

12:15–2:00 p.m.

Lunch on your own

2:00–3:00 p.m. Sessions

Commission Meeting 82 **2:00–3:00 p.m.**
Convention Center 305

Advising Student Athletes Commission

The Advising Student Athletes Commission is open to all advisors (including non-Commission members) interested in working with or learning more about college student-athletes. This session will highlight topics of interest to advisors who work occasionally with student-athletes as well as athletic academic advisors who work solely with student-athletes. The Commission offers a forum for all NACADA members (from NCAA Division I, II, III, NAIA, community college, and Canadian institutions) to share their “best practices” in working with student-athletes. Our goals include sharing ideas on appropriate and effective forms of academic support, discussing academic reform initiatives, providing networking opportunities, and increasing presentations at regional and annual NACADA conferences that focus on issues related to advising student-athletes.

Janice Robinson, Auburn University

Commission Meeting 83 **2:00–3:00 p.m.**
Convention Center 304

ESL & International Student Advising Commission

The purpose of our Commission meeting is to review our 2006 goals. Our newly elected Commissioner will talk to us about her goals and vision for the Commission. The outgoing Commissioner will give a brief update of the goals achieved during the 2006-2007 year. Our discussion will focus on selecting specific goals to be achieved for the next academic year.

We will re-vitalize the creation of a marketing brochure and choose members to serve in developing a marketing plan to recruit additional members. The outgoing commissioner will lead the discussion of issues that need to be addressed via the listserv.

Aura Rios Erickson, Shoreline Community College

Interest Group 84 **2:00–3:00 p.m.**
Convention Center 303

Health Professions Advising

Our goal in the Health Professions Interest Group meeting is to present and discuss major concerns advisors encounter in providing quality and up-to-date information to students interested in the health professions. We will focus on two areas that are of importance in this advising role: 1) assisting students in finding experiences in the health field to give them early exposure - something that most of the disciplines require; and 2) resolving and clarifying some of the issues around what is the required coursework for these fields.

Members will present ideas of activities that have worked for them and invite those attending to offer other suggestions. The success of this session will be determined on what participants are able to take away that will enhance their advising programs.

*New advisors to prehealth advising will want to take advantage of the pre-conference workshop on The Basics of Pre-Health Advising. The more experienced advisors are encouraged to participate in the meeting on experiences and courses.

Ruby Mason, Stanford University

Interest Group 85 **2:00–3:00 p.m.**
Convention Center 306

Study Abroad Advising

The Study Abroad Advising Interest Group seeks to support academic advisers in their work with students before, during, and after an education abroad experience.

The Study Abroad Advising Interest Group seeks to involve NACADA members to: 1) enhance adviser knowledge of study abroad and work, intern, and volunteer abroad options; 2) build adviser interest in learning how they can promote and prepare students for education abroad; 3) share strategies, tools, and materials for advising students interested in education abroad; 4) share strategies and successes regarding curriculum integration and course equivalencies; 5) develop information exchange and partnerships with other professional organizations committed to advancing advising and education abroad agendas (e.g., NAFSA, the Forum); 6) support re-entry advising for students; and 7) promote research, publication, and conference presentations.

Join us at the Interest Group meeting to network and discuss education abroad advising “hot topics” on our campuses.

Jodi Malmgren, University of Minnesota

Concurrent 86 **2:00–3:00 p.m.**
Convention Center 319

**Further Adventures for the Advisor:
Navigating the Rapids when Working with
Students with Psychological Disabilities**

Advisors are called on more to navigate the sometimes rocky waters of advising students with psychological disabilities. Advisors are now required to understand what psychological disabilities are and even how to accommodate the disability within the advisement relationship. The goal of this workshop is to offer and encourage the sharing of practical suggestions and insights to help avoid the rocks in the river of working with these students. We will focus on working with students with depression, anxiety, Aspergers syndrome, and students who are angry or hostile. We will share practical information, research, case law, and video clips of advisement sessions in order to coach, encourage, and share best practices for advising students with psychological disabilities.

*Julie Preece, Norman Roberts, Ron Chapman, Phillip Rash
Brigham Young University*

Presentation based on: Theory

Concurrent 87 **2:00–3:00 p.m.**
Hyatt Ballroom D

Stop Waiting . . . Work on Your Dreams NOW!

Do you work with students that want to accomplish more in their lives? Would you like to accomplish more in your life? This presentation will provide participants with strategies to encourage students (as well as yourself) to identify and accomplish goals and dreams by answering three questions: (1) What's your dream? (2) What's keeping you from Accomplishing that dream? and (3) How can I help? Participants will be involved in hands-on exercises that focus on using the help of others (goal/dream-digging, idea exchange, and achievement teams) to get started and to continue the pursuit of one's dreams. Warning: this is a highly interactive session; participants will be involved in several hands-on exercises that focus on helping people work towards their dreams.

Bill Johnson, University of North Carolina-Greensboro
Presentation based on: Personal Growth as an Advisor

Concurrent 88 **2:00–3:00 p.m.**
Convention Center 321

Holding Up the Dam: Advising on a Large Scale

As advisors at a large university, keeping things in order can be quite difficult. Working with students, navigating the curriculum, and staying on top of paperwork is critical. But establishing a personal relationship with individual students can be an even bigger challenge. How can you make it all work, and have students believe they're not just a number? This session will provide helpful insight and tips on how to effectively manage it all.

Kristen diNovi, Chuck Allen, 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



Concurrent 89 **2:00–3:00 p.m.**
Hyatt Fredrick/Columbia

Sailing Upwind: Educational Advising when They Expect Customer Service

Mutiny happens. Whether administrators realize it or not, the wear and tear of investing in students and the squalls of difficult student interactions can culminate in a silent overthrow. Advisors will abandon principled protocols in favor of staying afloat; even seasoned staff resort to prescriptive solutions and avoid expending energy in student guidance and constructive challenge. Considering student and parent expectations alongside advisor safety and sanity, our interactive discussion will deconstruct the typical advising session. We will explore the dangerous balance and tension between developmental advising and customer service enroute to specific policies and practices that will achieve institutional goals and benefit the students we encounter. Goal: free advisors for what they do best . . . engaging with and investing in student success.

Joshua Barron, Texas Tech University
Katherine Elias, Linfield College
Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Concurrent 90 **2:00–3:00 p.m.**
Convention Center 314

Student Success and Retention: Collaborations to Enhance the Complete College Experience

Attendees will learn actual practices and strategies that will positively impact student success and retention through strong collaborations and partnerships involving faculty members, academic advisors and student affair's staff members. Attendees will review national trends and research; learn successful intervention strategies; learn the value of campus collaborations and partnerships; and finally, attendees will be introduced to assessment techniques of programs and of student learning reflecting lessons learned.

Pamela Jones, Kent State University
Presentation based on: Models/Applications

Concurrent 91 2:00–3:00 p.m. Hyatt Baltimore/Annapolis

Getting Down to Business: Charting the Course to a Business Degree

Commission Sponsored: Advising Business Majors

The University of Michigan-Dearborn School of Management is a unique environment. With approximately 1,200 undergraduate students and only two professional advisors, advising all of those students could prove to be a challenge. Given that the School is AACSB accredited, there are many policies that have to be adhered to and monitored. The advisors utilize a multitude of reports that allows them to monitor students without requiring all of the students to be seen. This practice has evolved into intrusive advising although the advisors themselves are not intrusive. This session will highlight the practices that are performed to ensure timely progression for the UM-Dearborn business student while maintaining accreditation standards.

Lynda Dioszegi, University of Michigan-Dearborn

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 92 2:00–3:00 p.m. Hyatt Ballroom F

The Label: Probationary Student vs. Student on Probation

Do you believe that most students end up on probation because of too much partying or being lazy? Do you get frustrated when working with students on probation?

Have you ever thought about how your interaction with a student affects that student's future expectations and opinions of all academic advisors? . . . thus affecting the student's usage and connection with their main campus resource?

This session (based on data from a qualitative dissertation) will reveal, through students' voices, details about their experiences while on probation, especially regarding advising encounters. Learn what advisors need to consider when working with this unique population. Discover ways to better serve (and retain) students who experience academic probation, and look at the big picture encountered by this struggling student group.

Shelly Gehrke, University of Texas

Presentation based on: Research

Concurrent 93 2:00–3:00 p.m. Hyatt Ballroom B

Advising Students Who Have Experienced an Ecological Crisis

Best of Region 7

How much do we know about advising students who have experienced a crisis? Crises can occur at anytime without warning. For example, Hurricane Katrina wreaked havoc on the higher education system in New Orleans. Many college students were forced to temporarily or permanently transfer to other universities to continue their education. Just as a hurricane inundated 80% of New Orleans, a tornado can wipe out a community in seconds, and an earthquake can severely destroy a city. This session will focus on tips and

strategies for working with students who have experienced an ecological crisis and other kinds of crises. Join us in this interactive session as we show a photo gallery of the devastation of an ecological crisis. Also, handouts will be provided.

Theresa Phillips, Southern University at New Orleans
Shayne Washington, University of Houston-Clear Lake

Presentation based on: Personal Growth as an Advisor

Concurrent 94 2:00–3:00 p.m. Convention Center 317

Utilizing Technology to “HELP” Undecided Students Navigate their College Experience

Regardless of a student's level of decidedness, academic planning is a valuable tool. Using the HELP program (Hokie Exercise for Learning to Plan), undecided students are encouraged to develop an academic plan integrating all aspects of their college experience. This session includes an overview of the exercise, highlights technology used, and reviews the strengths and challenges encountered during development and implementation. The primary objective of this session is to reinforce the idea that technology can support academic advising as a shared process, based on the belief that students and advisors share responsibility for developing a quality relationship. Based on a holistic approach to advising, participants will also learn how academic planning improves essential life skills for students and enables them to navigate their college experience.

Kimberly Brown, *Emily Wylie*, Virginia Tech

Presentation based on: Models/Applications

Panel Discussion 95 2:00–3:00 p.m. Convention Center 320

Non-Engineers Advising Engineers: Breaking the Code

Advising of engineering students is frequently done by non-engineers. Is this an effective approach? This presentation will explore that question, one that is actively debated in the engineering education community. Obviously, non-engineers have difficulty relating to some of the experiences of their students. According to John Holland's theory of career development, people who drift towards certain majors tend to have like personalities. However, as an advisor to engineering majors it might provide another perspective if the advisor has a different educational background, personality and outlook than the major in which they are advising. Three experienced non-engineering advisors will share their approach and background as they relate to and complement advising in engineering, and lead a lively discussion of this important advising policy question.

Moderator: *Margaret Steele*, Ohio State University

Debe Williams, University of Illinois-Urbana-Champaign

Don Woolston, University of Wisconsin

Presentation based on: Models/Applications

Concurrent 96 **2:00–3:00 p.m.**
Convention Center 315

Navigating Your Future Work Profile

This session will ask professional advisors: What will be your future work profile? A work profile is defined as the way work is organized and conducted. The key consideration for the five different work profiles will be the role of technology and how it is adopted in an organization and how it is used. Participants will be asked to identify elements of the proposed work profiles and critique them in light of their own experience and implications for defining the nature of their work. They will also be asked to review the five proposed work profiles and offer their own suggestions, applications, and interpretations. Those attending this session will have better grasp on some of the factors shaping the way they work and how its future evolution might be shaped.

George Steele, The Ohio Learning Network

Presentation based on: Models/Applications

Concurrent 97 **2:00–3:00 p.m.**
Convention Center 302

Integrating Practice and Theory to Craft a Career in Academic Advising

Graduate students and career changers interested in the role academic advising plays in higher education, or who are looking at careers as professional academic advisers, are part of the future of our profession. Our presentation will describe some Penn State experiences: Foundations of Academic Advising, the course we developed and teach through our grad program in College Student Affairs; academic internships and work experiences in our summer testing/advising program, where we provide exposure to educational planning issues for entering first year students; and ways to frame a graduate assistantship.

Participants will be encouraged to share how they crafted their advising roles. Individuals contemplating setting up internships, assistantships, or courses are encouraged to attend. Materials will be provided.

Eric White, Penn State University

Presentation based on: Personal Growth as an Advisor



Concurrent 98 **2:00–3:00 p.m.**
Hyatt Ballroom C

Professional Development: Updating Your Coordinates and Setting Sail for Success

Commission Sponsored: Advisor Training & Development

In the ever changing university environment, academic and faculty advisors must maintain current knowledge of the University's policies, procedures, and programs. At Texas A&M University, the professional association for academic advisors (University Advisors & Counselors – UAC) utilizes numerous methods for the professional development of the current advisors, both veteran and new advising professionals.

In this session, we will look at how one university has created professional development programming for their advising staff. The presentation will include information regarding monthly programs and the development of in-depth, mini conferences that afford professional development opportunities in advising. Participants will be given the opportunity to provide examples of hot topics at their institutions that will then be incorporated into the presentation and discussion.

Heather Haliburton, Rebecca Hapes, Sam Murdock

Texas A&M University

Presentation based on: Personal Growth as an Advisor

Concurrent 99 **2:00–3:00 p.m.**
Hyatt Ballroom E

Exploring the Possibilities in the Classroom: Designing and Teaching a Course for Exploratory Students

Commission Sponsored: Undecided/Exploratory Students

Want to create a course just for exploratory students? Have one but need fresh ideas? In this session, you'll receive a syllabus, course materials, and background on planning and teaching a course designed to help students choose majors.

In 2004, the director and advisors in the University of Cincinnati's Center for Exploratory Studies (recognized by NACADA as an exemplary practice for exploratory students) developed a course for students wanting a more curricular-based, in-depth alternative to individual assistance in the decision-making process. This session will teach you how to do the same.

In addition to receiving sample course materials, you will learn about faculty involvement in teaching the course and receive a list of do's and don'ts for creating a similar course.

Doe Gavin, University of Cincinnati

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 100 Convention Center 323

2:00–3:00 p.m.

From Paradigm to Practice: Taking the Next Steps

Commission Sponsored: Small Colleges & Universities

When we view advising as learning-centered, what changes—apart from our language and point of view? Communication with faculty, students, and families?? Goals and the means of reaching them?? Registration and orientation information?? Meetings with advisees?? Expectations of advisors and advisees?? More??

This session will explore some practical implications of a learning-centered paradigm for the kind of advising we do day-to-day—especially at small colleges/universities. The paradigm itself will be assumed, rather than discussed. Discussion of the learning paradigm can be found in “NACADA Journal” articles by Marti Hemwall and Kent Trachte—19(1), 5-11 and 25(2), 74-83—and “Academic Advising Today,” 27(2) www.nacada.ksu.edu/AAT/NW27_2.htm.

Maura Reynolds, Hope College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 101 Convention Center 318

2:00–3:00 p.m.

Maintaining Accurate Courses: Navigating Turbulent Advisement Waters

The presentation will showcase how Title V has supported Borough of Manhattan Community College in the inception, development and implementation of a comprehensive liberal arts advising program aimed at improving student retention for a diverse urban population. Community college students in a liberal arts program can be likened to boats sailing on rough seas, and at much peril. Students’ navigational skills are often lacking and they are frequently wandering aimlessly through our system because they are unsure of their ultimate educational goals. The objectives of this presentation are to share our grant funded program designed to increase the chances of success of these at-risk students by providing a comprehensive developmental advisement program, to discuss with participants similar experiences, and to develop a best practices model for academic advisement.

Erwin Wong, Freda McClean, Nidia Pullés-Linares, Glenn Miller, Holly Messitt

Borough of Manhattan Community College

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 102 Convention Center 316

2:00–3:00 p.m.

The Hatfields and McCoys: A Model for Bringing Faculty and Administration Together to Navigate the Advising Process

When a campus has challenges with faculty and administration working collaboratively with one another, it may be time to navigate a new course. This session will explore opportunities to unite these two groups, while rebuilding the advising process, in an honest and somewhat humorous way. Examples and research will be shared to illustrate how one campus is moving to a collaborative model that enhances the student advising experience, from orientation to graduation.

Ryan Hall, Edward Bridgeman

University of Cincinnati-Clermont College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 103 Hyatt Ballroom A

2:00–3:00 p.m.

Advising as Relationship Management

While many concepts from the business world are an uneasy fit in higher education, customer relationship management could be one that can be used to great benefit for advising administrators and advising programs. This session will define customer relationship management as it is used in business and explore how it can be applied in an advising context. It will give concrete examples of how one institution is applying it to the academic advisor-advisee context while using it as a way to underline the importance of advising to the Business Affairs part of the school.

Faye Vowell, Phillip Farren, Western New Mexico University

Presentation based on: Models/Applications

Panel Discussion 104 Convention Center 301

2:00–3:00 p.m.

Smooth Sailing for Adult Learners: Supports and Services to Ease their Voyage through Higher Education

Commission Sponsored: Advising Adult Learners

Navigating the treacherous waters of higher education can be particularly difficult for adult and non-traditional students. A variety of support services are necessary to keep their boats afloat. This presentation will highlight the services available through the Office of Adult Student and Evening Services (OASES) at UNC Charlotte and the Program for Accelerated College Education (PACE) at California State University, East Bay. This panel will explain and discuss the academic, administrative, financial, and social support services used to help students set their academic compasses and to guide them to the lifeboats when they are drowning. Professionals who work specifically with adult, non-traditional students will benefit from this session.

Cricket Bonnetaud, University of North Carolina-Charlotte

Barbara Jackowski, California State University-East Bay

Moderator: *Teri Farr*, Illinois State University

Presentation based on: Models/Applications

Concurrent 105 **2:00–3:00 p.m.**
Convention Center 326

All Aboard! Beginning the Voyage and Making the Transition: The Development of Freshman Learning Communities Past, Present, and Future

Research has demonstrated that student persistence is greater if the student is engaged both academically and socially with the university. ULM piloted its first freshman Learning Community program in fall 2005 with two freshman business communities, and built on that model the following semester with 17 communities. Besides exploring a variety of Learning community models, this presentation will cover the development, implementation, and growth of learning communities at ULM, with the advising component and data-driven projections for the future. We will travel from a simple model to an interdisciplinary program with a service learning component. Join us for a discussion of freshman communities as navigational aids to our students.

Barbara Michaelides, Patti Pate

University of Louisiana - Monroe

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 106 **2:00–3:00 p.m.**
Convention Center 322

Multiple Intelligences: Navigating Diversity within Honors

Commission Sponsored: Multicultural Concerns

The number of students from historically underrepresented groups in college honors programs is disproportional. Many colleges are striving to make these numbers more proportional and have tried various methods in doing so. Have you thought about incorporating the multiple intelligences theory into outreach efforts to diversify your honors program? If so, join the session to learn more about the theory and discuss the possibilities of utilizing it in your honors program to increase diversity. This session will highlight the multiple intelligences theory and how it could be integrated into outreach programs to assist in raising diversity in honors.

Richelle Brown, Indiana University

Presentation based on: Theory

Exhibitor Presentation 1019 **2:00–3:00 p.m.**
Convention Center 324

ExploreHealthCareers.com

Tour ExploreHealthCareers.org – a free website with extensive information about 75+ health careers, plus a searchable database containing hundreds of enrichment programs and financial aid sources. All session participants receive a FREE “Health Professions Student Advising Kit”. Support for this site is provided in part by a grant from the Robert Wood Johnson Foundation in Princeton, NJ.

Exhibitor Presentation 1020 **2:00–3:00 p.m.**
Convention Center 325

ACT Inc.

The ACT: Essential Information for Advising and Retention—Information is the cornerstone of quality advising. No student information is more complete or more accessible than what you receive on the ACT. The presentation will highlight specific data elements that are useful in advising and retention and suggest strategies to use them at critical points from student orientation through the first year of college.

3:15–4:15 p.m. Sessions

Commission Meeting 107 **3:15–4:15 p.m.**
Convention Center 305

Advising Graduate & Professional Students Commission

We invite all new and continuing commission members (professional and faculty) to attend this meeting. We will address current issues and concerns in graduate and professional advising, including best practices, advisor training, commission organization, networking, etc. We will also celebrate our commission’s award winners and introduce our new chair.

Kati Markowitz, University of California

Commission Meeting 108 **3:15–4:15 p.m.**
Convention Center 304

Faculty Advising Commission

Faculty advising is part of nearly every campus culture. This commission represents the best of faculty advising. Its members are administrators, faculty members, and full-time advisors who want to learn and share ways to connect with faculty advisors on their campuses. The discussion format for the Faculty Advising commission meeting invites members and those interested in becoming members to share important issues related to faculty advising, to get feedback from peers about ideas or plans, to meet new colleagues, and to discuss possible collaborative efforts. Please join us in mapping out the future of the Commission.

Rhonda Sprague, University of Wisconsin-Stevens Point

Interest Group 109 **3:15–4:15 p.m.**
Convention Center 306

Pre-Law Advising

Pre-law advisement is a complex area. Pre-law advising, the services and programs offered, and the office or professional responsible for it, varies greatly across campuses. So, too, our students each have unique interests and seek diverse institutions, while having vastly different reasons for applying to law school with differing expectations. The Pre-law Advising Interest Group exists to support you in your role of assisting your students and to connect you with the resources available to you. At this meeting, you will have the opportunity to meet other advisors and discuss your existing programs and services and plans for the future. In addition, we will reevaluate past goals, perhaps formulate new ones, and determine future activities and areas for involvement. Please attend this meeting whether you are an experienced

pre-law advisor or new to the profession because there will be topics relevant to all levels of expertise. Please feel free to contact Anne Harrington, Interest Group Chair, at aharrington@anselm.edu with any questions or ideas. I look forward to meeting you in Baltimore.

Anne Harrington, Saint Anselm College

Interest Group 110 **3:15–4:15 p.m.** **Convention Center 303**

Probation/Dismissal/Reinstatement Issues

Working with students in academic difficulty is often a challenging yet rewarding experience. Sharing our PDR-related concerns, issues, and ideas can be an important way to enhance our effectiveness in working with this population of students. Round table discussion groups will be formed based on topics of interest to participants, and groups will share a summary of their discussions. Don't miss this opportunity to network, share, and learn!

Chris Maroldo

Indiana University Purdue University-Indianapolis

Interest Group 111 **3:15–4:15 p.m.** **Convention Center 4th Floor Ballroom**

Potential Interest Group: Advising Military Students and Dependents

Today's military have unprecedented educational opportunities. Policies such as the Servicemen's Opportunity College (SOC), Montgomery GI Bill (MGIB), Vocational Rehabilitation (VA), Spouses/Troops to Teachers (STT/TTT), military scholarships and others have been established to help support military personnel as they continue their education.

The military service member and his/her dependents have needs, challenges and experiences specific to this culture. They bring a specific language of acronyms, and live in an evanescent environment, which often times leaves them with a college transcript that looks more like a U. S. Passport or patchwork quilt. Every military student and dependent needs an advisor who can provide quality advising based on the appreciation and understanding of the military student and his/her dependents' culture and special challenges.

Come network with other advisors interested in this area of advising and help us get the Advising Military Students and Dependents Interest Group up and running!

Lisa Keenan, University of North Carolina-Wilmington

Concurrent 112 **3:15–4:15 p.m.** **Hyatt Ballroom B**

Every Village Needs a Blacksmith: Forging Foundations of Career Exploration

Best of Region 10

"All students need career advising, even those who enter college already decided on an academic major." (Gordon, 2006) and yet as academic advisors we tend to leave career advising to career counselors. This reluctance to advise students on their career aspirations is often due to a lack of expertise in the field of career counseling.

The objective of this presentation will be to teach attendees how to ascertain students' career maturity and partner with their institution's career services. We will also demonstrate the online career research tools that will assist students beginning the process of researching careers. Advisors will also learn how to utilize online tools to debunk the myth that "major=career" and answer the inevitable question: "What can I do with a major in ()?"

Aaron Garriss, Christine Helms, Arizona State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 113 **3:15–4:15 p.m.** **Hyatt Ballroom C**

Helping High-Achieving Students Navigate their Educational Experiences

This session focuses on the needs of the often-forgotten high achieving students entering college. These students come to the college setting with a unique set of needs and characteristics that institutions of higher learning may not be prepared to address. Based on their previous successes, it is often assumed that these students will do well on their own; however, this is not always the case. While focused attention and efforts are being extended to academically "underprepared" students, high achieving students may be lost for a number of reasons. Characteristics of high achieving students and strategies for working with these students will be offered, and attendees will discuss their specific populations and strategies for promoting these students' successes. Anyone who works with this cohort of students will find the information provided not only informative but useful in day-to-day interactions with high achievers.

Rich Robbins, Cornell University

Presentation based on: Models/Applications

Concurrent 114 **3:15–4:15 p.m.** **Convention Center 323**

Maslow, Meaning and Me: A Theorist's Guide to Advising Administration

Commission Sponsored: Advising Administration

Advising Administrators, do you face budget cuts, personnel issues, assessment demands, 5 year plans, mid-year reports, angry parents, students and deadly deadlines? It's OK, breathe. Then join us as we put theory to use in orchestrating the day-to-day processes of advising administration. We are theory enthusiasts who work as advising administrators. We recognize how theory can and does apply to our work. In this interactive presentation we'll share our journey from advisors to advising administrators, what we've learned, and how we use theory to inform our practice. We believe theory can be fun, appropriate and useful, not just in working with our students, but also in working as advising administrators.

Karen Sullivan-Vance, Western Oregon University

Sarah Ann Hones, Southern Oregon University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 115 3:15–4:15 p.m.
Convention Center 315

Bridging the Transfer Gap: A Success Story for the Community College Students

Commission Sponsored: Advising Education Majors

Communication with community college transfer students is a vital component in their transition to four-year institutions. The University of Maryland has been proactive in the use of communication to support transfer student success in teacher education. This program highlights the successful strategies developed to aid students' transition from the community colleges in Maryland.

Derek Furukawa, University of Nevada-Las Vegas
Neruh Ramirez, University of Maryland-College Park
Kori Smith, University System of Maryland
Presentation based on: Models/Applications

Concurrent 116 3:15–4:15 p.m.
Convention Center 318

Advising Changes and Challenges for a Newly Created Advising Unit

In 2004, UNLV created a new degree and a new college: the University College. An already existing advising unit that only served undeclared freshman and sophomore students was transformed into a 4 year advising center. Suddenly we had to consider all the aspects of advising for freshman through seniors. During this presentation, we will discuss the history of the programs, the transitional process, and the challenges we faced and continue to address. We will conclude with words of wisdom for any newly created advising unit, and have an open sharing session for others to contribute.

Rimi Marwah, University of Nevada-Las Vegas
Presentation based on: Models/Applications

Concurrent 117 3:15–4:15 p.m.
Convention Center 322

Explore, Experience, Engage: Major/Career Exploration with a Twist

Working with students who are puzzled about their future, or making choices about their majors, careers, or graduate school? Are you trying to figure out how to reach this generation? Using technology, discussion and an interactive exchange, participants in this session will see how the Center for Major Exploration and the Career Management Center have partnered to create a class that incorporates the best of both worlds. Come away with useful information about how to help students exercise their options, define goals and develop strategies to achieve those goals by making use of an interactive course structure while keeping it relevant, making it fun and adding in the "wow" that they don't necessarily get in other classes.

Alice Jones, G. W. Thompson, Old Dominion University
Presentation based on: Models/Applications

Concurrent 118 3:15–4:15 p.m.
Hyatt Ballroom F

Developing Ourselves and Our Advising Practice: Evaluating Competencies to Enhance Professional Growth

Professional development is more than attending conferences or reading advising literature – it's reflecting about how one can continue to adapt and grow as an advisor. This session is designed to help participants consider how they can be intentional in their professional growth through examining the nature of academic advising work, and the knowledge and competencies necessary for successful advising practice. Participants will have the opportunity to ponder their strengths and areas for improvement, contemplate some "tough questions" and develop a plan for their professional growth.

Nicole Letawsky Shultz, University of Minnesota
Presentation based on: Personal Growth as an Advisor

Concurrent 119 3:15–4:15 p.m.
Convention Center 302

Testing Tinto: How do Retention Theories Work for First Generation, Working-Class Students?

First-generation, working-class college students require significant academic and personal support in negotiating the transition from their working-class culture to the culture of academia. This program presents results of a case study involving four first-generation, working-class, freshmen males, related to the issue of support. The study analyzes the experiences of these four students during their first semester in college. The study focuses on the social class background and first-generation status of these students and offers suggestions on how academic advising offices can help first generation college students with the college transition process.

Robert Longwell-Grice, University of Wisconsin-Milwaukee
Presentation based on: Research
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students

Concurrent 120 Hyatt Ballroom D

3:15–4:15 p.m.

Gators in the Rice Field: Advisors as Agents for Success for Under Prepared Students

This session seeks to demonstrate how limiting student choice produced positive change for under prepared students in LSU at Eunice's Pathways to Success program. Key elements to the success of the program are the relationships the students and faculty have with advisors and the program director. Using the analogy of a crawfish boat, advisors can be seen as navi-gators (agents) for success in the former rice field upon which the two-year institution sits. Emphasis will be placed on how advisors influence all elements of the program by insuring yearlong orientation, implementation of best practices and student discernment of college readiness. The impact of the program on enrollment will also be discussed along with lessons learned.

Paul Fowler, Quinten Dronet

Louisiana State University-Eunice

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

Concurrent 121 Hyatt Ballroom E

3:15–4:15 p.m.

Charting Churning Seas: Advising Students in Academic Difficulty at Small Colleges

Commission Sponsored: Small Colleges & Universities

Students in academic distress typically need the most intensive advising but often employ evasive maneuvering to avoid confronting the issues that negatively affect their academic performance. In this session combining discussion and small group activities, participants will explore issues related to academic difficulty and will begin to develop a plan tailored to the needs of this population at their home institution. Designed with both the novice and seasoned professional in mind, this session will provide participants with the opportunity to review models of intervention that could be adapted and revised for use at their home institutions.

Christine Spindler, Cedar Crest College

Presentation based on: Models/Applications

Concurrent 122 Convention Center 320

3:15–4:15 p.m.

Initiating a Safe Zone Project on your Campus

This engaging discussion will give those interested in starting Safe Zone projects some of the nuts and bolts for gathering support for the project on campus, provide insight into suggested ways to facilitate training and provide a real life model created by the presenter at a small liberal arts institution that has now been active for a decade.

Presentation conversations will address multiple issues. The first segment will discuss professional status when considering the decision to provide sexual minority support where trans/homophobic campus climates may perceive such programs as controversial. The second will dissect the presenter's current training plan utilized to prepare faculty, staff,

and student facilitators. The final section will incorporate suggestions for developing a resource depot for facilitators and students in this underserved population.

Kathy McCleaf, Mary Baldwin College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 123 Hyatt Fredrick/Columbia

3:15–4:15 p.m.

Writing for NACADA: The NACADA Journal, Academic Advising Today, and the Clearinghouse

There are many opportunities to write for NACADA. Authors from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. While NACADA publishes books, video-dvd-cds, and brochures, the primary focus in this session will be to describe the purpose, content, and writing guidelines for the NACADA Journal, Academic Advising Today, the Clearinghouse, and monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Terry Kuhn, Gary Padak, Kent State University

Marsha Miller, NACADA - Kansas State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 124 Convention Center 319

3:15–4:15 p.m.

Bringing Sexy Back to Advising: Using Popular Culture to Improve Student Contact

The following presentation will demonstrate how to bring "sexy" back to the advising relationship. The term sexy in this presentation signifies the benefit of employing popular culture to improve student advisor conversation. Through the use of popular culture in advising and programming, A & S Advising at the University of Louisville has brought "sexy" back to advising. The first portion of the presentation presents a general guide to integrating popular culture with advising. The second portion of the presentation focuses on the C.O.N.E.C.T. program and their use of popular culture in its programs. Popular culture offers an excellent tool to bolster the advisor-advisee relationship. No matter if your current advisor-advisee relationships are "Bossy" "Crazy" or "Fergilicious" you'll want to hear this presentation.

Brandon Hamilton, Christopher Johnson

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 125 **3:15–4:15 p.m.**
Convention Center 316

Pre-Orientation: Using Technology to Bridge the Gap between Admittance and Orientation

Scheduling classes for the first time is often a daunting, anxiety provoking task for freshmen. One convenient, cost effective way for our tech-savvy students to better prepare for orientation is through a website experience we call “Pre-Orientation”. The purpose is to help students understand what to expect during the advising session and introduce them to the course selection process by providing sample courses and descriptions. Participants in this interactive presentation will experience a demonstration of two sites: one for undecided students in the Exploration Program and the other for students in the College of Social and Behavioral Sciences. Handouts and sample sites will be provided, and attendees will leave with concrete information on how to create a site and the benefits of pre-orientation programs.

Stephanie Elliott, Jennifer Klosterman-Lando
Ohio State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 126 **3:15–4:15 p.m.**
Convention Center 317

The Advising Zone: Charting your Online “Course”

You’re traveling through another dimension, a dimension not only of sight and sound but of mind; a journey into a wondrous land whose boundaries are that of advising information . . . You unlock this door with the keystroke of imagination, revealing the vastness of academic content ranging from orientation to graduation and beyond. Help your adult learners navigate your institution’s online course management system. Guide your non-traditional students through a virtual land of social networking and discover a plethora of web-based resources to meet a variety of needs.

Voyage further out of the physical office to utilize this powerful communication tool. Explore our rationale for creating our advising “course.” Learn from our navigational mishaps to avoid technological black holes. Become the captain of cyber management. Your next stop—the Advising Zone!

Lisa Youretz, John Fenelon, Karen Wrench
Marquette University

Presentation based on: Models/Applications

Concurrent 127 **3:15-4:15 p.m.**
Hyatt Baltimore/Annapolis

Weaving the Diversity Thread: Good Intentions are Not Enough

The First Year College at North Carolina State University aims to develop students who can reflect on their personal values and the worldviews of others. Good intentions are not enough – how can you be more intentional in making diversity central to your first year program? The key components integrated into First Year College’s framework include curriculum, programming, and advising. Because diversity is

a cohesive thread through these components, the student’s experiences and development are strengthened. This workshop will give you a basic toolkit to design programming that will help students develop better diversity skills and awareness. Planning, assessment, challenges and benefits will be addressed throughout the workshop.

Shannon Brandt, Andrea Atkin, Kim Outing
North Carolina State University

Presentation based on: Models/Applications

Concurrent 128 **3:15–4:15 p.m.**
Convention Center 326

Charting a Course for Student Success: A Study of the Non-Cognitive Factors which Affect Academic Success

Every year, advisors see students trim their sails and set out on the exciting adventure of College; some are adequately prepared, many are not. Somehow they must be guided through the reefs, shallows, undertow, and storms that assail any voyager.

There are numerous tools which can be used as predictors of success in college, the most widely used being SAT/ACT scores or High School GPA. However, many researchers would argue that while these do provide useful information for some students, they are inadequate when used for women, minorities, and nontraditional students.

Using an extensive literature review and the results of ten years’ worth of data, this session will explore the non-cognitive variables which affect student academic growth.

Ila Schauer, Prairie View A&M University

Presentation based on: Research

Panel Discussion 129 **3:15–4:15 p.m.**
Convention Center 301

Expanding Research in Academic Advising Roundtable

Research in academic advising is usually conducted and disseminated by faculty researchers, graduates students, and higher education (including advising directors) administrators. The field of advising needs to explore research from a variety of perspectives and challenge the limits that education and social science research place on advisors and advising administrators. Members of the NACADA Research Committee will present and provide examples from a variety of perspectives (action inquiry, grounded theory, and program evaluation). Participants will engage in discussion about how to apply the perspectives in their practice.

Joshua Smith

Indiana University Purdue University-Indianapolis

Wendy Troxel, Illinois State University

Sharon Aiken-Wisniewski, University of Utah

Moderator: *Peter Hagen*

Richard Stockton College of New Jersey

Presentation based on: Research

Concurrent 130 **3:15–4:15 p.m.**
Convention Center 321

**An Advising Support Partnership Model
 between a Four-Year Institution and a Local
 Community College**

How well is your institution helping transfer students? Are there ways to improve your advising program to better assist these students? Advisers know that the successful transition of transfer students increases as transfer policies, accreditation criteria and course equivalencies are understood and utilized by the four-year and two-year campuses.

Our institution established a partnership with a local community college, our number one supplier of transfer students, to design a comprehensive advising program that utilizes face-to-face and virtual services to keep students and advisers informed. This presentation outlines how this partnership was developed, its successes and tribulations, and the advantages of translating this initiative to your institution. In addition, we will review evaluation results along with recommendations for continuous program improvement.

Roxanna McGraw, North Carolina State University
John Saporilas, Wake Technical Community College
Presentation based on: Models/Applications

Concurrent 131 **3:15–4:15 p.m.**
Convention Center 314

Hollywood Majors

Did more students express interest in law school when “LA Law” was popular? Or medical school when the series “ER” began? Did an interest in sports management increase after the film “Jerry Maguire”? And, in recent years, do more students hope to become forensic scientists thanks to “CSI”? Few advisers would disagree that films and television shows influence students’ academic and career interests, and sometimes their major decisions. After providing a brief history of these “Hollywood Majors,” we will discuss the challenges such dreams pose to advising, as well as the opportunities they create. Many of these students need assistance developing their decision-making skills and end up being undecided about majors; thus, we will provide suggestions for teaching undecided students how to balance their dreams with reality, and their passions with their skills.

Natalie Prestwich, *Lara Pedersen*, *Agnes Chagani*
 University of Minnesota

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 132 **3:15–4:15 p.m.**
Hyatt Ballroom A

**Academic Advising and the Open Contract:
 Applying Progressive Education Ideas to
 Practice**

This session will discuss a new theoretical perspective that can be applied to academic advising. In this theory, the open contract is constructed with the student and built upon the interest of the student and their desired direction. Rather than Advising as Teaching, this progressive approach focuses on Advising as Learning by inviting students to partner in their academic journey. The open contract, combined with reflective exercises allows students to better interact with their learning and educational outcomes.

Curtis Good, Kent State University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of advising experience: more experienced

Exhibitor Presentation 1021 **3:15–4:15 p.m.**
Convention Center 324

Noel-Levitz

Pioneers in academic advisor professional development, Noel-Levitz offers advising/student success Webinars, a comprehensive advisor training tool, and consulting for advising and retention. During this session, presenters will explain how these services can help you provide more focused, effective advising that will strengthen student retention efforts on your campus.

Exhibitor Presentation 1022 **3:15–4:15 p.m.**
Convention Center 325

Premier

Helping Students Plan for Success—Attendees will learn why organized students are successful, what these students do differently, and how they do it. One of the keys to their success: A Compass for Campus™, exclusively from Premier. We will also share different funding ideas on how some colleges have paid for their student planner projects.

4:30–5:30 p.m.

Region Meetings

The regional meeting is our opportunity as colleagues to informally discuss issues and topics that affect our region, network with one another, hear about what's up and coming in our region, learn how to get more involved in NACADA, stay informed, and to generate ideas for the upcoming years. We welcome new and continuing members of our region. Please join us!

Northeast (Region 1)

Hyatt Ballroom C

CT, ME, MA, NH, NY, RI, VT, Quebec, and Atlantic Provinces

Gail Stepina, Representative

Mid-Atlantic (Region 2)

Convention Center 315

DC, DE, MD, NJ, PA, and VA

Sandra Waters, Representative

Mid-South (Region 3)

Convention Center 316

KY, NC, SC, TN, and WV

Karen Thurmond, Representative

Southeast (Region 4)

Hyatt Ballroom A

AL, FL, GA, and MS

Kyle Ellis, Representative

Great Lakes (Region 5)

Hyatt Ballroom B

IL, IN, MI, OH, WI, and Ontario

Dan King, Representative

North Central (Region 6)

Hyatt Ballroom D

IA, NE, ND, SD, MN, Manitoba and Saskatchewan

Kimberly Vess Halbur, Representative

South Central (Region 7)

Convention Center 314

AR, KS, LA, MO, OK, and TX

Terri Blevins, Representative

Northwest (Region 8)

Hyatt Ballroom E

AK, ID, OR, WA, MT, Alberta, and British Columbia

Karen Sullivan Vance, Representative

Pacific (Region 9)

Hyatt Ballroom F

CA, HI, and NV

Debbie Nakashima, Representative

Rocky Mountain (Region 10)

Convention Center 317

AZ, CO, NM, UT, and WY

John Mortensen, Representative

5:30–7:00 p.m.

Convention Center Hall A/1st Floor

Choir Practice

If you want to perform at the General Session on Saturday, please attend this rehearsal. It is the only one we have. Come join the fun!

Friday p.m.

