2017 NACADA Region 1 Conference
March 8-10, 2017
Verona, New York
Welcome Letter from Region 1 Chair

Hello Region One Conference Participants!

Welcome to Turning Stone Resort & Casino in the Great State of New York! The 2017 NACADA Region One Conference will unite 400 of the most caring and inspirational advising professionals. Each year, Region One continues to break the "bank" with respect to the diversity of conference offerings, welcoming first-timer luncheon, engaging cultural reception, inspirational keynote speakers, multiple networking opportunities, innovative poster, concurrent, and unconference sessions. There is no doubt, Region One is truly #1. The theme of this year's conference is "Advising Values." Playing off of the financial value of the casino location, we hope you find value in this year's conference, in your connections, in the work you do with students, and in your personal lives (don't miss the closing keynote)! I truly believe the programs, sessions and keynotes being offered over the next three days will stimulate your interest in advising and leave you motivated to return to campus to make innovative change. The Program Committee led by Brian Koslowski and Jessie Kamer have spent countless hours assembling a program that highlights best practices, creative advising techniques, and opportunities to network. And, if you want to learn about something not in the program, start or attend an Unconference.

A sincere thank you goes out to the Conference Committee, led by incoming Region 1 Chair, Melissa Jenkins and Jennifer Drake-Deese. They are supported by top-notch committee members, all of whom are committed to the design and delivery of an educational and memorable conference. Please take time to thank them for their leadership and commitment to NACADA and Region One. I also want to give a special thanks to the Executive Office for their continued support, and a big shout-out to Diane Matteo.

Take time to review the sessions and attend ones that will offer you transferrable insight. First-time participants, I encourage you to join in the conversation. Ask questions, attend sessions and don't be afraid to introduce yourself to your peers and fellow advisors from around the region. For returning participants, reach out to new faces by sitting next to someone new at a meal or in a session. Introduce yourself and share your experiences at NACADA. Of course, when the sessions are over, enjoy the wonderful cultural experiences within Turning Stone and the surrounding communities. Take time to visit the hospitality table so gratefully arranged by Linda Searing and Betty Hillman.

I look forward to meeting you all during the conference and know you will return to your campus feeling "valued" and creating "value" for your students and campus communities.

Jennifer K. Fath
NACADA Region One Chair

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2017 Region One Conference Committee

CONFERENCE CO-CHAIRS
Melissa Jenkins • Bentley University
Brian Koslowski • Brandeis University

CONFERENCE EVALUATION CO-CHAIRS
Michaela Kirick • Northeastern University

CONFERENCE HOSPITALITY & RECEPTION CO-CHAIRS
Betsy Hillman • Rochester Institute of Technology

CONFERENCE REGISTRATION CO-CHAIRS
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CONFERENCE UNCONFERENCE CO-CHAIRS
Patrick Dickson • Bentley University

CONFERENCE VOLUNTEER CO-CHAIRS
Lauren Humphrey • University of Bridgeport

AWARDS AND RECOGNITION CO-CHAIRS
Felicia Edwards • University of Massachusetts Boston

GRADUATE DINNER COORDINATOR
Rodney Mondor • University of Southern Maine

HOW TO USE THIS PROGRAM

Pre-conference Workshops (PC)
PCs are conducted in extended time lengths to provide more in-depth discussion and hands-on involvement with the topic. Pre-registration is required. Workshops are limited to 35 participants so that interaction can be maximized. Check at the Conference Registration Desk if you wish to enroll in a workshop on-site.

HOUR LONG CONFERENCE SESSION FORMATS:
Concurrent Sessions
Most conference sessions are concurrent sessions and cover current issues in academic advising. Some are based on research, some on individual program results, some are developmental and others are theoretical. The format is mainly lecture or workshop with questions and discussion following the presentation.

FLEXIBLE FORMAT CONFERENCE SESSION FORMATS:
Poster Presentations
Poster presentations are presented in the form of a tabletop exhibit, delivered primarily through the use of visual display and handout materials. Presenters will make brief remarks, share information, and answer questions about the presentation topic.

UnConference Sessions
Unconference Sessions are designed to give attendees the opportunity to discuss an article or to discuss a topic. Attendees should feel free to move in and out of discussions as they see fit. There are no formal presenters in an Unconference Session, but there is one moderator in each room to keep track of time. Attendees should also feel comfortable to contribute to the most value of these sessions is gained from a variety of shared information.

Program Tracks
Each session description is followed by the listing of program tracks. Program tracks identify the NACADA commission or interest group that most closely relate to the session topic. Tracks are self-identified by the presenter and are limited to just two per presentation. A complete list of program tracks is located at the back of this booklet.
**Special Events**

**WELCOME RECEPTION**

**Wednesday, March 8 • 5:45-7:30 PM • Oneida Room**

Our Welcome Reception will be held in the Oneida Room with a performance from the Shako: Wi Cultural Center on Wednesday. The Shako: Wi Cultural Center is located to Verona and will discuss some of the history of the Oneida People. During this performance, dancers will tell stories of nature and the elements, while always giving thanks to the creator for the bounty he has given. They will perform four dances for us. They may ask guests to participate, so please take time to fully enjoy this experience. This time will allow for networking within our membership, and for our membership to learn more about the Oneida People. Hors d’oeuvres will be served during the reception.

**ACADEMIC ADVISING EXCELLENCE AWARDS PROGRAM**

**Thursday, March 9 • 8:00-9:00AM • Oneida Room**

NACADA Awards Program and Continental Breakfast

Join us in celebrating our colleagues in Region One for their outstanding accomplishments in Advising. Formal presentation of award winners will occur during continental breakfast on Thursday along with the welcome from the national office and Region One updates.

We look forward to seeing you for breakfast!

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**Opening Keynote**

Kandise Watton • Director of Dean of Cultural Center

Kandise Watson, a member of the Oneida Indian Nation's Wolf Clan, was named Director of Education and Cultural Outreach for the Nation in 2007. In addition to overseeing the Nation's Shako: Wi Cultural Center, her responsibilities include coordinating programs with area colleges and working with school districts and colleges to enhance curriculum in American Indian history and culture. She is a frequent speaker on Nation history and culture for area schools and business and civic groups, and she delivers the cultural "Introduction to the Nation" component in the Nation's orientation program for new employees.

Kandise began working at the Nation's original bingo hall on Territory Road in 1986 as a floor supervisor. She moved to the smoke shop in 1988, and to the Nation's Finance Department in 1990. In 2000, after completing her master's coursework in teaching, she was named director of education for the Nation, overseeing the Nation Library, Early Learning Center, language, youth development, and scholarship programs.

Kandise serves as the United South and Eastern Tribes (USET) Education Committee Chairperson, and served on the U.S. Department of Education's Regional Advisory Committee (RAC) for the Northeast and Islands.

Kandise holds an associate's degree in liberal arts from Caenonia College, a bachelor's degree in mathematics from Utica College of Syracuse University, and a master's degree in teaching from Colgate University.

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**Closing Keynote**

Michael "Brod" Brosheet • Assistant Vice President for Academic Success at University of Southern Indiana

Since October 2014, Michael "Brod" Brosheet has served as the Assistant Vice President for Academic Success at the University of Southern Indiana (USI). In this role, he oversees University Division and the four newly developed advising centers within the undergraduate colleges. Prior to this most recent appointment, Brod had served as the Director of University Division at USI since October 2007. Before joining USI, Brod created and directed, the newly formed Academic Advising Center for undecided students at Northern Illinois University from 2004-2007. He also spent six years as an academic advisor at the University of Northern Iowa. Brod is an active member of the National Academic Advising Association and is serving a three-year term on the NACADA Board. Prior to that, Brod completed a two-year term on the NACADA Council as Regional Division Representative (2014-2016). He has also served a two-year term as Region Chair (2011-2013) for Region Five. Brod has presented at numerous regional and annual conferences on topics including advising administration, happiness/mattering making and the advising profession, advising systems, the needs of undecided students, and peer advising programs.

Brod has spent his entire professional career helping students make the most of their college experience. Honesty, openness to diversity, and collaboration are important in all that he does. He views his primary role in this profession as that of an educator with an ethical responsibility to improve the lives of those around him. Brod received a bachelor's degree in political science at Indiana University and a master's degree in college student personnel services from Miami University. He lives in Evansville, Indiana, with his wife Catherine, two daughters, Payton and Macy, two dogs, Brodie and Johnny, and two cats, Judy and Gilbert. Follow him on Twitter at @brodrbrosheet.
**Wednesday, March 8th**

**Pre-Conference Workshops**
8:15AM — 11:15AM
PRE-REGISTRATION REQUIRED

**PC 1: Valuing Your Self, Valuing Your Staff**

8:30-11:15 AM
MEADOW

Susan Kolls - Northeastern University
Terri Downing - Ashland University New England

Employees who feel valued and appreciated by their supervisors are more likely to perform above and beyond, hold themselves to a higher standard, strive for accountability, and are happier in their institutional role. Many newer employees are looking for both a personal and professional connection with their supervisor, one that demonstrates that they are valued. The question that faces leaders today is: what level do we form these relationships, and how do we walk that line? This session, geared to new and seasoned supervisors, will delve into how we value ourselves, and how we demonstrate to our staff that they are valued.

During this workshop we will examine what we value in supervisors, what makes a "perfect" employee — and how we combine these to bring out the best in our team. Attendees will be engaged throughout this interactive workshop, and will leave with professional development and improved supervisory ideas that they can implement with their staff immediately upon return to campus, and use in planning for the future.

Track: Advisor Training & Development

**PC 2: Valuing Advising by Evaluating Advising**

8:30-11:15 AM
BRIAR

Phil Hrabkiewicz - Clark University

"Measuring what matters" has become a watch-phrase in academia. Presenting concrete evidence of our good work through structured assessment is a vital component in demonstrating value in advising. In this session we will practice using a simple framework for creating student performance descriptions to devise expected outcomes for advising sessions. We will use this framework to work on the goal of assessing your advising program by exploring how explicit performance descriptions can be used to put together student-oriented assessments of desired advising outcomes. Participants are encouraged to bring mission statements, advising frameworks/syllabi, or similar guiding documents from their institutions to inform the outcomes process.

Track: Assessment of Advising

**PC 3: Tools for Success: Developing an Academic Advising Syllabus**

9:15-11:15 AM
OAK

Lisa Lombardi - Lesley University
Christina Chandler - Lesley University

We view advising as a shared responsibility within the advising team – the student, the faculty and the academic advisor. Our advising teams strive to continuously improve the quality of service to all students, strengthen the collaborative relationships within the greater university, and respond to the ever-changing needs of students. While students ultimately bear the primary responsibility for maintaining ownership over progress in their programs, they are never alone in their decision-making. Responding to the needs of our students, we created as advising syllabi to outline the roles and responsibilities for each member of the team and provide a consolidated source of information for our students. In this presentation, we will provide an overview of our team-advising model, discuss the rationale for creating an advising syllabus, share our syllabus, and work with participants to develop a draft of their own advising syllabus. This is intended to be an engaging, highly participatory session where participants will identify the components of their own advising syllabus and construct a clear ready to be presented for implementation at their institution.

Track: Advisor Training & Development

**Wednesday, March 8, 2017**

**SESSION 1**
1:00-2:00 PM

**1.1 Academic Advising: Why Am I Doing This Again?**
Ana Fegg - University of Massachusetts Boston
Ad Esposito - TISCARRA

Much research discusses the values academic advising brings to students and institutions: better student experience, persistence, and graduation rates. What about the value to advisors themselves? Overstressed caseloads, limited resources, back-to-back appointments, repetitive questions: what drives advisors to do it and what is the value in naming that? Participants will go beyond their desire to help students, to develop their own individual advising mission statements. The presenters will provide tools for translating the abstract, emotional values of advisors' work into concrete and practical statements of purpose. Participants will learn how these statements can guide their practice, offer options when they face uncertainty or feelings of stagnation in their work, and provide inspiration for their career growth and development.

Track: Advisor Training & Development

**1.2 Academic Services for College Athletes at Division II and III Institutions: Academic Adviser Perceptions**
Alyssa Freeza - Johnson and Wales University

Academic advisors play a crucial role by connecting college athletes to necessary academic services. They serve as key point of contact and must be aware of all advisees needs (Brooks, Etzel, & Ostrow, 1987; Gustos-Gayles, 2005). This presentation will detail a multi-phase, mixed methods study that assessed the varied academic services associated with Division II and II college athletes, how academic advisors ranked those services, and the overall perceptions associated with advising college athletes. Findings indicated significantly fewer resources at Division II and III institutions, advisors served as the point of contact for resources and referrals, advisors aimed to help teach balance between academics and athletics, and sought to empower college athletes towards academic success.

Track: Advising Student Athletes

**1.3 Advocacy in Advising: For Advisors, Teaching Students**
Nena Fisk - Southern New Hampshire University
Brad Williams - Southern New Hampshire University

CAYuga

Through the vehicles of empowerment and personal responsibility students learn to be their own best advocates in the decision-making processes of selecting classes, choosing a major, and ultimately choosing a career path. By taking ownership of successes, failures, delays, and detours, we teach students to be self-advocates by modeling advocacy on their behalf and then, by transitioning this responsibility of advocacy to the student. The purpose of this session will be to discuss personal examples, strategies, and tools for advocates of these efforts so that advisors can empower themselves to become from teaching students how to self-advocate, mindfully. By examining personal experiences and advising techniques, we will delve into advocacy with the mission of teaching students to think critically, problem solve, and take risks on their future.

Track: Advisor Training & Development

**1.4 It Takes a Village: Best Practices for Improving Persistence and Degree Completion for Adult Learners**
Sally Taylor - University College - University of Maine System
Laurie Grant - University College - University of Maine System

Valuing adult students in advising requires using a holistic approach, which means them where they are both academically and physically. In addition to traditional academic concerns, advising adult learners requires addressing socio-economic needs, development of self-efficacy, and increasing comfort and competency with technology. Reflecting on Mawlow’s Hierarchy of Needs and relevant adult learning theories, we will explore strategies and non-academic supports that increase retention and foster persistence toward degree completion. Session attendees will be given the opportunity to identify resources beyond their academic community and begin to build a toolkit for advising adult learners.

Tracks: Advising Adult Learners; Advisor Training & Development

**1.5 More Than Book Smarts: Fostering Non-Cognitive Skills in Our Students**
Diane Choy-Jurik - Bloomburg University

SINECA

Succeeding in higher education today requires students to embody more than just academic intelligence, or what is colloquially called book smarts. This is especially true for first generation and socio-economically disadvantaged students. This presentation will focus on defining non-cognitive skills, why they are as necessary for success in higher education as book smarts, how to identify students’ non-cognitive strengths and weaknesses, and methods to help students foster these skills that will help them persist to graduation and succeed in future endeavors. This presentation will be a combination of lecture, activity, and discussion. Handouts will be provided.

Tracks: First Generation College Students; Advising and Academic Coaching
1.6 The State of Technology Use in Academic Advising and Counseling

David Byrnes, Jr. - Westchester Community College

NCONAGA

An examination of the current state of technology use in academic advising and counseling. Advisors and counselors have been integrating technology into their professional practices in varying degrees. Some professionals use technology to expedite indirect tasks, while others use technological tools to deliver direct services. The benefits, challenges, and ethical guidelines of using technology in these services will be discussed. Counselors, advisors, and administrators looking to integrate technology into their programs will learn what technological resources are available and how they may integrate them into their work.

Tracks: Technology in Advising; Distance Education

1.7 Undoo-What! Supporting Educational Dreams for Undocumented Students

Megan Murphy - Bunche Hill Community College
Visit - Bunche Hill Community College

MONAWA

There are currently between 7,000 and 13,000 undocumented students enrolled in college throughout the United States (Educators for Fair Consideration). This number may seem small but it’s hard to measure how many undocumented students and their families may be going unrecognized. The national and local landscape related to access to higher education for undocumented students as well as the challenges and barriers associated with success. The presenters will use their personal experience working with undocumented students at Bunche Hill Community College to share techniques that can be used to better support students. Data from student focus groups will also be shared to highlight personal stories, struggles, and successes that undocumented students have faced along their journey to achieve their educational dreams.

Tracks: Two-Year College; Multicultural Concerns

WEDNESDAY, MARCH 8, 2017
SESSION 2
2:15-3:15 PM

2.1 Advisors Value Self- and Career-Exploration: Teaching a First-Year Seminar Course for Your Advises

Sarah Schedel - University of Connecticut
Whitney Looap - University of Connecticut

NCONAGA

Want to work with your advisees in a different context like the classroom? Want to get teaching experience and find new ways to manage your caseload? Take a trip with your students on their journey through self-exploration and career inquiry! This session will detail how advisors developed one-credit courses for undergraduate students at UConn to help them explore their values, interests, and potential career paths. Participants will have a chance to brainstorm and discuss applications for similar courses at their respective institutions and for their student populations. This session is designed for advising professionals who work with undecided students or students in majors with broad career applications, such as some liberal arts majors.

Tracks: Advising First-Year Students; Career Advising

2.2 Explore, Engage, Excel: Social Justice and Non-Traditional Advising in a Traditional Setting

Larissa Hopkins - Dartmouth College
Thomas Witherspoon - Dartmouth College

MONAWA

"The revolution has always been in the hands of the young. The young always inherit the revolution" (Newton). If these famous words are true, it is the work of advising that prepares students for this responsibility. College advising should not be taken lightly, and it needs to be universally designed and individually tailored. How do we accomplish such a Herculean task when resources are stretched, caseloads are overloaded, and student's problems are becoming more intricate? We must approach this task through systematic cohesion, social justice advising, and nontraditional learning. In this session, we will cover the advising model at Dartmouth College, engage in a social justice approach to advising and lead an interactive activity that allows for in the moment learning.

Tracks: Advising First-Year Students; Career Advising

2.3 Go All In - Hit the Jackpot on Student Success through Wrap-Around Support

Young Vignere - Bay Path University
Kodee Sosnicki - Bay Path University

MEADOW

As academic advisors, investment in online students means recognizing and addressing their unique needs and values. One successful way to do this is through wrap-around support. This presentation will address how the values of students inform the academic advising practices and values at the American Women's College (TAWC) at Bay Path University. As a result of participating in this session, participants will be able to 1) Describe ways in which academic advising can provide wrap-around support for online adult students and 2) Reflect on ways these academic advising tools can be adapted to support their own student population.

Tracks: Distance Education; Advising Adult Learners

2.4 Major Value: Helping Students Explore Personal Values for Major Selection

Joann Morgan - University of Massachusetts Boston
Joanne Bradley - University of Massachusetts Boston
Rachael Puspos - University of Massachusetts Boston

CAYUGA

Choosing a major is a complex decision for students that is influenced by many factors. Family members, societal pressures, prestige, and financial concerns can all impact a student's decision. How do student leaders in that field make a decision with which they are comfortable? Exploration of their personal values can make the decision a bit easier for students. How do we help students think about their values? What about the values of people they care about? This presentation will address ways to incorporate meaningful values discussions in programming for and advising with first-year students. Attendees will have the opportunity to brainstorm ideas and will leave the session with values exploration tools.

Tracks: Advising First-Year Students; Underserved and Explanatory

2.5 Professional Socialization: Adding Value to Orientation

Marilyn Mayhew - Lesley University
Christina Chandler - Lesley University

SNECA

Lesley University’s newly implemented Professional Socialization presentation at New Graduate Student Orientation serves as an introductory framework for the field of education and highlights the academic mindset needed to start a graduate program.

Professional Socialization, as a concept, focuses on industry standards and values. The goal of our Professional Socialization presentation is to convey broad themes such as open-mindedness, dispositions, and collaboration in an interactive manner. It also sets high and achievable expectations for incoming students, while illustrating the kinds of challenges which may arise and the value of fostering the advising relationship.

It’s easy to assume new graduate students understand the full scope of their program or university’s expectations. Join as for a lively discussion about preparing students for their journeys!

Tracks: Advising Graduate & Professional Students; Advisor Training & Development

2.6 Take Time To Make Time and Find Your Zone

Pamela Edwards - University of Southern Maine
Jonis Albright - University of Southern Maine

TUSCAROA

Advisor's roles are continually changing; increased advising loads, less resources, and higher expectations. Let's explore ways we can take care of and invigorate ourselves resulting in more energy to share while being informed, available, empathetic and committed to our advising. Join us in this interactive session to:

• Discover and share ways to fend your zone and stay there
• Use time management and time shifting principles to manage multiple responsibilities
• Set SMART goals to create a productive learning/working environment
• Nurture outside interests/community to infuse energy back to work
• Think out of the box! Draw from animal-assisted/art/music therapy models to take care of ourselves
• Explore practical, fun ways to Take Time & Find Your Zone!

Tracks: Advisor Training & Development; New Advising Professionals

2.7 The Role of Student Leaders in Academic Advising

Rachel Moody - University at Albany
Michael Seroux - University at Albany

BIER

Student leaders are an integral part of the Advisement Services Centers at the University at Albany. As office assistants, peer advisors, mentors, bloggers, workshop facilitators, tutors, and promoters of our services, students help their peers to better utilize our center and to become better self-advocates. During this presentation, we will briefly detail how we have been affected by student engagement and leadership, and then we will work together to develop and share ideas that suit our campus populations. Participants will develop practical ways to include student leaders in advising. They will be able to better identify partners at their various institutions to support student leadership in advising. Finally, they will leave with a list of strategies to overcome barriers toward these goals.

Tracks: Peer Advising and Mentoring

2.8 Valuing our Faculty Colleges: An Appreciative Approach to Building Advising Partnerships

Hilena Cole - University of New Haven
Lynn Delfants - University of New Haven

OAK

For several years, the Center for Student Success has worked to establish itself in a decentralized faculty-based advising system. As we gain acceptance as advising partners by faculty colleagues, our work is continually informed by NACADA's core values and driven by our appreciative-adviseing philosophy. The purpose is to demonstrate how our advising mindset to embrace and model the core values can lead to meaningful and robust relationships with faculty. Presenters will share both serious and humorous lessons learned throughout their journey. Participants will conduct a SOAR analysis (an appreciative, strength-based strategic plan) of their advising areas. With feedback from other attendees and guided by the core values, participants will review and assess the strengths of their faculty partnerships.

Tracks: Appreciative Advising; Faculty Advising
WEDNESDAY, MARCH 8, 2017
UNCONFERENCE SESSION ONE
3:30-4:15 PM

This year, we are offering two separate UnConference Sessions—one on Wednesday and one on Thursday. This UnConference session will be grounded in recent articles and research. Attendees will be asked to read one (or more) of the selections below and come prepared to dialogue—sharing questions, comments, and take-aways. While not an official leader of the session, volunteers will be on hand to facilitate the conversation, share session ground rules, briefly summarize the piece, and get the conversation started with some discussion questions. If you are UnConference fashion, attendees are invited to remain with one group for the entire time, or join another group. Discussions may be inspired by the readings below.

UCl.1 Top 10 Issues Facing Higher Education in 2017
Mohawk

UCl.2 The Debate Begins: The Rise of Alternate Perspective in Academic Advising Theory
OCA

UCl.3 Critical Advising: A Freireian Inspired Approach
Briar

UCl.4 Diversity, Culture, and Identity in America’s Research Universities
CAYuga

UCl.5 The Case for a Case Management Approach in Advising Academically Unprepared Students
MEADOW

UCl.6 Transgender Students: Seven Recommendations for Academic Advisors
SENECA

UCl.7 Crossing Rivers: Academic Advising Support for Immigrant College Students
ONONDAGA

UCl.8 Trigger Warnings
Tuscarora

3.1 UAConReg: An Eccentric Effort to Get Students to Take Notice and Register On Time for Classes
Saras Torneren – SUNY Canton
Marianne DiMarco-Tenksin – SUNY Canton
SENECA

We all know that it takes more than an email to get our students to do what we need them to do, in the timeframe that we need them to do it. Find out how one campus gets creative and uses some unconventional methods to get students’ attention to see their academic advisors during the Advising Period and register for classes before the semester break begins. The culmination of this intrusive advising effort takes place outside of the office and includes candy, costumes, social media and chorangrants. There will be an opportunity to discuss problems specific to other campuses and brainstorm ideas as a group.

Tracks: Advising and Academic Coaching; First-Generation College Students

3.2 Advising Education Students to Create Engaging and Motivated Teachers
Meadow
- Michael Kazi - University of Southern Maine
Christen Standa - University of Southern Maine

This session will provide advising tools and resources, through activities and discussion, to support students to become engaging and motivated future teachers. Participants will learn practical skills to assist education students in identifying and developing teaching values that will enhance their skills in the classroom. Our goal when working with students is to create a clear pathway to teacher certification and future professional development opportunities, through graduate studies and transferrable post-bachelor academics. We will also offer tips and techniques on how to communicate Department of Education requirements to certification students. Proactive graduation planning is important to establishing a solid relationship with education students that leads to success in their current and future classrooms.

Tracks: Advising Education Majors; Career Advising

3.3 Critical Consciousness in Advising
Mohawk
- Aron Hiahiah - University of Massachusetts Amherst
Adela Effendy - City University of New York
Julian Tolentino - City University of New York

The values that guide our advising have been shaped by our personal identities and cultural histories. Yet these identities and histories may be vastly different from those of our students. If these values influence our expectations, guidance, and approach, how do we ensure that we are truly working in partnership with students of diverse backgrounds? This workshop will allow us to reflect on our values and deepen our understanding of oppression and theories useful for culturally responsive and socially just advisement. Together, we will develop skills to create intentional avenues for critically conscious advisement, in support of our students. In the end, we will brainstorm ways to develop critically aware materials, resources and advising strategies.

Tracks: Multicultural Concerns; Advising Training and Development

3.4 Cultivating Professional Intimacy: Advantage or Danger?
Gerald Greend – Pace University
Matthew Brown – Pace University

Tuscarora

Central to our premise is that effective and successful advising is, at its core, about relationship building. We believe that closeness, affection, trust, and commitment can all have a space in the advising setting without jeopardizing professional ethics. How though, does one create a sense of "professional intimacy" to facilitate rapport building while respecting boundaries? Adapting from previous work in related fields, this presentation will focus on fostering "professional intimacy" to promote student self-disclosure and risk-taking in any advising setting. Being present, open, and accepting on the part of the advisor allows students the space to exhale and engage both with the advisor and with themselves. This engagement ultimately benefits the advisee, the advisor, and the advising relationship, stimulating development all around.

Tracks: Theory, Philosophy, and History of Advising; New Advising Professionals

3.5 Pigtail Theory: Where Perry’s Model and Advising Meet
Avery Perry - SUNY Binghamton
Briar

Students ask a lot of questions ranging from ‘What major should I pursue?’ to ‘Am I really going to graduate this semester?’ Depending on the questions being asked, advisors can learn where the student might be on Perry’s Model of Cognitive Development (1986) and how to they may need to adjust their style to meet the student’s cognitive needs. This interactive presentation will allow attendants from all types of advising offices the opportunity to address student concerns at the appropriate level without under- or overwhelming their advisees. The Pigtail Theory provides a visual reference for student affairs professionals to keep in mind when advising students at different points along Perry’s continuum.

Tracks: Advising First-Year Students; Theory, Philosophy, and History of Advising
3.6 Raising Value as a Professional: Determining Your Level of Involvement in the Scholarship of Advising
Wendy Traxel - Kansas State University/NACADA
Sガン - Northeastern University - カナダ

As the scope of the profession of advising grows deeper, individual advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective "Involvement in Research" framework. Join members of the NACADA Research Committee and the Director of the NACADA Center for Research as we explore ideas for your place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there.

Tracks: New Advising Professionals; Faculty Advising

3.7 Stay Connected: Creating a Professional Advising Network at Your Institution
Matt Mon - University of Vermont
Genevieve Anthony - University of Vermont
ONEDANDA

In the fall of 2013, Academic Advisors at the University of Vermont (UVM) joined together to form a Professional Advising Network (PAN). Suddenly, advisors from different departments across campus could come together to network, discuss best practices, learn, and share, occasionally vent. Instead of communicating with colleagues solely by phone or email, this intimate gathering provides the opportunity to discuss common issues in a collaborative and energizing atmosphere. We'll take you through the creation of PAN at UVM, and provide you with ideas to create a version of this group that meets the needs of your own institution.

Tracks: Advising Training & Development; New Advising Professionals

THURSDAY, MARCH 9, 2017
ACADEMIC ADVISING EXCELLENCE AWARDS PROGRAM;
WELCOME FROM THE EXECUTIVE OFFICE & REGION UPDATES
8:09-9:00 AM
ONEDIA ROOM
THURSDAY, MARCH 9, 2017
SESSION 4
9:15-10:15 AM

4.1 (Revolution): Facilitating Non-cognitive Skill Development through Structured Risk-taking and Play
Lisa Black - Kennesaw Valley Community College
Nick Rusko - Kennesaw Valley Community College
TUSCARORA

Research shows that non-cognitive skill development contributes to at-risk student success, but this requires a culture shift for institutions that have historically focused on remediation. This session will explore new educational program opportunities that challenge students to develop more effective strategies for learning. Struggling learners and the creation and implementation of curricular learning outcomes in this area are the focus.

Tracks: First-Generation College Students; Two-Year Colleges

4.2 Being a Valuable Ally
Susan Kolis - Northeastern University
MCMAW

Fostering a supportive environment for all students is essential to the work that we do as academic advisors. Many of us have been part of Safe Zone and other LGBTQIA training and consider ourselves allies to the LGBTQIA communities on our campus. There is work, however, to being an ally, and responsibilities inherent in fully embracing that label. This presentation will help us to identify the work we are doing to support students.MCHAWK.

Tracks: LGBTQIA Advising & Advocacy; Advising Training & Development

4.3 CSI: Cracking the Case of Registering Incoming Students
Zochary Richards - Southern New Hampshire University
Lindsay Gaddard - Southern New Hampshire University
SNECA

This session will outline how Southern New Hampshire University (SNHU) has implemented a Course Scheduling Inventory (CSI) to "crack the case" of how to improve registration for incoming new students. This presentation will outline the process SNHU went through to build our current system and the stakeholders that were necessary to implement this change on campus. Attendees will leave with ideas on how to implement this on their own campus as well as proven practices and challenges SNHU has experienced throughout the process.

Tracks: Technology in Advising; Advising First-Year Students

4.4 Focusing on the Positive: StrengthsQuest and Advising
Meghan Webster - Fairfield University
Colby Lemieux - Fairfield University
Stephanie Gallo - Fairfield University
CAYNAD

The StrengthsFinder assessment has been taken by 3.3 million people worldwide. Over 600 schools in North America alone have utilized the assessment to facilitate the development of strengths among their students. The assessment results allow students to understand themselves and their natural talents, and abilities, and also learning how to maximize their strengths for career and personal success. This session will focus on educating participants on how to utilize this tool in an academic and career advising setting. We will highlight our unique Strengths advising and programming model at Fairfield University.

Tracks: Career Advising; Advising and Academic Coaching

4.5 Managing a Large, Campus-wide Advising Initiative
Juliana Simon - Syracuse University
NASPA

Strategic initiatives are meant to drive change in any higher education institution. In this session learn how Syracuse University undertook a campus-wide student success initiative to support academic, social, and emotional well-being by adopting an advising system to better track students' skills and interests. Technology has provided the framework to house the campus wide change initiative. This presentation will cover our process for identifying and choosing the right technology system, as well as our plan for getting campus-wide awareness and adoption of the system. We will cover key lessons learned, our challenges and how we overcame them.

Tracks: Technology in Advising; Large Universities

4.6 Publish with NACADA
Wendy Traxel - Kansas State University/NACADA
Sガン - Northeastern University - カナダ

There are many opportunities to write for NACADA. Last year 20 authors submitted articles for NACADA publications. Each author (many who were first-time authors) contributed to our field's literature base. This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to the Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Journal, there is a place for you! Whatever your interests in professional writing, this session will help you to understand the various writing opportunities with NACADA.

Tracks: Advising Training & Development

4.7 Valuing the Student's Voice Through Assessment
Lynda Thibeault - University of Southern Maine
Jennifer Higgins - University of Southern Maine
Lindsay Briggs - University of Southern Maine
Kim Charnati - University of Southern Maine
ONEDANDA

The Advising Assessment Committee at the University of Southern Maine has utilized student voice and advisor focus groups to restructure advising meetings throughout the year including orientations, first semester meetings, and academic recovery. Assessment has proven to be a useful tool in getting a better understanding of what type of meeting our students want; one that focuses on their voice. The purpose of this presentation is to share our successes in using assessment to show our students their voice is valued and important to their educational success. We will also discuss how participants can utilize assessment in restructuring meetings and how they have already used assessment/ student suggestions to inform their current meetings.

Tracks: Assessment of Advising; Advising and Academic Coaching

4.8 AdvisingStream: An Electronic Platform for Holistic Advising
Jeff Edige - AdvisingStream, Inc.
ONEDANDA

The AdvisingStream cloud-based software platform supports the work of collegiate advisors by building community, encouraging collaborative planning with advisors, and streamlining processes for student success. AdvisingStream supports fundamental processes such as appointment scheduling, curricular and co-curricular planning, and advising notes. AdvisingStream can serve all students and advisors, while supporting specialized workflows for groups such as prehealth students, fellowship programs and special mentoring programs. Students are empowered to take control of their academic and career paths by reporting career aspirations, creating and modifying multi-year plans, designing their co-curricular experiences, and translating their achievements into e-folio and résumé formats.
THURSDAY, MARCH 9, 2017
SESSION 5
10:30-11:30 AM

5.1 A "Whole Person" Approach: Holistic Academic Advising From Theory to Practice
Kate Dunn - Brandeis University

TUSCANDRA
"Holistic" is a buzzword heard in higher education regularly, but it often lacks a clear definition. So what does it mean to be a holistic academic advisor? How do you build deeper connections with students? Does holistic advising mean you have to be a "one stop shop?" This session attempts to answer these questions, delve into the theoretical roots and practical strategies of holistic advising. Through research, case studies, and the group's collective wisdom, we will discuss how to support "the whole person" while also balancing demands on our time and resources. Special attention will be paid to advising students at underrepresented institutions and advisors with large caseloads.

Tracks: Multicultural Concerns; Advising and Academic Coaching

5.2 Balancing Act: Avoiding Advisor Burnout
Amanda Thau - Rochester Institute of Technology
Kathleen Schreier Rodgers - Rochester Institute of Technology

SENECA
Does your work feel like a circus act, trying to juggle too many balls at once? Do you take work home with you at night and on the weekends? Do you wonder how you will get it all done? Advisors are expected to do a lot on their campuses and for their students. Navigating your time and setting clear expectations with colleagues, students, and others is critical. Working with the presenters and in small groups, participants will learn tips for managing calendars and student queries, working productively and efficiently, and when and how to say no.

Tracks: Theory, Philosophy, and History of Advising; Technology in Advising

5.3 Building Freshmen Resiliency Through a Summer Bridge Program
Megan Morrison - Mount Saint Mary College
Patrick Duffy - Mount Saint Mary College
Tasha Sheaf - Mount Saint Mary College
Brianna Tomsen - Mount Saint Mary College

BEAR
Confidence. It's one of the most important things that many first-year college students are missing before starting classes their first year. Why is this? Could you find a way to help instill these qualities of confidence and resilience in your students before they begin classes? In this presentation, we will examine how a summer bridge program, designed around the Student Leadership Challenge (Koues and Posner, 2014), utilized values development and academic success to produce more engaged, prepared and successful first-year students. Our presenters will walk you through everything from participant recruiting process, curriculum development and share success stories from students who took advantage of our program.

Tracks: Advisor Training and Development; Advising First-Year Students

5.4 Crafting Data-Driven Decision Making for Advisors
Marni Vassallo - New York University
Jonathan Martinez - New York University

CAYUGA
This session will focus on sharing best practices in data collection and data-driven decision making. We will focus on our owns uses of data as advising professionals as well as provide an opportunity to brainstorm and network with colleagues about how to use data effectively within our day to day work and for future planning purposes. (We are advising professionals who use data to steer our planning and decision making in areas of advising for curriculum needs and course planning, student programming, as well as setting future individual and departmental goals.

Tracks: Assessment of Advising

5.5 Peer Advisors on the Front Line
Michael Genovese - University at Albany
Kristen Swaney - University at Albany

MONARK
The Advisement Services Center at the University at Albany works with thousands of students each semester, with the majority being freshmen and sophomores. To ensure our students get the help they need, we implemented the Peer Advisor program. Peer Advisors are trained to guide students through the intensive course registration process while also offering support and insight when needed. Our presentation will discuss the history of the Peer Advisor program, how students earn credit for their time as a Peer Advisor and the recent growth of the program, including how it impacts the campus community. Attendees of this session will also have a chance to share their own stories and learn from one another to discuss the possibility of implementing their own program.

Tracks: Peer Advising and Mentoring; Large Universities

5.6 Serving Those Who Serve: Valuing Military Service Through Advising
Michael Moran - Excelsior College
Marta Goring - Excelsior College
Chris Johnson - Excelsior College

MADAW
"Thank you for your service" is a common greeting for active duty service members and veterans. How would you put these words into action, however, in an advising setting? How do you incorporate their culture into a positive academic experience? What institutional resources do you have for service-related issues? Regardless of your military population, it is important to understand their background, military life cycles, and unique situations to provide effective academic advising. We will share an overview of what military culture entails, highlight documentation and transfer policies, answer tuition assistance and benefit questions. As an on-campus institution, Excelsior College has long been recognized as "military friendly," we will explain this and how you can implement best practices to meet your needs.

Tracks: Advising Vet and Military Students; Advising Adult Learners

5.7 Supporting Advising Through Faculty and Professional Partnerships
Alexandra Reissig - University of Massachusetts Boston

CONWARE
As advisor, one of our core values is that we are responsible to those that we advise. A key method for achieving this is by building on the value of involving others. Faculty members are experts in their department and can play a crucial role in group advising. Partnerships with faculty particularly enhances the professional advisor's ability to advise students through the creation of positive relationships within the college and better understanding of the curriculum. As a result of this faculty and professional advising partnerships, we have established a group advising model for majors with large populations without losing the effectiveness of an individual appointment. This session will show how facilitating collaboration between faculty and professional academic advisors allows us to advise large populations of students in an effective and efficient manner.

Tracks: Large Universities; Advising Second-Year Students

THURSDAY, MARCH 9, 2017
MEET YOUR STATE
11:45 AM - 12:30 PM

Meet Your State: Connecticut
Located by Sarah Scheidel, State Liaison

Meet Your State: Maine
Located by Tuscandra

Meet Your State: Massachusetts
Located by Cindy Firestein, State Liaison

Meet Your State: New Hampshire
Located by Lauren Holes, State Liaison

Meet Your State: New York
Located by Linda Tillinghast, State Liaison

Meet Your State: Rhode Island
Located by Eric Dusatko, State Liaison

Meet Your State: Vermont
Located by Genevieve Anthony, State Liaison

Meet Your State: Canada
Located by Neil Cole, State Liaison

THURSDAY, MARCH 9, 2017
LUNCH & KEYNOTE SPEAKER

Kevin Watson
Education and Cultural Outreach Director
Onanda Indian Nation
12:30 - 1:45 PM
ONEIDA ROOM

THURSDAY, MARCH 9, 2017
CONVERSATION WITH KEYNOTE
2:00 - 2:45 PM
ONEIDA ROOM

THURSDAY, MARCH 9, 2017
Conference on ONEIDA 2017 | Tivona, New York 17
P.1 Value Assessments in Advising - Go Beyond Career Planning
Kathy Dowden- Iona College

Focusing on three popular assessments (MBTI, SII - Holland Career Code and Clifton Strengths Finder), this presentation is designed to help you discover advising activities you can use to help students develop their strengths for better success in college and in their careers. We often make major life decisions without knowing our decision making style or how we use our skills to influence our learning and the interactions with others. Recognizing traits can help students communicate with professors, work better in teams and choose extracurricular activities that provide fulfillment. When you are ready to enter the workforce these skills can also help young adults recognize when a company is a good fit and how to get along with future supervisors and co-workers.

Tracks: Undecided & Exploratory, Advising and Academic Coaching

P.2 Pre-Application Counseling for Nursing Students: Setting the Pace for a Successful College Experience
Michael DiNicola- The State University of New York, Empire State College

Pre-application counseling is especially useful when students are applying to a nursing college. In this poster presentation, three different models involving pre-nursing student advisement will be presented. This includes an online RN to BSN model at a state university, a campus based RN Associates degree program at a small private liberal arts college and a community college serving pre-nursing students through a health studies certificate. The presenter has experience in all three of these settings as an admissions professional, academic advisor and a financial aid officer. Tips will be given as to how to streamline the process in each individual institution, thus “making the pace hot” toward graduation.

Tracks: Advising Adult Learners; Distance Education Advising

P.3 Models of Peer Mentoring Programs for Students of Color at Urban Community Institutions
Chris Ward - University of Massachusetts Boston
Sara Boswell - University of Massachusetts Boston
Manuel Montero - Freedom House

Fostering a sense of belonging at an urban commuter institution can be a challenge, especially for the first generation students of color. In this session, we present two different models of peer mentoring programs; Ambitions Men Engaged in Necessary Dialogue (AMEND) and the Asian-American Student Success Program’s Peer 2 Peer (P2P) program at the University of Massachusetts Boston, a public four-year commuter institution. AMEND is a student-run group to come together to discuss issues young men face. P2P is a program that pairs incoming students with peer mentors to assist with the transition their transition to college. Presenters will discuss fresh approaches to student engagement for at-risk students.

Tracks: Peer Advising & Mentoring, Multicultural Concerns

P.4 Advising Values Students’ Stories
Rachel McCoy- University of Albany

In Spring 2015, the Advisement Services Center at the University at Albany had a simple idea to share student stories to help their new peers acclimate to campus and to let them know that we are an office that cares. This idea was entitled, Project Mystery, This initiative quickly turned into a program with 8-10 student volunteers blogging, facilitating workshops, and promoting our services every semester. During this poster session, we will demonstrate the power of our students’ stories on the storyteller and the receiver. We will share the evolution of our project and how we have raised with other departments for support and promotion. Participants should leave this session with a greater interest in including personal narratives into their advising practices.

Tracks: Peer Advising & Mentoring

P.5 Procrasination, Perfectionism, Productivity, and the Matrix
Kathleen Magoon- Keene State College

This poster will examine common procrastination habits and identify how they may be due to one’s productivity. Then, in practicing the Eisenhower decision matrix, a time management technique, participants will be given the tools to help students keep their long-term goals in mind, while also managing daily tasks.

Tracks: Advising and Academic Coaching; First-Generation College Students Advising

P.6 But I Deserved an A+: Addressing Academic Entitlement Behaviors
Julia Mann – Brandeis University

Mohawk

An advisor wants to talk with you about the C he received in his Politics class. He feels that he should get at least a B for having attended every class and he asks you what he can do to change his grade. This scenario is an increasingly common one for advisors. Academic entitlement refers to student behavior that attempts to influence grades and places responsibility for academic performance on external factors rather than on one’s own actions. In this interactive session, we will examine the ways academic entitlement can be manifested and the underlying reasons behind these behaviors. Participants will learn with practical approaches to address academic entitlement behavior in ways that enable student learning and promote strong student-advisor relationships.

Tracks: Advising and Academic Coaching

P.7 Developing Proactive Partnerships in the Advising Process: A Holistic Approach to Cultivating Student Success
Lisa Guidici - The University of Rhode Island
Michael Lambert - The University of Rhode Island

Sene
c

Proactive advising is critical to cultivating student community, growth, and success. While proactive advising is characterized through intentional contact and relationship building, what defines a successful model? Are there components and stakeholders that influence proactive advising? The University College for Academic Success at URI implements a proactive advising model that stresses interconnected partnerships through discipline specific advising with academic colleges, integration of early alert and a Starfish system, and connections to living learning communities and campus resources. Through a plus delta analysis, the partnerships that enhance decision making, collaboration, and communication will be examined through the benefits, challenges, successes, and opportunities of this advising model in relation to their impact on the student advising experience.

Tracks: Theory, History, and Philosophy of Advising; Assessment of Advising
6.3 New Student Orientation at a Two-Year Institution: A Proactive Approach
Debra Cohen - Bristol Community College
Alysse Fifez - Bristol Community College

In this session, you will learn how Bristol Community College transitioned from an orientation model designed under student affairs to a model overseen by academic affairs. With this more traditional approach and academic viewpoint, administration found a more efficient and effective approach by tying in registration and increasing enrollment. The cumulative results from the change in model showed an overall increase.

Tracks: Appreciative Advising; Two-Year Colleges

6.4 Support The Dream: Advising Undocumented Students
Jessica Rudolf - Eastern Connecticut State University
William Riess - Eastern Connecticut State University
Maribel Sanchez - Eastern Connecticut State University

TUSCARORA

Join us as we cover some keys ways that you can serve as an ally to the undocumented student population on your campus. Through this interactive and informative session, you will learn key terms, policies, and challenges that impact these students. Let's learn together! We will share some of our best practices as well as some obstacles we have faced on our campus.

Tracks: Multicultural Concerns; Advisor Training and Development

6.5 Addressing the Athletic Gap: Advising College Football Players for Professional Careers
Daniel "DY" Henry - Bean College
MEADOW

Student athletes strongly identify with their athletic role many times at the risk of not exploring non-sport careers or areas of interest (Menke, 2015). This presentation will detail how one small college customized an academic advising position to specifically address the needs of one population of student athletes: college football players. The presenter will discuss the role of academic advisor, academic coach, and professor of the course FYO 300 Learning and Development for football players. Advisors must understand the impact that a lifelong commitment to a sport has on a student. These students have achieved success, accolades, and are hailed by friends and strangers alike as "athletes," resulting in many considering an alternate or additional identity (Menke, 2015).

Tracks: Advising Student Athletes; Advising and Academic Coaching

5.6 The Value of a Strong Transition: Engaging At-Risk High School Students
Krithi Gang - University of Southern Maine
Megan Wright - University of Southern Maine

TUSCARORA

Data suggests that a strong transition to college leads to better-prepared students, higher retention rates, and stronger advising relationships. In an effort to engage at-risk high school students, the University of Southern Maine has created a program called College Conversations. College Conversations is designed to offer a student-centered connection to an academic advisor that will continue through the first semester of college. Participants will explore "at-risk" as it relates to the transition from high school to college, the benefits of transitional programming, the implementation of a similar program at other institutions, the merits of a partnership between Advising and Admissions, and the role of successful transitions in retention.

Tracks: High School to College; Advising First-Year Students

5.7 A Conversation with NACADA Leaders: Core Values Review - Round Two
Patrick Gate - Plymouth State University (with NACADA leaders)

This session is designed for our leaders to provide information about the association to our members. This year's conversation will focus on a review of drafted core values for the Association in the future. These values were drafted based on feedback from membership over the past year gathered at Annual, International, and Regional Conferences, NACADA institutes, and a webinar. Participants are encouraged to ask questions about the topic as well as the association, including how to become involved and learn about leadership opportunities.

THURSDAY, MARCH 9, 2017
REGION 1 STEERING COMMITTEE MEETING
4:30-5:30 PM
ALL ARE WELCOME

FRIDAY, MARCH 10, 2017
FRIDAY, MARCH 10, 2017
SESSION 7
8:30-9:30 AM

7.1 Advising with a Cultural Lens
Stephanie Lassalle - University of Vermont
Kimberly End - University of Vermont

MONWASH

The focus of Advising with a Cultural Lens will be on best practices for advising international students about culturally relevant major choice, experiences, and career options. Using current trends for working with international populations, program development, and professional networking, this presentation will invite the audience to critically think about new ideas to engage international students, how to advise students whose parents do not speak the native language of the institution, and student professional development activities that enrich their college experience and aid in their future job search.

Tracks: Global Engagement; Career Advising

7.2 Banishing Boredom: Igniting Your Advising Career
Mary Anne Parker - Nazareth College
Ede Sheel - Formerly of Hood College
TUSCARORA

That professional advising rut: we know it when we’re in it. Maybe we’re missing a sense of purpose in advising, feeling frustrated by structural or political obstacles that overshadow our work, wondering how to find value in what we do, or asking “is there a ‘next step’ in my career?” A rut takes us off course, but it also gives us the necessary mental space to fine-tune our self-knowledge and boost our skills and passions. This interactive session will challenge participants to identify strengths and decide which skills and interests to leverage in the future. Participants will leave with ideas they can develop to gain greater career satisfaction.

Tracks: Advisor Training and Development

7.3 Breathe in, Breathe Out: Mindfulness for Advisors and Students
Lindsey Detor - City College, City University of New York
Lorna Ronald - Queen’s College, City University of New York

SUNY

Mindfulness can benefit multiple populations and alleviate a variety of symptoms. As advisors looking to incorporate best practices, mindfulness enables us to center ourselves and focus on each student in the midst of busy advising periods. It can also help our students build self-awareness, reduce stress, and even improve grades. In just a few minutes a day, anyone can use mindfulness tools and reap the benefits. The presenters will review mindfulness and meditation and discuss how they integrate mindfulness into their own personal lives and advising work. Hands-on practices will be demonstrated and qualitative research results discussed. Attendees will leave feeling more calm and centered, with ideas or beginning their own mindfulness practice and for implementing mindfulness with their students.

Tracks: Advising First-Year Students; Theory & Philosophy of Advising

7.4 Complete College America: Building Collaborations between Academic Advising and Academic Departments at Middlesex Community College
Pat Bieme - Middlesex Community College
Bryan Wilt - Middlesex Community College
Jane Fain - Middlesex Community College
Ellen Gravende - Middlesex Community College
Judith Flanagan - Middlesex Community College

BiRar

Middlesex Community College is part of the Complete College America initiative to increase completion and graduation rates for our students. One significant part of this work has been the development of Academic Maps and Pathways (Meta-Majors) for each major. Advisors and faculty worked collaboratively on these Maps and in determining consistent advising information to help students plan their education with the goal of on-time completion and graduation. MCC’s Pathways and Academic Maps offer a clear semester-by-semester breakdown of the curriculum required to complete any of MCC’s 70+ degree or certificate programs. Each map identifies milestone courses to be completed each semester, helpful tips and reminders for students, as well as career and transfer outlooks for our programs.

Tracks: Two-Year Colleges; Advisor Training and Development

7.5 Developing a Resource Center to Empower Online Students and Increase Support
Tara Arnoff - University of Bridgeport
Leuren Humphrey - University of Bridgeport

CAYUSA

To help students from acceptance to graduation, the University of Bridgeport designed program-specific resource centers to connect online students to the extensive on-campus resources available to them. Using Canvas, our Learning Management System, we designed an online student resource center that allows us to meet the needs of our students throughout the student life cycle, in one centralized and easy to manage location. This streamlined resource improves the student experience without exceeding the bandwidth of our three-person team.

Tracks: Distance Education; Technology in Advising
8.2 Advising Toward Less - Valuing Synthetic Happiness
Susan Kells - Northeastern University
MOHAWK

Parents say, "You can be anything you want to be" — and they mean it. Their interest is in not limiting the options their child has in the world. As advisors we don't want to limit options either — but sometimes we must in order to help a student move along. In this presentation we will uncover the value of limiting options for our advisees — of having students see that less choice can be more. The concept of synthetic happiness will be introduced and defined. After a short presentation, participants will engage in a guided discussion about how synthetic happiness might be used to help students make better decisions, and achieve their goals.
Tracks: Advisor Training and Development; Undecided and Exploratory

8.3 From Silos to Sandboxes: Collaborating for Student Success
Lisa Smith - Quinsigamond Community College
Maria Addison - Quinsigamond Community College
SENCA

Let's work together to solve our larger institutional issues and serve our students well! Using the evolution of Quinsigamond Community College's SAP Process as an example, this session will provide participants with strategies to engage ANY office on campus in meaningful and effective change. Using demonstration, active learning, and discussion, participants will leave with strategies to engage their fellow Student Services offices on their campuses. A demonstration of Blackboard as part of the process will provide real-world ideas of how to leverage technology and collaboration across offices and Divisions to achieve a common goal — serving our students well! Come see how you can bring these same strategies to your campus to solve cross-campus student issues!
Tracks: Advising Administration; Two-Year Colleges

8.4 More Than Just Academics: A Holistic Advising Approach for Pre-Professional Business Programs
Carineh Rogers - Cornell University
Pamela Davis-Acay - Cornell University
Shawn Meyer - Cornell University
BRBR

Cornell University’s School of Hotel Administration provides its students with a unique blended advising model that allows for a synergistic relationship between academic and career advising. With a theoretical scaffolding, touching on decision-making, self-actualization, and generational influence this session will set out to demonstrate how a holistic advising model leads to a student’s academic and career success. Presentation participants will walk away better informed about the practical application of advising to undergrad business students.
Tracks: Advising and Academic Coaching; Career Advising

8.5 The Mindful Advisor: Integrating Critical Pedagogy and Mindfulness Practice into Peer Advising Programs
Timothy Benaglio - University of Massachusetts Amherst
CATUKA

As the demand for peer advisors and mentors grow it is increasingly important to think about how to best prepare ourselves and our peer leaders to participate in these much needed roles on our campuses. Building successful helping relationships takes practice, and this contemplative workshop will cultivate a better understanding of how to develop the skills necessary to be more fully present, engaged, and compassionate in our peer advising programs. Participants will walk away with simple ways to understand and utilize techniques gleaned from blending mindfulness practice with critical pedagogy. We will go on a journey that spans the interview process, a three credit peer leadership course, in and out-of-office trainings, and on the job supervision.
Tracks: Peer Advising and Mentoring; Advisor Training & Development

8.6 Using Twitter for Advisor Professional Development
Amanda Tho - Rochester Institute of Technology
TSCANORA

Looking for different form of professional development? Try Twitter! This social media tool is a great way to communicate with colleagues inside and outside of academic advising and keep a pulse on what's trending in higher education. In this session participants will learn best practices for creating a Twitter account, learn how to communicate using Twitter lingo, and identify different ways to use Twitter for alternative professional development.
Track: Technology in Advising

8.7 Why Wait?! Ways to Proactively Identify and Help Future Probation Students
Kevin Curry - SUNY Binghamton
Caro Barnhart - Binghamton University
ONONDAGA

During an advising session with a student in academic difficulty, have you ever had the thought: "If only you had come in to see me earlier..."? If you have, then this session is for you. Using basic statistical analysis, advisors can more reliably identify which students are most likely to end up on probation in future semesters. Once identified, proactive outreach can be used to engage these students in programming that will help them avoid probation. This presentation will teach attendees the methods used at SUNY Binghamton to identify underclassman who are at-risk of probation and the ways in which our advising office connects to this population before it's too late.
Tracks: Prevention, Dismissal, and Restatement; Advising Administration

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Empowers students to take control of their academic, co-curricular and career paths.

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LGBTQA Advising and Advocacy
4.2 Being a Valuable Ally

Multicultural Concerns
1.7 Undocu-What? Supporting Educational Dreams for Undocumented Students
3.3 Critical Consciousness in Advising
5.1 A "Whole Person" Approach: Holistic Academic Advising From Theory To Practice
P.3 Models of Peer Mentoring Programs for Students of Color at Urban Commuter Institutions
6.4 Support The Dream: Advising Undocumented Students

New Advising Professionals
2.6 Take Time To Make Time and Find Your Zone
3.4 Cultivating Professional Intimacy: Advantage or Danger?
3.6 Raising Values as a Professional: Determining Your Level of Involvement in the Scholarship of Advising
3.7 Stay Connected: Creating a Professional Advising Network at Your Home Institution

Peer Advising & Mentoring
2.7 The Role of Student Leaders in Academic Advising
5.5 Peer Advisors on the Front Line
P.3 Models of Peer Mentoring Programs for Students of Color at Urban Commuter Institutions.
P.4 Advising Values Students’ Stories
8.5 The Mindful Advisor: Integrating Critical Pedagogy and Mindfulness Practice into Peer Advising Programs

Probation/Dismissal/Reinstatement Issues
8.7 Why Wait?!?! Ways to Proactively Identify and Help Future Probation Students

Technology In Advising
1.6 The State of Technology Use in Academic Advising and Counseling
4.3 CSI: Cracking the Case of Registering incoming Students

2016 REGION ONE AWARDS & RECOGNITION

The goal of the NACADA Award Programs are to encourage wider support and recognition for academic advising in colleges and universities by providing an opportunity for recognition of outstanding advising. An ultimate outcome of these programs is to improve advising services for students. By honoring individuals who advise within NACADA Region One, we hope to bring more deserved recognition and respect to the important role that Academic Advisors play in higher education.

Excellence in Advising: Administrator

Excellence in Advising: Primary Advising Role

Excellence in Advising: Primary Advising Role

Excellence in Advising: New Advisor Role

Excellence in Advising: New Advisor Role

Administrator Scholarship

New Advisor Scholarships

Graduate Student Scholarships

Presenter Scholarships

2016 REGION ONE CONFERENCE PRESENTATION BEST OF REGION AWARD

Presentation: “Just Because You Can, Doesn’t Mean You Should”

Andrea Poog, Winner
Cornell University

Christopher Dewry, Winner
Eastern Connecticut University

Jaclyn Giannakoulis, Certificate of Merit
Northeastern University

Jamie Sebastian, Winner
Northeastern University

Kathy Dowden, Certificate of Merit
Juno College

Stacia Wesloski
Johnson and Wales University

Huong Nguyen
Bay Path University

Soyu Shrestha
Binghamton University

All Bissing
University of Massachusetts Boston

Patrick McIveren
Bentley University

Chris Ward
University of Massachusetts Boston

Kaitlyn Sosnowski
Bay Path University
SAVE THE DATES!

Meet Me in St. Louis: The Gateway to Student Success
October 11-14, 2017 | St. Louis, MO | America's Center

NY Drive-In Conference
The Flavors of Advising – A medley of student populations
Friday, May 5, 2017, 9:00 a.m. - 3:30 p.m.
Marist College
Questions? Contact Dabby Hines at Dabby.Hines@marist.edu

2017 NACADA CT State Drive-In Conference
University of Connecticut-Storrs
Thursday May 4th
Check our EVENTBRITE for more details https://2017nacadadrivein.eventbrite.com

2017 NACADA MA Drive In at WPI
May 26, 2017
Practicing Innovative Advising

Stay tuned for more information regarding the 34th Annual Region One Conference to be held in Massachusetts

See more at: http://www.nacada.ksu.edu/Events-Programs/Events/Region-Conferences.aspx

28 NACADA Region 1 Conference 2017 | Verona, New York