

**Friday, October 19**  
**School Spirit Day**

**7:00 a.m.–5:00 p.m.**  
**Convention Center-outside 310**  
**Conference Registration**

**7:00 a.m.–5:00 p.m.**  
**Convention Center-inside 310**  
**Hospitality/Information Desk/  
Volunteer Central**

**7:30–8:30 a.m.**  
**Convention Center 4th Floor Ballroom**  
**Commission/Interest Group Fair**  
**Full Buffet Breakfast** (included in registration fee)  
Come join the NACADA Commission and Interest Group Chairs for breakfast! This is an opportunity for participants to meet each other in an informal setting, visit with several commissions and interest groups who will be set up at individual tables with materials concerning their goals and ongoing work, and enjoy breakfast.

**8:00 a.m.–4:30 p.m.**  
**Convention Center 307-310**

**Exhibits**

We encourage you to visit the Exhibits. See page ?? for a list of Exhibitors registered as of August 24.

**7:30 a.m.–6:00 p.m.**  
**Convention Center 307-310**  
**Cyber Café**

**8:45–9:45 a.m. Sessions**

**Concurrent 1** **8:45–9:45 a.m.**  
**Hyatt Ballroom A**  
**Orientation for First-Time Attendees and New NACADA Members**

This is a repeat of P17; 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

**Concurrent 2** **8:45–9:45 a.m.**  
**Convention Center 325**

**Keynote follow up with Patrick Terenzini**

This follow-up session provides an opportunity for informal interaction with Patrick Terenzini.

*Patrick Terenzini, Penn State University*

**Commission Meeting 3** **8:45–9:45 a.m.**  
**Convention Center 305**

**Advisor Training & Development Commission**

Are you a commission member or someone who is interested in learning more about Advisor Training and Development? If so, please join us as we review ideas and establish our priorities for the coming year. Learn more about our “Ask a Colleague” initiative and other advisor training tools. Find out how you can be involved in the work of the commission.

We are one of the largest commissions in NACADA and our members bring a wealth of experiences and information to the table, so you can expect a lively conversation and a host of great ideas!

*Kathy Davis, Missouri State University*

**Commission Meeting 4** **8:45–9:45 a.m.**  
**Convention Center-303**

**Two-Year Colleges Commission**

Interested in talking with colleagues from other two-year colleges about common issues? Join other two-year college advisors, administrators, and colleagues share information about our campuses. In addition to networking, we will be introducing our new chair, Steve Schneider, Academic/Faculty Advising Coordinator from Fox Valley Technical College, and offering information on how to get more involved in the Two-Year Colleges Commission in the coming months.

*Peggy Jordan, Oklahoma City Community College*

**Interest Group 5** **8:45–9:45 a.m.**  
**Convention Center 304**

**Advising High Achieving Students**

After honoring our award winners and introducing ourselves, we will use the interest group meeting to establish topics of concern and try to connect experienced members with those who could use help. In the process we may also be able to create panels to work on presentations for next year’s conference. We will ask for volunteers for the steering committee, particularly someone to add to our Web site.

*Marion Schwartz, Penn State University*  
*Iona Black, Yale University*

**Interest Group 6** **8:45–9:45 a.m.**  
**Convention Center 306**

**Native American & Tribal College**

NACADA's Native American and Tribal College Interest Group (NATCIG) is intended to bring together both Native and non-Native American students, advisors, faculty and other student service personnel. The forum is designed to address the needs of Native American students, transfer students from tribal colleges and to engage the greater advising community in Native American educational issues. The group will encourage presentations at local, regional and national conferences, support Native American research and scholarship, and act as a resource for educational professionals working with Native American students.

*Adrienne Thunder*, University of Wisconsin  
*Iona Black*, Yale University

**Concurrent 7** **8:45–9:45 a.m.**  
**Convention Center 322**

**Recruiting a Capable Crew: Team-Building for Faculty Advisors**

Who says you can't have fun at your job, especially when it involves the future of your students? Join us as we offer engaging, refreshing, professional ideas to recruit, re-fuel, and retain faculty advisors. This session will offer suggestions, model some methods and relate effective, successful ideas for recruiting, training, supporting faculty advisors. It's all about attitude, teamwork and working smarter, not harder.

*Susan Houston*, *Michael Fredericks*, *Joanne Williams*  
 Olivet College

**Presentation based on:** Models/Applications

**Concurrent 8** **8:45–9:45 a.m.**  
**Hyatt Ballroom E**

**All Hands on Deck with Student Learning Outcomes**

Ahoy! Come aboard to experience one of the vital components of assessment~ the development of Student Learning Outcomes. Identifying student learning outcomes grounds one's academic advising program within the teaching and learning paradigm and, in the short and long haul, helps you and your institution set sail toward continued program improvement.

Come to this working session and learn about the critical role student learning outcomes play in the assessment process. Jump into the assessment life boat with your colleagues as you experience the thrill of developing measurable student learning outcomes as you help navigate a successful voyage for your students and advisors. Anchors Away!

*Elizabeth Higgins*, *Susan Campbell*  
 University of Southern Maine

**Presentation based on:** Theory

**Concurrent 9** **8:45–9:45 a.m.**  
**Convention Center 316**

**Using Podcasts in Advising: Our Message—Their Words, Their Technology**

To enhance its advising outreach to prospective and newly admitted exploratory students, Penn State's Division of Undergraduate Studies (DUS) initiated a project to create a series of audio podcasts of conversations with a group of current DUS students. Topics included enrollment in DUS, exploring majors, and balancing academics with social life. Incoming students were invited to subscribe to the podcasts, to download the audio files and listen to them on their iPods or other MP3 players, or simply to listen to the files directly on their personal computers.

This session will cover the advising goals and brief history of our podcasting project, the ABCs of iPods and podcasting (including the process of creating podcasts), a demonstration of the podcasts, and our plans for future enhancements.

*Brent Hurley*, *Maren Larsen*, *Wes Lipschultz*  
 Penn State University

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

**Level of experience in subject matter:** minimal needed

**Concurrent 10** **8:45–9:45 a.m.**  
**Convention Center 323**

**What's Your Story? Using Storytelling for Effective Advisor Development**

It may be your own advisor development story, or the story of your office, or a story of a student you know. Whatever the situation, stories are used to explain, enlighten or teach. Sound familiar? Of course it does; much of what an advisor does involves solving problems, conveying relevant information, and helping students identify their issues and solutions. Wikipedia states: Storytelling is the ancient art of conveying events in words, images, and sounds. Because stories can be many things (symbolic, illustrative and adaptable) they are a powerful tool for advising, advisor development and increased self-awareness. Advisors naturally use stories all the time! This session will explore stories effective storytelling and will provide ideas for how stories might be used creatively in everyday advising.

*Rebecca Ryan*, *Don Woolston*, University of Wisconsin

**Presentation based on:** Personal Growth as an Advisor

**Concurrent 11** **8:45–9:45 a.m.**  
**Convention Center 320**

**GRADQUEST: Helping Seniors Navigate the Graduation Highway**

Seniors applying for graduation are often under the false impression that they have completed all degree requirements, and academic advisors must alert them to any roadblocks. The presenters will map out methods used to increase the number of successful graduation applicants in the College of Health and Public Affairs at the University of Central Florida. An application review process has been developed to assist more than 2000 students annually to graduate from the college. Attendees will learn the proactive steps taken by academic advisors to help seniors navigate the graduation process from application to diploma. The pre-

senters will share case studies and statistics as examples of the success of this program. Participants will be invited to share their campus's best practices to facilitate the graduation process.

*Gail Raymond, Mary Rente, University of Central Florida*  
**Presentation based on:** Models/Applications

## **Concurrent 12** **8:45–9:45 a.m.** **Hyatt Fredrick/Columbia**

### **A Reliable Compass: Liberal Arts and General Education**

#### **Commission Sponsored: Liberal Arts Advisors**

How often have you heard the declaration, "I want to get my general education stuff done so I can start the courses that really interest me. or its variation, "Why do I have to take these courses that don't matter to my major?" We are caught in a time of linear thinking...a time when many students, parents and funding agencies want more, better faster. How do we explain and justify general education course work, steeped in a Liberal Arts tradition, to stakeholders who want accelerated baccalaureates or career-specific course work? In this interactive presentation, we will guide advisors in promoting the value, intentionality, and relevance of the general education and in demonstrating its integration into a coherent educational plan.

*Karen Sullivan-Vance, Western Oregon University*  
*Sarah Ann Hones, Southern Oregon University*  
**Presentation based on:** Models/Applications

## **Concurrent 13** **8:45–9:45 a.m.** **Hyatt Ballroom D**

### **Doing Diversity: Putting Multicultural Competencies into Practice**

Multicultural competence in advisors requires going beyond respecting difference. Learning how your background impacts your worldview will help develop your approach to cross cultural advising. Fostering an appreciation for diversity and developing competence in our students is becoming more imperative as they are increasingly engaged in a more global community. Establishing learning outcomes around diversity and becoming purposeful in our approach is essential. Through vignettes and hands on activities, this session will encourage participants to explore their cultural lenses and identify how they influence advising practices. This session will also explore the impact of stereotype lift and threat on student achievement as well creating an environment conducive to cross cultural communication. Establishing diversity learning outcomes and assessment strategies will also be addressed.

*Barbara Miller, Anne Reid, Kent State University*  
**Presentation based on:** Personal Growth as an Advisor  
**Target Audiences-this session is best suited for:**  
**Level of experience in subject matter:** minimal needed

## **Concurrent 14** **8:45–9:45 a.m.** **Convention Center 321**

### **The Student as Navigator: Orientation to Sophomore**

What do new students need to know and when is the best time to deliver it to them? In an effort to teach new students how to navigate the Old Dominion University academic advising system, the University College gathered the advising coordinators from each academic college for a series of brainstorming sessions to answer these questions. Using the CAS standards, ODU's Advising Mission and Goals, and results from the Foundations of Excellence in the First Year Experience self-study, the team dissected the existing system and developed specific learning objectives at each stage of contact with first-year students. Come learn the results of this process, the pitfalls encountered, and the impact a new approach to teaching 2,000+ first-year students about advising had on all of those involved.

*Sandra Waters, Judy Luedtke, Old Dominion University*  
**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

## **Concurrent 15** **8:45–9:45 a.m.** **Hyatt Baltimore/Annapolis**

### **GPS: Growing Advising Partnerships for Student's Success**

#### **Commission Sponsored: Advising Education Majors**

As students enter the uncharted water of higher education, many are unsure of how to navigate through the choppy waters (registration, financial aid, general education, graduation requirements, policies/procedures) to reach their final destination (graduation, meaningful employment). Many students are unaware that combining majors and minors can create more routes to success after graduation.

Come join us as we share one institution's efforts to equip novice navigators. Co-pilots (advisors from different departments) will share a collaborative model that provides student-friendly guidance and navigation tools for students to successfully combine programs. By modeling a team approach to advising, novice navigators see the diverse options (routes) available to them.

Time will be available for participants to brainstorm a GPS for their own institution.

*Darcie Peterson, Dawn Black, Utah State University*  
**Presentation based on:** Models/Applications

**Panel Discussion 16** **8:45–9:45 a.m.**  
**Convention Center 315**

**Strengthening the Sophomore Connection:  
Two Advising Programs**

**Commission Sponsored: Small Colleges & Universities**

Speakers from two small colleges will share their experiences creating and implementing programs to enhance student-advisor relationships during the critical sophomore year. Both programs focus on the development of students as whole persons within a liberal arts environment. “The Sophomore Send-Off” welcomes students to their majors in a special ceremony. By transparently connecting the First Year Advising model with second-year advising, this program also serves as a retention tool. The “2nd-Year Opportunities Program” (“2YO”) builds upon a class dean-based advising structure. 2YO integrates a class book, keynote address, and academic planner to challenge students to consider the purpose of their college journeys as they discern their next steps. Participants will be encouraged to ask questions and consider the relevance of these programs for their own institutions.

*Christina Chen*, College of the Holy Cross  
*Lizette Bartholdi*, Cynthia Olson, College of St. Catherine  
Moderator: *Stephanie Hamington*  
University of Southern Indiana  
**Presentation based on:** Models/Applications  
**Target Audiences-this session is best suited for:**  
**Institutional size:** 1,200–5,000 students

**Concurrent 17** **8:45–9:45 a.m.**  
**Convention Center 314**

**Helping Students Recover from Academic  
Probation**

Among the most challenging tasks of an academic advisor involves assisting students to overcome academic difficulty and return to good academic standing. Virginia Commonwealth University typically places 20% of its students on academic warning after their first semester. University College academic advisors meet weekly with students on warning throughout their second semester to help them return to good standing as quickly as possible. During these sessions, advisors help students to identify their academic difficulties, determine bad habits that need discarded, discover new attitudes and behaviors to improve their academic performance, and monitor and evaluate which new habits are effective and which ones need further refinement. This session will highlight the advising program for students experiencing academic difficulties and provide concrete strategies for assisting even the most challenging student.

*Seth Sykes*, *Jon Steingass*  
Virginia Commonwealth University  
**Presentation based on:** Models/Applications

**Concurrent 18** **8:45–9:45 a.m.**  
**Convention Center 317**

**Get On Board: Collaborative Partnerships  
and the Benefits of Merging**

The continued rise in student enrolment in higher education and the changing face of the workforce place increasingly high expectations on today’s students. The Academic Advising & Career Centre at the University of Toronto Scarborough is a team of professionals who advise, counsel and coach individuals with their learning and career development. These holistic resources and services empower students to navigate their academic and career path by encouraging them to make informed decisions now and in the future. By solidifying partnerships with students, staff and academia we are able to enhance awareness of university academic resources and career exploration for the future. Come learn how your institutions can get on board to plot your course for collaboration amongst student development and achievement, while supporting academia on your campus.

*Laura Pasquini*, *Kristen Tippin*, *Fiorella Shields*  
University of Toronto-Scarborough  
**Presentation based on:** Models/Applications  
**Target Audiences-this session is best suited for:**  
**Institutional size:** 5,000–10,000 students

**Panel Discussion 19** **8:45–9:45 a.m.**  
**Convention Center 301**

**Navigating to a NACADA Administrator  
Award: The Winning Journey**

The NACADA National Awards Program honors individuals and institutions making significant contributions to the field of academic advising. The Academic Advising Administrator award recognizes effective advising qualities and practices that distinguish the recipient as an outstanding academic advising administrator with the primary responsibility as an administrator. This session is an opportunity to learn from the 2006 NACADA award winners in the Academic Advising Administrator category. Each award winner will highlight what programs and achievements were presented for them to be named an award winner. Participants will hear of good administrator practices and programs that might be applied on other campuses. The program will also encourage other administrator award submissions by giving insight into what is needed to compose an administrator award packet.

*Judith Sindlinger*, University of Central Florida  
*Carolyn Cannon*, University of North Carolina-Chapel Hill  
*Paul Hesterman*, Metropolitan State University  
Moderator: *Brian Glankler*, Kennesaw State University  
**Presentation based on:** Models/Applications  
**Target Audiences-this session is best suited for:**  
**Level of advising experience:** more experienced

**Concurrent 20** **8:45–9:45 a.m.**  
**Convention Center 319**

**All Hands on Deck: Using Peer Advisors to Help Navigate the First Year Experience**

One of the keys to making it safely to port is having the right crew. Just as the right crew is necessary for navigating the oceans and seas, it is also necessary in helping freshman navigate their first year experience. This presentation will discuss a peer advisor program at the University of Louisville. The presentation will present a case study of how we train our peer advisors and their roles in the first year experience. Peer advisors are a vital part of both summer orientation and orientation courses, through assisting in advising and contact with students. Our peer advisors are integral to our successful engagement of freshmen. Come hear how we select the best crew to help our freshmen navigate college.

*Rebecca Ledford, Tomarra Adams, Monica Jones, Matthew Church*

University of Louisville

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

**Institutional size:** over 10,000 students

**Level of experience in subject matter:** minimal needed

**Concurrent 21** **8:45–9:45 a.m.**  
**Convention Center 326**

**Creating the COMPASS: A Navigational Support System**

How do you guide students through their education? At SUNY-Oswego the COMPASS, is an educational planning center that provides resources to students from orientation through graduation. The COMPASS was created to provide a synergistic climate of service and support, making resources available in an integrated and cohesive manner. The COMPASS is a joint effort of Academic/Student Affairs and includes the functions of new student programs, undeclared advisement, community service, internships and career planning. This session will describe how we developed our center including a description of the programs/services we provide, how we use technology in our program delivery, how we developed a model for shared student staff, a discussion about the challenges we faced, and a preview of the services we are developing for the future.

*Kathleen Evans, Christopher Hockey, Christy Huynh*  
 SUNY Oswego

**Presentation based on:** Models/Applications

**Institutional size:** 5,000–10,000 students

**Concurrent 22** **8:45–9:45 a.m.**  
**Hyatt Ballroom C**

**Advising First-Year Science Majors According to Socrates**

**Commission Sponsored: Engineering & Science Advising**

First year science students are faced with many important questions. Examples include, “What field of science to enter?” “How to prepare for medical school?” and “Should I do a research project?” But new students have not thought much about these questions and they are unaware of how these questions can affect their plans and goals.

In this session we tell our experience with beginning science majors at a private, four-year university using a Socratic approach to advising. Questions are posed in advising sessions and answers are developed throughout the academic year. This method of advising engages the students in planning their education; it teaches them the language and resources of the university; and it helps them understand what science programs are best for them.

*Ray Sepeta, University of Notre Dame*

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

**Institutional size:** 5,000–10,000 students

**Level of experience in subject matter:** minimal needed

**Concurrent 23** **8:45–9:45 a.m.**  
**Hyatt Ballroom F**

**Academic Advising from the Student’s Perspective: Significance, Satisfaction, and Challenges**

How much do students value academic advising? What aspects of advising do they find the most and least satisfying? This presentation will elaborate on the considerable research that students view advising as an important and needed service, students are receptive to help from day one on campus, and they believe advisors can play a significant role in identifying needs and connecting students to the appropriate resources. Investigate the specific strengths and challenges related to the advising process, as well as the importance students place on academic advising relative to other aspects of their educational experiences. Finally, explore student concerns and attitudes related to academic advising and the perceived challenges students face in college. Time will be reserved for an open discussion of the study findings.

*Diana McGregor Fulkerson, Jo Hillman, Noel-Levitz*

**Presentation based on:** Research

**Concurrent 24** **8:45–9:45 a.m.**  
**Convention Center 302**

**Community College Days: Encouraging Collaboration between 2-Year and 4-Year Institutions**

In this application-based presentation, the advising staff of the University of South Alabama’s (USA) College of Education will discuss how they created a “Community College Day” for their top 2-year feeder institutions. The purpose of the event was to share specific program requirements with advisors of community college transfer students who planned to major in Education at USA. The goals of the event were to strengthen relationships between USA’s College of Education and its community college partners and to foster collaboration in order to smooth the transition of students from the 2-year to the 4-year academic environment. Presentation attendees will come away with a packet of information to assist them in planning their own Community College Day. Such an event is beneficial to universities, community colleges, and transfer students.

*Peggy Delmas, Jayne Kennedy*

University of South Alabama

**Presentation based on:** Models/Applications

**Concurrent 25** **8:45–9:45 a.m.**  
**Convention Center 324**

**Understanding Our Advisees: A Hermeneutic Approach to Academic Advising**

**Commission Sponsored: Theory & Philosophy of Advising**

One might say that good advising requires understanding those being advised. Yet it is often not clear how to achieve an accurate understanding of our advisees. What does it take to truly comprehend how they understand the world, and what is important for them to gain from their experience as college students? In this presentation we will use philosophical inquiry in order to help identify the underlying ways in which human beings make sense of themselves and the world around them. It will be argued that understanding our advisees must involve understanding the socio-historical context in which they exist in the world. This session will use the work of philosophers Martin Heidegger, Hans-Georg Gadamer, and others to outline a hermeneutical approach toward understanding our academic advisees.

*Sarah Champlin-Scharff*, Harvard University  
**Presentation based on:** Theory

**Concurrent 26** **8:45–9:45 a.m.**  
**Convention Center 318**

**Navigating Effective Developmental Advising: Research and Student-Generated Best Practices for Mentoring the Emerging Professional**

The literature on advisement at the undergraduate level reveals an increasing awareness among faculty of institutes of higher education that students at different grade levels have different academic and social/emotional development needs. This research and paper identifies the specific needs for advisement that focus on developmentally related academic, social/emotional and professional success. This research examines undergraduate advisement as it is has been provided in a multidisciplinary college of professional preparation programs. The findings provide evidence-based conclusions about current advisement practices and student perceptions. Implications of the findings for transforming advisor-advisee relationships to meet the developmental needs of undergraduate students in professional preparation programs will be discussed.

*Jennifer Prue, Julie Richards*, University of Vermont  
**Presentation based on:** Research  
**Target Audiences-this session is best suited for:**  
**Institutional size:** 5,000–10,000 students  
**Level of experience in subject matter:** minimal needed

**Concurrent 27** **8:45-9:45 a.m.**  
**Hyatt Ballroom B**

**Success Strengthening Strategies for Students: Spotlight on Persistence, Determination, and Focus**

**Best of Region 1**

“Persistence, determination, and focus on studies,” were the most important elements identified as necessary to earn a college degree by more than 300 incoming freshman at an urban, four year public university. The presenter discusses how to support students in pursuit of these skills by providing “success strengthening strategies” that advisors can use to assist students in achieving their academic goals. Using examples from social science research and personal experiences with highly successful people, the presenter provides a blueprint for helping students achieve “persistence, determination and focus.” Participants will learn how to apply practical success strengthening strategies with their students and will recognize the possibilities for enriching their own lives.

*Brian Hurwitz*, New Jersey City University  
**Presentation based on:** Research

**10:00–11:00 a.m. Sessions**

**Commission Meeting 28** **10:00–11:00 a.m.**  
**Convention Center 303**

**Assessment of Advising Commission**

Created with the intent to serve all NACADA members who want to discuss, learn about, or share expertise on all levels of assessment of advising, the Assessment of Advising Commission (ASAC) welcomes current ASAC members and anyone interested in assessment to its annual meeting. Join us and hear an update of ASAC projects, plan to participate in an open forum on critical issues in assessment, gain insight on current and future assessment trends, network with others, and brainstorm strategies to increase NACADA membership participation in assessment activities.

*Naomi Wright*, New Jersey City University

**Commission Meeting 29** **10:00–11:00 a.m.**  
**Convention Center 305**

**Advising Adult Learners Commission**

This year’s Adult Learner Commission meeting will focus on various topics. We will be welcoming our new commission chair, Lisa Peck who will be taking over this important leadership following this year’s conference. In addition, we will be honoring several presenters with certificates and planning a social outing for commission members.

Please come prepared to share with your colleagues’ ideas and resources to share. One of our goals is to discuss how we can best assist each other in advising adult learners. Plan to attend this session if you advise and work with adult learners.

*Teri Farr*, Illinois State University

## Interest Group 30 10:00–11:00 a.m. Convention Center 304

### Advising Fine Arts Students

Talented and diverse Fine Arts students can provide thought provoking experiences and think outside the box most of the time. Advising these students can be a challenge at times, especially for those who do not interact with such students on a regular basis. This interest group will provide information and support to other professionals working with fine art students in all types of institutions. Discussion will range from sharing advising strategies, programs, and resources to conversations on career options, student development, student health issues and retention activities. Whether you advise fine arts students occasionally or daily, the group is interested in learning more about your experiences and sharing ours.

*Mutlu Citim-Kepic, University of Florida*

## Interest Group 31 10:00–11:00 a.m. Convention Center 306

### Appreciative Advising

Appreciative Advising is adapted from Appreciative Inquiry, and involves the systematic use of positive questions to assist students in uncovering and building upon their strengths to achieve success.

Instead of exploring the relationship between groups or individuals, we are interested in the relationship between the advisor and the student in the academic advising process. In Appreciative Advising, the advisor solicits a narrative from the student in which they describe a time when they were performing at their best. The advisor listens for areas in which the student reveals strengths and passions, asking questions that lead the student to describe them in detail. Subsequently, the advisor and student work together to align the student's strengths and passions with a course of study and career path.

If you are interested in positive psychology, strengths-based advising, personal coaching, and/or appreciative inquiry then this is the group for you. Come join us for this intentionally positive session.

*Scott Amundsen, Eastern Kentucky University*

## Concurrent 32 10:00–11:00 a.m. Convention Center 317

### Student Expectations: Matching the Dream with Reality

#### Best of Region 6

On almost a daily basis, advisers meet with students whose goals and dreams do not seem to be matched with the reality of the campus or program that they are pursuing. Whether the student is pre-med without an aptitude for science or in education without awareness of the true professional demands, advisers are continually challenged to provide constructive advice that may not match the students' expectations or reality. This interactive presentations features advisers from three different academic phases: pre-college, undergraduate, and graduate programs. In this session, we will profile the students and their expectations, and

develop a set of tools upon which advisers can draw to help students best match their dreams with the realities of their current academic situations.

*Jennifer Endres, John Mabey, Danielle Tisinger*  
University of Minnesota-Twin Cities  
**Presentation based on:** Theory

## Concurrent 33 10:00–11:00 a.m. Convention Center 323

### Navigating the Transition to Retirement

Advisors spend a great deal of time assisting students with the transitions of entering, experiencing, and leaving college, but not much time and energy is invested in assisting faculty and full-time advisors as they experience their own transitions. However, within NACADA, 25% of the members are at the age when the transition to retirement may be a consideration.

Most retirement planning is focused on the financial aspect, but psychological and emotional issues are equally important. This presentation, which will include participant discussion, will review issues of transition: types, approaches and obstacles to, and steps to plan for those anticipated transitions with special emphasis on the transition to retirement.

Participants in this interactive session will receive resources and materials to assist them.

*Betsy McCalla-Wriggins, Rowan University*  
**Presentation based on:** Personal Growth as an Advisor

## Concurrent 34 10:00–11:00 a.m. Hyatt Ballroom A

### Navigating Choppy Waters: Mentoring Students on Probation—The STAR Program

Factors that are good predictors of success (i.e. family/peer support, high school GPA, standardized test scores) sometimes may not be enough after the first semester in college. While navigating uncharted territory (the college campus), the choppy currents of college coursework, time management, stress, academic preparedness and financial issues often lead to a shipwreck of grades, self-esteem, and personal goals.

This presentation will unveil a "lighthouse" to guide students safely through the rough waters of academia. The STAR Program provides intrusive mentoring as its core intervention. Research will be provided to support how STAR is positively impacting student success and retention. Participants will receive a STAR Program syllabus, criteria for STAR participation, and mentoring guidelines for recruiting and training peer advisor and staff mentors.

*Chris Maroldo, Gwen Hoble*  
Indiana University Purdue University Indianapolis  
**Presentation based on:** Models/Applications  
**Target Audiences-this session is best suited for:**  
**Institutional size:** 5,000–10,000 students

**Concurrent 35** **10:00–11:00 a.m.**  
**Convention Center 302**

**Advisement: The Common Thread through Orientation, the First-Year Seminar/Learning Community Clusters, and Graduation**

Slippery Rock University successfully introduces new students to key academic advisement and planning personnel; enables students to locate information pertinent to advisement; assists students in making effective transitions to college through goal setting and self-reflective activities; and engages students in relationship-building with both their first-year academic faculty advisors and upper class peer leaders. This session will highlight the foundation of these efforts -- our intentionally-designed First-Year Experience Program—which is initiated at orientation, continued through the first-year seminar/learning community cluster initiative and beyond. This session will be interactive as questions and discussions are encouraged.

*Cathy Brinjak, Jessamine Montero,  
 Connie Laughner-Ramirez*

Slippery Rock University

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

**Institutional size:** 5,000–10,000 students

**Concurrent 36** **10:00–11:00 a.m.**  
**Convention Center 314**

**For Heaven’s Sake: Students’ Religious Beliefs and Academic Advising**

Advisors frequently consider multicultural issues and diversity in the delivery of advisement services to students. An important component of this diversity may include students’ religious beliefs. Like the proverbially ignored 400 pound gorilla in the room, advisors may be uncertain to what degree they should or may attend to student spirituality in the Advisement process. The presentation will examine current research and theories of advising from a student’s religious context. From this base, scenarios will be used to stimulate discussion and consider alternative approaches to consider when a student’s religious beliefs or spirituality becomes part of an advisement session. Participants will be encouraged to share their experiences to enrich the session and to consider the implications for advising in both private and public institutions.

*Norman Roberts, Phillip Rash, Jeff Buell*  
 Brigham Young University

**Presentation based on:** Theory

**Concurrent 37** **10:00–11:00 a.m.**  
**Hyatt Ballroom D**

**Learning to Swim without Instruction**

**Commission Sponsored: Advising Graduate & Professional Students**

Inspired by the results of the 2006 Survey of the Advising Graduate and Professional Students Commission members, this presentation focuses on professional advisor training opportunities. Many campuses do not have any training and development for advisors, while others have ad hoc training when some specific need arises. The session will include some data on available training as well as training needs, introduce an advisor training program set up in house at UC

Irvine, will assess the attendees’ own training and development experiences and needs, and will end with a list of practical suggestions about how to get what you need, that is, professional training! Attendees will receive handouts of materials regarding advisor training and development needs and opportunities; activities will include a small groups’ brainstorming session; the session will end with a presentation of ideas discussed in the small groups.

*Kati Markowitz*, University of California

**Presentation based on:** Models/Applications

**Panel Discussion 38** **10:00–11:00 a.m.**  
**Convention Center 301**

**Advisors as Navigators in Learning Community Programs**

The implementation of learning community (LC) programs at higher educational institutions has allowed academic and student affairs units to better collaborate, resulting in a comprehensive learning environment for their students. Advisors play an integral role in LC programs; many times acting as navigators for the students and collaborators in the co-curricular activities. A brief overview will be given on the current research of academic and student affairs collaboration in LC programs, impact of that LCs have on student retention and educational outcomes, and the key role advisors play in implementing, collaborating in, and sustaining LC programs. Panelists from various institution types will discuss the role that advising centers play in developing and promoting LC programs on their campus. There will be opportunity for discussion throughout the session.

*Kazi Mamun*, University of Southern California

*Jeanette Sorensen*, University of Nevada-Las Vegas

Moderator: *Joanne Damming*, Rowan University

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

**Level of experience in subject matter:** minimal needed

**Concurrent 39** **10:00–11:00 a.m.**  
**Convention Center 315**

**The Student You’ve Met but May Not Know**

It is increasingly likely that you’ll encounter students with a diagnosed or undiagnosed mental health disorder. This presentation will focus on mood disorders including bipolar I, bipolar II, and major depression. The features, prevalence, treatment options, and how to support students with these illnesses will be offered. These students might be known to you for missing class, having poor academic standing, constantly dropping courses, appearing overly sensitive, or telling you they are a failure. It isn’t important that we know their diagnosis but that we have a basic understanding of these disorders and awareness that these students seek our counsel. Being an advisor provides you with the unique opportunity to support these students and open the door to their success.

*Jeffrey Herman*, Lehigh Carbon Community College

**Presentation based on:** Personal Growth as an Advisor

**Concurrent 40** **10:00–11:00 a.m.**  
**Hyatt Ballroom F**

**The Process and Impact of Helping Business Students Navigate through Major and Career Options**

**Commission Sponsored: Advising Business Majors**

What can students do to validate their major and career choices? What steps should they take to position themselves to secure rewarding and high paying employment opportunities when they graduate? From freshman year to degree completion, students sail through a sea of career development opportunities including self-assessment, major exploration, resume writing, networking, career exploration, job searching, and interviewing. Through a collaborative approach, advisors, faculty and staff at Rowan University have mapped out a successful program to guide students through the career development process. Along the way we've landed with increased student participation in career events and on-campus recruitment as well as renewed faculty/advisor interaction and greater employer involvement.

Want to pilot a similar voyage at your institution? Come learn more.

*Carol Eigenbrot, Rowan University*

**Presentation based on:** Models/Applications

**Concurrent 41** **10:00–11:00 a.m.**  
**Convention Center 316**

**Teach! Learn! Advise! PACE—Plan for Academic and Career Excellence**

Who says all web sites are created equally? School of Management advisors at George Mason University took a standard web site for information dissemination and transformed it into PACE, a unique web-based advising tool designed to empower students to become autonomous, life-long learners.

PACE formatting provides order and sequence to information that sometimes can be perceived as chaotic and overwhelming. Advising sessions structured around PACE provide advisors and students alike, at their convenience, a unique navigation tool for their college experience!

The topics presented in this session will include a PACE overview, advising examples, new aspects of the model, student testimonials and more. The target audience is academic advisors and administrators with any level of experience and from any size.

*Marilyn Sharif, Laura Winkler, George Mason University*

**Presentation based on:** Models/Applications

**Concurrent 42** **10:00–11:00 a.m.**  
**Convention Center 326**

**Navigating to Graduation and Beyond: Partnering to Point Transfer Students in the Right Direction**

Plotting an appropriate course toward realistic short- and long-term academic, career, and personal goals can be a turbulent excursion for community college students.

Lake Sumter Community College and the University of Central Florida share a unique program providing guidance, resources, and interventions for students transferring from LSCC to UCF. This interactive presentation demonstrates the value of institutional and departmental collaboration in preparing students for transition, progression, graduation, and beyond. Presenters will share data, and will provide participants an opportunity to share their successful techniques and programs.

This new initiative fosters academic/career goals and strategies that encourage and empower every community college student to complete a four year degree and enter society as a productive and valued citizen.

*Jackie Jessup, University of Central Florida*

*Scott Larson*

University of Central Florida-Regional Campuses

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

**Level of experience in subject matter:** minimal needed

**Concurrent 43** **10:00–11:00 a.m.**  
**Convention Center 321**

**Hitting Them 'Where They Live': A Panel Discussion of On-Line Applications as Advising Tools**

Reaching out to students, forging a good rapport and establishing a strong advisor/advisee relationship are central to effective academic advising. With the recent surge in popularity of on-line social networks such as Myspace, Friendster, and Live journal, and the seeming omnipresence of text messaging, ethical and legal issues arise when considering the use of Facebook and instant messaging in contacting advisees. The objective of this session is to discuss the possible benefits of the use of on-line networks such as Facebook, Blackboard applications, Instant Messaging, Pod Casts, and other technologies in the advising process. Our panel of advisors from across the nation will discuss the pitfalls and the possibilities, the perils and the promise of harnessing popular student technology for advising purposes.

*Arthur Esposito, Virginia Commonwealth University*

*Samuel Murdock, Texas A&M University*

*Julie Traxler, Rutgers University*

*Jonathan Jones, Texas A&M University*

*Nina Mullin, Wilmington College*

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

**Level of experience in subject matter:** minimal needed

**Concurrent 44** **10:00–11:00 a.m.**  
**Hyatt Ballroom E**

**Ethical Standards for the Advising Professional**

The purpose of this presentation is to expose the professional to ethical issues, principles, guidelines, and dilemmas that are pertinent to academic advising. By engaging in an examination and discourse of such ethical issues the attendee will become better prepared to anticipate and address ethical issues as a professional. Attendees will learn the need for and value of constant self-appraisal of personal beliefs and values as a cornerstone of ethical decision making. Through the use of three distinct decision-mak-

ing models, advising professionals will develop practical problem solving strategies necessary for maintaining ethical standards, fostering quality student services, and ensuring the protection of sensitive student information.

*Gerard Hoefling, Courtney Yount McGinnis*  
University of Delaware

**Presentation based on:** Research

**Concurrent 45** **10:00–11:00 a.m.**  
**Convention Center 318**

**What You Resist Persists, What You See Disappears**

**Commission Sponsored: Multicultural Concerns**

Accepting ignorance is what motivates us to continue to learn and then grow. The purpose of this presentation is to begin the process of deconstructing racial ignorance. Once we see why racial ignorance exists and persists, we can understand its impact at Colleges and Universities and on society at large. Janet Helms' White Racial Identity Development theory will be used to provide a better understanding of racial ignorance and individual's perspectives and feelings regarding race. The presenters will use video clips and facilitated discussion to illustrate the stages of White Racial Identity Development and how it can be used to deconstruct racial ignorance and its effects.

*Carlton Scott, Carla Cummings*, University of Pittsburgh  
**Presentation based on:** Theory

**Concurrent 46** **10:00–11:00 a.m.**  
**Hyatt Baltimore/Annapolis**

**Advising is Advising: Moving Beyond Analogies to Describe our Profession**

**Commission Sponsored: Theory & Philosophy of Advising**

In academic advising, we've often described advising as counseling, teaching, educating, learning, navigating and even as friendship. But academic advising has emerged in the past two decades as something separate from counseling, student affairs, or traditional university teaching. As the field matures, why keep using analogies to describe who we are and what we do?

In this session, the presenters will review academic advising development as a discipline and profession. Nourishing three critical elements—a rich, diverse theoretical basis, a clearly defined purpose, and educational goals that can be situated within each institution's mission—will be more productive in our profession's development than the use of analogies. We will discuss how we can apply these concepts to the profession and our institutional contexts.

*Janet Schulenberg, Marie Lindhorst*, Penn State University  
**Presentation based on:** Theory

**Concurrent 47** **10:00–11:00 a.m.**  
**Convention Center 322**

**Empowering Exploratory Students to Declare Majors Sooner: A Review of the New Advising Policy at UM . . . One Year Later**

**Commission Sponsored: Advising Transfer Students**

The implementation of the Student Academic Success-Degree Completion Policy at the University of Maryland

(UM) in fall 2005 galvanized the advising community and changed the policy of many units including Letters and Sciences, the academic home of nearly 4,000 undecided freshman and transfer students. One year later, we take a look at this new advising policy and its affect on the student experience. Using quantitative, anecdotal data and feedback from advisors and students, we will share information about how the policy has evolved since its initial implementation in fall 2005. If implemented effectively, this plan could be globally utilized in any academic environment.

*Keonna Feaster, Evelyn Cooper, Brent Hernandez*  
University of Maryland-College Park

**Presentation based on:** Models/Applications

**Concurrent 48** **10:00–11:00 a.m.**  
**Convention Center 325**

**Leading the Way: Guiding a Large Research Institution's Advising System into New Territory**

**Commission Sponsored: Advising Administration**

Washington State University has begun to explore new territory in advising. We started out with an out-of-date map and are beginning to chart new directions at our institution. Many factors over the past couple of years have contributed to the need for this new map. We want to share our journey for change with you in hopes to encourage you to move forward with your own action plan for change. This presentation will provide experiential knowledge of how one university is diligently trying to change the culture of advising in an environment of predominately prescriptive advising to a campus-wide developmental model. Who are our stakeholders and who did we need to get buy-in from during this process? Where are we now?

*Lisa Laughter*, Washington State University

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**  
**Institutional size:** over 10,000 students

**Concurrent 49** **10:00–11:00 a.m.**  
**Convention Center 319**

**Advisors' Compass for a Student Athlete's Academic Voyage**

**Commission Sponsored: Advising Student Athletes**

The purpose of this presentation is to outline a program which enables academic advisors to chart a successful course for student-athletes from orientation and course selection through mentoring and career development, to major selection and graduation in a four year period. This program is based on Perry's theory of helping students to make cognitive meaning out of their educational experience. The program has yielded a high graduation rate for student-athletes. This presentation shows total institutional involvement is a sine qua non for academic success. Advisors will take home a flow chart which is easily adaptable to all academic situations. The flow chart will be presented by a panel of experienced personnel in student athlete academic development, and will be enhanced with video vignettes and handouts.

*Rose Ann Fleming, Kim Powers-Hoyt, Jen Brand, Carlos Pierre*

Xavier University

**Presentation based on:** Models/Applications

**Concurrent 50** **10:00–11:00 a.m.**  
**Convention Center 320**

**2-4-6-8, Two or Four—We’re Really Great!**  
**Unique Programs for Exploratory Students at 2-Year and 4-Year Colleges**

Undecided students are often compared to inexperienced travelers, and academic advisors are their travel agents! Undecided / Exploratory students are everywhere, and they are enrolling in record numbers at 2-Year and 4-Year colleges nationally. This session will cover unique issues facing academic advising for exploratory students at community colleges and 4-year colleges alike. We’ll discuss current trends nationally, including increasing pressure for students to choose majors early. We’ll also discuss best practices at two institutions recognized nationally for their efforts working with exploratory students. There will be opportunities for attendees to share their own experiences and best practices.

*Donnie McGovern*, University of Cincinnati  
*Connie Parrish*, Valencia Community College

**Presentation based on:** Models/Applications

**Target Audiences—this session is best suited for:**

**Institutional size:** 5,000–10,000 students

**Level of experience in subject matter:** minimal needed

**Level of advising experience:** more experienced

**Concurrent 51** **10:00–11:00 a.m.**  
**Hyatt Fredrick/Columbia**

**After Training, What’s Next? Creating and Nurturing a Strong Advisor Development Program**

**Commission Sponsored: Advisor Training & Development**

How do you keep advisors from going adrift after training ends? Change the way you think about your advisor development programming. In this session, you will learn how to tailor your programming to the unique needs of your staff. We will discuss our 2-3 year planning cycle, the use of internal and external programming, training for cultural competency, and different programming approaches such as using case studies, and book and film clubs. Participants will learn specific programming ideas for their office and campus, regardless of institutional size.

This session is for everyone interested in developing or improving their advisor development program. Session facilitators are experienced presenters and coordinate the advisor development program at a large advising center.

*Jennifer Joslin*, *Maureen Schafer*, University of Iowa

**Presentation based on:** Models/Applications

**Concurrent 52** **10:00–11:00 a.m.**  
**Hyatt Ballroom B**

**“I Really Don’t Want To Be Here, But Here I am” . . . Making the Best of a Second-Choice Situation**

Does this sound familiar? “I don’t really know why I am here and I don’t really want to be here, but you’re my last choice major.” What do you as an advisor do when you hear these sentiments from students? How do you help these students accomplish their goals when you advise in a major that a student may consider second (or third) best?

In this presentation we examine student motivations as “default majors” and the challenges we face advising students within this category. We will present findings from interviews conducted with students who consider our major to be their default. We will conclude by discussing tools to guide these students to find confidence in their choices.

*Melva Harbin*, *Lauren Campbell*, University of Texas

**Presentation based on:** Research

**Target Audiences—this session is best suited for:**

**Level of experience in subject matter:** minimal needed

**Concurrent 53** **10:00–11:00 a.m.**  
**Convention Center 324**

**Guiding Students through Interdisciplinary Programs**

This presentation examines the challenges to advising in undergraduate interdisciplinary programs. With interdisciplinary study often described as “navigating multiple academic communities,” “crossing disciplinary boundaries,” and learning multiple perspectives, the task of guiding students through such programs can be considered more complex than advising in the traditional disciplinary fields. Advising is integral to teaching and learning; it fosters academic community building, and provides guidance in managing the balance between depth and breadth of study. This is especially crucial for students in interdisciplinary programs.

The presenter will share research data that compares the advising experiences of students in interdisciplinary programs with those in the “traditional” fields. Attendees are welcome to share their experiences with interdisciplinary advising challenges, and to share good practices and effective advising models used at their institutions.

*Stephen Pajewski*, Carnegie Mellon University

**Presentation based on:** Research

**Target Audiences—this session is best suited for:**

**Level of experience in subject matter:** minimal needed

**Concurrent 54** **10:00–11:00 a.m.**  
**Hyatt Ballroom C**

**Developing Resilience at Points of Transition: Advisors, Family Involvement, & High-Risk Newcomers**

The transition from high school to college is hard for all students, but it is particularly challenging for students labeled “high-risk”—first generation, low-income, students of color from underperforming high schools. In this presentation we examine why family involvement, even in college, may be important for high-risk students’ success, and then we discuss ways in which advisors can help students become ambassadors between home and school, thus increasing family trust and connectedness, promoting achievement, and helping high-risk students develop the cultural capital to be successful in college. Research findings will be presented and used to specify advising practices that should be most likely to help high-risk students succeed as they transition from high school to college.

*Jane Pizzolato*, *Sharika Bhattacharya*, *Ennad Dyana Murrell*, *Sherrell Hicklen*

University of Pittsburgh

**Presentation based on:** Research

## Commission Meeting 55 11:15 a.m.–12:15 p.m. Convention Center 303

### Small Colleges & Universities Commission

Interested in talking with colleagues from small colleges and universities about issues of mutual concern? Wonder how other schools are handling advising, assessment, registration, accreditation, degree audits, or orientations? Often those who advise at small colleges and universities are the only persons on their campus who do “what they do”—and often “what they do” involves multiple tasks. Take some time to connect with others who work in this setting at this informal interest group meeting. If you’re a member of the Small Colleges and Universities e-mail list, you can suggest topics of interest through the list. If not, consider joining the e-mail list (check the NACADA web-site for details), bringing your ideas to the meeting, becoming a member of the steering committee, or simply e-mailing me at [jstockenberg@coloradocollege.edu](mailto:jstockenberg@coloradocollege.edu). This year we will also be honoring Maura Reynolds from Hope College with a Service to Commission Award. I hope to see you there!

*Julie Stockenberg, Colorado College*

## Commission Meeting 56 11:15 a.m.–12:15 p.m. Convention Center 305

### Theory & Philosophy of Advising

The Theory and Philosophy Interest Group is concerned with fostering the study of the theory and philosophy of academic advising without officially sanctioning any one theoretical perspective. Discussion at this meeting will center principally on our transition toward Commission status. Other issues of concern to members of the interest group will also be welcomed.

*Peter Hagen, Richard Stockton College of New Jersey*

## Interest Group 57 11:15 a.m.–12:15 p.m. Convention Center 304

### New Advising Professionals

A major shift is taking place in the demographics of advisors across the country. As retirements and turnover occur, advising positions are being filled by those with, sometimes, very little experience or training in the area of academic advising. The New Advising Professionals Interest Group is a place to discuss common issues, create professional development opportunities, and provide a network for those new to the advising profession. Join us to discuss possible future activities, professional development, career planning, current issues, and strategies for becoming more involved.

*Nathan Vickers, University of Texas*

## Interest Group 58 11:15 a.m.–12:15 p.m. Convention Center 306

### Peer Advising & Mentoring

The Peer Advising Interest group will gather to celebrate successes and plan new initiatives. To celebrate our successes, members will be encouraged to share their program’s greatest success in the past academic year with colleagues from other institutions so we can learn from each

other’s best practices. For a new initiative, let’s look at our web page.

What resources can we post there that would be of most help to support our colleagues, especially those developing new peer advising programs?

*Heidi Koring, Lynchburg College*

*Lynn Freeman, University of Wisconsin-Oshkosh*

*Susan Campbell, University of Southern Maine*

## Concurrent 59 11:15 a.m.–12:15 p.m. Hyatt Ballroom F

### Advisor Recognition: Tips on Creating Institutional Advising Awards and for Putting Together a Successful Nomination Packet for NACADA Outstanding Advising

Institutional advising awards and the NACADA Awards Program are excellent avenues for those in the advising profession to recognize their colleagues. However, some find compiling an advising portfolio very daunting without the assistance of someone familiar with the process. This presentation will go into detail on the successful, systematic approach used at USU to annually nominate individuals within the various award categories. This approach has been so successful that USU advisors have won a combination of more Outstanding Advising Awards and Certificates of Merit than any other institution in the nation.

*John Mortensen, Stephanie Hamblin, Utah State University*  
**Presentation based on:** Models/Applications

## Concurrent 60 11:15 a.m.–12:15 p.m. Hyatt Ballroom D

### “What’s That Course About?” Navigating the Curriculum with Course Syllabi

#### Commission Sponsored: Liberal Arts Advisors

Many students know little about courses when they register, yet judicious course selection is crucial to academic achievement. Course syllabi are one tool that students and advisors can use to learn more about courses during orientation, major exploration, and registration. This session describes the use of electronic syllabi to help students navigate curriculum, suggests benefits of this technique, and engages participants in discussion of syllabi. A major benefit of the technique is clarification of student interests and aptitudes. Participants will review syllabi and discuss using them to explore curricular issues with new and advanced students. When students seem unable to choose a direction, investigating course syllabi with advisors can furnish them with a useful compass.

*Mark Rohland, Temple University*

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

**Institutional size:** over 10,000 students

**Level of experience in subject matter:** minimal needed

**Level of advising experience:** less experienced

**Concurrent 61** 11:15 a.m.–12:15 p.m.  
**Convention Center 317**

**Facebook and MySpace—Social Networking and Academic Advising**

Cyber forensics is the application of computer investigation and analysis in order to gather evidence. Since over 85% of college students use Facebook and a staggering number of these students also use MySpace, a little Cyber-forensics may now be necessary in the life of the academic advisor. If you are not familiar with these environments we will provide a short tour and explanation, followed by important facts that every advisor needs to know.

Warnings about Facebook and MySpace are now part of many orientation programs, advising sessions and university regulations. Come to this session for a little forensic work to find out what the fuss is all about. We will also discuss how these applications, along with Instant Messaging (IM), can be a part of the advising equation.

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

**Concurrent 62** 11:15 a.m.–12:15 p.m.  
**Convention Center 319**

**Advisors as Navigators for LGBTQ Student Success**

**Commission Sponsored: Lesbian, Gay, Bisexual, Transgendered & Allies Concerns**

As conversations take place on any campus regarding supporting student success, the inclusion of Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students is imperative. In most cases, when colleges and universities identify student populations needing attention, often LGBTQ students are neglected or forgotten. As the political climate on our campuses and in our country continues to debate the relevance and significance of LGBTQ students and their families, academic advisors need to be prepared to provide assistance to LGBTQ students.

The LGBTQ community is diverse. This workshop will focus on discussions and resources for assisting LGBTQ community members such as; student athletes, Trans community members, students with disabilities, non-traditional aged students, multicultural LGBTQ students, and LGBTQ family issues.

*Casey Self, Jon Delany, Arizona State University*  
**Presentation based on:** Personal Growth as an Advisor

**Concurrent 63** 11:15 a.m.–12:15 p.m.  
**Convention Center 320**

**The Top Ten Things You Need to Know When Working with Korean Students**

**Commission Sponsored: ESL/International Student Advising**  
 Working with students from the “Land of the Morning Calm” or as it should actually be translated, “Land of the Morning Fresh” can present various challenges. Students are not always understood when this occurs. This session explores

the cultural concepts underlying students’ actions, helps clarify why they are done, explains student expectations of responses, and provides suggestions for bridging the gap.

*Patricia Jones, Siyoung Park, Candace McLaughlin*  
 Western Illinois University

**Presentation based on:** Personal Growth as an Advisor

**Target Audiences-this session is best suited for:**

**Level of experience in subject matter:** minimal needed

**Concurrent 64** 11:15 a.m.–12:15 p.m.  
**Convention Center 318**

**Advising Students with Post Traumatic Stress Disorder (PTSD)**

**Commission Sponsored: Advising Students with Disabilities**

From 2001 until present we have had 140,000 + troops deployed in Iraq and Afghanistan at any given time. Over 1 million soldiers have been deployed 40% of them National Guard and Reserve. Many of these soldiers are either current college students or upon their exit from the military become college students. Statistics from the National Center for Post Traumatic Stress Disorder states that as high as 1 in 5 returning soldiers will exhibit some symptoms of Post Traumatic Stress Disorder (PTSD). This seminar will focus on an overview of PTSD, how it affects returning soldiers who attend college, and techniques advisors can use to identify when working with students who experience PTSD.

*John LaLiberte, Austin Tyrone, Wayne State University*  
**Presentation based on:** Research

**Target Audiences-this session is best suited for:**

**Level of experience in subject matter:** minimal needed

**Concurrent 65** 11:15 a.m.–12:15 p.m.  
**Hyatt Ballroom E**

**Navigating towards Success: Transfer Student Seminars**

Over half of American college students are transfer students, who oftentimes confront a huge amount of new information and change their first semester. They often need help but may not connect to the right student support services. The presenters initiated transfer-only sections of existing courses to help transfer students navigate their new environment. They will show how pre-existing courses such as Contemporary American Education, The Global Environment, and Introduction to Music have been successfully tailored for first-semester transfer students. We will reference the latest research from the NACADA monograph, Advising Transfer Students: Issues and Strategies, as well as a new publication on transfer seminars by one of the authors. Two community college transfer students who completed one of these seminars will share their experiences, observations, and recommendations on this concept. Participants will be asked to share their own successes with transfer student programs.

*Thomas Grites, Paula Dollarhide, Deanna Delgiorno, Jennifer West*

Richard Stockton College of New Jersey

**Presentation based on:** Models/Applications

**Concurrent 66** 11:15 a.m.–12:15 p.m.  
**Convention Center 324**

### How 70 People Changed Academic Advising at a Community College

**Commission Sponsored: Two-Year Colleges**

Learn how Ivy Tech Indianapolis used funding from the Lumina Foundation for Education, guidance from the NACADA Consultants Bureau, and internal resources to redesign its academic advising system. This step-by-step presentation will guide participants through the process used to assess problems, develop intervention teams, create outcome and learning objectives for students, and implement program changes. Copies of grant materials, budgets, organizational tools, and assessment results will be provided.

After the Indiana legislature named Ivy Tech to be the statewide community college system, advising became an essential factor in student success, retention, and transfer. Our new advising model incorporates a case management, total intake model that is directly linked to student satisfaction, success, and program completion through various assessment tools.

*Jerry Harrell*, Ivy Tech Community College-Central Indiana  
**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

**Institutional size:** over 10,000 students

**Level of experience in subject matter:** minimal needed

**Concurrent 67** 11:15 a.m.–12:15 p.m.  
**Convention Center 314**

### Appreciative Advising

Come learn about a new approach to advising that incorporates Appreciative Inquiry in order to take your advising from “good” to “great.” Appreciative Advising is a positive approach to advising that seeks to build on the strengths of your students in order to help them reach their full potentials. You will have the opportunity to use Appreciative Inquiry in this interactive presentation. This will be a fun, uplifting, and inspiring session.

*Jennifer Bloom*, University of South Carolina-Columbia  
**Presentation based on:** Models/Applications

**Concurrent 68** 11:15 a.m.–12:15 p.m.  
**Hyatt Ballroom B**

### Engaging Undeclared Students at Orientation: Using “Dating Techniques” to Find Your Perfect Major

**Best of Region 4**

In order to motivate undecided students to begin exploring majors, UCF presents an encore of its appealing orientation presentation likened to the dating process. By using popular dating techniques as a backdrop, we hope to impact students by introducing them to the resources, tools, and options available to them in finding their perfect major “match”. The presentation used at orientation sessions will be explained and demonstrated to the audience with time given for participants to share their ideas with regards to working with undecided students.

*Iceny Ceasar, Rex Roberts*, University of Central Florida  
**Presentation based on:** Models/Applications

**Concurrent 69** 11:15 a.m.–12:15 p.m.  
**Hyatt Ballroom A**

### Reaching Out To Those Who Have Been Dismissed

UNCG’s Student Academic Services office has been one of the leaders in using Appreciative Advising (AA). AA involves asking questions that trigger a student’s exploration of passions and strengths in order to promote improved academic and social behaviors. In a Fall 2006 pilot, the AA approach was used with students who were readmitted to the university after academic dismissal. Students in this program signed a contract committing to several AA sessions supplemented by assignments that helped them identify resources and develop a personal academic recovery plan. At the end of the semester, 90% of the participants in the program were eligible to continue, and 58% earned term GPAs of over 3.00. In this presentation, we discuss the Appreciative Advising approach, how it was used with this population, and how we evaluated the program.

*Jennifer Clark, Bryant Hutson*

University of North Carolina-Greensboro

**Presentation based on:** Models/Applications

**Concurrent 70** 11:15 a.m.–12:15 p.m.  
**Convention Center 302**

### Missing Class?: Raising Awareness of Social Class Issues in Advising Poor and Working-Class Undergraduate Students

Current research on the social construction of class points to the many ways that social class affects the university experience of working-class and poor students. Nevertheless, even for advisors who are committed to helping underrepresented students succeed, it is often easy to “miss” how social class may be operating within our undergraduate advising. In this session we will discuss research/case studies which illustrate how advisors’ middle-class assumptions can create barriers for the very students we seek to serve. By examining our own assumptions we hope to create “navigational moments,” in which the middle-class norms of the university system are exposed while the legitimacy of the cultural/social capital which working-class/poor students bring from their own experiences is recognized.

*Peter Middleton, Karmen Berger*, University of Iowa

**Presentation based on:** Personal Growth as an Advisor

**Target Audiences-this session is best suited for:**

**Level of experience in subject matter:** minimal needed

**Concurrent 71** 11:15 a.m.–12:15 p.m.  
**Convention Center 325**

### Promoting Advising for Student Success

In an effort at re-committing our campus to advising for student success and retention, our Senior Vice Chancellor for Academic Affairs created a special competitive grant program for the preconception of student advising and support services. This presentation will offer our efforts as a model for re-thinking advising on a campus by offering an overview of our grant process; our strategies for assuring strong, thoughtful, and informed proposals and for engaging students, faculty, staff, and administrators in the development and review of those proposals; the eleven projects that were funded and implemented; and what we know about their

impact on undergraduate student success. Discussion might focus on our process and projects and on how similar efforts might be best promoted in your own context.

*David E Wilson, University of Nebraska-Lincoln*  
**Presentation based on:** Models/Applications

## **Concurrent 72** **11:15 a.m.–12:15 p.m.** **Convention Center 326**

### **Sink or Swim: Designing an Orientation Course to Help Your Students Tread Water in College**

We all want our students to be successful and we have so much information to share with them. Emails get old, there is not enough time to visit every class to disperse information, and most students do not come in as often as they should, so why not have a required class of your own?

Designed as introductory courses for the students in your major orientation courses offer you the opportunity to get to know your students in the classroom setting as you present critical information pertaining to your major. From study skills to academic integrity, guest speakers to curriculum requirements, resume writing to interviewing, this roundtable discussion will provide you a plethora of information to create your own course.

*Kimberly Colantuono, Megan Farris, Rebecca Bregel, Carol Firkins, Kathi Ritten*  
 University of Illinois-Urbana-Champaign  
**Presentation based on:** Models/Applications

## **Concurrent 73** **11:15 a.m.–12:15 p.m.** **Convention Center 321**

### **Strategies Advisors Can Use to Help Student-Athletes Successfully Navigate the College Experience: From Orientation to Graduation and Beyond**

**Commission Sponsored: Advising Student Athletes**

This session will challenge advisors to consider one facet of diversity that they may not readily take into consideration - the status of student-athlete. Presenters will begin with a lecture to encourage attendees to check-in with themselves on the biases they may hold related to student-athletes. The facilitators will then discuss the larger contextual issues within intercollegiate sport (commercialism, academic reform, and scandal) and facilitate an exchange of ideas regarding the unique contextual issues on individual campuses. To enliven the material, the presenters will utilize four short cases so that participants may practice applying this information. To close, the facilitators will ask participants to return to NACADA's academic advising core values and reflect on the implications for advising college student-athletes.

*Adrienne Leslie-Toogood, Kansas State University*  
*Emmett Gill, Rutgers University*  
**Presentation based on:** Theory

## **Concurrent 74** **11:15 a.m.–12:15 p.m.** **Convention Center 323**

### **Why Train When You Can Transform?**

**Commission Sponsored: Advisor Training & Development**

If advising is teaching and learning, then training should be more than icebreakers and handbooks. Advisors need a comprehensive education program. Learn how one institution aspires to transform the advising culture on its campus. This interactive session will explore adult learning, training, and development theories. We will share the tips, techniques, trials and tribulations of taking the leap from service to instruction. Discover how to transform your training program from informational to inspirational.

*Nora Allen, Janet Spence, University of Louisville*  
**Presentation based on:** Models/Applications

## **Concurrent 75** **11:15 a.m.–12:15 p.m.** **Hyatt Baltimore/Annapolis**

### **Facing the “American Idol Syndrome”: Advising the Under-Qualified Pre-Health Student**

The dramatic increase in the number of students applying to medical and dental schools without a concurrent increase in the number of available seats has resulted in a greater number of students who are unsuccessful applicants. This national trend has created a pressing need for health professional advisors to interpret early warning signs exhibited by the unqualified, and be truth-tellers without crushing the individual spirit of the applicant.

This session will focus on strategies and guidelines to help pre-health students make early, informed decisions about their future and make regular, honest assessments about their progress. The goal is to move the applicant from under-qualified to qualified before the end of their sophomore year, or assist them in pursuing another interest.

*Charles Mattis, Abilene Christian University*  
**Presentation based on:** Models/Applications

## **Concurrent 76** **11:15 a.m.–12:15 p.m.** **Convention Center 322**

### **Choosing Your Major: From Frustrated and Overwhelmed to Making a Good Decision**

Are your major exploring students confused, frustrated and overwhelmed? Exploratory Student Resources at Indiana University has developed an exploration and decision-making model that helps students reduce this anxiety typically experienced by exploratory and major-changing students . . . while motivating them to go forward and proceed through a step-by-step exploration and decision-making process that leads them to making a well-informed and well-thought-out decision about their major. . . on time. With continual student and advisor input and feedback, this model has been developed and fine-tuned over several years at IU. . . and it works! In this session the model will be demonstrated, the principles upon which it is based will be discussed, and the web-based as well as traditional exploration and decision-making tools that are used will be shared.

*Thomas Kenyon, Indiana University*  
**Presentation based on:** Models/Applications

**Concurrent 77**      **11:15 a.m.–12:15 p.m.**  
**Hyatt Ballroom C**

**Just Tell Me What I Should Do: How to Deliver Developmental Advising to Students in an On-Demand World**

Advisors face the challenge of working with students who want “prescriptive” answers to “quick” questions, while helping them with decision-making, goal-setting, and planning. This session addresses key components to help advisors develop skills to engage in comprehensive developmental advising and establish productive advising relationships with their students. Topics include assessment of student history and readiness, exploration of options, anticipating student needs, and helping students to move forward toward problem resolution and goal attainment. Scenarios and best practices will be discussed. This session is helpful to both new and experienced advisors, advisors who feel bogged down with the administrative functions of the job, or anyone who would like to refresh/renew in the area of developmental advising.

*Sue Ohrablo*, Nova Southeastern University  
**Presentation based on:** Personal Growth as an Advisor

**Concurrent 78**      **11:15 a.m.–12:15 p.m.**  
**Convention Center 315**

**Focus Groups to Pilot Change and Steer Direction**

Many times we review data regarding satisfaction and find ourselves privately wanting to know more about a specific item. “If only they had asked . . .” Or, “If only I knew what they were thinking when they answered this question.”

Focus groups have historical roots in government, business, and sociological realms. The utilization of focus groups is valid to determine attitudes, feelings, motivations, and general perceptions. This methodology can guide direction, enhance collaborative effort, and propel discussion to not only enhance program or department, but the university as well.

This session will investigate the principles, implementation, and outcomes of using focus group methodology. If you are considering developing a new program or service, or want to ask additional questions, this workshop will help you navigate the murky waters.

*Michael Jackson*, Oklahoma City University  
**Presentation based on:** Theory

**Panel Discussion 79**      **11:15 a.m.–12:15 p.m.**  
**Convention Center 301**

**Challenge and Innovation: Serving the High Achieving Student**

Serving high achieving students is challenging because of the unique needs of this special population of college students. Many of these students are goal-directed, perfectionistic, have unrealistic expectations and attempt to over-achieve in all areas of their lives. While these characteristics place demands on their academic advisors, they also create the possibility for innovative approaches to working with them. In this panel presentation, two presenters will describe innovative programs for scholarship students dealing with summer

enrollment, orientation, and crisis intervention services, as well as a mentoring program and research opportunity with faculty members. The final presenter will discuss the results of surveys administered to first year engineering students focusing on the relationship between student expectations of their first year and their actual experience.

*Jeff Bloomgarden*, University of Oklahoma  
*Shawn Salata*, University of Michigan  
*Barbara Niewitecka*, University of Windsor  
Moderator: *Marion Schwartz*, Penn State University  
**Presentation based on:** Models/Applications

**Concurrent 80**      **11:15 a.m.–12:15 p.m.**  
**Convention Center 316**

**Chart a Course for Student Success**

Upcraft, Gardner, & Barefoot offer a new definition of first-year student success in their article “Challenging and Supporting the First-Year Student.” Jossey-Bass, 2005. They offer that “successful first-year students must not only get off to a good start academically and learn how to learn, but they must begin to appreciate what it means to become an educated person.”

This session will demonstrate a group advising approach that helps first year students to set sail on their first semester. Presenters will share their academic advising syllabus that illustrates the course of passage for new students on the UCDHSC ocean liner. The session will explain the “all hands on deck” method that christens student learning and scholarly pursuits. Book your passage now. All aboard for student success!

*Carol Morken*, *Joanie Kuczvara*  
University of Colorado-Denver  
**Presentation based on:** Models/Applications  
**Target Audiences-this session is best suited for:**  
**Institutional size:** 5,000–10,000 students

**Concurrent 81**      **11:15 a.m.–12:15 p.m.**  
**Hyatt Fredrick/Columbia**

**“Where Do I Begin?” Building an Academic Advising Budget**

How complex or simple can this be? Numbers can be intimidating to a first time project manager. This session will offer an opportunity to explore ways to establish, budget, and track expenses; make the case for additional funding; and monitor the costs and projected expenses along the way.

This session consists of two parts. The first half will be a presentation on: the background of budgeting, the definition of budgets, why we have budgets, the different kinds of budgets you will encounter, how you set up and monitor a budget, and how to make the budget case. The second half consists of audience discussion, questions, troubleshooting, and Idea sharing.

A set of handouts of articles and budgeting tools will be distributed to all participants in attendance.

*Gary Cooper*, University of Minnesota-Twin Cities  
**Presentation based on:** Research  
**Target Audiences-this session is best suited for:**  
**Level of experience in subject matter:** minimal needed  
**Level of advising experience:** less experienced