Region 1 Conference
Springfield, MA

ELEVATE
YOUR GAME

NACADA Region 1 Conference
Sheraton Springfield Monarch Place Hotel
March 7-9, 2018

NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

NACADA Region 1 Conference 2018 | Springfield, MA
Welcome Region 1 Members,

I am excited to welcome you to the 2018 Region 1 Conference. The purpose and goal of *Elevate Your Game* is to provide an experience that brings positive improvements, solutions, and ideas into the life of the advising professional.

The amazing conference committee has spent an entire year developing a thoughtful and engaging conference with an abundance of diverse programs. I want to thank Jennifer Drake-Deese and Mara Gould for leading the conference committee and managing the planning process. There are many people on the committee who have spent countless hours to bring this conference to you. Please review their names in this booklet and take a minute to thank them for their hard work.

I would like to draw your attention to a few highlights about the conference:

◊ We expect approximately 450 attendees this week.
◊ Brian Koslowski and Jessie Karner, our amazing Program Co-Chairs, have worked diligently to coordinate the program proposal and acceptance process, design and develop a thoughtful schedule, and create this amazing program booklet.
◊ We are excited to hear the Keynote Address given by Marcella Runell Hall, a well-respected educator, author, and leader in social justice.
◊ In addition to the concurrent sessions, please be sure to check out the Poster Session, the Unconference sessions, Conversation with the Keynote, and Engaging with your NACADA Leaders.
◊ This year we have chosen Shriners Hospitals for Children – Springfield as our Region 1 Cares charity. Please be sure to turn-in your aluminum can tabs and bring your toy donation to the NACADA Region 1 Cares table. Cash donations can be accepted.
◊ Stop by the Hospitality table where ambassadors (local volunteers) from the Greater Springfield Convention and Visitors Bureau will be on hand to provide you with information and introduce you to the city and area they love.
◊ Stay connected – For the most current information, please follow us on twitter at @nacada_region1 and participate by posting comments and photos to #NACADAr1.
◊ There are so many ways to participate and get involved with NACADA at the executive and regional level. Come to the Engagement Table to learn more about the numerous ways you can get engaged.

In closing, kick-off your conference experience at the opening reception on Wednesday evening for a fun evening of games and activities. I look forward to spending the next few days with you as we Elevate our Game!

Warmest Regards,

Melissa Jenkins
Region 1 Chair

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*Welcome Letter from Region 1 Chair*
**2018 Region One Conference Committee**

**CONFERENCE CO-CHAIRS**  
Jennifer Drake-Deese • Keene State University  
Mara Sidman Gould • UMass Boston

**PROGRAM CO-CHAIRS**  
Brian Koslowski • Brandeis University  
Jessie Karner • Worcester Polytechnic Institute

**EVALUATION CO-CHAIRS**  
Rebecca Meaney • UMass Boston  
Linda Searing • Nazareth College

**HOSPITALITY & RECEPTION CO-CHAIRS**  
Susan Kolls • Northeastern University  
Ana Frega • UMass Boston

**REGISTRATION CO-CHAIRS**  
Tara Maroney • University of Bridgeport  
Sarah Scheidel • University of Connecticut

**UNCONFERENCE CO-CHAIR**  
Eric Dusseault • Rhode Island School of Design

**VOLUNTEER CO-CHAIRS**  
Lauren Humphrey • University of Bridgeport  
Valerie Como • Bentley University

**AWARDS AND RECOGNITION CO-CHAIRS**  
Susan Taffe-Reed • Dartmouth College  
Ali Ressing • Northeastern University

**GRADUATE DINNER COORDINATOR**  
Michael Geroux • University at Albany

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**Session Types**

**PRE-CONFERENCE WORKSHOPS**  
Pre-conference workshop 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.

**CONCURRENT SESSIONS**  
Most conference sessions are hour-long, concurrent sessions that 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.

**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 dialogue in small groups on a given topic. Attendees should feel free to move in and out of discussions as they see fit. While there are no formal presenters in an UnConference Session, a moderator will be present in each room to keep track of time and help facilitate conversation. Wednesday afternoon’s UnConference session will be based on a recent NACADA article (see page 12). Thursday’s sessions will feature topics proposed by conference attendees. Interested in hosting a conversation? See page 17 to propose your idea! Attendees are encouraged to actively contribute in these sessions.

**Program Tracks**  
Each session description is followed by their program tracks. Program tracks identify the NACADA advising community that most closely relate to the session topic. Tracks are self-identified by the presenter and are limited to two per session. A complete list of programs, sorted by track, can be found at the back of this booklet.
SPECIAL EVENTS

WELCOME RECEPTION

You are cordially invited to Elevate Your Game at the Region 1 Welcome Reception, to be held on the third floor of the Sheraton Springfield. Enjoy dinner on your own, and then join us in the Grand Ballroom for a cash bar, desserts galore, and some networking, dancing, hanging out, conversing, and perhaps competing, with your NACADA colleagues and friends! Activities include music, a bit of magic in the ballroom, trivia in Longford, and large games throughout. This is sure to be a fun-filled night – complete with a photo booth so you and your colleagues can create lasting memories. We look forward to seeing you there!

ACADEMIC ADVISING EXCELLENCE AWARDS PROGRAM

Join us as we celebrate our colleagues in Region 1 for their outstanding accomplishments in advising. Formal presentation of award winners will occur during continental breakfast on Thursday morning, along with a welcome from the NACADA Executive Office.

Connect with us!

Join our Facebook group: NACADA: Northeast Region 1

Check out our blog: www.nacadar1.wordpress.com

Presentation materials will be made available here after the conference

Follow us on Twitter: @nacada_region1

Be sure to tweet using the hashtag #NACADAr1
Marcella Runell Hall became dean of students at Mount Holyoke in 2014, moving to the Pioneer Valley from Brooklyn, New York. She is a social justice scholar and accomplished author. She recently spent seven years at New York University, where she was the founding codirector for the Of Many Institute for Multifaith Leadership under the leadership of Chelsea Clinton, and a clinical faculty member in the Silver School of Social Work.

Hall was the recipient of the NYU 2013–2014 Dr. Martin Luther King, Jr. Faculty Award. The prestigious award recognizes faculty members who exemplify the spirit of Dr. Martin Luther King, Jr. through their excellent teaching, leadership, social justice work, and community building. Hall served as the program advisor/founder for the minor in multifaith and spiritual leadership. The Huffington Post recently called Hall “a leading scholar on the interweaving between social justice, activism, hip-hop, and faith.”


For her accomplishments in the field, Hall has received numerous teaching and programmatic awards, including the Association of American Colleges and Universities K. Patricia Cross Future Leaders Award. She was honored by inclusion in the JFK 50th Anniversary Legacy Gallery along with other luminaries such as Madeleine Albright and Harry Belafonte. She is also a former fellow for the Tanenbaum Center for Interreligious Understanding.

Hall and her partner David Hall, aka DJ Trends, have two daughters, Aaliyah and Ava.

Dr. Dariel “DT” Henry is the Director of TRiO Student Support Services at Massasoit Community College in Brockton, Massachusetts. Prior to Massasoit, Dr. Henry was the Academic Advisor at Dean College where, in 2015, he implemented strategies that increased retention of football student athletes by 50%. He is a professor of Criminal Justice, Organizational Behavior, and Sociology. DT has served numerous administrative roles in Higher Education, including academic advising, residential life, student activities, student support services, technology, and instruction.

His research interests include inclusion, cultural proficiency and relativism, recruiting males as educators, social justice, and mass incarceration. His professional goals are to help implement innovative solutions for supporting students from underrepresented backgrounds, recruiting and retention, promoting and building cultural proficiency and relativism.

In 2017 Dr. Henry presented at the NASPA Closing the Achievement Gap: Student Success in Higher Education Gap Conference in Washington, DC, the Stonehill College 8th Annual Diversity & Inclusion Conference, and the National Academic Advising Association (NACADA) Regional 1 conference in Verona, New York. In 2016, he presented for Honey Shine Mentoring Program, Beacon Charter School High School for the Arts and, in 2015, was featured on Student Affairs Collective Spectacular Podcast Episode #86 for Academic Advising First-Year Student Athletes.

In his spare time DT enjoys reading, drumming, working out, and watching football. His favorite television shows are Scandal, Black-ish, Big Bang Theory, and This Is Us.
# NACADA Region One 2018 Conference-at-a-Glance

## Wednesday, March 7th

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Program Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00-9:30am</td>
<td>Pre-conference Registration</td>
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<td>Registration Desk</td>
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<tr>
<td>8:00am-4:00pm</td>
<td>Conference Registration &amp; Evaluations</td>
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<tr>
<td>8:30-11:30am</td>
<td>Pre-conference Workshops</td>
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<tr>
<td>8:30-11:30am</td>
<td>PC1</td>
<td>The Reflection Series: A Guide to Professional Development</td>
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<tr>
<td>8:30-11:30am</td>
<td>PC2</td>
<td>What To Do When Your Game Is Elevated</td>
<td>Mahogany</td>
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<tr>
<td>9:30-11:30am</td>
<td>PC3</td>
<td>Cultivating Motivation: Helping Students Identify and Work Toward their Goals</td>
<td>Highland</td>
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<tr>
<td>9:30-11:30am</td>
<td>PC4</td>
<td>Assessment of Academic Advising</td>
<td>Longford</td>
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<td>11:30am-12:00pm</td>
<td>Lunch Mentor/Mentee Meet Up</td>
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<td>Worthy</td>
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<tr>
<td>11:30am-12:45pm</td>
<td>Lunch on your own</td>
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### 1:00-2:00pm Session 1

1.1 Authenticity in Advising: Values, Purpose, and Passion
1.2 Welcome to NACADA! New Member Orientation
1.3 How Major Is Your Major?
1.4 Remixxxx!! A Look at Pop Culture, LGBTQ+ Students, and Fostering Inclusive Environments on and off the Field
1.5 Working to Break Attrition, Not the Bank
1.6 Developing Strategic, Individualized, and Data-Informed Networks of Support
1.7 Scaffolding Student Transitions: Offering Meaningful and Manageable Support
1.8 Helping Advisees "Win": The Benefits of Using Athletic Coaching Techniques in Advising Sessions
1.9 Step up Your Game: Boost Your Advising Skills with Basic Counseling Techniques

### 2:15-3:15pm Session 2

2.1 At the Top of Their Game: Advising Students Juggling on- and off-Campus Responsibilities
2.2 Leveraging Technology to Improve Academic Advising
2.3 If You Build It, They Will Come: Developing a Low-Cost Professional Development Series
2.4 Got Game? Elevate Your Peer Advising Leader Program
2.5 The Scholarship of Advising: Determining Your Level of Involvement
2.6 The Transfer TRAIL: Implementing Learning Communities for Transfer Students
2.7 Is There an "I" in 'TEAM'? - Centralizing Advising at a Decentralized Institution
2.8 Racial Microaggressions in Academic Advising

### 3:15-3:45pm Coffee Break/Hotel Check In

### 3:45-4:15pm UnConference Session 1 (See page 12 for topics and room locations)

### 4:30-5:30pm Session 3

3.1 Success by Design
3.2 Reimagining Academic Probation Using Belonging and a Growth Mindset
3.3 Leveraging your EI in an IQ World: Discovering the Connection between Emotional Intelligence and Student Success
3.4 The Express Elevator to Success
3.5 CAS Assessment: Lessons from the Field
3.6 An Instructional Design Approach to Advise from a Distance
3.7 Stop Hiding Behind the Screen! Using Sophomore Seminar to Equip Students with Real-World Communication Skills
3.8 Bathrooms & Pronouns: What’s the Big Deal?

### 7:30-10:00pm Welcome Reception

## Thursday, March 8th

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<tr>
<th>Time</th>
<th>Session</th>
<th>Program Title</th>
<th>Location</th>
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<tr>
<td>7:30-11:45am</td>
<td>Conference Registration and Evaluations</td>
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<td>Registration Desk</td>
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<tr>
<td>8:00am-9:00am</td>
<td>Continental Breakfast</td>
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<td>Grand Ballroom</td>
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<td>8:00am-9:00am</td>
<td>Academic Advising Excellence Awards Program; Welcome from the Executive Office; Region 1 Updates</td>
<td>Grand Ballroom</td>
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<td>Time</td>
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<td>9:15-10:15am</td>
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<td>All Hands on Deck - Launching a Student Success Initiative</td>
<td>Charles</td>
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<td>A Leadership Slam-Dunk: NACADA’s Emerging Leaders Program</td>
<td>Grand Ballroom</td>
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<td>The Odds of Going “Pro” in the Real World Are Not Much Better for Student Athletes</td>
<td>Highland</td>
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<td>Elevate Your Career - Creating and Directing Academic Success Programs from an Advising Basepoint</td>
<td>King Edward</td>
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<td>Using Critical Reflection to Craft an Advising Roadmap</td>
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<td>Supporting Adjunct Community College Faculty Serving as Academic Advisors</td>
<td>Longford</td>
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<td>Creating Champions: Building Strength, Confidence and Courage in Minority First Generation College Students</td>
<td>Mahogany</td>
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<td>Bridging the Gap: How Peer Advisors Have Elevated the Game</td>
<td>Monarch</td>
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<td>Helping Students Handle a Crisis at Home</td>
<td>Worthy</td>
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<td>10:30-11:30am</td>
<td>5</td>
<td>Never Good Enough: Advising Perfectionist Students</td>
<td>Charles</td>
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<td>Elevate Your Awareness: Where Academics &amp; Financial Aid Intersect</td>
<td>Highland</td>
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<td>Roles in a Team Approach to Advising</td>
<td>King Edward</td>
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<td>Engaging with your NACADA Leaders</td>
<td>King George</td>
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<td>Exhusted by Surveys? Explore Mixed Methods to Improve Your Assessment of Student Success</td>
<td>Longford</td>
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<td>Success: Success and the iGen</td>
<td>Mahogany</td>
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<td>Scaffolding Advising: A Student Empowerment Approach to Registration</td>
<td>Monarch</td>
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<td>Motivational Interviewing for Academic Recovery: Helping Students Identify and Value Change</td>
<td>Worthy</td>
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<td>11:45am-12:30pm</td>
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<td>Poster Session (complete listing on page 17)</td>
<td>2nd Floor Foyer</td>
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<td>12:30-1:45pm</td>
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<td>Lunch (Included in conference fee) and Opening Keynote</td>
<td>Grand Ballroom</td>
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<td>2:00-2:30pm</td>
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<td>UnConference Session 2</td>
<td>Grand Ballroom</td>
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<td>2:00-2:30pm</td>
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<td>Conversation with Keynote, Marcella Runell Hall</td>
<td>Grand Ballroom</td>
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<td>2:45-3:45pm</td>
<td>6</td>
<td>The Instructor's Playbook: Elevate Your Game in First Year Experience Courses</td>
<td>Charles</td>
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<td>The Struggle is Real: Coaching from the Sidelines for Academic Recovery</td>
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<td>Academic Advising as Truth-Telling: Promoting Metacognitive Reflection by Confronting Student Misconceptions</td>
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<td>Keep Going! Persistence Advising for Student Success and Retention</td>
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<td>Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing</td>
<td>Longford</td>
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<td>Multi-Media Tools That Make Sharing Info with Students a Slam Dunk</td>
<td>Mahogany</td>
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<td>Finish Strong: The Art of Helping Students Finish What They Start</td>
<td>Monarch</td>
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<td>A Model for Trauma-Informed Care on College Campuses</td>
<td>Worthy</td>
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<td>4:00-4:45pm</td>
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<td>Meet Your State</td>
<td>Rooms on p. 19</td>
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<td>5:00-5:45pm</td>
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<td>Region One Steering Committee Meeting (All are welcome!)</td>
<td>King Edward</td>
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<td>6:00-8:00pm</td>
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<td>Dinner on your own - or with a group! Stop by the Hospitality Desk in the Registration Area for details</td>
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<td>FRIDAY, MARCH 9th</td>
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<td>Conference Registration and Evaluations</td>
<td>Registration Desk</td>
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<tr>
<td>8:00-11:00am</td>
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<td>Halftime Strategies: The Honors Student Attempts a Comeback</td>
<td>Charles</td>
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<td>The Mindful Advisor: Elevate Your Self-Care</td>
<td>Highland</td>
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<td>Creative Approaches to Advising First-Generation Students</td>
<td>King Edward</td>
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<td>&quot;So You Landed Your First &quot;Real&quot; Job in Higher Education... What Now?!&quot;</td>
<td>King George</td>
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<td>Integrating Career Services and Advising to Elevate Everyone’s Game</td>
<td>Longford</td>
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<td>Advisors as Storytellers: Wordsmithing, Worldbuilding, and Whimsy</td>
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<td>Creating Effective Communication with Departments in Higher Education</td>
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<td>InstAdvising: Advising in a Time of Instant Gratification</td>
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<td>9:45-10:45am</td>
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<td>&quot;I Don't Deserve This!&quot; Defeating Imposter Syndrome in High-Achieving Students</td>
<td>Charles</td>
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<td>Playing the Appreciative Advising Game: Combining Appreciative Advising with Active Learning Strategies for</td>
<td>Highland</td>
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<td>Bullet Journal: A New Tool for Academic and Career Coaching</td>
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<td>Academic Recovery through Incentivized Programming</td>
<td>King George</td>
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<td>Improving Faculty Advising</td>
<td>Longford</td>
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<td>From Confusion to Clarity: Registration Made Easy</td>
<td>Mahogany</td>
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<td>In the Room Where It Happens</td>
<td>Worthy</td>
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<tr>
<td>11:00am-12:15pm</td>
<td>9</td>
<td>Brunch (included in conference fee): Closing Keynote and State Basket Give-aways</td>
<td>Grand Ballroom</td>
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<tr>
<td>12:45-1:45pm</td>
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<td>Open Planning Meeting for 2019 Conference: Please join us</td>
<td>King Edward</td>
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</table>
Wednesday, March 7th
Pre-Conference Workshops
8:30am – 11:30am
Pre-Registration Required

PC 1: The Reflection Series: A Guide to Professional Development
8:30-11:30 AM

Michael Geroux– University at Albany
John Martinez– University at Albany

As professionals in a field that continually encourages exploration and self-discovery, advisors are always looking for ways to grow and develop their professional identity. A significant step in the development process is an advisor’s ability to look beyond the resume in order to cultivate a more authentic self. This takes courage, as authenticity is a willingness, at times to be vulnerable. With this focus in mind, we created The Reflection Series: A Guide to Professional Development, in which we identify three key points on the professional development continuum labeled as: Self-Reflection, Being Myself, and Growing Up. This presentation will lead participants through guided discussions focusing on each of the key points and how they build upon one another to facilitate professional growth.

Track: Advisor Training & Development

PC 2: What To Do When Your Game is Elevated
8:30-11:30 AM

Susan Kolls– Northeastern University

Congratulations! You’ve received a promotion and you’re a manager! Now what? We often promote without preparing our staff appropriately, or hire someone who has experience in the job, but not experience as a manager. How do we prepare staff for these promotions and new experiences? This session will provide an overview of a training program developed to bridge this gap. Topics include: Transition from Peer to Manager, Prioritizing Work, Delegation, Providing Feedforward Reviews, and Staff Development. We will provide the structure of the training, along with examples of activities done, and information provided, to new managers. This session will be of value to new managers, as well as to the people in positions who are able to promote or hire new managers.

Track: Advisor Training and Development, Advising Administration

PC 3: Cultivating Motivation: Helping Students Identify and Work Toward Their Goals
9:30-11:30 AM

Katy McLaughlin– Brandeis University

When students arrive at college, they can develop a sense of uncertainty as the structure of high school gives way to previously unencountered levels of educational choice and freedom. This can leave some students feeling unmoored, unengaged, and academically unmotivated as they grapple with developing long-term goals and a sense of how their educational choices will contribute to them. This workshop is an opportunity for advisors from a range of institutions to explore ways to help cultivate intrinsic student motivation. Techniques will be offered that foster student reflection, goal-setting, and self-regulation in the service of developing adaptive motivational beliefs that create a sense of relevancy between students’ present academic endeavors and future goals.

Track: Advisor Training & Development, Undecided and Exploratory

PC 4: Assessment of Academic Advising
9:30-11:30 AM

Elizabeth Higgins– University of Southern Maine
Kim Charmatz– University of Southern Maine
Lindsay Crawford– University of Southern Maine

Assessment has become an expectation at our institutions. Many of us are unsure about what assessment is, how to develop a plan of action, and even how and where to begin. Through our assessment process we focused on the following three questions: What do we want students to learn from their academic advising experience? What do we want them to value and appreciate? How will we know when students know, value and appreciate? During this session you will be introduced to assessment terminology and the steps within the assessment process. You will also have the opportunity to identify student learning outcomes and begin to create an assessment map. Participants will also leave with an understanding of the benefits and challenges of assessing academic advising.

Track: Advisor Training & Development, Assessment of Advising
1.1 Authenticity in Advising: Values, Purpose, and Passion
Kristin Ciampa—University of Southern Maine
Helen Gorgas-Goulding—University of Southern Maine
Elizabeth Higgins—University of Southern Maine

CHARLES

In his book "Courage to Teach", Parker Palmer builds on the simple premise that teaching cannot be reduced to technique, but that it is rooted in the identity and integrity of the teacher. In this presentation, we will explore relational advising and its impact on our students, ourselves, and our institutions. We will explore how we, as advisors, can work within our institutions to maintain our identity and integrity while working toward institutional goals and within institutional structures. We will explore the paradox of giving students enough time and asking questions seeking to know and understand, while being challenged to see high numbers of assigned advisees, as well as other challenging paradoxes we face in the pursuit of relational advising.

Track: Advisor Training & Development, Appreciate Advising

1.2 Welcome to NACADA! New Member Orientation
GRAND BALLROOM

As a new member or a first time attendee at a NACADA event, you most likely have questions you want answered: How can I benefit from my NACADA membership? I am only in my first year, can I even get involved? What is my NACADA region and what opportunities are available to me? In this session you will be introduced to NACADA: The Global Community for Academic Advising and your NACADA region. This orientation is designed to provide guidance to new members and first time attendees as they begin their journey - learn how you can make the most of your "first year experience" in NACADA and with your region. During this session you will have the opportunity to: 1) Learn about the structure and opportunities of NACADA; 2) Develop ideas for resources and networking to help you both personally and professionally in your region; and 3) Listen to colleagues share their stories and connect with other new members to the association. Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story!

1.3 How Major is Your Major?
Harry Twyman—University of Connecticut
Kelli Petersen—University of Connecticut

HIGHLAND

The Major Experience (TME) is a University of Connecticut program designed to help students explore majors in a holistic and intentional manner. By offering peer connections through TME Student Mentors, personal guidance from Academic Advisors and Career Counselors, and access to an assortment of valuable tools, TME empowers students to be deliberate and purposeful in their journey. Everyone can benefit from taking the time to examine their options, whether they’re anxiously undecided or comfortably declared. However, preconceived assumptions and myths about majors prevent students from being able to take full advantage of the process. This presentation will focus on the importance of elevating the student approach to major exploration by acknowledging and correcting these misconceptions and demonstrating that choosing a major isn’t quite so major.

Track: Undecided and Exploratory, Advising and Academic Coaching

1.4 Remixxxx! A Look at Pop Culture, LGBTQ+ Students, and Fostering Inclusive Environments On and Off the Field
Alana Butler—University of Connecticut
Chelsea Zabel—University of Connecticut

KING EDWARD

'What did my favorite artist just say in that song?' 'I think a student just told me they're gay...' 'It's just rap' 'It's on tv all the time, who cares?' 'I'm not sure I'm ready to be an ally..' 'How do students know I'm safe to talk to?' How do pop culture messages influence perceptions of LGBTQ individuals? This *upbeat* session will explore these messages from pop culture media, potential impact on the LGBTQ+ community, how this all connects to sport, and the challenges/ opportunities of allyhood in helping students, staff and faculty feel supported on their home field.

Tracks: LGBTQA Advising and Advocacy, Advising Student Athletes

1.5 Working to Break Attrition, Not the Bank
Lyndsay Isham-Morton—Berkshire Community College
Tammy Westlake—Berkshire Community College
Ashton Darrett—Berkshire Community College

KING GEORGE

In 2015, Berkshire Community College received a Title III Grant to improve student services and increase retention. Through the Grant, BCC hired full time Academic Counselors, redesigned Student Orientation, and purchased an online advising platform. Many of the improvements made since receiving the Grant, however, were implemented at little to no cost. In this session, the Advising Team will discuss the no to low cost strategies we are implementing to improve student services and increase student retention including a redesign of our new student registration process; proactive advising for students in developmental courses; a reorganization of Student Affairs; and increased collaboration with faculty. Participants will leave with ideas how to implement similar initiatives at their institutions and overcome barriers along the way.

Tracks: Two-Year Colleges, Advising and Academic Coaching
1.6 Developing Strategic, Individualized, and Data-Informed Networks of Support
Helena Santos – Lasell College
Dolores Radio-Lasell College
LONGFORD
We will share a data-informed framework of student success by highlighting a collaborative and effectively intrusive network of support established between our First-Year Advising and Academic Achievement Centers. This nexus provides critical guidance and support to academically vulnerable students with strategically targeted and structured opportunities for holistic student development. Our presentation will provide insight into the development and implementation of a student-focused and research/data-driven collaborative venture between academic advising and learning support services. We will offer and foster discussion regarding practical guidance and best practices for application within various post-secondary settings.
Tracks: Advising Administration, Small Colleges & Universities

1.7 Scaffolding Student Transitions: Offering Meaningful and Manageable Support
Lynn Phillips – University of Massachusetts Amherst
MAHOGANY
While everyone is always in transition, advisors know certain transitions are pivotal for our students, like beginning college, transferring to a new school, or starting high impact practices (HIPs) like internships, study abroad, or research projects. We need to prepare and guide students during these transitions, but how can we support so many advisees? This workshop presents a compelling and manageable outreach strategy developed at UMass Amherst that can be scaled to any size program and used to support students during critical periods, including when we may fear losing their attention, like the sophomore slump. Attendees will learn tools and observe concrete examples of successful support strategies and work together to develop outreach programs tailored to their own populations.
Tracks: Advising and Academic Coaching, First-Generation College Students Advising

1.8 Helping Advisees “Win!” The Benefits of Using Athletic Coaching Techniques in Advising Sessions
Jennifer Plante – Clark University
MONARCH
Athletic coaches teach their athletes strategies that help them be more successful in their respective sports. Studies have shown that adopting these strategies in the classroom can lead to more successful teaching and student learning. Academic advisors can use similar techniques when working with their advisees, helping advisees realize their potential by promoting positive self-talk, teaching them visualization techniques, and helping advisees assess and “play to” their strengths. This presentation will introduce participants to these athletic coaching techniques that advisors can utilize when working with all advisees, even those who are not student-athletes.
Tracks: Small Colleges & Universities, Advising Student Athletes

1.9 Step Up Your Game: Boost Your Advising Skills with Basic Counseling Techniques
Jessica Groves – University of Connecticut
WORTHY
This session will give advisors some basic counseling techniques and skills to use everyday. Utilizing these strategies can enhance our relationships with advisees, both in terms of how quickly the relationships are established as well as the strength of those relationships. Often times, advisee meetings lead to a blurred space between counseling and advising. While referring students to counseling services is important, it is also important for a student to feel heard in that moment. An advisor’s willingness to occupy a position between counseling and advising builds trust and strengthens the quality of the student-advisor relationship. Advisors will leave this session with basic counseling tips that can be used during advising meetings and the confidence to use them.
Tracks: Advisor Training & Development

WEDNESDAY, MARCH 7, 2018
SESSION 2
2:15-3:15 PM

2.1 At the Top of Their Game: Advising Students Juggling On- and Off-Campus Responsibilities
Laura Doane – Cape Cod Community College
Katie Downer – Cape Cod Community College
CHARLES
As higher education becomes a more integral and expected part of career advancement, more students arrive on campus driven to reach specific academic and career goals on predetermined timelines. Today’s students also bring more non-academic responsibilities than ever before to be managed alongside their academic responsibilities. This session will provide a framework to consider ways to support goal-oriented students whose aspirations may outstrip their means and resources when it comes to the competing demands of college and life.
Tracks: Two-Year Colleges, First-Generation College Students Advising

2.2 Leveraging Technology to Improve Academic Advising
Natalie Hoyt – Dartmouth College
Anne Hudak – Dartmouth College
HIGHLAND
In recognizing the role of academic advisors’ support in a student’s successful holistic college experience, Dartmouth College began initiatives to utilize technology to enhance access to advising. We will introduce three technological tools, discuss the process of using them, the pros and cons for each, and share data on the effectiveness of these programs. We have broken down the programs into no cost, little cost and cost saving. Time will be spent challenging attendees to think of processes that are outdated at their institutions and how they might incorporate systems to improve their efficiency. We hope that by attending this session others may learn from our mistakes as they seek to utilize technology to enhance students’ access to effective, efficient, and timely advising.
Tracks: Technology in Advising, Small Colleges & Universities
2.3 If You Build It, They Will Come: Developing a Low-Cost Professional Development Series
Amanda Thau– Rochester Institute of Technology
Megan Fritts– Rochester Institute of Technology
Cindy Wolfer– Rochester Institute of Technology

KING EDWARD

In this presentation, participants will learn how to develop, manage, and run a professional development series on a minimal budget. Presenters will coach you through ideas on how to assess your team’s professional development needs and scout out talent among campus partners. Presenters will also open up their playbook and highlight how you can develop a game plan for collecting data, developing player “buy-in,” and implementing the first season of an advising professional development series.

Tracks: Advisor Training & Development

2.4 Got Game? Elevate Your Peer Advising Leader Program
Shannon Collins– Southern New Hampshire University
Neena Fink– Southern New Hampshire University

KING GEORGE

Come learn how Southern New Hampshire University (SNHU) re-engineered their Peer Advising Leader program to better meet the needs of students through authentic relationship building and academic support. We will discuss the peer advisor responsibilities, campus collaboration, and how we connect students early and often to educate and empower our new students. Peer Advisors undergo leadership training, a review of course requirements, and learn positive ways to connect with their individualized caseload of new students. Individual student leaders become a team through ice breakers and genuine connection. This presentation will provide examples of our peer advisor responsibilities, how peer advisors use their personal networks and role as a peer advisor to further welcome new students, and how we as a team, continue to work through change.

Tracks: Peer Advising & Mentoring

2.5 The Scholarship of Advising: Determining your Level of Involvement
Sarah Champlin-Scharff– Harvard University

LONGFORD

As the scope of the profession of advising grows and deepens, 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 own 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: Theory, Philosophy and History of Advising, Advisor Training and Development

2.6 The Transfer TRAIL: Implementing Learning Communities for Transfer Students
Benjamin McNamee– University of Massachusetts Boston

MAHOGANY

Transfer Students are a unique population and deserve a different approach to our programs to assist in their path to success. Colleges and Universities are often very good at determining what first-time full-time students need in order to be successful, but stumble when it comes to transfer students. “The Transfer TRAIL: implementing learning communities for transfer students” is designed to help participants think about what makes transfer students different from first year students, why that is important, and learn how they can implement programs to help transfer students be successful as they interact with the environment at their new institution.

Tracks: Advising Transfer Students, Peer Advising & Mentoring

2.7 Is There an “I” in ‘TEAM’?- Centralizing Advising at a Decentralized Institution
Katrina Higgins– University of Connecticut
Susie Mitton Shannon– University of Connecticut

MONARCH

At most colleges and universities, especially larger ones, advising is decentralized. The same is true at the University of Connecticut. Yet, in 2015, so as to “elevate our game”, the University decided to centralize some of its advising programs and processes. In this interactive workshop we will share with you UConn’s journey thus far, from concept, buy-in, obstacles, materials developed, and research to actual change! We will highlight both our “wins” and “losses” while providing participants with resources, tools and concepts to better imagine how centralized advising services might be created and implemented at their own institutions.

Track: Advising Administration, Large Universities

2.8 Racial Microaggressions in Academic Advising
Micah Heumann– University of Connecticut

WORTHY

This presentation will introduce academic advisors to the concept of racial microaggressions and racial campus climate. The presenter will explain how racial microaggressions shape the student-academic adviser relationship. Through the eyes of students of color, the presenter will describe examples of racial microaggressions in routine academic advising situations (course selection, declaring a major, changing majors, dropping classes, difficulty with courses, academic probation). This presentation draws from an on-line survey about racial microaggressions at the University of Illinois (Urbana campus). Approximately 45% or 4,500 domestic students of color attending the Urbana campus during the 2011-2012 year completed the survey.

Tracks: Multicultural Concerns, Advising Training & Development

HOTEL CHECK-IN/ COFFEE BREAK
3:15-3:45 PM

PLEASE USE THIS TIME TO CHECK IN TO YOUR HOTEL ROOM, GET SETTLED, GRAB A COFFEE, AND PREPARE FOR THE REMAINDER OF YOUR DAY.
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 are asked to read one (or more) of the selections below and come prepared to dialogue - sharing questions, comments, and take-aways. If you are not able to read one of these articles, you are still welcome to attend a session that is of interest to you. 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. In true 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.

**UC1.1  Appropriate Advising for Student-Athletes: It Takes a Village**

*Charles*


**UC1.2  The Blended Position: A Growing Trend**

*Highland*


**UC1.3  Understanding Culture Shock in International Students**

*King Edward*


**UC1.4  The Advising Relationship is at the Core of Academic Advising**

*King George*


**UC1.5  From Probation to Dean’s List: Serving Underdog Students**

*Longford*


**UC1.6  Advisors Are Not Always Heroes, and That is OK**

*Mahogany*


**UC1.7  Sexual Violence: Preparing Academic Advisors to Respond and Advocate**

*Monarch*


**UC1.8  Questioning Predictive Analytics for Academic Advising**

*Worthy*


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**Here's a chance to elevate your game!**

Submit your ideas at:

https://goo.gl/1TkqGW

For Thursday’s U~Conference session!

{Because we can’t U~Conference without U!}

Ideas must be submitted by Breakfast on Thursday!

Topics will be announced at Thursday’s lunch
**3.1 Success By Design**  
*Eric Dusseault– Massachusetts College of Art and Design*  
*Courtney Stock– Massachusetts College of Art and Design*  
*Satina Antoshak– Suffolk University*  
*Elizabeth Smith-Freedman– Massachusetts College of Art and Design*  
**CHARLES**

How can Design Thinking work to elevate your program? How do you reimage an existing structure when you find yourself in an outdated advising model? This presentation will look at the recreation of an academic support and advising center at an art and design college and how the center was able to establish a new identity and direction with Design Thinking. The session will engage mid-level managers with ideas on how to re-motivate their teams and bring new innovations to their institutions. Some examples include moving academic support and advising beyond the office walls and into student spaces, identifying needs and collaborating with faculty to find solutions, and creating partnerships with other student centered personnel and resources.  

*Tracks: Advising Fine Art Students, Faculty Advising*

**3.2 Reimagining Academic Probation Using Belonging and a Growth Mindset**  
*Amy Leclair– State University of New York at Fredonia*  
**HIGHLAND**

As a decentralized advising campus, we found that procedures, policies and tools used for advising students on academic probation were not only inconsistent but unpredictable. Literature shows that students who are placed on academic probation are less likely to persist and graduate. Therefore, many universities assess the needs of this population and develop strategies to facilitate academic success. Utilizing belonging and growth mindset principles, in collaboration with our Academic Advising Council, we reimagined the Advising process for students on academic probation. This interactive presentation will provide an overview of the outcomes and the process used. Sample academic probation letters and appeal communication will be included. Successes and challenges will be discussed.  

*Track: Probation/Dismissal/Reinstatement Issues*

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**3.3 Leveraging your EL in an IQP World: Discovering the Connection between Emotional Intelligence and Student Success**  
*Lisa Enright– University of New Hampshire at Manchester*  
*Stephanie Kurylych– University of New Hampshire at Manchester*  
**KING EDWARD**

Why is EI a more reliable predictor of a student’s success vs. their IQ? Is emotional intelligence a fixed ability or can students grow their EI through practice and reflection? Emotional intelligence has gained momentum in recent years as a reliable predictor of a person’s ability to not only be more successful in their careers but it is also connected to higher levels of personal optimism and happiness. Researchers and practitioners acknowledge that EI can be developed as part of the student learning experience in and outside of the classroom. This interactive presentation will introduce attendees to the theoretical framework of EI and present resources and techniques for advisors and first year seminar instructors.  

*Tracks: Advisor Training and Development, Advising and Academic Coaching*

**3.4 The Express Elevator to Success**  
*Tracy Mendham– Franklin Pierce University*  
*Karen Brown– Franklin Pierce University*  
*Eric Shannon– Franklin Pierce University*  
*Jim O’Loughlin– Franklin Pierce University*  
**KING GEORGE**

Learn about the Center Scholar Program, an academic assistance and supplemental advising initiative to help at-risk students. The program draws on the expertise and energy of campus partners including the Center for Academic Excellence, Residential Life, faculty advisors, athletic coaches, composition instructors, and peer leaders. Program aims: Provide personalized support; reveal the hidden curriculum; introduce Scholars to campus resources before they struggle; motivate them to engage with university life. The presenters—an associate dean, a faculty advisor, and two student support staff—will discuss the program’s evolution, how we determine its value to students and the institution, and what we have learned from it. Use our story, methods, and sample documents to try a low-cost, scalable model to address student success and retention.  

*Tracks: Advising First-Year Students, Advising and Academic Coaching*

**3.5 CAS Assessment: Lessons from the Field**  
*Sarah Stearns– Southern New Hampshire University*  
*Lindsey Goddard– Southern New Hampshire University*  
*Neena Fink– Southern New Hampshire University*  
*Shannon Collins– Southern New Hampshire University*  
**LONGFORD**

Have you ever looked at the Council for the Advancement of Standards in Higher Education (CAS) assessment tool and thought: “There’s no way we have time to do this”? We know that assessment is what truly raises our professional game and provides us with opportunities to improve our work with students. But, it can be time-consuming and intimidating. The presenters embarked on a CAS Assessment and quickly discovered that there was no simple manual. This session aims to demystify the CAS, and will provide a framework for the process. Attendees will leave with some tips for survival, strategies for thriving, and action steps for launching a CAS assessment.  

*Tracks: Assessment of Advising, Advising Administration*
3.6 An Instructional Design Approach to Advise from a Distance
Melissa Bazley– Cornell University
MAHOGANY
Using an instructional design approach, we elevated our summer advising game. The goal of this presentation is to share how we evaluated and redesigned our pre-first-year advising communications. We will describe how we utilized our institution’s learning management system and Adobe Captivate to develop learner-centered, online advising modules. Sharing both our timeline and our lessons learned, we intend to guide participants in thinking through the planning process to adapt the technology for their own advising purposes. We will describe the instructional design process and theories we used, demonstrate our web-based modules, compare and contrast our own examples of “good” and “bad” writing for the web, and provide resources for those who want to learn more.
Tracks: Technology in Advising, Distance Education Advising

3.7 Stop Hiding Behind the Screen! Using Sophomore Seminar to Equip Students with Real-World Communication Skills
Amanda Ackerman– New Jersey Institute of Technology
Anthony Angelella– New Jersey Institute of Technology
Michelle Bell– New Jersey Institute of Technology
George Olsen– New Jersey Institute of Technology
MONARCH
Students in the New Jersey Institute of Technology’s College of Computing have majors in various computing disciplines. Though these students have advanced technical skills, prospective employers have noted that their interpersonal communication skills are often lacking. In response, the college’s academic advisors created a mandatory 1-credit sophomore seminar focusing on communication skills and professional development in preparation for obtaining co-ops and internships in their junior year. In this session, advisors will share their syllabus and an overview of the lessons/assignments administered in this seminar, as well as tips on how you can implement a similar seminar at your institution.
Tracks: Advising Second Year Students, STEM Advising

3.8 Bathrooms & Pronouns: What’s the Big Deal?
Anna Schwartz– University of Southern Maine
WORTHY
The rights of transgender (T), non-binary (NB), and gender non-conforming (GNC) folks are increasingly at the center of many heated political conflicts and personal discussions. T/NB/GNC students, faculty and staff are part of our campus communities and are in our offices. Participants will learn more about language and terminology related to gender identity and gender expression, learn about “cisexism”, and explore how those of us with “cisgender” privilege can work to support more inclusive offices and campus communities.
Tracks: LGBTQA Advising and Advocacy, Multicultural Concerns

PLEASE ENJOY DINNER ON YOUR OWN AND COME BACK TO JOIN US FOR OUR WELCOME RECEPTION!
7:30-10:00 PM
Grand Ballroom

THURSDAY, MARCH 8, 2018

CONTINENTAL BREAKFAST;
ACADEMIC ADVISING EXCELLENCE AWARDS PROGRAM;
WELCOME FROM THE EXECUTIVE OFFICE & REGION UPDATES
8:00-9:00 AM

SESSION 4
9:15-10:15 AM

4.1 All Hands on Deck– Launching a Student Success Initiative
Steven Viveiros– Wheaton College
Kate McCaffrey– Wheaton College
Cindy Kane– Bridgewater State University
CHARLES
Creating a campus culture which grasps the ideal of student success as everyone’s job can be fun, exciting and a monumental task! This type of organizational change entails having relationships that are based on trust, shared expertise and care and concern for the well-being of today’s students. Supporting holistic student success over the course of the student’s college lifespan requires partnership from faculty, staff and administration from across the college/university. Participant will hear first hand one campus’ experience with developing and implementing a cross-sectional student success initiative and be given tools for replicating this endeavor on their own campus.
Tracks: Advising Administration, Small Colleges and Universities

4.2 A Leadership Slam–Dunk: NACADA’s Emerging Leaders Program
Jennifer Plante– Clark University
Tara Maroney– University of Bridgeport
GRAND BALLROOM
Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA’s mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA’s leadership and contribute to the association’s mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Inclusion & Engagement Committee and ELP are changing the face of NACADA.
4.3 The Odds of Going “Pro” In the Real World Are Not Much Better for Student Athletes

Kansas Bayley—Athlete Career Advisors
Cullen Crane—Athlete Career Advisors

HIGHLAND

Our goal is to create an environment where Student Athletes are better prepared for the reality of entering the work force. We will educate university administration on the importance of mandatory career development programs, and the curriculum needed to maximize student athlete success in their transition. We will also demonstrate the best strategies for student athletes to effectively communicate how their four years as a collegiate athlete will translate into professional proficiency.

Tracks: Advising Student Athletes, Career Advising

4.4 Elevate Your Career—Creating and Directing Academic Success Programs from an Advising Basepoint

Jennifer Evans—Merrimack College
Sara Quagliaroli—Merrimack College

KING EDWARD

College transition programs and learning communities have gained popularity in higher education over the past three to four years due to an increased focus on retention and personalized student support. We believe academic advisors and coaches should be at the center of that learning community model. In this workshop we will help participants identify and meet a need for the students on their campus, while building a natural next-step in their advising career. Advisors can consider this opportunity as beneficial both to create proactive engagement opportunities for students, as well as to write your next job description as the director of a transition program! First Year Experience programs and for-credit courses that dovetail with academic advising will also be discussed.

Tracks: Advising and Academic Coaching, Advising First-Year Students

4.5 Using Critical Reflection to Craft an Advising Roadmap

Gabrielle Smith—Cornell University
Stephanie Cowling—Cornell University
William Horning—Cornell University

KING GEORGE

Who are our students? What do they need and want? What do we want them to receive from and contribute to their college experience? What do want them to be prepared for post graduation? How do we best serve them? We will share how our advising team engaged in a process of critical reflection on: our beliefs and attitudes about our students; their experiences and their potential; areas where they need support and areas we can encourage their development. From this process we created a framework to guide our work as advisors and support students in making the most of their college experience. This living document is adapted as our students and staff change and bring new ideas to the table.

Tracks: Assessment of Advising, New Advising Professionals

4.6 Supporting Adjunct Community College Faculty Serving as Academic Advisors

Brian Kapinos—Elms College

LONGFORD

Community colleges must provide the appropriate levels of academic and personal support to a largely diverse and non-traditional student population seeking a higher education credential. However, due to limited funding and smaller increases in state appropriations, most community colleges have encountered numerous challenges with allocating funds to increase academic services for students. In response, more community colleges are now integrating adjunct faculty into additional roles to provide supplementary support to students. However, assigning adjunct faculty as academic advisors may pose some unintended complications and challenges for students, the advisors, and the institution. This presentation is an overview of a mini-pilot study conducted at a public 2-year institution in Massachusetts which surveyed adjunct faculty and their experiences as academic advisors.

Track: Two-Year Colleges, Faculty Advising

4.7 Creating Champions: Building Strength, Confidence and Courage in Minority First Generation College Students

Stephanie Ramsey—City College of New York
Ainsworth Brown—Borough of Manhattan Community College

MAHOGANY

This presentation will explore skills and interventions that Academic Advisors can utilize to help Minority FGCS develop their strengths, establish campus and community connections and acquire leadership skills. Attendees will be provided with tools needed to help Minority First Generation College Students thrive in academia to ensure their academic success and graduation so that they may continue to see themselves as influential.

Tracks: Multicultural Concerns, First-Generation College Students Advising

4.8 Bridging the Gap: How Peer Advisors Have Elevated the Game

Isora Lithgow—University of Vermont
Felix Torres—University of Vermont

MONARCH

The peer model approach of the Advising Center has allowed students to connect one-on-one in a hands-on and intentional way with other students across campus. These Peer Advisors are students helping students succeed in many ways, including university navigation, health and wellness, academic success, and community engagement. In our presentation, we hope to share the ways in which we came to be, our recruitment and hiring process, how we integrate identity development and social justice into our advising practices, and our approach to assessment of the Advising Center.

Tracks: Peer Advising & Mentoring, Advising and Academic Coaching

4.9 Helping Students Handle a Crisis at Home

Anamaria Veneziano—Northeastern University
Susan Kolls—Northeastern University

WORTHY

It has been three months since the academic year has started and we have experienced several worldwide catastrophes. From the devastation of hurricanes Harvey, Irma and Maria; the economic collapse in Venezuela; the earthquakes in Mexico, and the fires in California, the world had seen a lot of sorrow. Our students are experiencing this sorrow and are not sure what to do or expect. This round table discussion will explore Northeastern’s approach to dealing with students in crisis, using Case Studies from the areas affected, discuss Perry’s theory on talking to students at the point where they are, and explore questions to ask your own institution. How does your institution handle students experiencing crisis?

Tracks: Advisor Training & Development, Advising Administration
5.1 Never Good Enough: Advising Perfectionist Students
Katie Dunn – Brandeis University
CHARLES
In an age of increasing anxiety, competition, and expectations, coaching students to be content with “good enough” and overcome fear of failure is a growing challenge. This session will introduce advisors to a working definition of perfectionism, identify perfectionistic characteristics and behaviors that are unhealthy, and consider environmental influences on the development of perfectionism. Through presentation of research, discussion and case studies, we will explore strategies for advising perfectionist students, with the goal of moving them towards “healthy striving” behaviors. If these students are difficult for you to advise, or you are a bit of a perfectionist yourself, this session is for you!
Tracks: Advising High Achieving Students, Advising and Academic Coaching

5.2 Elevate Your Awareness: Where Academics & Financial Aid Intersect
Daniel Barton – University of Southern Maine
Camden Ege – University of Southern Maine
HIGHLAND
Advisors are generally confident in their ability to assist students navigate academic decisions; but when those decisions have implications for a student’s financial aid package, advisors commonly experience angst and uncertainty. This session serves to highlight the basics of the financial aid process and define common terms like FAFSA, EFC, and COA. Additionally, we’ll explore areas where academic decision-making may influence students’ finances. Lastly, we’ll focus attention on students using GI Bill benefits and the nuanced circumstances that may arise. While it’s important to have a collaborative relationship with your institution’s financial aid office, it’s equally important that academic advisors have a working knowledge of how financial aid works.
Tracks: Advisor Training & Development, Advising Veterans, Military Students & Dependents

5.3 Roles in a Team Approach to Advising
Kaitlin Heenehan – University of Connecticut
Jessamy Hoffman – University of Connecticut
Anne Kim – University of Connecticut
Heather Parker-University of Connecticut
Christie Solts – University of Connecticut
KING EDWARD
As in many institutions, the Honors Program at UConn has multiple advisors involved in a student’s experience; there are departmental professional staff advisors, faculty advisors, capstone supervisors, and Honors staff advisors. These roles are all dedicated to students’ success but sometimes it is difficult for this group of advisors to function as a team. Roles need to be defined, communicated, and understood so that this complex team approach is most efficient and beneficial to students. In this roundtable, we will briefly discuss the catalyst for recent role development in the Honors Program and meeting students’ needs. We will use this example to spark a conversation about advising roles and how to best serve students in a team approach at your institution.
Tracks: Advising Administration, Large Universities

5.4 Engaging with your NACADA Leaders
Patricia Griffin – NACADA
Charlie Nutt – NACADA
Melissa Jenkins – Bentley University
KING GEORGE
This informal discussion is to provide a forum for attendees to visit with NACADA leaders regarding the Association’s many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.
Tracks: Advancing Your Leadership, Engaging with NACADA

5.5 Exhausted by Surveys? Explore Mixed Methods to Improve Your Assessment of Student Success
Brian Keiser – University of Bridgeport
LONGFORD
Surveying students is a common, inexpensive, and time effective way of assessing students’ success and feelings towards college, academic advising, and teaching. Often times few students complete surveys leaving the professionals administering surveys frustrated by the lack of results. Surveys are one way to collect quantitative data but never tell the whole story. Mixed methods is a robust way of collecting rich data by combining quantitative and qualitative measurements together. There are three basic mixed methods designs: Explanatory Sequential, Exploratory Sequential, and Convergent Parallel. There are three advanced mixed methods design: Embedded, Transformative, and Multiphase. Details about each design will provide higher education professional insight on conducting a rich and informative assessment of student success.
Tracks: Assessment of Advising

5.6 iSuccess: Success and the iGen
Stephanie Kuchova – Babson College
Heather Miller – Babson College
MAHOGANY
June 2007 marked the release of the first iPhone - our incoming Class of 2022 was just 7 years old! The iGen generation grew up with technology at their fingertips, which has shaped their expectations, thought processes, learning styles and maturity level. With this new group of students, advisors must keep up with the times and be able to respond effectively to appropriately support and challenge students to achieve success. In order to do so, how do we help students reframe success to include the value of learning as opposed to education as a commodity? This session will provide information regarding the iGen and how technology is impacting the college environment. Participants will also reflect on their generational lens and how it impacts advising pedagogy.
Tracks: Advising and Academic Coaching, Technology in Advising

DON’T FORGET TO SUBMIT YOUR VOTE FOR BEST OF REGION PRESENTATION!
https://tinyurl.com/R1NACADA2018
5.7 Scaffolding Advising: A Student Empowerment Approach to Registration
Diep Luu—Lesley University
Jackie Iannone—Lesley University
Steven Jeune—Lesley University
Tara Fitzpatrick—Lesley University
Khue Nguyen—Lesley University

MONARCH

Are you tired of your advisees showing up unprepared for your registration advising meetings? Do you want the secret to change all of that? Stop by and get the inside scoop on how Scaffolding Advising can help your meetings be more efficient and effective, allowing for more meaningful and holistic conversations between advisors and advisees. By doing so, we instill a culture that is collaborative and proactive from the start of a student’s educational journey in order to encourage self-empowerment and meet student learning outcomes. In an effort to promote a healthy balance between challenge and support, we utilize intentional, scaffolding steps, which will be shared in this interactive presentation.

Tracks: Advising First-Year Students, Small Colleges & Universities

5.8 Motivational Interviewing for Academic Recovery: Helping Students Identify and Value Change
Bethany Round—University of Southern Maine

WORTHY

In the field of Academic Advising, one of the variables we orbit around is Academic Recovery and the potential for increased stress and depression in our at-risk students. The practice of Motivational Interviewing encourages empowerment and self-advocacy for students in crisis, allowing an advisor to connect while maintaining professional boundaries. In this workshop, advisors who are familiar with, or brand new to Motivational Interviewing will learn how to help students find genuine insight into their academic habits and inspiration for change. I invite participants to practice M.I. with “real-play” and discussion.

Track: Theory, Philosophy and History of Advising, Undecided & Exploratory

THURSDAY, MARCH 9, 2017
POSTER SESSION
11:45-12:30 PM 2ND FLOOR FOYER

P1 Academic Advising’s Green Team
Kate D’Angelo—Babson College
Samantha Stanley—Babson College

P2 Athletic Academic Success and Persistence through Academic Advising
Kobie Stewart—Westfield State University

P3 Building for Tomorrow: A Collaborative Blueprint for Merging Academic Advising, Study Abroad, and a Part-Time Internship
Christopher DaCosta—Bryant University

P4 Collaborative Advising for Living-Learning Communities
Sarah Vincent—University of New England
Kathryn McGill-Cavallero—University of New England
Marian Goodwin—University of New England

P5 Creating a One-Stop, Integrative Advising System
Kimberly Valente—Merrimack College
Valerie Brown—Merrimack College
Joe Jenkins—Merrimack College

P6 Crossroads: Student-Athletes’ College Selection & Advising Process
Connor Guerin—Clark University

P7 From College to Career: How are we Preparing Peer Advisors for Life after College?
Marianne Neal—University of Massachusetts Amherst

P8 How to Motivate Peer Advisors
Shannon Collins—Southern New Hampshire University

P9 ImPACTing Student Success through Staff Development
Alena Kush—Mercy College
Amanda Cohen—Mercy College

P10 The Ball’s in Their Court
Alana Butler—University of Connecticut
Chelsea Zabel—University of Connecticut

P11 Vulnerability and Advising Diverse Students
Linda Ziegenbein—University of Massachusetts Amherst

THURSDAY, MARCH 8, 2018
LUNCH & KEYNOTE SPEAKER
Marcella Runell Hall
Vice President for Student Life and Dean of Students
Mount Holyoke College
12:30—1:45 PM
Grand Ballroom

THURSDAY, MARCH 9, 2017
POSTER SESSION
11:45-12:30 PM 2ND FLOOR FOYER

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Kimberly Valente—Merrimack College
Valerie Brown—Merrimack College
Joe Jenkins—Merrimack College

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Sarah Vincent—University of New England
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Marian Goodwin—University of New England

This second UnConference session will feature topics proposed by conference attendees. Ideas and themes can be submitted here: https://goo.gl/1TkqGW or by our poster near the registration area.

The UnConference sessions and room locations will be shared at lunch on Thursday.

Do you have an item on your to-do list that you don’t know how to tackle, an idea you want to brainstorm further, or a desire to hear what others are doing to address shared concerns or problems on
their campus? Propose an UnConference! Topics from last year featured conversations on Title IX, tutoring, building community with online students, advisor supervision, collaborating with faculty members and peer advisor programs – to name a few.

Volunteers will be on hand to facilitate the conversation, share ground rules, keep time, and collect session evaluations. Attendees are encouraged to participate in the conversation, ask questions, dialogue with colleagues, and learn something new!

THURSDAY, MARCH 8, 2018
SESSION 6
2:45-3:45 PM

6.1 The Instructor’s Playbook: Elevate Your Game in First Year Experience Courses
Ali Ressing—Northeastern University
Janine Bradley—University of Massachusetts Boston
CHARLES

It has been well established that first year experience courses are considered a “high impact practice” that lead to student engagement, retention and success. But how can we strengthen our skills as instructors of these courses? What strategies will lead to classrooms full of students who are committed to their education, the campus community, and the course itself?
Tracks: Advising First-Year Students, Advisor Training & Development

6.2 The Struggle is Real: Coaching from the Sidelines for Academic Recovery
Vanessa Borum—University at Albany
Mayra Raxon—University at Albany
HIGHLAND

Research and practice reveal students on academic probation struggle to access support and resources. How can we as Advisors improve our strategies to connect with at-risk students while continuing to support their needs?
Tracks: First-Generation College Students Advising, Probation/Dismissal/Reinstatement Issues

6.3 Academic Advising as Truth-Telling: Promoting Metacognitive Reflection by Confronting Student Misconceptions of the Learning Process
Michael Minutello—Quinnipiac University
KING EDWARD

As students transition from high school to college, they often realize that the learning strategies they utilized in high school are ineffective in helping them understand and retain college-level material. College students’ decisions about what learning strategies to employ as they study course material in introductory classes are often informed by a series of misconceptions about the very nature of the learning process. Therefore, academic advisors must first confront and dispel these misconceptions in order to encourage students to adopt more suitable, evidence-based learning strategies. Based on the academic advising experience of the presenter, this presentation will highlight five common misconceptions about the learning process students frequently exhibit during initial academic counseling meetings and ways in which academic advisors can confront these misconceptions.
Tracks: Advising and Academic Coaching, New Advising Professionals

6.4 Keep Going! Persistence Advising for Student Success and Retention
Wendy Gordon-Hewick—North Shore Community College
KING GEORGE

Some students struggle to attend class on a given day, let alone get through a semester. Advisors assist students to persist and graduate—usually one case at a time. By contrast, persistence advising offers cohesive, systematic strategies to improve student success outcomes and retention through timely degree completion. In this workshop, learn theory and best practices of persistence advising. Topics include retention risks in diverse student populations, tools for intervention, assessment, and data management. Practice persistence advising through case study discussion, reflection on population needs and institutional goals, and other interactive activities. Intended audience is anyone interested in targeted student success and retention. Bring your persistence challenges and difficult cases; learn how to keep students going through graduation!

6.5 Publish with NACADA: Find the Appropriate NACADA Venue for your Writing
Susan Campbell
LONGFORD

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 Academic Advising Today, NACADA-produced books, the new online, scholarly journal NACADA Review: Academic Advising Praxis and Perspectives, and the flagship NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.
Tracks: Advisor Training & Development

6.6 Multi-Media Tools That Make Sharing Info with Students a Slam Dunk
Cindy Firestein—Simmons College
Kalyn Ryll—Northeastern University
MAHOGANY

Stop missing the basket when trying to share information with students. Presenters will introduce participants to multi-media/online tools they can utilize to share information with both traditional students and online learners in creative and interactive ways. Examples of how the tools work will be showcased. Attendees will be encouraged to bring their laptops to the session to try some of the tools with the presenters’ support. Participants will learn about the pros and challenges the presenters experienced while utilizing/researching each tool. Tools to be reviewed include Prezi, Blackboard Collaborate, Panopto, Powtoon, Blue Jeans, Smores and more. Using these tools is a slam dunk!
Tracks: Distance Education Advising, Technology in Advising
6.7 Finish Strong: The Art of Helping Students Finish What they Started
Kristin Ciampa– University of Southern Maine
Emma Roose– University of Southern Maine
MONARCH

As academic advisors we are given the opportunity to work with students to set goals and work toward following through to finish their degree. Whether the goals are short term or long term, we can help students finish what they start. The most common obstacle to meeting goals is not laziness, but perfectionism. In this presentation, we will focus on strategies to help students overcome perfectionism and conquer procrastination in order to finish what they start. We will offer practical tips to help advisors work with students who struggle to set goals and follow through. We will also explore the ways that perfectionism can prevent students from accomplishing their goals and fuel procrastination.

Tracks: Advisor Training & Development, Advising and Academic Coaching

6.8 A Model for Trauma-Informed Care on College Campuses
Courtney Jolly-Lowdermilk– Boston University
Chelsea Cobb– Boston University
Cherita Clay– Boston University
Courtney Martin– Boston University
WORTHY

A recent college mental health survey explains 38% of students seeking counseling services report experiencing a traumatic event triggering feelings of intense fear and helplessness “Center for Collegiate Mental Health, 2017”. These experiences can compromise students’ emotional, cognitive, and social wellbeing, which we know is critical to their academic persistence and success in the classroom and other campus-based learning environments “Eisenberg, et al., 2009”. This session will provide an in-depth look at best practices in providing trauma-informed student support through the framework of the BU Bridge, a student-centered, integrated care model at Boston University. Attendees will also have the opportunity to explore how the program can be adapted to meet the needs of various campus populations.

Tracks: Advising Students with Disabilities, Advising and Academic Coaching

THURSDAY, MARCH 8, 2018
MEET YOUR STATE
4:00-4:45 PM

Meet Your State: Connecticut                     CHARLES
Meet Your State: Maine                           HIGHLAND
Meet Your State: Massachusetts                  MAHOGANY
Meet Your State: New Hampshire                  LONGFORD
Meet Your State: New York                        WORTHY
Meet Your State: Rhode Island                   KING EDWARD
Meet Your State: Vermont                        KING GEORGE
Meet Your State: Provinces: Canada              MONARCH

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BEST OF REGION PRESENTATION!

https://tinyurl.com/R1NACADA2018
## FRIDAY, MARCH 9, 2018

### SESSION 7

**8:30-9:30 AM**

### 7.1 Halftime Strategies: The Honors Student Attempts a Comeback

**Jessamy Hoffman—University of Connecticut**  
**Kaitlin Heenehan—University of Connecticut**  
**Anne Kim—University of Connecticut**  
**Christie Soltys—University of Connecticut**

The UConn Honors Program piloted an Academic Support Initiative for first-year students who earned less than a 3.0 in their fall semester. These students are at risk of being dismissed from the Honors Program after their first year. To help them stage a second half comeback we employed intrusive advising to assist students with being more intentional about their approach to the spring semester. Halftime strategies included individual advising appointments, academic self-assessment, and workshops. We examined GPAs, midterm warnings, event journals, advising notes, and a summative survey to evaluate trends and make decisions for a come-from-behind win.

*Tracks: Advising First-Year Students, Advising High Achieving Students*

### 7.2 The Mindful Advisor: Elevate Your Self-Care

**Stephanie Kirylych—University of New Hampshire at Manchester**  
**Lisa Enright—University of New Hampshire at Manchester**

Academic advisors are at our best when we prioritize self-care. Unfortunately, though, self-care is usually the last thing on our minds when we are faced with students in crisis, meetings, and overflowing inboxes. In this interactive session participants will learn the benefits of mindfulness and how to implement simple but effective self-care practices into your daily life. By taking better care of yourself, you can better support your students and model effective stress management techniques. You will have the opportunity to experience several mindfulness practices in this session.

*Track: Advisor Training and Development*

### 7.3 Creative Approaches to Advising First-Generation Students

**Susan Taffe-Reed—Dartmouth College**  
**Carolyn Swain**

*King Edward*

In this interactive roundtable discussion, participants will consider innovative approaches to advising first-generation college students. The purpose of this roundtable is to create a space for academic advisors from across institutional type and student level to collectively share ideas and think about how they might apply strategies on their respective campuses. Discussion will touch on issues first-generation students encounter at various stages along their journey through higher education. Advising strategies in support of instilling a sense of connectedness to campus, resources, faculty, staff, and fellow students; boosting confidence; and navigating the institution will be discussed. Participants will identify common challenges, assess gaps, and brainstorm workable solutions to these issues. Advisors from a broad spectrum of backgrounds and experiences are encouraged to attend.

*Tracks: First-Generation College Students Advising, High School to College Advising*

### 7.4 “So You Landed Your First “Real” Job in Higher Education... What Now?!”

**Christopher DaCosta—Bryant University**  
**Doug Hills—Bryant University**

*King George*

Are you searching for, or just getting started in, your first internship, assistantship, or entry level position? Then this is the interactive presentation for you! We will discuss how to create, and make the most of, your opportunities, utilize your abilities, address ‘office politics and cultures’ and offer wisdom to get you going in your career. Come hear from an intern and his supervisory on what you can do to turn your goals and aspirations, into a reality!

*Tracks: New Advising Professionals, Advisor Training & Development*

### 7.5 Integrating Career Services and Advising to Elevate Everyone’s Game

**Rich Davino—Becker College**  
**Daniel Chapman—Becker College**

*Longford*

Every College works hard to review and evaluate students as individuals on the way in the door. Along the way, the focus on the individualized attention is diluted. As we prepare our students for workforce success, we need to compare what we do, to how really good employers elevate their employees—they cultivate leaders, champion success, and put people in positions to succeed. A strong college model should be no different. Lack of resources and time getting to know each student become roadblocks. We are often just surviving, not thriving and growing. Moving to a professional advising model, while integrating career services and advising, has been a game changer. Through presentation and small group discussion, learn how we integrated career services and advising, and lessons learned.

*Tracks: Advising Administration, Career Advising*
7.6 Advisors as Storytellers: Wordsmithing, Wordbuilding, and Whimsy  
Abigail Thibodeau– Southern New Hampshire University  
Neena Fink– Southern New Hampshire University  

**MAHOGANY**

In this talk, we will uncover new methods of advising that combine storytelling, worldbuilding, and personal reflection to create opportunities for students to find their voices. We believe that stories can empower students with helpful blueprints for understanding and the ability to confidently articulate a personal narrative. We draw inspiration from a range of fields to encourage reflection and growth. During this session, we will guide audience members through activities and exercises that foster narrative thinking. The methods discussed in this talk are multifunctional and can be used in a range of settings, including one-on-one advising sessions, group workshops, peer mentoring initiatives, and professional development activities for advisors.  

*Tracks: Advisor Training & Development, New Advising Professionals*

7.7 Creating Effective Communication with Departments in Higher Education  
Jocelyn Faber– Northeastern University  
Maegan Bishoff– Northeastern University  

**MONARCH**

Ever feel out of the loop when working with our respective department chairs and faculty? Effective communication, both up and down, is necessary for success in any organization. In higher education, it is essential for academic advisors to be well-informed regarding department and college issues. How do we overcome problems with miscommunication and build trust within our departments? This workshop will present theory used within Northeastern University’s College of Art, Media, and Design, to establish effective communication practices. These practices have led to a greater level of comfort between advisors and faculty/departments, leading to effective discussions regarding: role of the advisor, room for growth and additional responsibility, positive and constructive feedback, curriculum issues, information distribution, and much more.  

*Track: Advisor Training & Development, New Advising Professionals*

7.8 InstAdvising: Advising in a Time of Instant Gratification  
Jessie Karner– Worcester Polytechnic Institute  

**WORTHY**

As Millennials transition off our campuses and into the work place, colleges have made way for Generation Z in our classrooms and offices. With this transition, advisors are seeing a need to do more, and to do it quickly. Generation Z has been described as determined, innovative, and confident. Additionally, they have grown up in a time where answers have been at their fingertips, and they often expect instant gratification for their problems and questions. This interactive session will discuss common characteristics of a Generation Z student and family, ideas behind instant gratification, and ways to innovate our own models to make sure we are meeting students where they are.  

*Track: Advisor Training & Development, Technology in Advising*
8.3 Bullet Journal: A New Tool for Academic and Career Coaching

Angela Romano—Worcester Polytechnic Institute
Maggie Becker—Worcester Polytechnic Institute

KING EDWARD

The illusive new craze, seen most commonly on Pinterest and social media, serve as not only a creative outlet for self-care, but an organization tool. Learn how an Academic Advising and Career Development Center use these tools with their respective work with students. We will provide insight on our experiences using bullet journals, along with sharing experiences of students finding success with Bullet Journals. We will explore the various benefits and challenges presented by this tool, as well as some sample templates that can assist in sparking productivity and conversation for appointments. Additionally, we will discuss the tools necessary to get started Bullet Journaling - which is often the hardest part!

Tracks: Advising and Academic Coaching, Career Advising

8.4 Academic recovery Through Incentivized Programming

Clara Barnhart—Binghamton University
Soyuz Shrestha—Binghamton University

KING GEORGE

This presentation outlines the creation and implementation of H.A.R.P., an academic recovery program at Binghamton University’s Harpur College that is based on the principles of proactive and appreciative advising. H.A.R.P. aims to help first time probationary students recover academically through one-on-one advisor-student meetings, collaborative academic workshops, and wellness events. Goals highlighted will include building a sense of community and increasing student participation with the provision of incentives. Furthermore, this presentation details our methods of data analysis used to address the various factors that led to the success of H.A.R.P., as well as those factors that challenged our goals.

Tracks: Probation/Dismissal/Reinstatement Issues, Assessment of Advising

8.5 Improving Faculty Advising

George Miller—University of Maine at Farmington

LONGFORD

In the fall of 2005, John Gardner and Betsy Barefoot visited the University of Maine at Farmington (UMF) and uncovered some truly disastrous deficiencies in the faculty advising program. Since then, the faculty advising culture at UMF has dramatically improved. Come to this session to learn how faculty advisors elevated their game through putting a faculty member in charge of advising development, establishing a high-profile advising award and an advisor development program, acquiring software tools and information systems suitable for faculty advisors, adjusting faculty advising loads, and having the faculty Senate pass an advising mission statement and list of expectations for all faculty advisors.

Tracks: Advising Administration, Faculty Advising

8.6 From Confusion to Clarity: Registration Made Easy

Dora Lewis—Bay Path University
Huong Nguyen—Bay Path University
Katie Sosnowski—Bay Path University

MAHOGANY

As a primarily online institution, The American Women’s College (TAWC) advising team sought to effectively engage students in the self-registration process. Previously, students had limited resources for self-service and relied heavily on advisors. With a communication plan including targeted newsletters, instructional videos, continuous personal outreach, and a celebratory kick-off event, TAWC was able to empower students to take control of their registration. As a result of participating in this session, participants will be able to 1) identify applicable tools that allow students to self-serve in the course selection and registration process and 2) outline ways in which staff and faculty can engage students in self-registration both in-person and online. Participants will be encouraged to discuss registration processes and practices used at their institutions.

Tracks: Advising and Academic Coaching, Distance Education Advising

8.7 What Hat Are You Wearing—Advisor? Counselor? Coach?

Meaghan Shea—Massachusetts Institute of Technology
Akunna Rosser—Massachusetts Institute of Technology

MONARCH

As premed advisors, we have found that we’re often required to wear multiple hats (i.e. Advisor, Counselor, Coach). Whether it be when to take courses, how to explore different career paths, or how to manage multiple priorities, advisors in general utilize multiple skill sets to elevate the student experience. In this session, we will explore three of the more common hats that premed advisors, and academic advisors in general, wear to determine the ideal time to utilize each during student meetings.

Tracks: Advisor Training & Development, Health Professions Advising

8.8 In the Room Where It Happens

Susan Kolls—Northeastern University

WORTHY

It is a fact, universally acknowledged, that one does not go into a career in higher education looking to become a person of means. We are driven by a system of beliefs that lead us to want to serve our institutions. Sure, we can name our favorite Student Development Theorist, best-practice for advising, recent literature on advising principles, etc. — but how often do we look back? How often do we reflect? Join in this presentation that allows us to do just that: to take a step back, to reflect on the advising core competencies and our individual motivations. Sometimes you have to look back in order to move forward. This presentation will engage, instruct, and inspire. Join us in the room where it happens.

Tracks: Theory, Philosophy and History of Advising, Advisor Training & Development
FRIDAY, MARCH 10, 2018
BRUNCH & CLOSING KEYNOTE SPEAKER
Dariel “DT” Henry
11:00AM—12:15PM
Grand Ballroom

At the end of this session we have our State Basket Raffles and other great prizes. Remember - you must be present to win!

FRIDAY, MARCH 10, 2018
2019 PLANNING MEETING

ALL ARE WELCOME!
12:45—1:45 PM
King Edward

NACADA Region 1 is very grateful to all that have contributed to the 2018 Conference. Thank you to the following organizations for their contributions:

Acuity Scheduling
John N. Gardner Institute
Northeastern University Bookstore/Barnes and Noble
Northeastern University
- College of Social Science and Humanities
- Northeastern University Student Health Plan
- Human Resources
- Residential Life
- Office of Global Studies
- Alumni Relations
- Global Experience Office
- Center for the Advancement of Veterans and Service Members
- Student Employment Office
- Student Financial Services
Hilton Burlington Hotel, Burlington Vermont
Polar Beverages
Reliant Capital Solutions, LLC
The National Society of Collegiate Scholars
The Princeton Review
Yankee Candle

Post-Secondary Success:
In Schools, Communities, and Families
Harvard Summer Institute with Mandy Savitz-Romer

EXAMINE the research behind adolescent development and how it applies to preparing students for post-secondary success
IDENTIFY opportunities and barriers for students and learn effective approaches for ensuring the success of all students
DEVELOP systems and learning plans for supporting students on paths to post-secondary readiness and success

DON’T FORGET TO SUBMIT YOUR VOTE FOR BEST OF REGION PRESENTATION!
https://tinyurl.com/R1NACADA2018
Program Listing by Track

Advising Administration
1.6 Developing Strategic, Individualized, and Data-Informed Networks of Support
2.7 Is There an “I” in “TEAM”?: Centralizing Advising at a Decentralized Institution
3.5 CAS Assessment: Lessons from the Field
4.1 All Hands on Deck—Launching a Student Success Initiative
4.9 Helping Students Handle a Crisis at Home
5.3 Roles in a Team Approach to Advising
7.5 Integrating Career Services and Advising to Elevate Everyone’s Game
8.5 Improving Faculty Advising
P4 iSuccess: Success and the iGen
PC2 What To Do When Your Game Is Elevated

Advising and Academic Coaching
1.3 How Major Is Your Major?
1.5 Working to Break Attrition, Not the Bank
1.7 Scaffolding Student Transitions: Offering Meaningful and Manageable Support
3.3 Leveraging your EI in an IQ World: Discovering the Connection Between Emotional Intelligence and Student Success
3.4 The Express Elevator to Success
4.4 Elevate Your Career - Creating and Directing Academic Success Programs from an Advising Basepoint
4.8 Bridging the Gap: How Peer Advisors Have Elevated the Game
5.1 Never Good Enough: Advising Perfectionist Students
5.6 iSuccess: Success and the iGen
6.3 Academic Advising as Truth-Telling: Promoting Metacognitive Reflection by Confronting Student Misconceptions of the Learning Process
6.7 Finish Strong: The Art of Helping Students Finish What They Start
6.8 A Model for Trauma-Informed Care on College Campuses
7.6 Advisors as Storytellers: Wordsmithing, Worldbuilding, and Whimsy
8.3 Bullet Journal: A New Tool for Academic and Career Coaching
8.6 From Confusion to Clarity: Registration Made Easy
P8 Creating a One-Stop, Integrative Advising System

Advising Fine Arts Students
3.1 Success By Design
8.1 "I Don't Deserve This!" Defeating Imposter Syndrome in High-Achieving Students

Advising First-Year Students
3.4 The Express Elevator to Success
4.4 Elevate Your Career - Creating and Directing Academic Success Programs from an Advising Basepoint
5.7 Scaffolding Advising: A Student Empowerment Approach to Registration
6.1 The Instructor’s Playbook: Elevate Your Game in First Year Experience Courses
7.1 Halftime Strategies: The Honors Student Attempts a Comeback
P6 Collaborative Advising for Living Learning Communities

Advising High Achieving Students
5.1 Never Good Enough: Advising Perfectionist Students
7.1 Halftime Strategies: The Honors Student Attempts a Comeback
8.1 "I Don't Deserve This!" Defeating Imposter Syndrome in High-Achieving Students

Advising Second Year Students
3.7 Stop Hiding Behind the Screen! Using Sophomore Seminar to Equip Students with Real-World Communication Skills

Advising Student Athletes
1.4 Remixxxx!! A Look at Pop Culture, LGBTQ+ Students, and Fostering Inclusive Environments On and Off the Field
1.8 Helping Advisees “Win”: The Benefits of Using Athletic Coaching Techniques in Advising Sessions
4.3 The Odds of Going “Pro” in the Real World Are Not Much Better for Student Athletes
P4. Crossroads: Student-Athletes' College Selection & Advising Process
P3 The Ball’s in Their Court
P11 Athletic Academic Success and Persistence through Academic Advising

Advising Students with Disabilities
6.8 A Model for Trauma-Informed Care on College Campuses

Advising Transfer Students
2.6 The Transfer TRAIL: Implementing Learning Communities for Transfer Students

Advising Veterans, Military Students, and Dependents
5.2 Elevate Your Awareness: Where Academics & Financial Aid Intersect

Advisor Training & Development
1.1 Authenticity in Advising: Values, Purpose, and Passion
1.9 Step Up Your Game: Boost Your Advising Skills With Basic Counseling Techniques
2.3 If You Build It, They Will Come: Developing a Low-Cost Professional Development Series
2.5 The Scholarship of Advising: Determining your Level of Involvement
2.8 Racial Microaggressions in Academic Advising
3.3 Leveraging your EI in an IQ World: Discovering the Connection Between Emotional Intelligence and Student Success
4.9 Helping Students Handle a Crisis at Home
5.2 Elevate Your Awareness: Where Academics & Financial Aid Intersect
6.1 The Instructor’s Playbook: Elevate Your Game in First Year Experience Courses
6.4 Keep Going! Persistence Advising for Student Success and Retention
6.5 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
6.7 Finish Strong: The Art of Helping Students Finish What They Start
7.2 The Mindful Advisor: Elevate Your Self-Care
7.4 "So You Landed Your First "Real" Job in Higher Education... What Now?"
7.7 Creating Effective Communication with Departments in Higher Education
7.8 InstAdvising: Advising in a Time of Instant Gratification
8.2 Playing the Appreciative Advising Game: Combining Appreciative Advising with Active Learning Strategies for Classroom Instruction and Group Facilitation
8.7 What Hat Are You Wearing -- Advisor? Counselor? Coach?
8.8 In the Room Where It Happens
P2. Vulnerability and Advising Diverse Students
P9. Academic Advising’s Green Team
PC1. The Reflection Series: A Guide to Professional Development
PC2. What To Do When Your Game is Elevated
PC3. Cultivating Motivation: Helping Students Identify and Work Toward their Goals
PC4. Assessment of Academic Advising

Appreciative Advising
1.1 Authenticity in Advising: Values, Purpose, and Passion
8.2 Playing the Appreciative Advising Game: Combining Appreciative Advising with Active Learning Strategies for Classroom Instruction and Group Facilitation
P8. Creating a One-Stop, Integrative Advising System

Assessment of Advising
3.5 CAS Assessment: Lessons from the Field
4.5 Using Critical Reflection to Craft an Advising Roadmap
5.5 Exhausted by Surveys? Explore Mixed Methods to Improve Your Assessment of Student Success
6.4 Keep Going! Persistence Advising for Student Success and Retention
8.4 Academic Recovery through Incentivized Programming
PC4. Assessment of Academic Advising

Career Advising
4.3 The Odds of Going "Pro" In the Real World Are Not Much Better for Student Athletes
7.5 Integrating Career Services and Advising to Elevate Everyone’s Game
8.3 Bullet Journal: A New Tool for Academic and Career Coaching
P3. The Ball’s in Their Court
P6. Collaborative Advising for Living Learning Communities

Distance Education Advising
3.6 An Instructional Design Approach to Advise from a Distance
6.6 Multi-Media Tools That Make Sharing Info with Students a Slam Dunk
8.6 From Confusion to Clarity: Registration Made Easy

Ethical and Legal Issues in Advising
P9. Academic Advising’s Green Team

Faculty Advising
3.1 Success By Design
4.6 Supporting Adjunct Community College Faculty Serving as Academic Advisors
8.5 Improving Faculty Advising

First-Generation College Students Advising
1.7 Scaffolding Student Transitions: Offering Meaningful and Manageable Support
2.1 At the Top of Their Game: Advising Students Juggling On- and Off-Campus Responsibilities
4.7 Creating Champions: Building Strength, Confidence and Courage in Minority First Generation College Students
6.2 The Struggle is Real: Coaching from the Sidelines for Academic Recovery
7.3 Creative Approaches to Advising First-Generation Students
P11. Athletic Academic Success and Persistence through Academic Advising

Global Engagement
P7. Building for Tomorrow: A Collaborative Blueprint for Merging Academic Advising, Study Abroad, and a Part-Time Internship

Health Professions Advising
8.7 What Hat are you Wearing — Advisor? Counselor? Coach?

High School to College Advising
7.3 Creative Approaches to Advising First-Generation Students
P1. Crossroads: Student-Athletes’ College Selection & Advising Process
Large Universities
2.7 Is There an “I” in ‘TEAM’? - Centralizing Advising at a Decentralized Institution
4.2 A Leadership Slam-Dunk: NACADA’s Emerging Leaders Program
5.3 Roles in a Team Approach to Advising

LGBTQA Advising and Advocacy
1.4 Remixxxx!! A Look at Pop Culture, LGBTQ+ Students, and Fostering Inclusive Environments On and Off the Field
3.8 Bathrooms & Pronouns: What’s The Big Deal?

Multicultural Concerns
2.8 Racial Microaggressions in Academic Advising
3.8 Bathrooms & Pronouns: What’s The Big Deal?
4.7 Creating Champions: Building Strength, Confidence and Courage in Minority First Generation College Students
P2. Vulnerability and Advising Diverse Students

New Advising Professionals
4.5 Using Critical Reflection to Craft an Advising Roadmap
6.3 Academic Advising as Truth-Telling: Promoting Metacognitive Reflection by Confronting Student Misconceptions of the Learning Process
6.5 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
7.4 "So You Landed Your First "Real" Job in Higher Education... What Now?"
7.7 Creating Effective Communication with Departments in Higher Education
P4. ImpACTing Student Success Through Staff Development

Peer Advising & Mentoring
2.4 Got Game? Elevate Your Peer Advising Leader Program
2.6 The Transfer TRAIL: Implementing Learning Communities for Transfer Students
4.8 Bridging the Gap: How Peer Advisors Have Elevated the Game
P5. How to Motivate Peer Advisors
P10. From College to Career: How are we Preparing Peer Advisors for Life After Graduation?

Probation/Dismissal/Reinstatement Issues
3.2 Reimagining Academic Probation Using Belonging and a Growth Mindset
6.2 The Struggle is Real: Coaching from the Sidelines for Academic Recovery
8.4 Academic Recovery through Incentivized Programming

STEM Advising
3.7 Stop Hiding Behind the Screen! Using Sophomore Seminar to Equip Students with Real-World Communication Skills

Small Colleges & Universities
1.6 Developing Strategic, Individualized, and Data-Informed Networks of Support
1.8 Helping Advisees “Win”: The Benefits of Using Athletic Coaching Techniques in Advising Sessions
2.2 Leveraging Technology to Improve Academic Advising
4.1 All Hands on Deck—Launching a Student Success Initiative
4.2 A Leadership Slam-Dunk: NACADA’s Emerging Leaders Program
5.7 Scaffolding Advising: A Student Empowerment Approach to Registration

Technology in Advising
2.2 Leveraging Technology to Improve Academic Advising
3.6 An Instructional Design Approach to Advise from a Distance
5.6 iSuccess: Success and the iGen
6.6 Multi-Media Tools That Make Sharing Info with Students a Slam Dunk
7.8 InstAdvising: Advising in a Time of Instant Gratification

Theory, Philosophy, and History of Advising
2.5 The Scholarship of Advising: Determining your Level of Involvement
5.8 Motivational Interviewing for Academic Recovery: Helping Students Identify and Value Change
8.8 In the Room Where It Happens

Two-Year Colleges
1.5 Working to Break Attrition, Not the Bank
2.1 At the Top of Their Game: Advising Students Juggling On- and Off-Campus Responsibilities
4.6 Supporting Adjunct Community College Faculty Serving as Academic Advisors

Undecided and Exploratory
1.3 How Major Is Your Major?
5.8 Motivational Interviewing for Academic Recovery: Helping Students Identify and Value Change
PC3. Cultivating Motivation: Helping Students Identify and Work Toward their Goals
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: New Advisor Role
- **Stefanie Parau, Northeastern University**

### New Advisor Scholarships
- **Dr. Anne Kim, University of Connecticut**
- **Joseph Murphy, University at Albany**
- **Cayce Jones, Simmons College**
- **Sara Purisky, Simmons College**
- **Julia Lucia, Binghamton University**

### Graduate Student Scholarships
- **Conor Guerin, Clark University**
- **April Cano, University of Connecticut**

### Presenter Scholarships
- **Janine Bradley, University of Massachusetts Boston**
- **Kera Murphy, Berklee College of Music**

### 2017 Region One Conference Presentation Best of Region Award

**#UCanReg: An Eccentric Effort to Get Students to Take Notice and Register On Time for Classes**

*Sharon Tavernier - SUNY Canton*
*Marianne DiMarco-Temkin - SUNY Canton*
SAVE THE DATES!

Life Stories: The Art of Academic Advising

2018 NACADA Annual Conference
Phoenix, Arizona | September 30 - October 3, 2018

Stay tuned for more information regarding the 35th Annual Region One Conference to be held in Vermont

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