NACADA: The Global Community for Academic Advising is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

NACADA (formerly an acronym for The National Academic Advising Association) evolved from the first National Conference on Academic Advising in 1977 and has over 12,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA Vision
Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

NACADA Mission
NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

NACADA Strategic Goals
- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association
Welcome to the 2018 Region 2 NACADA Conference in Dover, Delaware! In its 33rd year, this conference is one of the premier highlights within Region 2 and Delaware is proud to serve as your host for the next three days. We are extremely excited to see each and every one of you!

Our conference theme, “Big Ideas Start Small” was chosen to reflect Delaware’s ‘First State’ status, as well as our being the Nation’s second smallest state. We hope that this conference provides you with the opportunity to develop those ideas that can help you and your colleagues improve the world of advising and create a big and positive impact on our students.

We are excited to have Dr. Bobbi Barens as the keynote speaker at our Thursday luncheon. Dr. Barens is a leading advocate of educational pursuits and academic advising on her campus, as well as statewide through the community college system.

Get ready to enjoy yourself over the next few days. The conference planning committee has provided a fun, well-organized, informative opportunity for professional development and networking for “rookies”, “minor leaguers”, and “major league” professionals within Region 2 and beyond. When you depart on Friday, it is our intent that you return to your campus with new and strengthened professional relationships, renewed determination, plus additional tools and insights to promote the success of students.

We want to thank Karen Lewis, our NACADA Region 2 chair, for assisting us with the planning stages of this conference. Her tireless support, guidance, and leadership helped us, along with the rest of the Region 2 Steering Committee, to create an atmosphere of family among friends that we hope you will experience over the next few days. We also want to thank the staff of Dover Downs Hotel & Casino and the NACADA Executive Office at Kansas State University, particularly Diane Matteson and Dayna McNary, for all their help in the planning and implementation of this conference.

One of the most important aspects of our conference is the level of professional development opportunities available. We have a wide range of topics in store for you that will promote your role as a contributor of big ideas! We are confident you will find what you are looking for. Your presence is an indication that you are committed to making a difference, not only on your own campus, but also within Region 2. We encourage you to review the schedule and sessions in advance to make the most of your conference experience, and please do not hesitate to approach any of the conference planning committee members with any questions or comments.

Lastly, we thank you for your attendance. Enjoy the conference, the time with old friends, and the chance to meet new colleagues.

Sincerely,

**Jenine Buchanan & Sherri Johnson**

**Conference Co-Chairs**

Follow NACADA Region 2 on social media and use the conference hashtag: 
#NACADAR2Dover18

@NACADAR2

@NACADAR2
Conference Co-Chairs: Dr. Jenine Buchanan, Wilmington University and Dr. Sherri Johnson, Delaware Technical Community College

Karen Lewis, Region 2 Chair
University of Maryland College Park

Dr. Y. Deneice Berry, Best in Region Chair
Delaware Technical Community College

Domonique Carter, Volunteers Co-Chair
Delaware Technical Community College

Moira Curtis, Technology Chair
University of Delaware

Gavin Farber, Proposals Co-Chair
Temple University, Fox School of Business

Lee Hawkins, Registration Co-Chair
Delaware State University

Amber King, Exhibits & Donations Chair
Delaware Technical Community College

Andrew Millin, Proposals Co-Chair
Mercer County Community College

Dr. Sheri Rodriguez, Logistics Chair
University of Delaware

Dr. Ahira Smith, Hospitality Co-Chair
Delaware State University

Dr. Donna Smith-Moore, Hospitality Co-Chair
Wilmington University

Georgeanna Spagnolo, Transportation Chair
Wesley College

Kathy Spencer, Volunteers Co-Chair
Delaware Technical Community College

Cara Stanard, Evaluations Chair
Delaware Technical Community College

Amanda Thompson, Program Co-Chair
Delaware Technical Community College

Tammy Watkins, Program Co-Chair
Delaware Technical Community College

Dr. Matthew Zink, Registration Co-Chair
Delaware Technical Community College

Dr. Joanne Damminger, Planning Committee
Delaware Technical Community College

Jean Pulinka, Planning Committee
Delaware Technical Community College
Dr. Bobbi Barends
Vice President & Campus Director
Delaware Technical Community College
Jack F. Owens Campus

Dr. Bobbi Barends currently serves as Vice President & Campus Director at Delaware Technical Community College, Jack F. Owens Campus. Dr. Barends has served in a variety of roles in higher education including adjunct faculty and Assistant Professor of Occupational Therapy at Elizabethtown College and Occupational Therapy Assistant Department Chairperson, Assistant Dean of Instruction, Acting Assistant to the Campus Director, and Dean of Instruction at Delaware Technical Community College.

Dr. Barends’ career has included teaching, advisement, faculty and staff development, campus and collegewide planning and assessment, oversight of marketing and public relations, fundraising/grant writing, budget development and management, program development, academic decision making, outreach to K-12, higher education and community partners, and collaboration across divisions including student services and workforce development.

During her tenure as dean of instruction, Dr. Barends led the development of several new programs including Aviation Maintenance: Powerplant, Food Safety, Information Security, Energy Management, Renewable Energy-Solar, Environmental Engineering Technology, Middle and Secondary Math Education, Logistics & Operations Management, and the expansion of existing programs such as Production Agriculture and Hospitality Management.

Dr. Barends earned a bachelor’s degree in Exercise Science from the University of Pittsburgh, a master’s degree in Occupational Therapy at Misericordia University, and a Ph.D. in Education from Walden University. She is a graduate of Delaware Technical Community College’s Leadership Development Program.

Dr. Barends resides in Selbyville, Delaware with her husband, Andrew, and their two daughters. She is a proud mother of three amazing children, Jacob, Kennedy and Thien Thanh. She is an advocate for individuals with special needs within her community. Dr. Barends currently serves as a Court Appointed Special Advocate (CASA) for Sussex County and a board member for Kent-Sussex Industries.

Did you know?
The State Bug of Delaware is the Lady Bug. It was adopted by the Delaware State Legislature on April 25, 1974.
## Wednesday, March 21

Conference Registration and Hospitality Table, Ballroom Round Prefunction, 11:00 a.m. - 5:00 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Pre-Conference Concurrent Sessions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon - 1:50 p.m.</td>
<td>PC1. Academic Advising 101: The Art of Blending Theory and Practice ($25 fee)</td>
<td>Silver Lake</td>
</tr>
<tr>
<td></td>
<td>PC2. Publish With NACADA: Find The Appropriate NACADA Venue For Your Writing (Free Session)</td>
<td>Chesapeake Bay</td>
</tr>
<tr>
<td></td>
<td>PC3. The Advisor's Guide To Mentoring: Developing Campus-Based Programs ($25 fee)</td>
<td>Delaware Bay</td>
</tr>
<tr>
<td>2:00 - 4:50 p.m.</td>
<td>PC4. Job Search Boot Camp (Free Session)</td>
<td>Silver Lake</td>
</tr>
<tr>
<td></td>
<td>PC5. Engagement, Thankfulness, And Communication: The Key To Becoming A Great Higher Education Leader ($25 fee)</td>
<td>Chesapeake Bay</td>
</tr>
<tr>
<td></td>
<td>PC6. Understanding Privilege Within The Context Of Advising Relationships ($25 fee)</td>
<td>Delaware Bay</td>
</tr>
<tr>
<td>5:00 - 6:00 p.m.</td>
<td>PC7. NACADA Orientation For First-Time Attendees</td>
<td>Ballroom A</td>
</tr>
<tr>
<td>6:00 - 7:00 p.m.</td>
<td><strong>WELCOME RECEPTION</strong> Light Appetizers (Included in Conference Fee) Cash Bar</td>
<td>Diamond Rooms 1 &amp; 2</td>
</tr>
<tr>
<td>8:00 p.m.</td>
<td>Bingo! (Sign up at Hospitality Table by 5:00 p.m.)</td>
<td>Ballroom A</td>
</tr>
<tr>
<td></td>
<td>Table Games</td>
<td>Meet at Diamond Rooms</td>
</tr>
<tr>
<td></td>
<td><strong>Dinner on Your Own</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Thursday, March 22

Conference Registration and Hospitality Table, Ballroom Round Prefunction, 7:00 a.m. - 6:00 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Sessions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 - 7:00 a.m.</td>
<td>Yoga</td>
<td>Ballroom A</td>
</tr>
<tr>
<td>7:00 - 8:30 a.m.</td>
<td>Breakfast Buffet (Included with Registration)</td>
<td>Ballrooms B &amp; C</td>
</tr>
<tr>
<td>7:30 - 8:30 a.m.</td>
<td>Poster Sessions</td>
<td>Ballrooms B &amp; C</td>
</tr>
<tr>
<td>8:30 - 9:30 a.m.</td>
<td><strong>C1. More Than Conferences: Adapting Professional Development To Your Journey</strong></td>
<td>Silver Lake</td>
</tr>
<tr>
<td></td>
<td><strong>C2. Trust Matters: Attachment And Student Success</strong></td>
<td>Chesapeake Bay</td>
</tr>
<tr>
<td></td>
<td><strong>C3. Welcome Home! An Innovative Approach To Fostering Connections Through Strategic Environments At New Student Orientation</strong></td>
<td>Delaware Bay</td>
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<tr>
<td></td>
<td><strong>C4. Peer Advising Leadership Program</strong></td>
<td>Kent</td>
</tr>
<tr>
<td></td>
<td><strong>C5. What Do I Do NOW? Advising Students Who Are Forced Out Of Their Major</strong></td>
<td>Diamond Room 1</td>
</tr>
<tr>
<td></td>
<td><strong>C6. Creating And Administering Exemplary Advising Programs</strong></td>
<td>Diamond Room 2</td>
</tr>
<tr>
<td></td>
<td><strong>C7. So You Think You Can Snapchat? Using Social Media To Enhance Student Engagement</strong></td>
<td>Diamond Room 3</td>
</tr>
<tr>
<td></td>
<td><strong>C8. Jack Of All Trades: Master Of Student Services At A Branch Campus</strong></td>
<td>Ballroom A</td>
</tr>
<tr>
<td></td>
<td><strong>C9. Including Student Voices In Defining Student Success</strong></td>
<td>Festival Buffet A</td>
</tr>
<tr>
<td>Time</td>
<td>Concurrent Sessions</td>
<td>Location</td>
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<tr>
<td>12:10 - 12:45 p.m.</td>
<td><strong>NACADA WELCOME &amp; KEYNOTE ADDRESS</strong>&lt;br&gt;Keynote Speaker: Dr. Bobbi Barends,&lt;br&gt;Vice President &amp; Campus Director, Delaware Technical Community College</td>
<td>Ballrooms B &amp; C</td>
</tr>
<tr>
<td>12:45 - 1:15 p.m.</td>
<td><strong>Lunch (Included in Conference Fee)</strong></td>
<td>Ballrooms B &amp; C</td>
</tr>
<tr>
<td>Time</td>
<td>Concurrent Sessions</td>
<td>Location</td>
</tr>
<tr>
<td>1:30 - 2:30 p.m.</td>
<td>C28. What’s The Big Deal With Student Faculty Engagement: Small Ways To Help Students Connect&lt;br&gt;C29. Leaving A Big Impact With A Small Practicum&lt;br&gt;C30. Advising Beyond Four Walls: Virtual Group Advising Sessions&lt;br&gt;C31. Emotional Intelligence: Connecting From The Heart&lt;br&gt;C32. Small Talk, Big Response: Social Media In Advising&lt;br&gt;C33. Facilitating Student Transfer: Pre-Transfer Advising And The Role Of Academic Advisors In Transfer Student Success&lt;br&gt;C34. Advising Strategies To Address Linguistic Prejudice: Supporting Students With International Instructors&lt;br&gt;C35. How To Build And Nurture Mindsets That Promote Academic Resilience For Students From Poverty&lt;br&gt;C36. A Conversation With NACADA Leaders</td>
<td>Silver Lake</td>
</tr>
</tbody>
</table>
### Thursday, March 22 (continued)

Conference Registration and Hospitality Table, Ballroom Round Prefunction, 7:00 a.m. - 6:00 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Sessions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:40 - 3:40 p.m.</td>
<td><strong>C37.</strong> Strengthening Your Career Guidance Skills: Questioning As An Engagement Strategy</td>
<td>Silver Lake</td>
</tr>
<tr>
<td></td>
<td><strong>C38.</strong> Thriving In The Ivy League: A Comprehensive Model For Retaining Underrepresented Students at a Highly Selective University</td>
<td>Chesapeake Bay</td>
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<td></td>
<td><strong>C39.</strong> Advising In Small and Under-Enrolled Majors: Promoting Persistence And Retention</td>
<td>Delaware Bay</td>
</tr>
<tr>
<td></td>
<td><strong>C40.</strong> How a Customer Relationship Management System Saved My Life (...)By Improving My Advising Practice</td>
<td>Kent</td>
</tr>
<tr>
<td></td>
<td><strong>C41.</strong> Bridging the Divide: Creating A Successful Transition From Community Colleges To A Four-Year Institution</td>
<td>Diamond Room 1</td>
</tr>
<tr>
<td></td>
<td><strong>C42.</strong> Faculty-Led, Centralized, Or Hybrid? Different Structures, United Goals</td>
<td>Diamond Room 2</td>
</tr>
<tr>
<td></td>
<td><strong>C43.</strong> Exploratory Advising and Students With Autism Spectrum Disorder</td>
<td>Diamond Room 3</td>
</tr>
<tr>
<td></td>
<td><strong>C44.</strong> Interdisciplinary Studies Major: Something For Everyone</td>
<td>Ballroom A</td>
</tr>
<tr>
<td></td>
<td><strong>C45.</strong> 13 Reasons Why: Discussing The Differentiation of Counseling And Academic Advising</td>
<td>Festival Buffet A</td>
</tr>
</tbody>
</table>

#### STATE MEETINGS

<table>
<thead>
<tr>
<th>Time</th>
<th>Delaware State Liaison - Amber King</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>4:00 - 5:00 p.m.</td>
<td>Delaware State Liaison - Amber King</td>
<td>Delaware Bay</td>
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<tr>
<td></td>
<td><strong>District of Columbia</strong> State Liaison - Justin Williams</td>
<td>Silver Lake</td>
</tr>
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<td><strong>Maryland</strong> State Liaison - Adaire Parker</td>
<td>Chesapeake Bay</td>
</tr>
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<td><strong>New Jersey</strong> State Liaison - Bob Bullard</td>
<td>Diamond Room 1</td>
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<td></td>
<td><strong>Pennsylvania</strong> State Liaisons - East PA: Mark Costello and West PA: Dawn Coder</td>
<td>Diamond Room 2</td>
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<td><strong>Virginia</strong> State Liaison - Karen Watson</td>
<td>Kent</td>
</tr>
<tr>
<td>5:00 - 6:00 p.m.</td>
<td>Mentor Reception (By Invitation Only)</td>
<td>Ballroom C</td>
</tr>
<tr>
<td></td>
<td><strong>Dinner on Your Own</strong></td>
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</tbody>
</table>

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**Did you know?**
Dover International Speedway at Dover Downs hosts the NASCAR Monster Mile race twice a year.

![Checkered Flag](image)
**Conference Registration and Hospitality Table, Ballroom Round Prefunction, 8:00 a.m. - Noon**

<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Sessions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 - 7:50 a.m.</td>
<td>Continental Breakfast (Included in Conference Fee)</td>
<td>Ballrooms B &amp; C</td>
</tr>
<tr>
<td>8:00 - 9:00 a.m.</td>
<td><strong>C46.</strong> A Bad GPA Can Change Everything: Examining Academic Bias In Advising</td>
<td>Silver Lake</td>
</tr>
<tr>
<td></td>
<td><strong>C47.</strong> Phenomenal Cosmic Powers, Itty Bitty Living Space: Implementing High Impact Practices In A Freshman Introduction Course</td>
<td>Chesapeake Bay</td>
</tr>
<tr>
<td></td>
<td><strong>C48.</strong> Grow Where You're Planted: Advising In Non-Ideal Workspaces</td>
<td>Delaware Bay</td>
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<td></td>
<td><strong>C49.</strong> Signal To Noise: Analog Advising In A Digital Age</td>
<td>Kent</td>
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<tr>
<td></td>
<td><strong>C50.</strong> Advising Approaches: Developing Tools For BIG Time Practice</td>
<td>Diamond Room 1</td>
</tr>
<tr>
<td></td>
<td><strong>C51.</strong> Success Transfer-Ability: Ensuring A Successful Transition For Transfer Students</td>
<td>Diamond Room 2</td>
</tr>
<tr>
<td></td>
<td><strong>C52.</strong> Here Is What You Could Do, But SHOULD You?</td>
<td>Diamond Room 3</td>
</tr>
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<td></td>
<td><strong>C53.</strong> Gender Not Found: A Non-Binary Approach For Advisors</td>
<td>Ballroom A</td>
</tr>
<tr>
<td>9:15 - 10:15 a.m.</td>
<td><strong>C54.</strong> Have No Fear, Students Have A Peer!</td>
<td>Silver Lake</td>
</tr>
<tr>
<td></td>
<td><strong>C55.</strong> It Just Makes Sense! Intentionally Infusing Career Counselling While Academically Advising</td>
<td>Chesapeake Bay</td>
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<tr>
<td></td>
<td><strong>C56.</strong> Gen Z Picks A Degree</td>
<td>Delaware Bay</td>
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<tr>
<td></td>
<td><strong>C57.</strong> Big Recognition With A Small Budget</td>
<td>Kent</td>
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<tr>
<td></td>
<td><strong>C58.</strong> Promoting Student Success By Bringing Academic Advisors Into The First-Year Experience Course</td>
<td>Diamond Room 1</td>
</tr>
<tr>
<td></td>
<td><strong>C59.</strong> Positive Responses To Stress: Increasing Advisor Wellness Through Mindfulness And Yoga</td>
<td>Diamond Room 2</td>
</tr>
<tr>
<td></td>
<td><strong>C60.</strong> How to Survive (And Eventually Learn The Love) Advising For Interdisciplinary Programs: Cyber Security</td>
<td>Diamond Room 3</td>
</tr>
<tr>
<td></td>
<td><strong>C61.</strong> “Advising Advisors”</td>
<td>Ballroom A</td>
</tr>
<tr>
<td>10:30 a.m. - Noon</td>
<td><strong>Brunch (Included in Conference Fee)</strong></td>
<td>Ballrooms B &amp; C</td>
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<tr>
<td></td>
<td><strong>Awards</strong></td>
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<td></td>
<td><strong>Business Meeting</strong></td>
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<tr>
<td></td>
<td><strong>Closing Remarks</strong></td>
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</tbody>
</table>

A special thank you to Atlantic View Hotel for donating a $250 hotel gift card. Please be present at the brunch for a chance to win!

[Atlantic View Hotel]

302-227-3878  www.atlanticview.com
Conference Evaluations
Please complete an evaluation after each concurrent session that you attend. Our presenters appreciate the feedback. A conference volunteer will distribute and collect the evaluations at the end of each session.

An overall conference evaluation will be emailed to all participants after the conference. We value your input, which will enable next year’s planning committee to develop a successful Region 2 conference.

The “Best of Region 2” award is an honor bestowed upon the best conference session and presenter(s). The winner(s) will be given a stipend to attend to present the “Best of Region 2” at the annual NACADA conference in Phoenix, Arizona in October 2018. Your ballot for the “Best of Region” is included in the welcome folder. Please complete the ballot before the end of the Region 2 Business Meeting Friday morning.

Session Handouts
There are tables in the registration area for presenters to leave extra handouts from their sessions. Session handouts have also been uploaded to the NACADA Region 2 blog at: http://nacadaregion2.blogspot.com/

Hospitality and Conference Information
Participants are encouraged to check out the Hospitality area to discover more about Dover for dining options to great places to visit during your stay. Dinner groups and Dover city outing sign ups will be available if you would like to connect with others on both Wednesday and Thursday night.

Volunteers are always welcome, please contact Domonique Carter at domonique.carter@dtcc.edu.

Information Tables
The information tables will be open during the following times:
- Wednesday, March 21, 10:00 a.m. - 7:00 p.m.
- Thursday, March 22, 7:00 a.m. - 4:00 p.m.
- Friday, March 23, 7:30 - 10:30 am

NACADA Publications
Advising resources are available for sale or to order. Visit the information center to browse NACADA monographs and products.

“Penny War”
The Penny War is an annual tradition at the Region 2 conference in order to collect money for local charities. The rules are simple; Pennies add 1 point to the State talley; any other money takes away points.

- Penny = +1 point
- Quarter = -25 points
- Dollar = -100 points

This year, all money collected will be donated to the Seaford Community Food Closet. This non-profit provides food relief to individuals and families encountering hardship in the greater Seaford, Delaware area. The Seaford Community Food Closet is funded solely through food and monetary donations and is maintained 100% by volunteers.

Exhibitors
We would like to thank our exhibitors, Marian University and Youth for Understanding, for their support. Please take the time to visit their tables throughout the conference.
steering committee

Region Chair
Karen Lewis, University of Maryland College Park

Chairpersons

Awards
Tania Alvarez, Old Dominion University

Communication
Liz Sutton, University of Pennsylvania

Membership and Mentoring (Outgoing)
Jonathan May, George Mason University

Membership and Mentorings (Incoming)
Gavin Farber, Fox School of Business/Temple University

Site Selection (Outgoing)
Y. Deonece Berry, Delaware Technical Community College

Site Selection (Incoming)
Andrew Millin, Mercer County Community College

Liaisons

Delaware
Amber King, Delaware Technical Community College

Maryland
Adaire Parker, University of Maryland College Park

District of Columbia
Justin Williams, American University

New Jersey
Bob Bullard, Rowan University

Eastern Pennsylvania
Mark Costello, Drexel University

Western Pennsylvania
Dawn Coder, Penn State University - World Campus

Virginia
Karen Watson, Virginia Polytechnic Institute & State University

2018 Conference Co-Chairs
Jenine Buchanan, Wilmington University
Sherri Johnson, Delaware Technical Community College

2019 Conference Co-Chairs
Bob Bullard, Rowan University
Beth Rey, Rowan University

http://nacadaregion2.blogspot.com/

upcoming events

Eastern PA Drive-In Conference
Getting Students to the End Zone
May 8, 2018 | 9:30 am - 3:00 pm
Submit a proposal by April 2, 2018 at 5:00 p.m.

Western PA Drive-In Conference
Cultivating the Vines of Success
May 17, 2018
Penn State Behrend, Erie, PA
Email proposals to nacada@psu.edu

New Jersey Drive-In Conference
May 31, 2018
Details forthcoming.

Visit www.nacada.ksu.edu/Community/Regions/State-Drive-Ins.aspx for more information.
pre-conference workshops

Wednesday, March 21

PC1. Academic Advising 101: The Art of Blending Theory & Practice ($25 fee)

Date/Time: Wednesday, March 21 Noon - 1:50 p.m.
Location: Silver Lake
Presenter: Alice Salamon
University of Guelph-Humber

Description: Have you ever wondered why we advise the way we do? What is the foundation on which we base our practice? What style of Advisor are you? Theory is boring... this presentation is fun! This workshop will provide you with a general overview of various advising approaches including prescriptive advising, intrusive advising, developmental advising, and more! Let’s talk about students, their problems and concerns, and how we can integrate theory in our practice.

PC2. Publish With NACADA: Find the Appropriate NACADA Venue for Your Writing (Free)

Date/Time: Wednesday, March 21 Noon - 1:50 p.m.
Location: Chesapeake Bay
Presenter: Wendy Troxel
NACADA Executive Office
Kansas State University

Description: There are many opportunities to write for NACADA. Last year, 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field’s literature base. This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, NACADA Clearinghouse of Academic Advising Resources, 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.

PC3. The Advisor's Guide to Mentoring: Developing Campus-Based Programs ($25 fee)

Date/Time: Wednesday, March 21 Noon - 1:50 p.m.
Location: Delaware Bay
Presenters: Gavin Farber
Temple University
Mary Beth Flynn
Temple University

Description: This workshop will assist practitioners to develop advisor mentoring programs on their campuses. The session will discuss the programmatic efforts at Temple University and how the culture positively changed through the creation of a mentoring program aligning new advisors (protégés) with established talent (mentors). The presenters will highlight the benefits and challenges associated with the creation an institutional mentoring program. Attendees will be able to create an action plan to bring back to their campuses on the exploration of new mentoring opportunities. Join this session to learn more about the art of mentoring in higher education and how this engagement can impact your personal and professional development.

PC4. Job Search Boot Camp (Free)

Date/Time: Wednesday, March 21 2:00 - 4:50 p.m.
Location: Silver Lake
Presenters: Jonathan May
George Mason University
Lisa Yamin
Virginia Commonwealth University

Description: Are you less than a year from finishing your graduate school program or new to the profession? Are you getting ready to enter the job market? Do you want to learn more about how to navigate the nuances associated with a job search? Then our job search boot camp is for you! Come to this FREE pre-conference to learn more about how to prepare for your impending job search. We will offer self-assessments, critique your cover letter and resume, conduct mock interviews, and explore other factors to conduct your successful job search.
**pre-conference workshops**

**Wednesday, March 21**

**PC5.**  
**Engagement, Thankfulness, and Communication: The Key to Becoming a Great Higher Education Leader ($25 fee)**

**Date/Time:** Wednesday, March 21  
2:00 - 4:50 p.m.

**Location:** Chesapeake Bay

**Presenters:**  
Dawn Coder  
The Pennsylvania State University-World Campus

John Carter  
The Pennsylvania State University-World Campus

**Description:** Employee engagement and appreciation are essential to employee morale, positive team environments, and successful leadership. Academic Advisers want to provide feedback, share ideas to improve work efficiency, be acknowledged for the outstanding work they do and to share innovative ideas to better serve students. In this presentation, examples will be shared with you of the intentional methods created, by leadership, to gain feedback, give important business updates, show appreciation and to improve work processes. Some have been very successful, and some not as effective. The key is to identify which methods to continue and which to discontinue.

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**PC6.**  
**Understanding Privilege Within the Context of Advising Relationships ($25 fee)**

**Date/Time:** Wednesday, March 21  
2:00 - 4:50 p.m.

**Location:** Delaware Bay

**Presenters:**  
Quentin Alexander  
Longwood University

Marcus Ware  
George Washington University

**Description:** Often we unintentionally approach advising from a worldview different than that of our students. Being “culturally competent” often means advisors understand visible identities (e.g., race, ethnicity, gender) of advisees, and how these identities impact the advising relationship. Research indicates that an invisible construct, privilege, defined as a special right or advantage or immunity granted or available only to a particular person or group of people (McIntosh, 1988), is often more of a barrier than cultural incompetence in advising relationships. Through participant discussion and involvement in experiential activities, this workshop seeks to bring awareness about privilege, and how advisees might experience privilege within the context of advising relationships. By understanding privilege, we might understand how it impacts our advisees. This knowledge can help us be culturally sensitive in advising relationships.

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**PC7.**  
**NACADA Orientation for First-Time Attendees**

**Date/Time:** Wednesday, March 21  
5:00 - 6:00 p.m.

**Location:** Ballroom A

**Presenters:**  
Karen Lewis, NACADA Region 2 Chair  
University of Maryland College Park

Jonathan May, NACADA Region 2  
Membership and Mentoring  
George Mason University

**Description:** As a new member or 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, we 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 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; 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 an be the beginning of the first chapter of your NACADA story!

Everyone! Don’t forget to join us for the Welcome Reception in Diamond Rooms 1 & 2 between 6:00 - 7:00 p.m. I Sign up at the hospitality table by Wednesday at 5:00 p.m. for group dinners at 7:00 p.m. and/or 8:00 p.m. Bingo! Table game lessons will be held for all interested at 8:00 p.m.
P1. Non-Traditional Doesn’t Mean Non-Existent

Presenter: Brendan Nelson, EdAssist

Description: The non-traditional student has become the norm in higher education. And while adult learners certainly have their own needs and challenges; they are no longer just a tiny segment of enrollment. The rise of online education and the career benefits of the earning a degree have given adult learners the ability and motivation to earn a degree. In fact, students over 25 are the fastest growing student demographic (Harms, 23). Because of their non-traditional status, their advising needs are not met. As academic advisers, it’s important to understand their unique challenges and concerns. This discussion will focus on ways in which advisers can improve best practices when advising adult learners, develop ethical standards and learn from our collective experiences.

P2. Big Population, Little Resources: Looking at Adult Learners on College Campuses

Presenters: Beth Truax Armstrong
Old Dominion University

Daniela Ciglarova
Old Dominion University

Description: College students are typically seen as 18-22 year olds living in residence halls, but non-traditional students are rapidly increasing on college campuses. According to the National Center for Education Statistics, there are 8.1 million students over the age of 25, making up 40% of total college students. Adult Learners are faced with unique challenges and life events that need to be addressed differently than the traditional student. With this big of a population, it’s time for advisors and universities to increase the resources for these students and ensure their success. Come ready to help adult learners and think of changes that can be made at your institution!

P3. Parental Involvement and the International Student

Presenter: Xiumei Long
Drexel University

Description: It is not uncommon for international students’ parents to remain involved in or even “remote control” their child’s academic and career decisions, despite their distance. The presenter, a former international student and academic professional, with experiences working with international students in both career and academic advising roles, will help you better understand why and how international parents get involved in their child’s education from a cultural differences perspective. The presenter will also offer step-by-step and hands-on advising strategies to navigate situations when international parents’ advice is not aligned with the students’ interests, skills, and aspirations.

P4. Cyber HIP: Incorporating High Impact Practices into Undergraduate Cyber Programs

Presenters: Lenora Thorbjornsen
Old Dominion University

Elizabeth Smith
Old Dominion University

Description: Old Dominion University (ODU) has made a commitment to implementing High Impact Practices (HIPs) in undergraduate programing. This poster will provide information about the core values of High Impact Practices and how they may be incorporated into programing. Integrating HIPs into interdisciplinary cybersecurity curricula is a novel approach being followed by a diverse team of ODU faculty who teach Cybersecurity through a myriad of lenses – criminal justice, computer science, law, ethics, psychology, engineering and information technology. The poster will include a review of the Cyber HIP programing at ODU as examples successful HIP implementation.
P5. Diversity & Inclusion in the Advising Partnership

Presenters: Sarah Brianne Morrison
Virginia Commonwealth University

Kendra Cabler
Virginia Commonwealth University

Description: Some studies say it takes just seconds before our brain processes whether or not to trust someone; our experiences support this theory. Trust in the advising partnership is vital to the long-term success of the student and to the success of the advising relationship. The atmosphere we create in our offices and classrooms will have immediate and long-lasting impacts on our students. Being aware of and adjusting our practices based on principles of diversity and inclusion will better set our students up for success. In this session, participants will grow in their view and understanding of diversity and inclusion as it relates to the advising profession.

P6. The Digital Age of Advising

Presenter: Elizabeth Fever
Temple University

Description: As the world of higher education becomes more digital, it's time for advising offices to consider ways that digital tools can help them in their daily tasks. Whether it’s creating digital files, using messaging tools, or creating online forms for students to complete, it’s important to utilize digital platforms to be more effective and efficient. This presentation and discussion will give you the guidance you need to implement simple digital tools into your office right away and will also help you form an action plan to continue going digital into the future.

P7. “Tech Wizards” Bring Big Advising Ideas to Students’ Fingertips

Presenters: Kimberly D.R. DuVall
James Madison University

Christina Shulman
James Madison University

Erin Sullivan
James Madison University

Description: The Psychology Peer Advising practicum experience at James Madison University is a unique program designed to provide advising by students trained in college and departmental academic requirements, as well as career and graduate school planning methods. This program teaches transferable skills through constant and continuous peer mentoring methods. The “Tech Wizards” contribute to this program by providing the psychology department with important and new information using web-based and social media efforts that advertise events, inform students about advising, and monitor the number of individuals their updates have reached. This presentation will demonstrate the efficiency of using the web and social media to provide accessible advising information, and the adaptability of this practice to other institutional settings.

P8. Accountability in Advising: Holding Your Students and Yourself to a Higher Standard

Presenter: Rosanna Cabatic
Cedar Crest College

Description: This presentation outlines strategies and tools that may help in establishing ownership and instilling accountability in students’ academic plan and goals. These strategies and tools not only help students visualize their goals, but also sets up a schedule that academic and faculty advisors are able to follow to communicate important information to students and manage their advising responsibilities.
P9. **Hello, I am “major-less”**

**Presenters:** Nicole Hastings  
Millersville University  
Margaret Mbindo  
Millersville University

**Description:** Having a sense of belongingness plays an important role in a student’s academic persistence, so how can academic advisors help exploratory students persist when that sense of belongingness is absent? Without a major serving as a network, exploratory students can continue with or develop a fixed mindset, gravitating toward peers and activities familiar to them and can fall prey to isolation, depression, hours on their phone to friends/family and frequent trips home instead of diving deeper into exploring uncharted territory on campus. Utilizing advising as a growth mindset nexus for exploratory students, we can facilitate conversations to address the student’s fixed mindset of only seeing what they do not have and cultivating a growth mindset to seek out the unknown and successfully navigate through college and beyond.

P10. **Using NACADA Principles to Create an Orientation Program for Online, Non-traditional Students**

**Presenter:** Katie Hood  
University of Maryland University College

**Description:** How do you prepare non-traditional students for success in a primarily online environment? At University of Maryland University College, that is the question we continually seek to address. An education coordinator for UMUC at Universities at Shady Grove shares how the regional center operations department conceptualized, initiated, and analyzed a regional orientation program for its non-traditional student population. Topics will include research and planning, as well as implementation and feedback. The presenter will also reflect on successes, opportunities to improve, and ways to adapt and scale orientation sessions. This discussion is designed to inspire others seeking to improve student self-efficacy, academic success, and retention of their online populations.

P11. **Advisor in Training, the Growth and Purpose of Peer Advisors**

**Presenters:** Dr. Luke Faust  
Indiana University of Pennsylvania  
Brandon H. Rager  
Indiana University of Pennsylvania

**Description:** This poster presentation will demonstrate the impact of peer advising from many different angles. Both the presenter and co-presenter learned to advise and mentor during their undergraduate career in similar Peer Advisor roles. This hands-on experience motivated Presenter 1 into a career of developmental advising and is the passion behind Presenter 2’s push toward graduate school and similar career path. Topics will include: The evolution of a Peer Advisor, from sophomore in training to Senior, (advisor in training), the power of peer advising for Advisors, Peer Advisors, and students, and last, how peer advising assists in training the next generation of advisor.

P12. **Understanding Your True Colors**

**Presenter:** Kimberly Moorehead  
George Washington University

**Description:** Successful advising teams are comprised of individuals with various personality styles. This poster is designed to help attendees understand and accept the differences of their teammates’ personalities and work styles. This poster will help attendees:

- Recognize the value of different personality types
- Motivate individuals which supports and encourages team performance
- Become more effective communicators within their advising teams
P13. Academic Advising Syllabus
Presenter: Desiree Saraceno
Rowan College at Burlington County

Description: The presentation will discuss the benefits of academic advisors using a syllabus to provide their students with the essential resources and information necessary to aid them in reaching their goals and achieving success during their educational career. An advising syllabus consists of areas such as; an academic timeline and checklist, student and advisor responsibilities, and institutional resources. Advisors can help their students achieve their learning objectives by teaching their students applied professional skills for their academia and future career field. When advisors use related advising approaches such as transformational and developmental advising, advisors can help their students develop self-regulated learning skills to further their independent learning such as time management and goal setting.

P14. Academic Success Coaching: Beyond the First Year Experience
Presenters: Anita Swartley
Eastern University
Anali Pagano
Eastern University

Description: First year students benefit from a multitude of programs and services specifically targeted to helping them through the transition from high school to college life. As a student moves out of their freshman year or transfers in from another school, there is a significant reduction in services which can leave a student feeling lost during a crucial transitional time. Academic success coaching can be an effective way to provide support, as well as bridge the gap between the loss of services and increased responsibility. This session will talk about practical ways to identify a struggling student at any stage, how to use powerful questions to re-frame a student’s perspective, and present innovative coaching techniques to help a student find success.

SAVE THE DATE
Monday, October 1 | 6:00-7:30 p.m.

“Impact a Life” with NACADA at Copper Blues - Rock Pub & Kitchen, in Phoenix, AZ. Held during the Annual Conference and on behalf of the NACADA Scholarship Fund, all FUNdraiser proceeds support scholarships for members with limited institutional support to attend NACADA events.
Remarks by Charlie Nutt at 6:30 p.m.

$50 per ticket
Impact a Life when you register for the Annual Conference!
Thursday, March 22

C1. More than Conferences: Adapting Professional Development to Your Journey

Date/Time: Thursday, March 22
8:30 – 9:30 a.m.

Location: Silver Lake

Presenter: Edna Renee Macbeth
Virginia Commonwealth University

Description: Often we share that we would “like more opportunity for professional development”. Yet for many advisors, whether new or seasoned, what those opportunities are (or the specific way they can help us grow) are not clear. What do you need to achieve your career goals and perform your job excellently? Where can you find it? Must it be in person? How can you pay for all of it? This session will give attendees space to reflect on their needs and goals as they explore various options for professional development. Attendees will leave with information about opportunities and the beginnings of a personal plan for their own development.

C2. Trust Matters: Attachment and Student Success

Date/Time: Thursday, March 22
8:30 – 9:30 a.m.

Location: Chesapeake Bay

Presenters: Maria Christina Rolon
New Jersey City University
Lorena Laverde
New Jersey City University

Description: As academic advisors, we are motivated to guide undergraduate students throughout their academic career. We believe in their abilities not to only perform academically well and obtain a degree, but to gain a holistic experience that will allow them to be successful in life. However, there are times when it can be challenging as advisors to assist students with understanding their full potential. We may encounter avoidance, resistance, and/or cooperation. Therefore, understanding attachment theory (John Bowlby, Mary Ainsworth, etc.) will be essential to developing rapport with students. By identifying students’ attachment styles, advisors will be able to incorporate strategies that will increase student success.

C3. Welcome Home! An Innovative Approach to Fostering Connections through Strategic Environments at New Student Orientation

Date/Time: Thursday, March 22
8:30 – 9:30 a.m.

Location: Delaware Bay

Presenters: Cindy Walkusky
University of Delaware
Carrie Baldwin
University of Delaware
Colleen Kent Greenstine
University of Delaware

Description: Looking for a fresh approach to New Student Orientation (NSO)? Want to create strategic environments focused on improving connectivity with students? Join us to learn how the University of Delaware’s Lerner College of Business and Economics took NSO to another level! Using the analogy of the foyer, living room, and kitchen table environments in a home, Lerner advisors developed an innovative 3-step structure that moved students from a large environment covering general advising information (foyer), to a small group session geared toward fostering relationships and becoming familiar with curriculum (living room), to the one-on-one advisor meeting (kitchen table). Advisors are recreating the strategic environment at the Conference, so come and glean!
Thursday, March 22

C4. Peer Advising Leadership Program

Date/Time: Thursday, March 22
8:30 – 9:30 a.m.

Location: Kent

Presenters: Rashonne Founts
University of Tennessee
Brooke Clemmons
University of Tennessee

Description: The University of Tennessee, College of Agriculture, has a goal of improving the success of first year students. The implementation of the new Peer Advising Leadership program, PAL, linked with required PAL-driven coursework; a Living Learning Community; a pre-enrollment advising strategy; and a data-driven evaluation component, has enabled the University to be off to a great start for its first-year students. Session participants will: Receive a description of the College of Agriculture’s comprehensive approach to first year student success; Receive the list/definitions of the risk factors are used to identify possible barriers to success; Learn the PAL’s approach to improving first year student success; Receive PAL’s data; Learn how to develop and run a Peer Advisor Leadership program.

C5. What Do I Do NOW? Advising Students Who Are Forced Out Of Their Major

Date/Time: Thursday, March 22
8:30 – 9:30 a.m.

Location: Diamond Room 1

Presenter: Bruce Norris
West Chester University of Pennsylvania

Description: Unfortunately, some students encounter difficulties while pursuing studies in their chosen major. Often these difficulties are insurmountable, perhaps leading to the student being removed from the major. Many of these students opt to leave school. There are a number of issues that must be considered and addressed when advising these students as they learn of their options to continue their education action while coming to grips of their predicament. This session will focus on strategies to help the student overcome the emotional impact of their situation, take stock of the issues which led to the mandated change, and to move on, as well as how to help them consider new areas of study.

C6. Creating and Administering Exemplary Advising Programs

Date/Time: Thursday, March 22
8:30 – 9:30 a.m.

Location: Diamond Room 2

Presenter: Thomas Thomas
Wilkes University

Description: When dedicated advisors and faculty make the move to administration, they often find themselves caught between their training in educational theory and the realities of an environment where business concepts have become dominant. Administering effective advising programs is a unique endeavor, requiring an oftentimes awkward synthesis of educational theory, student-development theory, business management and strategic planning. In the most effective programs, business management concepts actually become the tools to advance our educational objectives instead of the obstacles we often see. This session will explore where these various components complement each other and where they come into conflict, with the purpose of making your vision a reality for students each day. Appropriate for current directors and for those considering making the transition to administration.
Thursday, March 22

C7. So You Think You Can Snapchat? Using Social Media to Enhance Student Engagement

Date/Time: Thursday, March 22 8:30 – 9:30 a.m.
Location: Diamond Room 3
Ana Maria Ulloa-Shields Carnegie Mellon University

Description: Successfully communicating with students is a major priority of any advisor’s job and today, email is no longer enough. Our students are living in the world of social media; advisors who choose to engage in the tools of that world can improve the connections they make with their advisees. This session will review why our academic advising office chose to start using Snapchat as a means to enhance communication with first year students. We will dive into how we implemented the platform, including what we learned during our pilot year. This is aimed towards those exploring how social media can be used in our work as higher education professionals. Familiarity with this platform is not required.

C8. Jack-of-all-Trades: Master of Student Services at a Branch Campus

Date/Time: Thursday, March 22 8:30 – 9:30 a.m.
Location: Ballroom A
Presenters: Natalie Fein Community College of Philadelphia
Jennifer Chiaramonti, MSED, NCC, LPC Community College of Philadelphia

Description: Through a discussion of best practices, case studies, unique challenges and the importance of self-care, and role-playing, attendees will develop an understanding of the importance of team work, flexibility, sense of humor, organization, comprehensive institutional understanding, patience necessary to provide high quality student services in an independent setting often as the sole or part of a small team. Often in these settings, the professional operates as a generalist and is required to have institutional and functional understanding beyond their immediate job responsibilities. You may yearn for the full support team of the main campus but soon you realize in some aspects, students receive better services at Branch/Regional/Off Campus Center. Will you embrace or fear the independence?

C9. Including Student Voices in Defining Student Success

Date/Time: Thursday, March 22 8:30 – 9:30 a.m.
Location: Festival Buffet A
Presenters: Joshua Smith Loyola University Maryland
Mustafa Wahid University of Baltimore

Description: University staff and administrators spend considerable time crafting and revising shared definitions of student success. The movement from persistence and retention is laudable, but like many university initiatives, student voices are missing from the dialogue. In this session, participants will learn about a methodology to identify pain points from students at three different types of colleges. The interview and focus group protocol led by graduate students allow undergraduate students an opportunity to share how they navigate higher education. The process and results provide colleges much needed advice on how to better serve first generation and low income students. Participants of the session will be invited to share how they obtain information from students to inform programming, pedagogy, student services, and defining student success.

C10. Crisis 101

Date/Time: Thursday, March 22 9:45 – 10:45 a.m.
Location: Silver Lake
Presenter: Robert Kennedy Neumann University

Description: This presentation will focus on how academic advisors can recognize signs of crisis and respond to the student’s needs. Learning objectives for this lecture/interactive presentation include understanding what a crisis is, and how to understand it as it applies to the educational system. In this session, he will demonstrate the levels of crisis, and explain how to identify a student at risk, and how to respond to a crisis situation. This session will help advisors understand the levels of crisis, and the ramifications of missing the red flags associated with crisis. In turn, the advisors will be able to identify a student in crisis, and be prepared to deal with a student in full crisis mode while better understanding how aggression can be avoided.
Thursday, March 22

C11. Let’s Talk: Helping Students Experiencing Academic Difficulty Grow Through Reflective Conversations
Date/Time: Thursday, March 22
9:45 – 10:45 a.m.
Location: Chesapeake Bay
Presenters: Beth Johnson
Pennsylvania State University
Elizabeth Agler
Pennsylvania State University
Jonathan Colón
Pennsylvania State University
Carolyn Jensen
Pennsylvania State University
David Zach
Pennsylvania State University

Description: Advisors play a crucial role for students facing academic difficulty. Early conversations with advisors can enhance self-reflection, academic decision-making, and goal setting. Moreover, the specific advising approach taken when meeting with these students can influence their future actions and outcomes. Higgins (2003) cites literature that promotes and supports intrusive/proactive advising, encouraging advisors to “reach out to students, meet with them, and help them identify the issues contributing to their academic difficulty, set short and long term goals, and develop a plan which includes follow-up.” This session provides tools to guide advisors through this process. A group of advisors from different academic units will share varying experiences and results from using this proactive and collaborative approach.

C12. Successfully Advise Your Caseload While Managing Other Duties
Date/Time: Thursday, March 22
9:45 – 10:45 a.m.
Location: Delaware Bay
Presenters: Sarah Grogan
Drexel University
David Appleton
Drexel University
Karen DeVose
Drexel University
Kelly Quigley
Drexel University
Jamuna Saha
Drexel University

Description: Advisors who work for small departments, centers, or schools within a large university are likely to have other responsibilities besides advising students and this can be a lot to manage. This session will give advisors the opportunity to learn from other advisors in this situation about some best practices that they can implement on a day-to-day basis in order to continually meet the needs of their students while effectively completing their other administrative duties. We will show that it is possible to practice and prioritize intrusive academic advising while managing other duties such as scheduling, hiring, curriculum updates, finances, alumni relations, student programming and prospective student events.
Thursday, March 22

C13. Organizational Planning and Change Management in Academic Advising

Date/Time: Thursday, March 22
9:45 – 10:45 a.m.

Location: Kent

Presenter: Jamie McClintock Brenner
Pennsylvania State University

Description: Every advising administrator will guide their team through change during their leadership journey. Successful leaders will plan positive changes. Through presentation, conversation, and activities, the presenter, Director of Academic Advising in a unit of 20 professional advisers, will share her approach to organizational planning and change management. Examples will represent purposeful change efforts within her unit and required changes at the institutional level, which necessitated a unit level response. The presenter will share the values, leadership philosophy, and change management approaches that guide her management of the team through change, as well as lessons learned. Attendees will have an opportunity to articulate their own approaches through activities, as well as share examples of useful and destructive change management practices they have experienced.

C14. Facing the Giants: Confronting Fears of First-Year Students

Date/Time: Thursday, March 22
9:45 – 10:45 a.m.

Location: Diamond Room 1

Presenters: Stephen Hester
Liberty University

Jillian Riordan
Liberty University

David Hart
Liberty University

Description: On the surface, first-year students do not appear to be afraid of anything. Society encourages them to appear fearless. What if that is just a façade? Many sources, such as the Journal of College Admission, agree that students are “scared sick” about going off to college. Fear can become a giant, if not identified and addressed, which can negatively affect a student emotionally, academically, and socially. As advisors, it is important that we learn to decipher what their fears are telling us in order to contribute to their success.

C15. Engaging Millennials through Technology in Advising

Date/Time: Thursday, March 22
9:45 – 10:45 a.m.

Location: Diamond Room 2

Presenters: Alison Wade
University of Delaware

Joy Stroman
Temple University

Description: Come join the discussion about benefits and obstacles using technology to advise millennials! Advisors from two institutions will present the current literature regarding technology and why some students are challenged with academic online processes and systems. Research shows this could be due to a tradeoff in some critical thinking skills in place of increased technical abilities. The presentation will outline best practices and challenges with implementing methods such as virtual advising, online change of major workshops, orientation videos and webinars, synchronous online seminar courses, and pre-advisement surveys. The session will conclude with an open discussion about using technology to increase efficiency, student satisfaction, and productivity in advising.
Thursday, March 22

C16. In the Spirit of Continuous Improvement - The Relaunch of an International Student Transition Seminar

Date/Time: Thursday, March 22
9:45 – 10:45 a.m.

Location: Diamond Room 3

Presenters: Fang Du
Rutgers, The State University of New Jersey

Dietrich Tschanz
Rutgers Business School

Description: This presentation discusses the development, implementation and assessment of a new international student transition seminar at a comprehensive research university. Given the vital role of leadership in this initiative, we used a Four-Frame Leadership model, namely Structural, Human Resource, Political and Symbolic frames, to analyze the process. Participants of the workshop are expected to: 1. Learn about a case study of supporting international students. 2. Take away artifacts about the need assessment and outcome assessment methods of this international student transition seminar. 3. Understand how to use the Four-Frame Leadership Model to assist establishing new programs in universities with complex organizational structures.

C17. Students with Choice: Engaging High Achieving Students at a Community College

Date/Time: Thursday, March 22
9:45 – 10:45 a.m.

Location: Ballroom A

Presenters: Michele Applegate
Rowan College at Burlington County

Nick LaTorre
Rowan College at Burlington County

Description: Increasing numbers of high achieving students choose to begin their academic pursuits at community colleges. These students have different needs than other community college students. This presentation will define these students, understand their strengths and weaknesses particularly within a community college, and review best practices to advise and holistically support them. Research shows this population has a very high transfer rate in comparison to community college students overall; therefore, four-year institutions may find understanding this student at a community college important in continuing to attract and support transfer students.
Thursday, March 22

C18. Understanding Students' Expectations for Academic Advising

Date/Time: Thursday, March 22
9:45 – 10:45 a.m.

Location: Festival Buffet A

Presenter: Michael Chirdon-Jones
Community College of Allegheny County

Description: Studies show a strong link between students' expectations for advising and their level of satisfaction with advising depending on whether or not their expectations have been met. These studies have found that students whose expectations were in alignment with the advising they received report high levels of satisfaction with their experiences. This presentation will summarize a study that focused on interviewing 17 community college students to determine what they expect from advising and how their experiences with advising have or have not matched their expectations. The objective of this presentation is to help advisors identify both positive and negative expectations that students hold for the advising process and practical steps they can take during advising sessions to help students feel comfortable and confident with their advising experience.

C19. Our Horizontal Life: The Secrets of Being a Mid-Level Higher Educator

Date/Time: Thursday, March 22
11:00 a.m. – Noon

Location: Silver Lake

Presenters: Gavin Farber
Temple University
Chuck Foster
Temple University

Description: In a competitive profession like higher education, the climb to the top can seem like an everlasting game of "Chutes and Ladders". When promotions are unavailable to professionals, especially for mid-level higher educators, it can be difficult for them to feel appreciated in their roles, which can contribute to attrition. In reality, there are many more paths to career mobility, and multiple means for professional growth. When a vertical path is unavailable at an institution, it could be the horizontal movements that afford the best opportunities for development. Join the conversation discussing the benefits and challenges of being a mid-level administrator and how you can forge a rich, rewarding career independent of the conventional "climbing the ladder" approach. Review new strategies to overcome your struggles and conquer your career path!
Thursday, March 22

C20. A Big Idea: Getting Involved in the Emerging Leaders Program

Date/Time: Thursday, March 22 11:00 a.m. – Noon
Location: Chesapeake Bay
Presenters: Tania Alvarez Old Dominion University
Kathleen Sindt Johns Hopkins University
Quentin Alexander Longwood University

Description: 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 Diversity Committee and ELP are changing the face of NACADA.

C22. When Collaboration and Change Collide With Academic Advising

Date/Time: Thursday, March 22 11:00 a.m. – Noon
Location: Kent
Presenter: Naomi Nash University of Delaware

Description: The University of Delaware is a large, decentralized institution with seven colleges and about as many advising models! Advising resources, models and structures have varied significantly in the colleges. As a result, students’ advising experiences have also varied. In 2016, UD started a journey of improving academic advising, desiring a model that would provide a more consistent and enhanced student experience. This presentation will explore the implementation of new technologies and the retirement of old tools, the formation of working groups and taskforces, enactment of university-wide advisement messages, to partnerships to improve policies and much more. Join UD for a presentation on successes, challenges and lessons learned when collaboration and change collided with advising.

C21. Unpacking Our Biases Using DE biasing Techniques

Date/Time: Thursday, March 22 11:00 a.m. – Noon
Location: Delaware Bay
Presenter: Gerron Scott Virginia Commonwealth University

Description: In this interactive presentation, we will look at how implicit biases impact our daily interactions with students and unpack those biases using debiasing strategies. We will look inside of ourselves to start to undo the damage caused by own thoughts and actions. We will walk away with strategies that allow us to become better professionals and truly treat each student like the individual that they are.
conference
workshops

Thursday, March 22

C23. Didn’t You Read My Email? Exploring Student Messaging, Over-Contact, and Communication Barriers

Date/Time: Thursday, March 22
11:00 a.m. – Noon

Location: Diamond Room 1

Presenters: Sheri Rodriguez
University of Delaware

Katie Daly
University of Delaware

Calycce Magee
University of Delaware

Description: This session will outline how one institution formed a working group to explore communications to undergraduate students on its campus. With diverse representation from various units, this working group helped spark a university-wide conversation about messaging, points of student over-contact, and the use of higher education “jargon” in student outreach. This lead to further understanding the types of critical university-wide messaging that was sent to students, where points of over-contact occurred, and what critical messaging students historically did not take action on. Presenters will discuss how communication methods can impact the student experience in areas such as academic advising, engagement, and student services. The bigger picture of undergraduate student messaging and how missing critical communications can impact academic advising, student success, and overall student retention rates will also be addressed.

C24. Helping Students Find Their Element

Date/Time: Thursday, March 22
11:00 a.m. – Noon

Location: Diamond Room 2

Presenter: Scott Miller
Ohio University

Description: For undecided students, choosing a major can be a daunting and stressful task. As an advisor of students who are undecided, it is important to help students identify their passions and strengths so that they are able to select a major that will help guide them towards their element. Utilizing Sir Ken Robinson’s book entitled “The Element,” as well as advising theories and discussions about personal experiences, this session will aim to help advisors define what it means for a student to be in their element, understand why it is important for undecided students to know when they are in their element, and identify strategies to use when guiding undecided students toward a major that would set them up to be in their element.

C25. Pathway To Success: Summer Start (PaSSSS) - A Jump Start to Connection And Retention

Date/Time: Thursday, March 22
11:00 a.m. – Noon

Location: Diamond Room 3

Presenters: Karen Sofranko
Pennsylvania State University - Hazleton

Tammy Spevak
Pennsylvania State University - Hazleton

Description: University professionals understand that access to higher education and the ability to pay tuition are two of the biggest factors determining a student’s capacity to earn a college degree. The PaSSSS program, comprised of tuition scholarships, work experience opportunities, workshops and acculturation activities, aims to connect students to the University while increasing retention and graduation rates. This presentation describes this program from inception through implementation, detailing the building of this five-week program and ongoing assessment efforts. The program focus is on at-risk students and how it is expanding to encompass other student populations. Q&A and a discussion of how this program might be applicable to other settings will be included.
Thursday, March 22

C26. Serving Those Who Have Served: Big Ideas to Help Non-Veterans Effectively Advise Student Veterans

Date/Time: Thursday, March 22
11:00 a.m. – Noon

Location: Ballroom A

Presenters: Julie Traxler
Rutgers University
Ann Treadaway
Rutgers University

Description: Years of active U.S. military engagement have resulted in an influx of Veterans returning to civilian life and our campuses, but most advisors are not veterans and may struggle to reach this student population. Attaining a general level of military cultural competency is key to increasing advisor effectiveness in developing a more trusting student-advisor relationship and better supporting service members on campus. Attendees to the session will gain greater familiarity with the varied Veteran and Military population, an understanding of appropriate terminology and educational benefits, as well as useful advising strategies for working more effectively with a Veteran student population. The presentation is based on research and advising experience.

C27. Mental Health And Community Colleges - What Is Our Role?

Date/Time: Thursday, March 22
11:00 a.m. – Noon

Location: Festival Buffet A

Presenter: Kate Gonzalez
Rowan University at Burlington County

Description: An increasing number of college students are experiencing mental health issues, with anxiety and depression being the highest reported disorders. Research findings have shown that community college students are at a higher risk of suffering from mental health disorders, while these students also have the lowest amount of resources at their disposal. An open discussion of how to conduct a mental health needs assessment and plan at participant’s institutions as well as brainstorming ideas of how to support community college students with mental health needs will be explored at this roundtable.

C28. What's The Big Deal With Student Faculty Engagement: Small Ways To Help Students Connect

Date/Time: Thursday, March 22
1:30 – 2:30 p.m.

Location: Silver Lake

Presenters: Janice Hawkins
Old Dominion University
Andy Grizzard
Old Dominion University

Description: Students who engage with their faculty in meaningful conversations beyond the classroom make better grades and are more likely to graduate (Kuh, 2009; Price & Tovar, 2014; Webber, Krylow, & Zhang, 2013). Advisors are often the first contact for students on campus and the link between students and faculty. This presentation discusses strategies to promote student-faculty engagement including participation in study abroad, internships, student organizations, community service, and undergraduate research. The presenters will also share best practices for classroom behavior, social media presence and email etiquette. A dialogue of these strategies and practices will assist advisors in their efforts to facilitate student and faculty connections outside of class.
Thursday, March 22

C29. Leaving A Big Impact With a Small Practicum

Date/Time: Thursday, March 22 1:30 – 2:30 p.m.

Location: Chesapeake Bay

Presenters: Kimberly DuVall
James Madison University
Ashley Rininger
James Madison University
Alec Silman
James Madison University

Description: The Psychology Peer Advising practicum experience at James Madison University is unique in its design and practice. Student advisors commit to a two-year practicum, develop products to be used by both students and faculty members, and present on topics relevant to academic advising. Peer Advisors develop transferable skills such as oral and written communication, active listening, leadership, research, collaboration, marketing, and professionalism through training and continuous mentoring. This best-practices presentation will demonstrate the adaptability of peer advising to other institutional settings.

C30. Advising Beyond Four Walls: Virtual Group Advising Sessions

Date/Time: Thursday, March 22 1:30 – 2:30 p.m.

Location: Delaware Bay

Presenters: Melissa Freeman
American Public University Systems
Sabrina Baker
American Public University Systems
Rachael Burke
American Public University Systems

Description: Are you interested how you could utilize technology to hold group advising sessions? Are you looking for a way to advise multiple students at the same time while still maintaining that personal touch? Are you an online advisor who has insight to share? Join us for a presentation to discuss group advising sessions, what type of population will benefit from this option, as well as our successes and our challenges. The presenters will share their experiences with group advising sessions and in hopes of participants learning new information to apply to their institutions while collaborating with fellow advising colleagues.

C31. Emotional Intelligence: Connecting From The Heart

Date/Time: Thursday, March 22 1:30 – 2:30 p.m.

Location: Kent

Presenter: Emile Mike Boutin
MGH Institute of Health Professions

Description: Emotional intelligence is the ability to understand and regulate your own emotions and those of others, and to utilize your emotions beneficially. In advising, your ability to gauge how you are feeling at any moment, and also to read the subtle and sometimes not-so-subtly cues of a student’s emotional reactions can be effective in providing support, assessing a situation, and developing a plan for success. This interactive workshop will present the state of the science in Emotional Intelligence by exploring trait-based, ability-based, and mixed approaches to EI and their related assessment tools. Then in small groups and through role-playing, we will develop skills and approaches that utilize the insights gained from EI to refine our advising practices.
Thursday, March 22

C32. Small Talk, Big Response: Social Media in Advising

Date/Time: Thursday, March 22
            1:30 – 2:30 p.m.

Location: Diamond Room 1

Presenter: Lyndsay Durham Moore
            Virginia Commonwealth University

Description: Rather than contributing to the knowledge gap between advisors and students, why not embrace the opportunity to learn something new? This presentation will discuss the language of higher education and the role social media can play to facilitate conversation when academic advisors serve as translators. Participants will be provided examples of translating the same message across multiple platforms including Twitter, Instagram, Snapchat, Facebook, and email. Discussion of analytic data to inform outreach will provide participants with the tools to speak the language of social media with their students as soon as they get back to campus. Familiarity with use of social media recommended, however all skill levels will benefit from attendance.

C33. Facilitating Student Transfer: Pre-Transfer Advising and the Role of Academic Advisors in Transfer Student Success

Date/Time: Thursday, March 22
            1:30 – 2:30 p.m.

Location: Diamond Room 2

Presenters: Shannon Hayes
            University of Maryland

Leslie Lindeman
            University of Maryland

Casey Maliszewski Lukso
            University of Maryland

Description: The purpose of this study is to analyze the impact of pre-transfer advising on the academic and social adjustment of community college transfer students at a four-year institution. In 2015-2016, 49 percent of students who completed a baccalaureate degree attended a community college at least once within the previous ten years (National Student Clearinghouse, 2017). While a great number of students who start at community college aspire to continued education, shockingly few students graduate with a bachelor’s degree. Through a qualitative case study, this study explores the role that advisors play in facilitating the transfer process.

C34. Advising Strategies to Address Linguistic Prejudice: Supporting Students With International Instructors

Date/Time: Thursday, March 22
            1:30 – 2:30 p.m.

Location: Diamond Room 3

Presenters: Jennifer Saltsgiver
            The Pennsylvania State University

Laura Hennessey
            The Pennsylvania State University

Description: As the adviser role broadens, students will continue to seek our guidance on a multitude of topics. One such question revolves around linguistic prejudice. This concept relates to students who are struggling with language barriers with their international instructors. How do we navigate this conversation? This session will define linguistic prejudice and explore the literature surrounding it. Presenters will provide skills to facilitate conversations with students to broaden their perspective on this “issue” that they share with us. Participants will have the opportunity to provide their own experiences and take part in small discussion groups to further examine student scenarios. Advisers truly have the opportunity to encourage student development around topics of diversity in order to better prepare them for a career in the global workforce.
C35. How to Build and Nurture Mindsets That Promote Academic Resilience for Students From Poverty

Date/Time: Thursday, March 22
   1:30 – 2:30 p.m.

Location: Ballroom A

Presenters:
   Dr. Margaret Mbndoyo
   Millersville University
   Dr. Cora Dzubak
   Millersville University
   Professor Nicole Hastings
   Millersville University
   Dr. David Henriques
   Millersville University

Description: Declining enrollments and student attrition is by far the greatest of all worries by many institutions of higher learning for students from poverty. A lot of money is being used to counter student attrition and yet nurturing the individual growth mindsets that promote academic resilience may just be the overlooked solution. While some students are able to maneuver obstacles and work the college systems to their success, students from poverty may find it challenging. This session will show how faculty and academic advisers can help their students build and nurture mind sets that promote academic resilience using an academic resilience building framework. It will also feature major current academic resilience initiatives.

C36. A Conversation with NACADA Leaders

Date/Time: Thursday, March 22
   1:30 – 2:30 p.m.

Location: Festival Buffet A

Presenters:
   Karen Archambault
   NACADA Board Member
   Rowan College Burlington County
   Karen Lewis, Region 2 Chair
   University of Maryland
   Dayna McNary
   Kansas State University

Description: 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.

C37. Strengthening Your Career Guidance Skills: Questioning As An Engagement Strategy

Date/Time: Thursday, March 22
   2:40 – 3:40 p.m.

Location: Silver Lake

Presenters:
   Christine Harrington
   Center for Student Success at the
   New Jersey Council of County Colleges
   Donna Rogalski
   Center for Student Success at the
   New Jersey Council of County Colleges

Description: Advisors often struggle with getting students, especially those who are undecided or exploratory, to engage in conversations about career planning. Questioning is a powerful strategy advisors can use to get the conversation started and help students choose a career pathway. During this highly interactive session, you will learn about a framework for using questioning to help students explore options and make career decisions. You will also have the opportunity to engage in brief interactive exercises focused on developing questions and an action plan. Several resources such as sample questions and a newly developed toolkit on career exploration will be provided.
Thursday, March 22

C38. Thriving In the Ivy League: A Comprehensive Model for Retaining Underrepresented Students at a Highly Selective University

Date/Time: Thursday, March 22 2:40 – 3:40 p.m.
Location: Chesapeake Bay
Presenter: Matthew Armes University of Pennsylvania

Description: “Congratulations on your acceptance to _____, one of the most highly selective educational institutions in the world!” While these words often lead to incredible joy at the prospect of attending a world-renowned university, they can also lead to tremendous uncertainty for the student. “Thriving in the Ivy League: A Comprehensive Model for Retaining Underrepresented Students at a Highly Selective University” tackles the big question of “how am I going to make it?” This presentation will focus exclusively on an advising support program offered at the University of Pennsylvania designed to provide academic advising and support for undergraduate students from the U.S. and the world who were accepted to Penn by sheer merit but would benefit from an extra source of guidance as their next season of life unfolds.

C39. Advising In Small and Under-Enrolled Majors: Promoting Persistence and Retention

Date/Time: Thursday, March 22 2:40 – 3:40 p.m.
Location: Delaware Bay
Presenters: Jill Janofsky University of Maryland - College Park
Heather Buchanan University of Maryland - College Park

Description: Advisors in departments with relatively low enrollment numbers face a variety of challenges, such as marketing their majors to diverse audiences, retaining existing majors, and lack of staff to handle multiple advising responsibilities. Institutions often put pressure on under-enrolled departments to increase the number of undergraduates and to ensure retention among enrolled students. Some institutions even tie departmental funding to fluctuations in undergraduate enrollment numbers. Given the importance of enrollment numbers among undergraduate departments, ensuring student success remains an integral component of smaller advising offices. This presentation will involve a discussion about best practices to serve currently-enrolled students and how to attract new undergraduates to small and under-enrolled programs.
Thursday, March 22

C40. How a Customer Relationship Management System Saved My Life (...By Improving My Advising Practice)

Date/Time: Thursday, March 22 2:40 – 3:40 p.m.
Location: Kent
Presenters: Rita Berson Drexel University Chuck McNally Drexel University

Description: Developmental advising is a process based on close student-advisor relationships. But how can advisors be expected to maintain close relationships with students, with high caseloads and back to back appointments? In a 2013 NACADA Technology survey, only 40% of respondents used an electronic customer relationship management (CRM) system daily, and 48% of respondents said they never used one. Our institution developed a homegrown CRM system allowing us to track students over time and develop more meaningful relationships. This system gave us the ability to monitor interactions, store documents, and share information across campus. We will discuss our homegrown CRM system and shed new light on how the technology can be used to enhance advisor-student relationships.

C41. Bridging the Divide: Creating a Successful Transition from Community Colleges to a Four-Year Institution

Date/Time: Thursday, March 22 2:40 – 3:40 p.m.
Location: Diamond Room 1
Presenter: Kevin McCarthy Tidewater Community College

Description: Join us for an inspiring story of three community college students and their successful transition to the university of their dreams. Many students find community college to be a great transition from high school as they become connected to their education like never before. Students have opportunities to find themselves, develop relationships and explore a whole new world. Retaining and engaging our students has become a critical mission during this process. The transition to 4-Year Institutions can be daunting when exploring everything from housing to a new social climate. Come learn about the many ways Tidewater Community College is engaging and preparing students to leave the nest and venture into a much bigger world!

C42. Faculty-Led, Centralized, Or Hybrid? Different Structures, United Goals

Date/Time: Thursday, March 22 2:40 – 3:40 p.m.
Location: Diamond Room 2
Presenters: Erica Kalinowski The College of New Jersey Mary Lehr-Furtado The College of New Jersey

Description: As we connect with higher education professionals, we recognize that advising structures are unique, but many of our challenges are the same, especially when it comes to garnering faculty interest and support in the advising process. The College of New Jersey operates under a faculty-led advising model with just a handful of professional advisors. While this approach provides students an early connection to their discipline, challenges can arise when students express uncertainty about their program, experience hardship, or need clarification on policies, procedures, or resources. During this discussion, you will hear from two cross-campus professional staff who will share their approach to academic advising within a faculty-led structure and look forward to an open dialogue of others’ models, strategies, challenges, and successes.
Thursday, March 22

C43. Exploratory Advising and Students with Autism Spectrum Disorder

Date/Time: Thursday, March 22
2:40 – 3:40 p.m.

Location: Diamond Room 3

Presenters: Cora Dzubak
Millersville University of Pennsylvania
Margaret Mbindyo
Millersville University of Pennsylvania
Nicole Hastings
Millersville University of Pennsylvania

Description: The number of students in college with Autism Spectrum Disorder (ASD) continues to increase. Advising these students can be challenging because decision-making skills are often ineffective, whereas their career interests are often narrow and specific. A traditional career decision-making model is often not effective with students who are intent on pursuing a specific career. They are sometimes not open to exploring options that allow them to maximize their strengths while also minimizing personal, behavioral, or communication characteristics that are not conducive to success in their chosen career. Learning objectives include an examination of this topic as it applies to students with ASD and their efforts to identify a career that is compatible with their interests, skills, and behavioral tendencies.

C44. Interdisciplinary Studies Major: Something For Everyone

Date/Time: Thursday, March 22
2:40 – 3:40 p.m.

Location: Ballroom A

Presenters: Gloria Tuckwiller
Radford University
Dana C. Trask
Radford University
A. Noelani Hall
Radford University

Description: Objective: Describe how the Interdisciplinary Studies-Liberal Arts program has grown exponentially and has improved graduation and retention rates. Since 2011, the Interdisciplinary Studies-Liberal Arts (IDSL) major has grown exponentially. What began as a back-up program for students who could not meet standard degree requirements has become a top choice of major for students who want to create their own degree or come back to complete their degree. The program combines general education requirements, two concentrations, and an IDSL Core. This program is perfect for students who have a specific career goal in mind, have a wide variety of coursework completed, or students who did not finish their degree and want to come back to the University to finish. Something for everyone!

C45. 13 Reasons Why: Discussing the Differentiation of Counseling and Academic Advising

Date/Time: Thursday, March 22
2:40 – 3:40 p.m.

Location: Festival Buffet A

Presenter: Andrew Millin
Mercer County Community College

Description: A Ph.D. in Academic Advising may arise at Kansas State. Academic advising is now a distinguished field of study; one-way it was born through a Harvard counseling group in the 1800’s called the Board of Freshman Advisers (Cook, 2001). Despite all states having counselor titles involving licensure (Lum, 2010), non-licensed academic counselors continue to permeate, causing confusion. The three presentation objectives are to dialogue toward inquiry on 1) advocating for the differentiation of advising and counseling as two separate fields of study considering the development of both from dependent to independent of one another, 2) counseling theories appropriate to use in academic advising practice, and 3) development of an Advising & Counseling Advising Community, chaired by the presenter.
C46.  A Bad GPA Can Change Everything: Examining Academic Bias in Advising

Date/Time:  Friday, March 23  
8:00 - 9:00 a.m.

Location:  Silver Lake

Presenter:  Marcus Ware  
George Washington University

Description: Many researchers have published on the impact of implicit and explicit bias on academic advising. This topic is often approached through the lens of the many identities of advisors and advisees (e.g., race, ethnicity, gender) of advisees, and how these identities impact the advising relationship. What can be more difficult to identify and control for is the set of academic and non-cognitive traits actualized by advisees that negatively impact the way advisors approach their engagement with students. This workshop seeks to bring meaningful understanding to the many ways advisors subtly and unconsciously treat some students differently than others and how advisees might experience this “academic” bias within the context of an advising relationship. Attendees will better understand how their own experiences and expectations sometimes impacts our advisees.


Date/Time:  Friday, March 23  
8:00 - 9:00 a.m.

Location:  Delaware Bay

Presenter:  Elizabeth Fever  
Temple University

Description: Are you working in a cubicle, or small office space? Do you ever wonder how you might make that space more inviting, or how you might better deal with privacy issues that might arise? This round-table discussion will give advisors a chance to discuss collaboration, privacy and aesthetic in less-than-ideal office spaces. You will leave with action items to take back to your office, and ideas on how to improve your space to grow where you’re planted!

C49.  Signal to Noise: Analog Advising in a Digital Age

Date/Time:  Friday, March 23  
8:00 - 9:00 a.m.

Location:  Kent

Presenter:  Dominic Sano-Franchini  
Virginia Tech

Description: The use of technology in advising has become ubiquitous, much like nearly every other profession. But how often do we consider the ways in which it influences our work? This presentation explores and critiques the ways in which technology affects the profession of academic advising, beginning with a brief discussion of the notion of analog and digital technology, followed by a short overview of some of the ways advisors have discussed and incorporated (or not) technology in their work. Specific questions will also be presented and explored. Attendees will be asked to reflect and discuss their ideas and experiences.
**Conference Workshops**

**Friday, March 23**

**C50.** Advising Approaches: Developing Tools for BIG Time Practice

**Date/Time:** Friday, March 23 8:00 - 9:00 a.m.

**Location:** Diamond Room 1

**Presenter:** Dr. Joanne Damminger
Delaware Technical Community College

**Description:** This session will provide information about multiple advising approaches and related theories. Effective advisors must have a tool box of advising approaches readily available to meet the needs of individual students. There is not a one-size-fits-all formula for providing each student the approach that will assist him or her in making the best-informed decisions. Case studies will be used to apply approaches to practice and inform advisor development.

**C52.** Here is What You Could Do, But Should You?

**Date/Time:** Friday, March 23 8:00 - 9:00 a.m.

**Location:** Diamond Room 3

**Presenters:**
- Jarrett Kealey
  Rowan College at Burlington County
- Karen Archambault
  Rowan College at Burlington College
- Tim Cox
  University of Maryland Baltimore County
- Meghan Ingstrup
  Rutgers University - New Brunswick

**Description:** All levels of advising are wrought with decisions - some of which get right to the core of who we are as professionals. As advising professionals, we are often trying to find solutions that account for our loyalties of student, institution, and self. Whether it is the student who complains about another advisor, the institutional change that has a negative effect on a student, or the FERPA dilemma; we all can think of moments when our practice of advising has conflicted with our values. This panel presentation will delve into ethics and politics from the perspective of varying positions within advising. Come engage with our panel of advising professionals as they discuss ethics in the advising profession.

**C51.** Success Transfer-Ability: Ensuring a Successful Transition for Transfer Students

**Date/Time:** Friday, March 23 8:00 - 9:00 a.m.

**Location:** Diamond Room 2

**Presenters:**
- Whitney Lovelady
  Virginia Commonwealth University
- Alvin Bryant
  Virginia Commonwealth University
- Lisa Yamin
  Virginia Commonwealth University

**Description:** Success transfer-ability: Ensuring a successful transition for transfer students. Virginia Commonwealth University aims to be a leader in transitioning students successfully into the folds of a large, public research institution. Each year over 2,500 transfer students depend on our efforts to assist in their success. Representatives from the VCU Transfer Center, Liberal Studies in Early & Elementary Education program, and Biology department will share their insights into supporting their respective populations through an interactive discussion. We'll discuss ideas for student programming, working with transfer partner institutions, summer onboarding programs, and more.

**C53.** Gender Not Found: A Non-Binary Approach for Advisors

**Date/Time:** Friday, March 23 8:00 - 9:00 a.m.

**Location:** Ballroom A

**Presenter:** Chris Bryant
Temple University

**Description:** As a society, we teach gender as a binary concept—male and female. However, society is becoming more aware of the fact that gender is not a simple binary concept. With more individuals becoming comfortable expressing variations of their gender identity, administrators need more training on supporting students at their campuses. This workshop will explore basic terminology about gender non-binaries, the experiences of people who have non-binary gender identities, the challenges they may face in higher education settings, and find out how they can be allies to students with non-binary identities.
C54. Have No Fear, Students Have a Peer!

Date/Time: Friday, March 23
9:15 - 10:15 a.m.

Location: Silver Lake

Presenters: Dawn Wilkenfeld
Ramapo College of New Jersey
Uma Joshi
Ramapo College of New Jersey

Description: Peer advising serves as a complement to professional academic and career advisement. From the perspective of two recent alumni of Ramapo College (now graduate assistants), participants will learn about the college's peer mentoring programs through various office structures. This includes the Center for Student Success (Academic Advising and Peer Facilitation) and the Cahill Center (Career Advisement). In presenting data about the successes of Ramapo College's peer mentoring programs, participants will learn about various supervisory structures for peer advising. This presentation will allow professionals to assess their current peer mentoring program (using current trends and strategies). From there, those involved with advisement will learn how to utilize the dynamics and social structure of peer relationships to best support first-year students.

C56. Gen Z Picks a Degree

Date/Time: Friday, March 23
9:15 -10:15 a.m.

Location: Delaware Bay

Presenter: Lauren Daly
Liberty University

Description: Ready or not, Generation Z is here. Born between 1995 and 2010 and raised post-9/11 and The Great Recession, these students are overwhelmed, overcommitted, and over-connected. But take a deeper look and you will find that these same students are also more entrepreneurial and individualistic than their millennial predecessors. A 2014 survey of high-school students found that 72% hope to start a business in the future. What programs and services are we providing that directly meet the needs of this 5-screen generation of innovators? Let Interdisciplinary Studies be part of the answer by providing a launchpad for student success.

C57. Big Recognition with a Small Budget

Date/Time: Friday, March 23
9:15 - 10:15 a.m.

Location: Kent

Presenters: Tania Alvarez
Old Dominion University
Sandy Waters
Old Dominion University

Description: Recognition of a job well-done isn’t necessary in the advising profession, but it certainly is a boost to one’s self-esteem when facing a caseload of 500+ students and there doesn’t seem to be enough time in the day. At Old Dominion University, we recognize that advising contributes to each student’s academic success and know that including advising in the long-held tradition of awarding teaching and research in the academy is necessary to bring recognition of this fact. Attendees will learn how ODU has incorporated the advising awards for professional and faculty advisors into our culture and how this process produces our nominees for the NACADA awards programs.
conference workshops

Friday, March 23

CS8. Promoting Student Success by Bringing Academic Advising into the First-Year Experience Course

Date/Time: Friday, March 23 9:15 - 10:15 a.m.
Location: Diamond Room 1
Presenters: Herbert Bruce, Virginia Tech
           Nick Sano-Franchini, Virginia Tech

Description: Students underestimate the value of academic advising and few follow through on their advising recommendations. How do you get them to become more responsive and understand the value of advising? Include the advisor in the First-Year Experience (FYE) class. This session will discuss the current data regarding the use of academic advisors in the FYE classroom, provide compelling parallels between the learning objectives of developmental academic advising and FYE courses, and review several models that designed to include advisors in the classroom. Presenters will also offer classroom assignments and activities to augment academic advising.

CS9. Positive Responses to Stress: Increasing Advisor Wellness Through Mindfulness and Yoga

Date/Time: Friday, March 23 9:15 - 10:15 a.m.
Location: Diamond Room 2
Presenter: Liz Sutton, University of Pennsylvania

Description: Close your eyes. Take a long inhale through your nose; sigh a long exhale through your mouth. The benefits of mindfulness and yoga are touted by wellness blogs, magazines, and Instagram accounts alike, but how rarely do we breathe and take a moment for ourselves when caring for our students? Alternatively, how often do we allow the stress of our hectic advising jobs to impact our feelings of wellness and calm? This presentation will provide advisors a space to get centered, learn about the body's physical reaction to stress, identify specific stressors in our own advising lives, and ultimately to both experience and take away exercises and apps to create calm back at our institutions. Easy movement, all of which can be done from a chair, is included.

C60. How to Survive (And Eventually Learn To Love) Advising for Interdisciplinary Programs: Cyber Security

Date/Time: Friday, March 23 9:15 - 10:15 a.m.
Location: Diamond Room 3
Presenters: Lenora Thorbjornsen, Old Dominion University
           Elizabeth Smith, Old Dominion University

Description: Interdisciplinary (IDS) programing involves the combining of two or more academic disciplines into one curriculum; creating something new by thinking across boundaries. IDS programing provides students the opportunity to choose from a variety of subject matter and create/experience a customized and thorough program experience. However, with the wide variety of program options often come a wide variety of programing issues for advisors. The presenters will provide background on ODU-specific advising strategies for our undergraduate IDS studies Cyber Security majors and will encourage the discussion to explore student experience/development/growth. This session will facilitate a discussion of academic advising concerns and strategies relative to students in IDS programs. Participants will be encouraged to bring their own advising questions, challenges and triumphs.

C61. Advising Advisors

Date/Time: Friday, March 23 9:15 - 10:15 a.m.
Location: Ballroom A
Presenter: Elle Hansen, George Washington University

Description: Making the transition from advisor to supervisor can be challenging. In this presentation, you will find management techniques to foster professional growth, advisor retention, and effective time management practices. At the center of these techniques are contextual factors such as helping skills, customer service practices, and the culture of advising in higher education.

10:30 a.m. Join us for brunch in Ballrooms B & C. Catch up on NACADA Region 2 Business, see the latest Region 2 award winners, and win prizes!
Mr. Andrew Millin  
Mercer County Community College

Andrew is delighted and grateful to have won one of the Region 2 Ambassador Scholarships! A member of NACADA since February 2016, Andrew was elected to be the next Site Selection Coordinator on the Region 2 Steering Committee, and will begin serving at the end of the 2018 Region 2 Conference. He graduated with an M.S.Ed. in Higher Education from The University of Pennsylvania, and a B.A.Hons. in Mathematics Education and Music (Voice) from The University of Delaware. He works at Mercer County Community College in West Windsor and Trenton, NJ in an academic program management capacity as the Medical Office Assistant and Respiratory Care Coordinator in the Health Professions Division. Outside of NACADA and work, some of his activities include performing in musical theatre productions, and serving in multiple volunteer positions: a crisis chat and hotline specialist through Contact of Mercer County/The National Suicide Prevention Hotline, a worship leader at Princeton Alliance Church, and President of The Gold Dynamic A Cappella.

Ms. Georgeanna M. Spagnolo  
Wesley College

Georgeanna Spagnolo, a Delaware native, has dedicated her career to the education and empowerment of students throughout the mid-Atlantic region. She earned her baccalaureate degree in English and History and a Master of Education in College Counseling from the University of Delaware; she also holds a Master of Arts in Contemporary Communication from Notre Dame of Maryland University. Georgeanna is currently working on her dissertation at Drew University. She has taught and advised at institutions of varying size and mission, including four-year and two-year colleges, both public and private. In addition to her membership in NACADA, she is also a member of the National Board for Certified Counselors, and is a Licensed Associate Counselor. Georgeanna is honored to receive the Region 2 Ambassador Award, and is grateful to her family, to all the colleagues who have supported her, and to the students who have inspired her, throughout the course of her career.

Mr. Gavin Farber  
Temple University

Gavin Farber has worked in higher education for over ten years beginning as undergraduate orientation leader through to his current role as an academic advisor. Originally attending Rowan University for a career in journalism, his career aspirations shifted at the end of his sophomore after completing an internship in the central advising center. After completing his undergraduate degree, he moved into a graduate program in Higher Education at Rowan where we worked a Graduate Assistant for the Vice President for Student Affairs. He assisted administrators on special projects relating to student enrichment, parent/family programming, sophomore-year experience and leadership development. After graduating from Rowan, Gavin served as an intern at Mercer County Community College in the Office of Student Life and Leadership before his move to Temple University in November 2011. He has remained at the Fox School of Business and Management's Center for Undergraduate Advising for the last six years. Currently a member of the Freshman/Sophomore Advising Team, Gavin assists these student populations to become acclimated to the university environment. He has developed workshops to engage students on academic planning, career development, study abroad, stress/time management and student financial services. His other specialty areas include teaching seminar courses for undeclared and exploratory business to assist in their major and career development. Gavin joined NACADA in 2012 and remained an active member on the regional and national levels.
Region 2 Excellence in Advising-Advising Administrator
Mrs. Leanne White, Old Dominion University

Leanne White is the Director of Advising for the College of Health Sciences at Old Dominion University, and an adjunct professor for the Department of History. Leanne oversees the advising for all first and second year students who are seeking admission into competitive health sciences majors such as nursing. In addition to running the Health Sciences Advising Center, she directs student success initiatives for the college, facilitates training for Health Sciences faculty advisors in advising policy and best practices, assists faculty advisors in navigating University systems and procedures, and coordinates the transition of advising services for declared majors from the Advising Center to faculty advisors. Previously, Leanne worked as an advisor and Assistant Director of Advising for the College of Sciences at ODU, where she advised biology and pre-health students, coordinated transfer student and study abroad advising, and directed math and chemistry tutoring services. Leanne is a proud ODU Alum and graduated with a BA in Communication in 2002 and a Masters in History in 2007, where she studied US Cold War foreign policy and propaganda. A graduate school assistantship led her into the world of advising and she's never left. Leanne enjoys teaching students how to become independent learners who take responsibility for their own success.

Certificate of Merit-Advising Administrator
Mr. Jarrett J. Kealey, Rowan College at Burlington County

Jarrett Kealey is the Director of Advising & Retention at Rowan College at Burlington County (RCBC) where he collaborates across the institution to ensure the delivery of comprehensive advising services leading to student success. Jarrett has experience across multiple functional areas within 2-year and 4-year institutions. He is currently overseeing the implementation of advising learning communities, developing a multi-year retention plan, and partnering to change the culture of academic advising. He holds a B.A. in History from Marymount University, a M.Ed. from Ohio University, and is currently pursuing a doctorate in Education Leadership from Frostburg University.

Certificate of Merit-Advising Administrator
Mr. Nicholas R. Garcia, Virginia Commonwealth University

I started my advising career accidentally, I was completing my Master of Public Administration Degree and was offered a part-time position as an undergraduate academic advisor in the L. Douglas Wilder School of Government and Public Affairs at Virginia Commonwealth University. My Public Administration studies focused on balancing the economic principles of efficiency and effectiveness, and equity and equality in bureaucracy. I didn't immediately see a connection between my job and my studies, however, after a few semesters of advising, I quickly recognized how those principles of efficiency, effectiveness, equity, and equality cross over into the advising world. Through the mentorship that I've received from the Wilder School and VCU faculty has allowed me to actualize myself as an academic practitioner. Currently, I am continuing my studies by pursuing a Ph.D. in Educational Leadership investigating the intersection of diversity, inclusion, and public policy on college campuses. As my career in Academic Advising has evolved, my studies have helped inform my advising philosophy, my leadership perspective, and my interactions with students, allowing me to continually improve upon myself, and better provide for the constituents that I serve.
Region 2 Excellence in Advising-Faculty Advisor
Ms. Melinda Knight, Montclair State University

Melinda Knight joined Montclair State University in 2008 as Professor of English and the founding director of the Center for Writing Excellence, which was recently awarded the Conference on College Composition and Communication's writing program certificate of excellence. Previously, she directed programs at the George Washington University, the University of Rochester, and New York University. Since 2010 she has served as editor of Business and Professional Communication Quarterly. She earned a Ph.D. in American Civilization from NYU and a BA in Spanish and American Literature from Cornell University. Her philosophy of advising is based on three fundamental beliefs about how best to help students at all levels: accessibility, accuracy, and empathy. She believes advisors must be accessible, and that means using every means possible (phone, SKYPE, email), and accurate—double-checking all information so that it is correct and timely. Finally, it is important to be empathetic, to listen to students and their concerns, helping them solve problems and encouraging them to make the most of their education.

Certificate of Merit-Faculty Advisor
Dr. Elena Olson, Virginia Commonwealth University

Dr. Elena Olson is an Assistant Professor in the Department of Information Systems at Virginia Commonwealth University. She serves as the faculty advisor for the post-baccalaureate certificate program in Information Systems, and the faculty advisor for the VCU IS student organization, Association for Information Technology Professionals (AITP). In these roles, she provides guidance, advice and mentorship to professionals from diverse backgrounds, from fashion merchandise to chemistry, who are interested in pursuing a career in information technology. Elena provides one-on-one consultations to ensure these bright students realize their full potential in the VCU IS program and in their careers. Dr. Olson earned her Ph.D. in Electrical Engineering from The University of Kansas, USA, and M.Sc. in Electronics Engineering from Belorussian State Polytechnic University, Belarus. Her current research focuses on Information Systems model curriculum, Student Active Learning in Online Environment, and Creativity and Mindfulness in the IS environment. Elena has previously worked as a Visiting Professor at the Industrial University of Santander, Colombia, and as a Department Head of the School of Computer Information Systems at Stratford University, USA.

Region 2 Excellence in Advising-New Advisor
Mr. Matthew Armes, University of Pennsylvania

Matthew Armes, MS, NCC, NCSC, works at the University of Pennsylvania's College Achievement Program (PENNCAP) as an Academic Counselor. He provides academic, career, social and emotional support for FGLI (First-Generation, Low-Income) students from all over the country and the world during their undergraduate studies at Penn. Originally from Erie, PA, Matt spent five years working as a high school counselor at Martinsburg High School in Berkeley County, WV. His previous work experience also includes Penn Foster College & Career School and ESPN. Matthew received a Bachelor's degree in English from Messiah College and a Master's degree in Counseling Psychology and Education from Marywood University. He is also a National Board Certified Counselor. He is currently pursuing state licensure to become an LPC through a counseling practice in Philadelphia. In his spare time, Matt enjoys spending time with his family, eating, writing, reading, watching sports, traveling, playing basketball and running.
Award Winners

Certificate of Merit-New Advisor
Mrs. Alicia Shah, Rutgers University
Alicia Shah is the Transfer Student Counselor for Rutgers School of Engineering. While Alicia primarily advises prospective, incoming, and enrolled transfer students, she will gladly assist any of the 3,500+ undergraduate engineering students who visit the Office of Academic Services. Having transferred into Rutgers, Alicia understands firsthand the unique challenges and opportunities for the transfer student population. In addition to advisement, she also oversees the Transfer Integration Mentorship program, which pairs former transfer students succeeding at the School of Engineering with incoming transfer students to foster a sense of community and support within a large university. Alicia enjoys working with motivated students who seize the opportunity to further their education while immersing themselves in the activities and opportunities offered on the “Banks of the Old Raritan.” Alicia earned her B.S. in Exercise Science from Rutgers University and her M.S. in Higher Education Administration from Drexel University.

Certificate of Merit-New Advisor
Ms. Lenora Thorbjornsen, Old Dominion University
Lenora Thorbjornsen graduated from Old Dominion University with degrees in Human Services (B.S. 2012) and Counseling, with a concentration in College Counseling (M.S.Ed 2014). Lenora has worked in academic advising and student affairs through positions with both Old Dominion University (ODU) and Tidewater Community College (TCC). She currently works at ODU as the Coordinator of First Year Success with the Center for Advising Administration and Academic Partnerships and as the Professional Advisor for the Interdisciplinary Studies Cyber-Programs.

Region 2 Excellence in Advising-Advisor Primary Role
Ms. Lori A Block, Rowan University
Lori Block PHR MPA entered higher education as a human resource professional with a vast amount of experience in employer relations and recruitment almost twenty-six years ago. Her personal academic advising philosophy is; “I am a true believer in Appreciative Advising. I not only aspire to be a good advisor, I want to be a GREAT advisor!!” Currently, Block is an embedded advisor in the Department of Public Relations and Advertising @ Rowan University where she incorporates career counseling in her academic advising, assists students with career tools, recruits organizations as intern employers, designed, recruits and maintains an internship database with over 225 active internships for her students and in 2017 assisted the department receive their Certification as an Educator in Public Relations (CEPR). Also in 2017, she was published by the Regional HR Association in their quarterly journal, The TRISTATER; “Partnering with Higher Education to Optimize Your Recruitment Efforts.” Block is ABD in Education Leadership at Rowan University, earned her MPA with a specialization in Human Resources and Training from Kutztown University and her BS in Political Science/Pre-Law from the University of Scranton. She became a Certified Human Resource Professional (PHR) in 1993 from the Human Resource Certification Institute (HRCI) and maintains that distinction to this day! Block has been honored in the “Advisor Wall of Fame” from Rowan University in 2017, 2013, 2010, 2009, and 2008 as well as the Joe Barnes Award in 2010 for “Consistent, Extraordinary and Longstanding Contributions to the University” and the “Mentor of the Year” Award in 2011.
Certificate of Merit-Advisor Primary Role
Mr. Gavin Farber, Temple University
Gavin Farber has worked in higher education for over ten years beginning as undergraduate orientation leader through to his current role as an academic advisor. Originally attending Rowan University for a career in journalism, his career aspirations shifted at the end of his sophomore after completing an internship in the central advising center. After completing his undergraduate degree, he moved into a graduate program in Higher Education at Rowan where we worked a Graduate Assistant for the Vice President for Student Affairs. He assisted administrators on special projects relating to student enrichment, parent/family programming, sophomore-year experience and leadership development. After graduating from Rowan, Gavin served as an intern at Mercer County Community College in the Office of Student Life and Leadership before his move to Temple University in November 2011. He has remained at the Fox School of Business and Management’s Center for Undergraduate Advising for the last six years. Currently a member of the Freshman/Sophomore Advising Team, Gavin assists these student populations to become acclimated to the university environment. He has developed workshops to engage students on academic planning, career development, study abroad, stress/time management and student financial services. His other specialty areas include teaching seminar courses for undeclared and exploratory business to assist in their major and career development. Gavin joined NACADA in 2012 and has remained an active member on the regional and national levels.

Certificate of Merit-Advisor Primary Role
Ms. S. Brianne Morrison, Virginia Commonwealth University
BriAnne Morrison resides in Richmond, Virginia with her husband and two kids. She has worked for the L. Douglas Wilder School of Government & Public Affairs at Virginia Commonwealth University as part of the Undergraduate Advising unit since Fall 2015; however, she has been a part of the higher education community since 2008. She has advised several student populations from traditional, non-traditional, online students and residential students who are majors in anything from the sciences to social sciences. She currently works with students interested in impacting society through public service. Her goal is to advance student success through promoting holistic student advising, be it on the individual-student level or through global/institutional initiatives.

Certificate of Merit-Advisor Primary Role
Mrs. Nicole L. Young, University of Delaware
Nicole Young has served as an Academic Advisor in the University of Delaware Associate in Arts Program since March 2017. In addition to her role as an advisor she serves as an Affiliate to the Office of Student Conduct and as an Instructor for First-Year Seminar and Sophomore Seminar. She started her higher education career at West Chester University in 2008 working with students in the arts and began advising in 2013. Nicole also has a background in advising student organizations and event planning. Nicole holds a Master of Science in Organization Leadership from Cabrini College.

Service to Region 2 Award
Ms. Susan Fread, Lehigh Carbon Community College
Susan currently works at Lehigh Carbon Community College in Schnecksville, PA as the Director of First Year Experience. She previously served LCCC as the Director of Academic Advising for 15 years, and has been involved in academic advising for over 20 years. An active NACADA member since the Summer Institute in 1996, Susan has served on and chaired the Awards Committee, served on the Advisory Boards for Summer Institute, Annual Conference, and Publications, served on two Annual Conference Committees including Baltimore, co-chaired two Regional Conferences in Lancaster, hosted 4 drive-in conferences for Eastern PA, and served as a mentor in the Region 2 mentoring program.
First Floor: Ballrooms A, B, and C (24); Silver Lake (27), Chesapeake Bay (26), and Delaware Bay (25)

Access Ballrooms A, B, and C to the far right of the lobby and walking through the rotunda.
Access Silver Lake, Chesapeake Bay, and Delaware Bay by walking to the right of the lobby, then turning left in the rotunda.

Second Floor: Kent

Access Kent by taking the lobby stairs or lobby elevator to the second floor. Follow signs to Kent.

Fourth Floor: Diamond Rooms

The Diamond Rooms are located on the 4th Floor, which is accessible only via the elevators located in the hallway adjacent to the casino.

From the lobby, take the hallway to the left. Just past the fireplace (on your right), you will see the elevators. Take the elevators to the 4th Floor. Exit the elevators to the left and follow the signage to the Diamond Rooms.

Festival A

Festival A is located inside the Festival Buffet restaurant.

From the lobby, take the hallway to the left. Just past the fireplace, you may take either the elevator (on the right) or the winding staircase (to the left) to the Festival Buffet.

Enter the Festival Buffet. The entrance to the meeting room is just to the right of the cashier's counter. We will have signs as well as people directing you to and from Festival A.