelines for a NACADA grant proposal and the criteria by which they are judged. Participants will better understand the value of scholarship in advising, explore inquiry topics of interest, and review the NACADA Research Grant Call for Proposals.

Joshua Smith

Indiana University Purdue University Indianapolis

Joyce Buck, Janet Schulenberg, Penn State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Pre-conference Workshop P3 9:00 a.m.–12:00 p.m.
Convention Center 316

Safe Zone Training

Are you interested in improving your campus climate for lesbian, gay, bisexual, transgender, queer and allied students? Has it been a while since you have attended a Safe Zone training? Does your campus not have a Safe Zone program? Then this is the session for you! Come join us for the NACADA Safe Zone training workshop. The presenters of this workshop both serve on the NACADA LGBTQA Concerns Commission and are Safe Zone trainers.

This workshop will allow you to increase your awareness about LGBTQ and allied students' concerns. During the training, you will be provided with a Power point presentation covering the detail pieces when working with LGBTQ and allied students. Workshop attendees will also be able to interact through exercises and activities, as well as engage in thoughtful dialogue and commit to modeling support and acceptance in the day-to-day work with students. At the completion of this workshop, you will have 'earned' your Safe Zone placard, which you can place on your door to let your students know it is a safe space to discuss LGBTQ and allied students' issues. You will also take with you valuable resources that can be used at your respective campuses.

Brian Hinterscher, University of Southern Indiana

Jennifer Joslin, University of Iowa

Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P4 9:00 a.m.–12:00 p.m. Convention Center 318

Can Stinky Cheese and Melting Icebergs Offer a Safe Haven For Change? Using Theoretical Models to Embrace Change in Advising

Change is a common occurrence in higher education. New policies, people, or tools can appear with or without request or introduction. Sometimes you will be the architect of change by design or default. Other times you will be the recipient. Theoretical models are a powerful tool in organizing, implementing, and managing change. This interactive session will explain and operationalize theoretical change models developed by John Kotter, Spencer Johnson, and Taylor Cox. After explaining each model, the presenters will demonstrate how John Kotter's Theory on Transformational Change was utilized to implement a campus-wide assessment program. Next the participants will employ case studies that focus on change issues within academic advising to further understand each theory and apply theory to practice.

Outcomes for this session are: 1) Understanding how theory informs practice; 2) Understand theoretical change models developed by Kotter, Johnson, and Cox; and 3) Understand how to apply Kotter's Transformation Change Model within academic advising.

Case studies that involve changes for academic advising within academic policy, leadership, and administrative software will be utilized as a tool for applying these change theories. Participants will work in teams to develop success strategies that are informed by these models. The workshop will conclude with participants or institutional teams developing action plans that utilize these theoretical models to plan, implement, and manage change within their professional environments.

Sharon Aiken-Wisniewski, Leslie Park, University of Utah
Presentation based on: Theory

Pre-conference Workshop P5 9:00 a.m.–12:00 p.m. Convention Center 321

Effective Career Advising: Leverage Student Motivation to Enhance Advising Practice

Navigating the turbulent waters of higher education is becoming increasingly challenging amidst the whirlpools of today's complex society. Changes in student motivation, advising needs, and the advising context require advisors to engage in practices that motivate students to fully engage students in the process of education.

The purpose of this workshop is to provide career advisors with the knowledge, skills, and techniques necessary to effectively leverage student motivation thereby re-igniting their passion for learning and helping them see the relevance of their college related decisions to their personal and professional development.

Participants will examine the importance and relevance of career-advising within the current context of higher education, discuss the significance of career advising and the notion of "a career" in today's society, outline the levels of decidedness, redefine what it means to be decided vs.

undecided in college, and review the process of career decision making and its implications on advising. Participants will then engage in activities that involve constructing a personal profile which can be used to guide academic/career decision-making by influencing how students select courses, a major, student jobs, internships, and other extracurricular activities in order to create a personal profile that reflects these interests. Finally, some time will be spent discussing and sharing resources available to facilitate career advising.

Throughout the workshop, the facilitator will engage participants in interactive discussion, small group activities, and specific techniques that lead to the development and use of a student career profile that refocuses advising interactions on personalized student development.

Jeffrey McClellan, Clint Moser, Utah Valley State College
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Pre-conference Workshop P6 9:00 a.m.–12:00 p.m. Convention Center 326

No Substitute for Evidence: Data-driven Decision Making in Academic Advising

Increasingly, academic advising units in higher education institutions are asked to document evidence of impact and effectiveness at all levels of student learning and development. This 3-hour workshop will address issues of both assessment and accountability, by focusing on the data necessary for proper analysis.

All assessment process begin with the articulation of goals and intended outcomes (which will later be compared to actual outcomes), to be followed by the identification of appropriate evidence related to the educational objectives.

The facilitators will present some guidelines for identifying and using sources of both standardized national data and local data that can assist in the discovery process. Relevant models of academic planning and educational research will be outlined, as well as how issues involving planning, action research, accreditation, and accountability in higher education can coalesce.

We will also, 1) review the many types and source of data available at the individual student level, 2) construct ways to aggregate data from the individual to the group level with a culture of intentionality designed to turn "data" into "information", and 3) consider, then, the "evidence" necessary to answer the questions you've articulated early in the process. Participants will leave with an action plan for future data-gathering activities.

Wendy Troxel, Illinois State University
Gary Levy, University of Utah

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Pre-conference Workshop P7 9:00 a.m.–12:00 p.m. Hyatt Ballroom D

Legal Self Defense for the Academic Advisor

The increasing complexity of the modern university confronts students on numerous fronts. The prudent student seeks assistance from a knowledgeable source. This source is usually an academic advisor. Advisors in turn face the challenge of what can be a dual role: 1) responsibility to the student to provide accurate information as well as appropriate support and 2) responsibility to the institution to follow policies and procedures in working with students. This dual role can prove to be challenging in their practice as advisors juggle the demands of all constituents. Representing the institution to the students and the students to the institution often places the advisor in a precarious position. This tension can lead the advisor into difficult circumstances as he or she attempts to meet the needs of their student clientele. While the responsibility of assisting students with academic concerns is nothing new to the academic advisor, the contemporary students inhabiting college campuses today are different. They have grown up in an increasingly litigious society and consequently are more apt to seek redress from the judicial system for damages real or perceived.

This presentation will prepare academic advisors to operate effectively while protecting themselves from becoming embroiled in controversy. The presenter will offer preventive strategies for the academic advisor's use in avoiding these types of situations. Topics to be covered include: 1) Due process rights; 2) Law of contracts/agency; 3) FERPA; and 4) Recent court cases.

The presenter is a practitioner in the field of academic advising, not an attorney.

Steve Robinson, University of Alabama
Presentation based on: Research

Pre-conference Workshop P8 9:00 a.m.–12:00 p.m. Hyatt Ballroom E

Family and Higher Education: How Does Family Influence the College Experience?

What do parents want to know that will impact student success? What do students need? This workshop is designed to assist advisors in understanding today's college student and their parents. By gaining an understanding of generational characteristics driving students' and parents' actions, advisors can develop more effective programs to serve the needs of both. This session blends feedback from students and parents during "Aiming for Success: Parents, Family and Students Hitting the Target" sessions. The feedback reveals valuable information families desire to better support the academic careers of their students and uncover student's self-confessed needs. Participants will receive the "Aiming for success" program notebook, a guide toward quality academic support, and the Student Folder during this session.

Martha Deep, Pamela Jones, Kent State University
Stacy Woycheck, University of Maryland-College Park
Presentation based on: Research

Pre-conference Workshop P9 9:00 a.m.–12:00 p.m. Hyatt Ballroom F

A Funny Thing Happened on the Way to Creating this Workshop

Have you ever wanted to present at a Regional or National Conference? Do you have an idea you think is worth presenting or a program that you want to highlight? Does your institution require you to start presenting in order to keep attending conferences? Unsure about where to start? Come to our entertaining pre-conference workshop where we'll share our secrets for creating award-winning, fun and informative presentations.

During this workshop we will show you how we design our sessions from first crazy idea to final engaging presentation, including how to connect with the audience, use humor effectively, and create interesting and useful handouts.

We will take you from concept to creating steps to completion for your own presentation ideas. We will also work with you to develop your own ideas into an outstanding presentation proposal that you can then use for the next Regional or National Conference "Call for Proposals." We will further provide you with the skills necessary to create and deliver the presentation—including presentation tips and skills. If you are considering presenting with a partner bring him or her along and work on this part of the workshop as a team.

Everyone can put on a meaningful and exciting presentation. Come to this workshop and walk away with the tools you'll need to be a presentation professional!

Susan Kolls, Northeastern University
Teresa Downing, Franklin Pierce College
Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P10 9:00 a.m.–12:00 p.m. Hyatt Baltimore/Annapolis

Producing a Comprehensive Faculty Academic Advising Handbook

Utilization of an advising handbook by faculty advisors is a basic ingredient in the enhancement of a successful academic advising program. Although the development of a handbook for advising has been a concern on many campuses, the production of an advising manual need not be feared. Anxiety fighting assistance is available. Emphases for this presentation include practical procedures, techniques, and experiences employed to produce annually a comprehensive academic advising handbook that is physically attractive, maximally useful, completely versatile, and inexpensive. The presentation will address: "the purposes of an advising handbook," "methods of organization," "specific items that should be included," and "methods utilized in educating users." In addition to important notes, useful suggestions, and numerous handouts, the presentation will also focus on eight essential steps in handbook development.

Jerry Ford, Houston Baptist University
Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P11 10:00 a.m.–12:00 p.m. Convention Center 319

Grant Writing Workshop for Advising Projects

Grants provide funding for advising projects such as student retention, research and fellowships, access, degree attainment, academic achievement, student diversity, and educational enrichment. With over 12 years of grant writing experience, the presenters will assist participants in developing winning grant proposals. Bring ideas for projects, and the presenters will guide participants through the steps of creating a grant proposal. Each participant will receive a binder of workshop materials, resources, and writing templates.

Participant outcomes: 1) Access grant funding resources – Where are the funds?; 2) Increase awareness of grantee funding requirements – What are the rules?; 3) Utilize a project planning template for proposals - How do I start?; 4) Explore proposal writing clues – How do I write a proposal?; and 5) Review funded proposals.

Margaret Pentecost, Kirsten Armstrong
University of Louisville

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Pre-conference Workshop P12 10:00 a.m.–12:00 p.m. Convention Center 322

Navigating the Advising Portfolio: Catch the Wind!

Academic advisers are regularly asked to set the course as their advisees navigate college waters. Advising currents, wind-direction, and compass help map the route for student academic and personal growth on this voyage. Specifically designed to interlink with existing advising programs, the Advising Portfolio unfurls a component system whereby an Advisor and institution can apply some, most, or all of the method.

This workshop is intended for professional and faculty academic advisors of all levels of sea-going experience. Participants take the helm and captain their own vessels into the content of the Portfolio, its potential applications, and its value to student users. We will explore the Hartford components with an eye towards the sea lanes on other campus waterways. Our Portfolio was piloted on first and second year students who will be represented among the presenters.

The Advising Portfolio, a customized, multi-faceted approach, guides both mentors and students while they chart the course of their working relationship. This system offers advisees a means to acquire and hone essential tools and skills necessary for developing internal motivation and individualized plans of study.

Participants will man the decks to gain first-hand experience and knowledge of Portfolio applications and will be encouraged to share ways to incorporate or overlay this method into existing advising formats.

Paula Alderette, Bette Baumann Williams
University of Hartford

Presentation based on: Models/Applications

Pre-conference Workshop P13 10:00 a.m.–12:00 p.m. Hyatt Ballroom C

Expanding Your Comfort Zone: Working with Diverse Students

This workshop will focus on increasing awareness concerning the needs of diverse students as well as increasing effectiveness in establishing relationships with the diverse students we serve. We will discuss ways to expand our comfort zones rather than simply stepping outside of these zones. The focus will be on treating students equally by treating them differently. We will accomplish this by focusing on the subject rather than the object. In other words, we should attempt to maintain students' individuality while still meeting their academic, personal, and career goals. We will explore awareness, knowledge, skills, and respect as the four basic components of culturally competent advising/counseling and ways to increase our expertise in each of these areas. This will include internal and external perspectives and interpretations. In addition, we will discuss recent immigration trends, racial inequality theories, amalgamation, the component parts of ethnic identity, and assimilation v. pluralism. The overall objective is to enhance our relationship with diverse students through effective communication, understanding of difference, and the use of developmental advising. We must learn to treat the individual within the cultural context. Participants will utilize mock advising cases and have the opportunity to explore their own intercultural awareness through interactive activities.

Blane Harding, Colorado State University

Presentation based on: Personal Growth as an Advisor

1:00–3:00 p.m. Sessions

Pre-conference Workshop P14 1:00–3:00 p.m. Convention Center 303

Using the CAS Standards for Assessment and Self-Evaluation

The Council for Standards is made of representatives from over 30 higher educational associations and organizations in the United States and Canada. CAS's mission is to develop standards which can be utilized in the assessment and evaluation of programs and units on campuses to ensure quality. Standards for 13 functional areas, including academic advising, have been created as well as self-assessment guides for these standards.

This session will provide participants with an analysis of the standards for academic advising as well as a discussion of the self assessment which can be utilized in evaluating advising programs and services. The presenters will provide recommendations and suggestions on using the standard and guide in assessment, in self-evaluation projects, or in preparation for accreditation visits.

Beth Higgins, University of Southern Maine

Presentation based on: Models/Applications

Pre-conference Workshop P15 3:15–5:15 p.m. Convention Center 303

Want More in Life? It Starts From Within...

What does “individual growth and development of the student” mean to you as an advisor? How do you teach students to learn to be responsible and accountable for their actions? How do students learn more about his or her self? What are their goals and dreams? How do they get help – and where does that help come from? This session will answer these questions and more! From a document titled, “Student Contract With Self,” the presenter focused on four principles used in the personal growth and development process: 1) Self-Responsibility: An understanding and willingness to accept that you are responsible for your actions and decisions; 2) Self-Awareness: recognizing that your beliefs, behaviors, emotions, and attitudes can enable and support positive actions; 3) Self-Motivation: identifying personally fulfilling goals and dreams, then developing and employing a plan to accomplish them; and 4) Interdependence: establishing supportive relationships to help you achieve goals and dreams, and ultimately life success.

It has been show that when students employ a variety of personal growth strategies, the likelihood of success increases dramatically. This highly interactive session will focus on a life-planning document that addresses these four principles through several activities and exercises to illustrate how these principles can be shown in a variety of settings (one-on-one, small group, and large groups). This session is geared for anyone – anyone who wants to make a difference in the lives of others, anyone who wants to make a difference.

Bill Johnson, University of North Carolina-Greensboro

Presentation based on: Personal Growth as an Advisor



Pre-conference Workshop P16 3:15–5:15 p.m. Convention Center 324

The Economics of Advising: Determining Your Worth to Your Institution

In times of shrinking budgets and growing accountability in higher education, we must be prepared to articulate the value of our advising programs and services - in economic terms. Most advising administrators, however, have not prepared themselves to do this, simply because they have not perceived their roles and functions in such stark and strict economic terms.

This workshop will provide a functional analysis and strategy for determining the value of an advising unit - in economic terms. The outcome of the workshop will result in participants realizing methods by which they can assess an actual dollar value for each and every function they perform. These results can be used to preserve existing programs and resources and/or to build a rationale for securing new ones.

The workshop presenter will lead the participants through an exercise that identifies their advising services, analyzes the impact of those services (or loss of them), and uses various methods of determining the cost (and cost-benefit) of such services. The use of student retention data, where appropriate, will be applied. Overheads (and handouts of same) will be used throughout. Small group interaction will be used depending on the makeup of the participants (primarily according to institutional types and/or advising unit delivery modes).

The results will demonstrate that academic advising programs actually pay for themselves and can, in some cases, generate revenues. Data from one advising unit will be shared to exemplify how an effective advising program makes dollars as well as good sense.

Thomas Grites, Richard Stockton College of New Jersey

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

3:15–4:15 p.m. Sessions

Pre-conference Workshop P17 3:15–4:15 p.m. Convention Center 315

Orientation for First-Time Attendees and New NACADA Members

The purpose of this workshop is to provide the participants with an opportunity to meet and network with other first-time conference attendees as well as members of the NACADA leadership. The workshop will be interactive with opportunities to make connections with each other and the association. In addition, the workshop will provide an overview of NACADA as well as the benefits of membership, including professional development opportunities and quality publications. The workshop will also provide the participants with a “roadmap” for getting the most out of the annual conference. Participants are encouraged to bring their conference program and spiral bound academic year planner from their conference portfolio with them to the session.

NACADA Leaders

Pre-conference Workshop P18 1:00–4:00 p.m. Convention Center 316

Peer Power: Developing and Improving Peer Mentoring and Advising Programs

To advise students with limited resources, many institutions enhance advising programs with peer mentors/advisors. In addition to extending scarce resources, peer mentors offer a “peer’s-eye view” of the institution, bridging the gap between students and advisors. Peer mentors learn communication and helping skills while becoming institutional ambassadors. In this workshop for administrators planning to implement or improve peer-mentoring programs participants will 1) survey peer mentoring program formats; 2) discuss selection criteria, application and interview formats; 3) differentiate between standards for peer mentors and faculty advisors and discuss ethical considerations; 4) consider training programs and practice training activities and 5) discuss evaluation criteria.

Participants will depart with plans for program development or improvement and with applications, contracts, training schedules and evaluation forms to adapt for their use.

Mari Normyle, Herbert Bruce, Lynchburg College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced



Pre-conference Workshop P19 1:00-4:00 p.m.

Convention Center 318

Creating an Effective Advising Program

Institutions that are recognized for high quality advising programs have begun with carefully designing and implementing their plan of action. They develop a clear articulation of the purpose and goals of academic advising and intentionally create a program to fulfill that mission. This pre-conference workshop is geared for those interested in or charged with the implementation of new or enhanced advising programs on their campuses.

The workshop will provide an overview of the major challenges and issues that must be focused on in the review, development, and implementation of a successful advising program. Topics will include gaining institutional and administrative support and the key elements of establishing a strong foundation based on a clear definition, mission, goals, and outcomes for advising. In addition, consideration will be given to delivery models, advisor selection and development, evaluation and reward of advisors, and assessment of the advising program. The workshop will also address the connection that exists between effective academic advising and retention. Workshop participants will share best practices in advising that currently exist on their campus that positively affect student learning and retention.

Participants will also work to develop the initial steps they need to take when returning to their campuses to make significant changes and improvements in advising at their institutions.

Nancy King, Kennesaw State University

Casey Self, Arizona State University

Presentation based on: Models/Applications

Pre-conference Workshop P20 1:00–4:00 p.m. Convention Center 319

E-Mail is for Old People: Wikis, Blogs and Podcasts, Oh My

A title of a recently published article in the Chronicle of Higher Education declared that “E-Mail was for Old People.” The article went on to explain that many students today prefer to use other means of communicating such as chat and text messaging. Newer means of communication are available, but not yet widely in use. Why not get a jump on the next wave and explore the possible use of the newer Web 2.0 technologies of Podcasts, Blogs, and Wikis for advising. This session will define each of these technologies and offer strengths and limitations for all. We will brainstorm uses of these technologies for advising as well as solicit existing practices. Participants should leave this session with several concrete applications for these technologies, for advising.

Learning Objective: to become familiar with three communication technologies and brainstorm and assess their possible applications for academic advising.

George Steele, The Ohio Learning Network

Karen Thurmond, University of Memphis

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Pre-conference Workshop P21 1:00–4:00 p.m. Convention Center 322

Orientation for New Navigators: The Basics of Pre-Health Advising

Congratulations: you're the new pre-health advisor! Now what?

Pre-health advisors are supposed to guide students through the oft-stormy waters of prerequisites, entrance exams, and applications into the calm harbor of matriculation.

This session, designed for those who have been advising pre-health students for less than three years, will provide a map of the route through the undergraduate years and into professional schools.

Topics include: 1) Essential components of an advising program and tips on how to implement them; 2) a review of basic steps – prerequisite coursework, obtaining experience, choosing a major, researching schools, entrance exams, applications, interviews, and financial aid; 3) an overview of health fields and how to have information at your fingertips without being overwhelmed; 4) basic advising strategies – assessing students' strengths, finding the right health field "fit," fostering diversity, providing lifelines for students in trouble, etc.; and 5) professional development, the never-ending journey.

This session is interactive, includes large and small group discussions, and invites questions throughout. Participants will have opportunities to share the challenges, experiences, and details of their own advising programs, and to work in small groups on plans to revitalize their programs.

Participants will receive lists of essential resources, reference summaries, a clear overview of what their new job entails, and specific ideas to improve their particular program. Participants will also be invited to share their contact information with each other and to join a national health advisors' listserv.

Ruth Bingham, University of Hawaii-Manoa
Beverley Childress, Auburn University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Pre-conference Workshop P22 1:00–4:00 p.m. Convention Center 325

Advising the Unmotivated and/or At-Risk Student

Poor academic coping strategies, lack of self-confidence, ineffective self-regulation, anxiety, anger, frustration, and low self-esteem are among the challenges encountered by academic advisors assigned to work with unmotivated and/or at-risk students. In this workshop, participants will be invited to explore and practice a variety of immediately applicable techniques that will inspire their work with some of their most challenging advisees. Although primarily geared towards the needs of college students with learning disabilities and/or AD/HD, many of the techniques explored and implemented will be widely applicable to students considered "at risk" for a number of different reasons.

The first section of this workshop will focus on the difficulties students face as they contemplate the transition between high school and college. In particular, the executive functioning challenges presented by the college vs. high school environment will be explored—both in terms of their impact on mainstream students—as well as their implications for students who might be considered "at-risk" for a variety of reasons. The second section of this workshop will examine the applicability of coaching techniques to the advising relationship. The basic theories and principles of coaching will be introduced and modeled, and participants will be invited to apply these principles to their own case studies through a variety of presenter facilitated exercises and role plays.

The final section of this workshop will introduce the basic theories and principles of Motivational Interviewing and their potential for enhancing the advisor-student relationship. Immediately applicable techniques for building motivation, responding to ambivalence and resistance, and strengthening a student's commitment to change will be presented, modeled, and practiced. At the end of the workshop participants will be encouraged to reflect upon the potential for integrating motivational interviewing and coaching techniques in their work with individual students and groups.

Lucy Stamp, *Lorri LaMagdelaine*, Landmark College

Presentation based on: Theory

Pre-conference Workshop P23 1:00–4:00 p.m. Hyatt Ballroom C

Creating a Blueprint for Your First Year of Advising and Beyond

If you are in your first year of advising, this workshop is specifically designed for you! The first year can seem overwhelming to advisers. Our goal is to provide you with tools and strategies to help you cope with information overload and handle unexpected student situations more effectively.

The workshop includes three major components. We will outline realistic expectations for first-year adviser development (e.g. just how much information can you absorb in one year, what's an effective way to learn about campus resources), address common first-year adviser concerns (drawn from our experience as trainers as well as solicitations from participants) and help you set goals and develop concrete plans for reaching them.

Our session will be very interactive and includes discussion, case studies of specific advising dilemmas and group problem solving. We will contact you prior to the conference to learn more about your particular advising situation and concerns to better target our information and exercises. By the end of the session you will have a toolbox of ideas and strategies and be better prepared to practice the art of advising in your first year and beyond.

This workshop is appropriate for new advisers from all types of advising settings (centralized center, college offices, departments) who work with undergraduates. The University of Iowa Academic Advising Center has a comprehensive, year-long training program and session facilitators are experienced trainers.

Pat Folsom, Jennifer Joslin, Franklin Yoder
University of Iowa

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Pre-conference Workshop P24 1:00–4:00 p.m. Hyatt Ballroom D

Developmental Faculty Advising: Integrating Faculty Development, Assessment and Reward

Most faculty have too much on their plates to invest in activities not directly linked to tenure, promotion or merit. One could conclude from the literature (Habley & Morales, 2004) that most colleges and universities have been unwilling to place more than token value on faculty advising, despite its' connection to student retention and success.

This session will present a model for developing faculty advisors rooted in faculty development, learning outcomes and research on faculty careers. We will explore the connection between faculty development, assessment and recognition/reward, examine the connections between institutional mission and faculty development, recognize the distinction between evaluating advising and evaluating advisors, and review current categories of faculty recognition and reward. Faculty will apply this to their own institutional programs.

Victoria McGillin, Texas Woman's University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Pre-conference Workshop P25 1:00–4:00 p.m. Hyatt Ballroom F

Calling It Out: Underlying Themes in Advising Conversations

Using examples, we will explore some tough, underlying issues that are present in our advising conversations (white privilege, homophobia, class issues, etc). We believe these topics exist in all shapes and sizes, from complaints about teaching assistants and assumptions about spending habits, to the non-monetary value of a college degree and privileges of being in the majority population, as well as many more. We hope to learn more about helping students recognize their existing values and beliefs and how those values play out in the world around them. We will also identify our personal values in an effort to enhance our understanding of how they affect our advising conversations.

Participants will work individually, in pairs, and in groups to exchange ideas and provide support on when and how to effectively address tough issues as they arise. Role-plays in small groups will provide an opportunity to practice new and existing skills and to share techniques and tools. Video clips will be used to spark conversation and give examples of

key moments in advising. A brief review of student development stages will further enhance our ability to craft appropriate responses and challenges. We hope to create a network of support for advisors around difficult advising discussions in order to enhance the educational aspect of our work.

Emily Dickmann, Tonya McKenna Trabant
University of Wisconsin

Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P26 1:00–4:00 p.m. Hyatt Baltimore/Annapolis

Activate Your Advisor Training Program!

Are your advisor training and development programs heavy on lecture? Do participants yawn at the next "talking head" to be introduced? While lecture is probably the easiest format to use, research shows it may not be the most effective for learning and retention. Come to this session to gather ideas you can use to make your advisor training sessions more interactive and participatory. Learn how to incorporate concepts about advising and relationship-building into advisor training, in addition to the standard academic information.

The presenters of this session have worked together on an award-winning advisor training series for ten years. In creating each new workshop, we assess need and gather support, then use what we learn to create our best first effort. Evaluations of each workshop are compiled and used to improve the session for the future. Participants consistently enjoy interactive sessions more than lecture sessions and report learning more and getting to know other participants better, creating more collegiality among advisors across campus.

The presenters will share ideas for incorporating these and other techniques into your training repertoire: case studies, games, pre- and post-tests, ice-breakers with a purpose, video vignettes, role playing, panel discussions, small group work, and hands-on use of resource materials. You will also experience several of these techniques and receive a resource packet filled with sample training materials.

Amy Marie Aufdembrink, Kathy Davis, Cynthia Fiedler, Susan Martindale

Missouri State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of advising experience: more experienced

Pre-conference Workshop P27 1:00–5:00 p.m. Convention Center 321

STOMP: On-line “Edu-tainment” Modules Focused on Student Learning Outcomes for Campus-Wide Advising Practice

Come and see why STOMP was selected as NACADA’s 2007 Advising Technology Innovation award winner!

Students need a wide base of information in order to be successful in college. But how can colleges/universities maximize student-advisor time and impart all this information in a way that is informative and engaging? STOMP it into them! STOMP is interactive, on-line “edu-tainment” which provides new students with information essential to their success and allows an institution to assess academic advising student learning outcomes. In this session, we will discuss how and why the STOMP modules were created and how they are addressing and assessing student learning outcomes. Through live demonstration of the modules and discussion of our own trials and tribulations, you will learn how your institution could develop an on-line delivery system for your advising learning outcomes.

Janet Spence, Christy Metzger, Nora Allen
University of Louisville

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Pre-conference Workshop P28 1:00-5:00 p.m. Convention Center 326

Strengths-Based Advisor Training

How can you leverage your strengths to become a better advisor? Whether novice or veteran advisor, this workshop will give you the practical training you need in strengths-based advising, a new model of advising that represents a paradigm shift in higher education. Strengths-based advising identifies the talents students bring to the learning environment, helps students acquire the knowledge and skills to develop the talents into strengths, then teaches them how to apply those strengths to goal-setting, academic challenges, and career planning. In this workshop, you will learn about the strengths philosophy and how it impacts students’ development and engagement in the learning process. You also will begin to identify your own areas of greatest talent and how to capitalize on those to excel as an advisor. Finally, you will learn specific strategies to use with students, to help them identify their strengths and apply them as they set academic, personal, and career goals. Participants will have the opportunity during the workshop to practice this approach through role plays and discussion of case studies. Training guides will be provided so that you can train other advisors in this approach on your own campus.

Laurie Schreiner, Anita Henck, Azusa Pacific University

Presentation based on: Theory

5:00–7:00 p.m.

Dinner on Your Own

7:00–8:30 p.m.

Convention Center Hall A/1st Floor

Official Conference Opening

Presiding and Welcome to Conference

NACADA Choir

Conductor: *Bruce Norris*, West Chester University of Pennsylvania

Introduction of NACADA President

Stacy Woycheck, University of Maryland, College Park
2007 Annual Conference Chair

Welcome/State of the Association

Susan Campbell, University of Southern Maine
NACADA President

Acknowledgement of NACADA Leaders

Charlie Nutt, NACADA Interim Executive Director

General Recognition of Award Recipients

Rob Mossack, Lipscomb University
NACADA Awards Committee Chair

Please refer to the Awards Program booklet in your conference registration materials for a complete list of all 2007 award recipients.

Award Presentations

Susan Campbell, University of Southern Maine
NACADA President

Virginia N. Gordon Award Presentation

Recipient: *Peter Hagen*, Richard Stockton College of New Jersey

Service to NACADA Award Presentation

Recipient: *Celeste Pardee*, University of Arizona

Pacesetter Award Presentation

Recipient: *Shirley Willihnganzi*, University of Louisville



Introduction of Keynote Speaker

Stacy Woycheck, University of Maryland, College Park

Plenary Address

Patrick T. Terenzini
Pennsylvania State University



Patrick T. Terenzini, *From Myopia to Systemic Thinking*, Dr. Terenzini and Dr. Ernest Pascarella have reviewed nearly 35 years of research on how college affects students (Pascarella & Terenzini, 1991, 2005), and developed two sets of conclusions, one about *how* students learn and the other (more speculative) about *how colleges shape* that learning.

At Pennsylvania State University he holds appointments as Distinguished Professor of Education, Higher Education Program and Senior Scientist, Center for the Study of Higher Education. Dr. Terenzini has 30 years of experience in higher education as a teacher, researcher, and administrator. Before coming to Penn State, Terenzini held administrative and/or teaching positions at Dean College (MA), Syracuse University, the State University of New York at Albany, and the University of Georgia. He has published 100 articles in refereed journals and made numerous invited presentations at national and international scholarly and professional conferences.

His areas of expertise are the effects of college on students, institutional research and assessment of student outcomes. His professional experience and activities include current or past member of the editorial boards of **Research in Higher Education**, *The Review of Higher Education*, and *Higher Education: Handbook of Theory and Research*, Editor-in-chief of *New Directions for Institutional Research* from 1984-1996 and Past President of the Association for the Study of Higher Education.

Dr. Terenzini has received the research awards of the Association for the Study of Higher Education, the Association for Institutional Research, the American College Personnel Association, the National Association of Student Personnel Administrators, and the College Personnel Associations of New York and Pennsylvania. He received the Distinguished Service Award from AIR and is a three-time winner of AIR's Forum Best Paper Award. He received the Wickenden Award from the American Society for Engineering Education for the best paper published in the *Journal of Engineering Education* in 2001 (with A. Cabrera, C. Colbeck, J. Parente, and S. Bjorklund).

Dr. Terenzini holds a Ph.D. in Higher Education from Syracuse University, a M.A.T. in English Education from Harvard University, and an A. B. in English from Dartmouth College.

Closing Comments/Announcements

Stacy Woycheck, University of Maryland, College Park

8:30–10:00 p.m.

Hyatt 2nd Floor

**Welcome Reception—
Desserts and Cash Bar**

The Welcome Reception provides an opportunity to interact with colleagues in a relaxed setting. There will be a selection of snacks and punch for all participants to enjoy, and a cash bar will be available. Nametags must be worn.

Each of NACADA's ten Regions will have several tables designated by signs in the reception area, so stop by and get acquainted with colleagues from your Region.

Thursday p.m.

