





Awakening the Drive and Passion within Students

**NACADA Great Lakes Region Five Conference
March 13-15, 2019 | Detroit, Michigan
Detroit Marriott at the Renaissance Center**



Welcome to Detroit

From the Region Five Chair

Welcome to the NACADA Great Lakes Region 5 2019 Annual Conference! We are delighted that you are attending and hope you take advantage of the opportunities the regional conference provides such as: Networking with colleagues across the region, helping new advisors grow within the profession, getting involved in NACADA leadership opportunities, and most importantly, the professional development that comes from attending the conference. With this year's theme of "Advising Renaissance: Awakening the Drive and Passion within Students" conference attendees can expect an insightful, engaging, and information filled conference with some excellent presentations. Detroit is a beautiful city with plenty of activities to keep attendees occupied. The conference planning committee has put together an outstanding conference that includes: pre-conference and concurrent sessions, the region 5 mentoring program, poster sessions, and excellent keynote presenters. As advisors we improve our advising by refining, honing, and practicing our advising knowledge and skills. This conference should help us achieve all of that.

If this is your first NACADA conference you will make friendships with colleagues from a variety of two and four year public and private institutions. Please make sure to participate in the NACADA Orientation for First Time Attendees. In this session we will provide an overview of how to gain the most from your conference experience as well as connect with NACADA leadership. We will share how to get involved in NACADA and grow as an advising professional. Involvement in NACADA tends to turn friendly competitors into life-long friends.

All attendees should come to the welcome reception and meet your NACADA leaders and board members. Board members include Nancy Roadruck and Michael "Brody" Broshears. There are so many wonderful, fun-loving, and sincere advising professionals at the conference ready to connect with you it will make your experience worth coming again.

During your free time enjoy the venues near the conference center that include shopping, restaurants, theatres, museums to name only a few. Many thanks to the outstanding conference planning committee for the fantastic job they have done organizing and planning the conference. A special thank you to the phenomenal work of the conference co-chairs Paul Beasley, Shantalea Johns, Heidi Purdy. They have done an incredible job with the conference. Take advantage of all the opportunities offered at the conference and have a wonderful time!



Mark Vegter
NACADA Great Lakes Region Five Chair
Illinois State University

From the 2019 Conference Planning Committee Chairs

Welcome to the 2019 NACADA Region 5 conference in Detroit! The conference planning committee is pleased to welcome you to the motor city. Detroit has a rich history and despite some troubled times, over the past decade the city has experienced a renaissance and is on its way to again be one of the greatest cities in the Nation.

While you are in Michigan, we hope that you have an opportunity to explore all that Detroit has to offer. From our abundance of spectacular dining options, world class casinos, revitalized parks & green spaces and multiple museums, there is something for everyone. Stop by the hospitality desk to discover your options and to sign up for our featured group dinner options.

Over the next several days, we know you will have a wonderful experience through increasing your own drive and passion for students and the advising profession. You will have the opportunity to experience quality programming while engaging with new and existing colleagues.

The Great Lakes Region has an impressive history and have experienced record-breaking attendance at our conferences. We are excited that this year's conference follows that tradition. With the support of the conference committee and the NACADA Executive Office, we hope you have a great experience in Detroit.



Paul Beasley
Conference Tri-Chair
Davenport University



Shantalea Johns
Conference Tri-Chair
Wayne State University



Heidi Purdy
Conference Tri-Chair
Michigan State University

Schedule At-A-Glance

Wednesday, March 13

11 am-5 pm	Registration	Ambassador Foyer (Level 3)
11 am-5 pm	Hospitality Table	Main Concourse (Level 5)
11 am-4 pm	Mentoring Preconference	Cadillac B
12-4 pm	Preconference Workshops	Nicolet B
4:30-5 pm	NACADA Orientation for First-Time Conference Attendees	Duluth A&B
5:30-7:30 pm	Mentor Social	
7:30-9:30 pm	Welcome Reception (sponsored by Wayne State University)	Ambassador Ballroom

Thursday, March 14

6:15-7 am	Pilates	LaSalle A&B
7 am-5 pm	Registration	Ambassador Foyer (Level 3)
7 am-5 pm	Hospitality Table	Main Concourse (Level 5)
7-8 am	Breakfast	Ambassador Ballroom
8-9 am	Keynote (M. Roy Wilson - President, Wayne State University)	Ambassador Ballroom
9:10-10 am	Concurrent 1	Various
10:10-11 am	Concurrent 2	Various
11:10-11:45 am	State/Province Meetings	Various
11:45 am-1:30 pm	Lunch on Your Own	
11:45 am-12:30 pm	Wellness Activity Meditation/Mind Dump Activity	LaSalle A&B
1:30-2:20 pm	Concurrent 3	Various
2:30-3:20 pm	Concurrent 4	Various
3:20-4 pm	Posters & Snack Break (Co-sponsored by Oakland University & University of Michigan)	Ambassador Ballroom
3:20-4 pm	Meditation/Mind Dump Activity	LaSalle A&B
4-4:50 pm	Concurrent 5	Various
4:50-5:30 pm	Wellness Activity Meditation/Mind Dump Activity	LaSalle A&B
5-6 pm	Common Reading	Joliet A&B

Friday, March 15

6:15-7 am	Fun Run/Walk on Riverwalk	
7 am-5 pm	Registration	Ambassador Foyer (Level 3)
7 am-5 pm	Hospitality Table	Main Concourse (Level 5)
7-8 am	Breakfast	Ambassador Ballroom
8-9 am	Panel Discussion (Michael "Brody" Broshears, Nancy Roadruck, Deb Dotterer, Monica Brockmeyer, Daniel Herbst) (Sponsored by Michigan State University)	Ambassador Ballroom
9:10-10 am	Concurrent 6	Various
9:30 am-Noon	Chair Massages (15 minute sessions Function 4 Life)	
10:10-11 am	Concurrent 7	Various
11:10 am-12:10 pm	Awards/Business Meeting	Ambassador Ballroom



Complementary Wifi is available in the conference rooms, please see the sign on the registration desk for login information. Public WiFi is also offered in all public areas of the hotel. Additionally, Marriott Rewards members have access to a free in-room WiFi connection (free to become a member – inquire at the front desk).



A mother's room will be available Tuesday through Thursday during conference hours. Located in Renior, on the 4th floor.



Follow NACADA Region Five on social media for updates! Use #Reg5Conf
 Twitter: [@NACADA_Region_5](https://twitter.com/NACADA_Region_5)
 Instagram: [@NACADA_Region_5](https://www.instagram.com/NACADA_Region_5)
 Facebook: facebook.com/NACADARegionV

2019 Conference Planning Committee

Paul Beasley	<i>Davenport University</i>	Conference Co-Chair
Shantalea Johns	<i>Wayne State University</i>	Conference Co-Chair
Heidi Purdy	<i>Michigan State University</i>	Conference Co-Chair
Deb Dotterer	<i>Michigan State University</i>	Common Reading
Tamarie Willis	<i>Wayne State University</i>	Communications and Social Media
Takisha Lashore	<i>Wayne State University</i>	Communications and Social Media
Martha Reck	<i>University of Wisconsin-Madison</i>	Concurrent Sessions
Jonelle Golding	<i>Michigan State University</i>	Concurrent Sessions
Molly Duggan	<i>Eastern Michigan University</i>	Evaluations and Feedback
Desmond Mack	<i>Wayne State University</i>	Events, Hospitality, Travel, and Transportation
Stephanie Hawkes	<i>Wayne State University</i>	Events, Hospitality, Travel, and Transportation
Amanda Idema	<i>Michigan State University</i>	Logistics
Charles Jackson	<i>Michigan State University</i>	Logistics
Michaela Buccini	<i>University of Cincinnati</i>	Mentoring
Rachel Pawlowski	<i>Wayne State University</i>	Mentoring
Roberta Rea	<i>Oakland University</i>	Poster Sessions
Anne London	<i>Ferris State University</i>	Preconference
Patricia MacMillan	<i>University of Ontario Institute of Technology</i>	Program
Chris Strychalski	<i>Madonna University</i>	Registration
Georgina Main	<i>Central Michigan University</i>	Registration
Kimberly Hunter	<i>Wayne State University</i>	Volunteers
Avanti Herczeg	<i>Wayne State University</i>	Volunteers
Heather Sandlin	<i>Wayne State University</i>	Wellness

NACADA Region Five Leadership

Mark Vegter	<i>Illinois State University</i>	Region Chair (2017-2019)
Heidi Purdy	<i>Michigan State University</i>	Michigan Liaison 2017-2019
Patricia MacMillan	<i>University of Ontario Institute of Technology</i>	Ontario/Nunavut Liaison 2017-2019
Amy Foley	<i>University of Wisconsin-Platteville</i>	Wisconsin Liaison 2017-2019
Ivette Barbosa	<i>Purdue University Indianapolis</i>	Indiana Liaison 2018-2020
Dominique Thomas-Green	<i>University of Illinois Chicago</i>	Illinois Liaison 2018-2020
Jamie Heck	<i>University of Cincinnati</i>	Ohio Liaison 2018-2020
Katherine Fraser	<i>Loyola University Chicago</i>	Communication Coordinator 2017-2019
Michela Buccini	<i>University of Cincinnati</i>	Region 5 Mentoring Program Chair
Rachel Pawlowski	<i>Wayne State University</i>	Region 5 Awards Chair

NACADA Global & Regional Award Winners

2018 Global Award Recipients

Michael C. Holen Pacesetter Award

Elizabeth Guertin, Indiana University Bloomington

Boobie Flaherty Service to NACADA Award

Dana Zahorik, Fox Valley Technical College

Outstanding Advising Administrator Award - Winners

Kathy Zarges, Kent State University
Amy Treboni, The Ohio State University
Kevin Thomas, Southern Illinois University-Edwardsville

Outstanding Advising Award - Primary Advising Role - Winner

Emily Clossin, IUPUI

Outstanding Advising Award - Primary Advising Role - Certificates of Merit

Sarah Howard, The Ohio State University
April Thomas-Powell, Oakland University
Jolene Stegath, Fox Valley Technical College
Sharon Hay, Indiana University Bloomington

Outstanding Advising Award - Faculty Academic Advising - Certificate of Merit

Elizabeth Wager, IUPUI

Outstanding New Advisor Award - Primary Advising Role - Winners

John Cebelak, Oakland University
Michelle Maloney-Mangold, IUPUI

Outstanding New Advisor Award - Primary Advising Role - Certificates of Merit

Nichole Miller, University of Wisconsin-Eau Claire
Mandy Chalk, Purdue University

Outstanding Advising Program Award - Certificates of Merit

ACADAOS Professional Development Program, The Ohio State University
Exploratory Studies at Purdue University, Purdue University

NACADA Scholarship (\$1000)

Jennelizabeth Bice, Kent State University

Assessment Institute Scholarship

Latonia Peak-Brown, Sinclair Community College

Administrator's Institute Scholarship

Kia Hendrickson, University of Wisconsin-Platteville

Wesley R. Habley NACADA Summer Institute Scholarship

Sharon Wight, Indiana University Purdue University Fort Wayne
Kevin Clarke, Loyola University Chicago

Student Research Award

Nicole Rombach, Grand Valley State University

NACADA International Conference Scholarship

Shelley Price-Williams, Southern Illinois University Edwardsville

Annual Conference Scholarship - Graduate Student

Chloe Byars, University of Southern Indiana

Annual Conference Scholarship - New Advisor

Erika Crews, Michigan State University

2019 Region Award Recipients

Kaelyn Schulz, Roosevelt University, ***Individual Scholarship Grant***

Karen Spangler, Ball State University, ***Institutional Allied Organization Grant***

Shawna Cooper-Gibson, University of Chicago - Loyola, ***Professional Development Grant***

Krista Sturdevant, Bowling Green State University, ***State/Province Allied Organization Grant***

Alisa Paulsen, Ohio State University, ***Excellence in Advising - Advising Administrator***

Ariel Robbins, Michigan State University, ***Excellence in Advising - Advisor Primary***

Justin St. Charles, Michigan State University, ***Excellence in Advising - New Advisor***

Donnie McGovern, University of Cincinnati, ***Excellence in Advising - Innovation in Advising Award***

Ordel Brown, Northwestern University - Illinois, ***Excellence in Advising - Faculty Advisor***

Katherine Fraser, Loyola University - Chicago, ***Service to Region 5 Award***

Welcome to the Global Community

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 and 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 evolved from the first National Conference on Academic Advising in 1977 and officially formed in 1979. NACADA has over 13,000 members representing all 50 United States, US territories, Canada, as well as a many other countries around the world. These members represent higher education institutions across a spectrum of Carnegie classifications.

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
- Foster inclusive practices within the Association that respect the principle of equity and the diversity of advising professionals across the vast array of intersections of identity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Expand the use of innovative technology tools and resources to support the work of the Association

NACADA Diversity Statement

NACADA values diversity within our leadership in regard to institutional type, size, and employment position as well as diversity in regard to ethnicity, gender identity, age, culture, and sexual orientation.



The NACADA website provides excellent programs, resources, and ways to connect and network with the global academic advising community!

nacada.ksu.edu

Friday Panel Speakers



Monica Brockmeyer

Monica Brockmeyer is Associate Provost for Student Success. In this position, she is responsible for the implementation of the retention initiative approved by the WSU Board of Governors in 2011. Further, she serves as a liaison between the colleges

and the Provost's office to support retention and student success initiatives in the colleges, departments, and programs and is responsible for assessment of the retention initiative.

She joined Wayne State University in 1999, as a faculty member in the Department of Computer Science, where she is an Associate Professor. Before joining the Provost's office, she was Interim Chair of the Department of Computer Science.

In 2002, she was awarded the College of Science Teaching Award and in 2004 she received the National Science CAREER Award for her proposal, "Monitoring and Assertion Checking Internet Scale Applications." Her research is in the area of distributed systems and networking (with interests in monitoring, assertion-checking, cloud computing, energy efficiency, and sustainable computing) and in Computer Science Education (with a focus on broadening participation in computing and on understanding and mitigating the impact of stereotype threat in computer science education).

Her research has been funded by the National Science Foundation and the National Institutes of Health. While at Wayne State University, she has secured grant funding of more than \$3.9 million with her collaborators and is PI on \$2.2 million.

She is currently the PI of the NSF-funded Broadening Participation in Computing grant "STRONG Computing Pipeline," an integrated program that connects K-12 outreach activities, pre-college bridge programs, and undergraduate computing degree programs in Detroit, MI to increase the participation and success of under-represented students in computer science, particularly African-Americans and women. The STRONG Computing Pipeline is developing set of novel mindset and attitude interventions which are designed to increase the persistence and learning of under-represented students, while reducing the impact of stereotype threat. She is also the WSU lead of the project "IMSE: Information Management and Systems Engineering" which offers bridge programming and support services to promote student success among under-represented students in computing degrees. She is co-PI on the NIH-funded project "Gaining Options: Girls Investigate Real Life through Health Related STEM Disciplines," which extends the successful Go-GIRL program to reduce health disparities by increasing the number of local high school girls, particularly those of color, who enter college prepared to study health-related science, technology, engineering and mathematics (STEM) disciplines.

Monica is the 2019 recipient of the MIACADA Pacesetter Award.



Deb Dotterer

Debra "Deb" Dotterer has worked at Michigan State University in an advising capacity for more than 22 years. Prior to her appointment as assistant dean for university advising, Dotterer most recently served as assistant dean and

director of undergraduate studies for MSU's College of Natural Science (NatSci). She has also served as the NatSci director of undergraduate student affairs, an academic advisor for the MSU College of Engineering and assistant to the dean for James Madison College. Earlier in her career, Dotterer also served as the manager of evening services at Ivy Tech State College in Fort Wayne, IN., and as the dean of admission and financial aid and coordinator of adult and graduate admissions for Saint Francis College in Fort Wayne, IN.

Dotterer is the former NACADA Region V Chair having also served as Michigan Liaison to the Regional Steering Committee, Chair of the STEM Advising Commission, an Emerging Leader Mentor, a Great Lakes Great Leader Mentor, as well as being involved in many regional and state-wide conference planning teams. Her honors and awards are many and include receiving a Michigan State University Distinguished Academic Staff Award, a College of Natural Science Outstanding Advisor Award and the Dorothy Millbrook Award from the MSU Resource Center for Persons with Disabilities.

Dotterer received her B.S. in education from Miami University, Oxford, Ohio, and her M.A. in college and university administration at Michigan State University.



Michael "Brody" Broshears

Since October 2014, Michael "Brody" Broshears has served as the Assistant Vice President for Academic Success at the University of Southern Indiana (USI). In this role, he oversees University Division, the Center for Exploring Majors, and the

four newly developed advising centers within the undergraduate colleges. Prior to this most recent appointment Brody had served as the Director of University Division at USI since October, 2007. Before joining USI, Brody created and then directed, the newly formed Academic Advising Center for undecided students at Northern Illinois University from 2004-2007. He also spent six years as an academic advisor at the University of Northern Iowa. Brody has been an active member of NACADA since 1999 and is serving a three-year term on the NACADA Board of Directors. Prior to that, Brody completed a two-year term on the NACADA Council as Regional Division Representative (2014-2016). He has also served a two-year term as Region Chair (2011-2013) for Region Five. Brody has presented at numerous regional and annual conferences on topics including advising administration, happiness/meaning making and the advising profession, advising systems, the needs of undecided students, the link between academic and career advising, diversity in advising, and peer advising programs.

Brody has spent his entire professional career helping students make the most of their college experience. Honesty, openness to

diversity, and collaboration are important in all that he does. He views his primary role in this profession as that of an educator with an ethical responsibility to improve the lives of those around him. Brody received a bachelor's degree in political science at Indiana University and a master's degree in college student personnel services from Miami University.



Nancy Roadruck

Nancy Roadruck is the Assistant Director for Academic Advising in the College of the Arts at Kent State University. She previously served as Assistant Vice President for Student Success at the University of Akron from which she retired in 2016.

Nancy currently serves on the NACADA Board of Directors and previously served as Region Chair for NACADA Region 5. She enjoys her work as a mentor for the NACADA Emerging Leaders Program. She also has served as a faculty member for the NACADA Summer Institute. Nancy has presented at state, regional, and national conferences sharing information pertaining to advising administration, decision-making, and University-wide advising programs.



Daniel Herbst

Dr. Daniel R. Herbst began his new position as Vice President of Student Affairs at Henry Ford College on Feb. 1, 2018. Previously, Dr. Herbst was the Dean of Student Development at Chandler-Gilbert Community College (CGCC) in Chandler,

AZ, which is part of the Maricopa County Community College District (MCCCD), one of the largest community college systems in the nation. He worked at CGCC for nearly seven years, where he also served as the Dean of Student Affairs.

A veteran of higher education of more than 30 years, Herbst, an Illinois native, has 16 years of direct experience managing community college enrollment. At CGCC, he was responsible for improving academic and student services in an effort to contribute to overall student success. He has served as a Title IX investigator, Student Conduct Code Investigator, Chairman of the Behavioral Intervention Team (BIT), and a member of the Crisis Intervention Management Team (CIMT).

Herbst's career in student affairs began in 1994 at Washington University in St. Louis (WUSTL), MO, where he served as Health Awareness Program Director and Interim Coordinator of Disabled Student Services. He extrapolated his experiences as an alcohol and drug counselor – positions he held before his return to academics – to develop a University Health Awareness Program at WUSTL, which provided HIV counseling, HIV testing, and various drug and alcohol programs for students. Under his leadership, WUSTL launched its first, award-winning "substance-free" residence hall.

From 1998-2004, Herbst worked at Kaskaskia College (KC) in Centralia, IL, where his highest position was Dean of Enrollment Services. At KC, he co-developed a program called Core Values 101: Students Teaching Students, a theater-based student group that provided participants an ethical decision-making model. The National Council on Student Development presented this program with the Terry O'Banion Shared Journey First Place Award.

He returned to Missouri in 2004 and worked at St. Louis Community College-Meramec (STLCC-Meramec). During his four years at STLCC-Meramec, Herbst served as the Dean of Admissions, Registration, & Financial Aid; Acting Dean of Student Support Services; and Acting Vice President of Student Affairs.

From 2009-11, Herbst worked at Phoenix College (PC) in Phoenix, AZ, serving as the Dean of Students, as well as the Interim Vice President of Student Affairs. There, he played an integral role in the redesign and expansion of PC's Hannelly Center, a one-stop enrollment and student center.

A two-time alumnus of Illinois State University (ISU) in Normal, IL, Herbst earned an undergraduate degree in business administration and a graduate degree in counseling and higher education. He earned his doctorate in community college leadership from Ferris State University (FSU) in Big Rapids, MI.

Aside from his student affairs expertise, Herbst is a certified correctional instructor through the Florida Department of Corrections; a substance abuse counselor through the Illinois Certification Board; an HIV pre-test and post-test counselor through the Missouri Department of Health; a professional in residence through the Betty Ford Center in Palm Springs, CA; and a certified ethical fitness trainer through the Institute for Global Ethics in Camden, MA.



Keynote Speaker



M. Roy Wilson

M. Roy Wilson, M.D., M.S., was unanimously elected President of Wayne State University by the Board of Governors on June 5, 2013. He assumed the presidency on August 1, 2013.

Prior to joining Wayne State, Dr. Wilson served as deputy director for strategic scientific planning and program coordination at the National Institute on Minority Health and Health Disparities (NIMHD) of the National Institutes of Health (NIH).

Previously, Dr. Wilson was dean of the School of Medicine and vice president for health sciences at Creighton University, president of the Texas Tech University Health Sciences Center, and, concurrently, chancellor of the University of Colorado Denver/Anschutz Medical Campus and chair of the Board of Directors of University of Colorado Hospital. Immediately prior to joining NIH, Dr. Wilson chaired the

Board of Directors of Charles R. Drew University of Medicine and Science and was acting president during part of that time.

Dr. Wilson's research has focused on glaucoma and blindness in populations from the Caribbean to West Africa. He holds elected memberships in the National Academy of Medicine (Institute of Medicine), the Glaucoma Research Society, the American Ophthalmological Society, and the Society of Medical Administrators. He has served on the executive committee of the NIH-funded Ocular Hypertension Treatment Study, chaired the Data Monitoring and Oversight Committee of the NIH-funded Los Angeles Latino Eye Study, and currently chairs the Data Monitoring and Oversight Committee of the African-American Eye Disease Study. Dr. Wilson was a member of the advisory councils of both NIMHD and the former National Center for Research Resources, and currently serves on the Advisory Council of the NIH Director as well as the NIH Director's National Advisory Committee on Diversity in the Biomedical Research Workforce (Co-chair). He serves on the governing boards of many national organizations including the Association of Public and Land-Grant Universities, the Coalition of Urban Serving Universities, and the Association of American Medical Colleges (Chair). Dr. Wilson is a member of the Presidents Council of both the NCAA, Division II and the Association of Governing Bodies (Vice-chair).

Dr. Wilson received his undergraduate degree from Allegheny College, an M.S. in epidemiology from the University of California, Los Angeles, and an M.D. from Harvard Medical School. He was selected for the list of Best Doctors in America for a consecutive 14 years by Best Doctors Inc. and was a finalist for the Los Angeles Business Journal's Healthcare CEO of the Year in 2011.

His additional honors include the American Academy of Ophthalmology's Senior Achievement Award, the Distinguished Physician Award from the Minority Health Institute, the Herbert W. Nickens Award from the Association of American Medical Colleges, the NIH Director's Award, the President's Award from the American Glaucoma Society, the Cato T. Laurencin Lifetime Research Award from the W. Montague Cobb Institute, and the Justice Award from the Arab-American Civil Rights League and the Detroit branch of the NAACP.

Exhibitors

INDIANA TECH

With specializations in organizational management and academic administration, Indiana Tech's Ph.D. in Global Leadership offers innovative leadership education with the convenience of online delivery. Professionals who earn a Ph.D. in Global Leadership from Indiana Tech will be ready to lead, research, and advance their organizations.

AVISO RETENTION

Founded in 2012, Aviso Retention is a student retention solution that helps colleges and universities solve one of the biggest challenges in higher education: keeping students engaged, optimizing the chances of student success, and avoiding attrition. Aviso does this in a holistic way, by combining proven coaching methodologies with supportive software tools and predictive analytics.

KANSAS STATE UNIVERSITY

Global Campus

Kansas State University Global Campus offers online degree programs in academic advising. Developed in consultation with NACADA, the programs prepare practicing and future advisors to contribute to college student development and learning through the use of a comprehensive, theory-driven and research-guided advising practice. Get started today at global.k-state.edu/education/academic-advising.



Marian University will be exhibiting at the Region Five Conference.

Night on the Town

NACADA Does Greektown Thursday, March 14

Head out for a night on the town with your colleagues and dine at some of Detroit's best spots. Sign up to attend a group dinner at the hospitality desk. Specific departure times for dinner reservations will be listed on the sign-up sheets. *Scan the QR codes below with your mobile device to check out the menus!*

Red Smoke

Features classic barbeque fare in an attractive historic two-story building in Greektown.



PizzaPapalis

Relaxed local chain serving gourmet deep-dish & thin-crust pizzas, plus sandwiches & pasta. *Show your conference badge to get a 5% discount on your order!*



Pegasus

Lively locale with rustic charm for Greek standards & some American fare, plus Greek wine & beer.



Fishbone's

Local chain with buzzy French Quarter vibe for Cajun fare, including steak & seafood.



Astoria Pastry Shop

Longtime store offering a vast array of sweet & savory pastries, plus tortes, cakes & chocolates.



Looking to stay inside? Granite City restaurant (located inside of the Renaissance Center) is offering all conference attendees a 10% discount off your bill for the entirety of the conference! Just show your name badge.



Getting Around the Motor City

Private Transportation Options



Find the apps on your device's app store.
Credit card required.

Public Transportation Options

Ride the QLINE

The QLINE is a 6.6-mile circulating streetcar loop serving 12 locations on Woodward Ave. from Downtown Detroit through Midtown, New Center and the North End.

QLINE Hours

WED-THU 6am-12am
FRI 6am-2am

Single Pass (3 hrs) \$1.50
Day Pass (all day) \$3.00

You must have a valid pass to ride the QLINE. Transit police make random checks for tickets. If you have a question about tickets or how to ride the QLINE, ask one of the friendly QLINE ambassadors onboard.

Download the QLINE Detroit mobile app to purchase tickets on your iPhone or Android. Daily and 3-hour fares are available for purchase at QLINE stations with a credit or debit card. Cash purchases can be made on the streetcar for daily and three-hour fares.

When waiting at a stop, please ensure you are behind the safety zone. Move toward the streetcar only after it has come to a complete stop. If you want to get off at a QLINE stop, press the blue button aboard the streetcar.

QLINE Stations:

- Grand Blvd.
- Baltimore St.
- Amsterdam St.
- Ferry St.
- Warren Ave.
- Canfield St.
- Martin Luther King Blvd / Mack Ave.
- Sproat St. / Adelaide St.
- Montcaim St.
- Grand Circus
- Campus Martius
- Congress St.

Ride the People Mover

Hop on board the Detroit People Mover (DPM) and discover just how easy it is to learn about Detroit. Here is just a sampling of our colorful shops, cozy restaurants, arts, historic landmarks and architectural delights all within walking distance of these 13 People Mover stations.

"X" Marks the spot: Street level People Mover stations are located on main streets and are identified by brightly-colored cross beams. Remaining DPM stations are integrated into several well-known buildings.

People Mover Hours

WED-THU 6:30am-12am
FRI 6:30am-2am

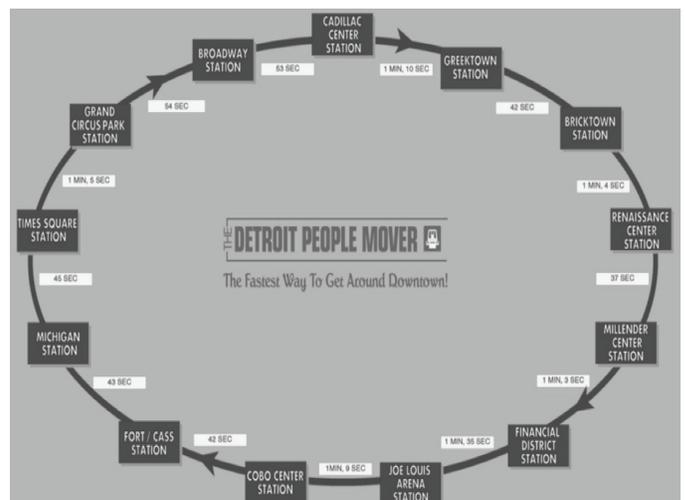
\$0.75 per ride
Cash/Tokens

People Mover Stations

- Michigan Avenue
- Times Square (Grand River & Park Ave.)
- Broadway (Broadway & John R. St.)
- Bricktown (Beaubien & Fort St.)
- Joe Louis Arena
- Fort-Cass

People Mover Stations Connected to Buildings & Facilities

- Grand Circus Park (Woodward & Park)
- Cadillac Center (Broadway & Gratiot)
- Greektown (Attached to Jack Greektown Casino)
- Millender Center
- Renaissance Center
- Financial District (Larned & Shelby)
- Cobo Center



Conference Schedule

Wednesday, March 13

11 am-5 pm	Registration	Ambassador Foyer (Level 3)
11 am-5 pm	Hospitality Table	Main Concourse (Level 5)
11 am-4 pm	Mentoring Preconference	Cadillac B
12-4 pm	Preconference Workshop	Nicolet B
4:30-5 pm	NACADA Orientation for First-Time Conference Attendees	Duluth A&B
5:30-7:30 pm	Mentor Social	
7:30-9:30 pm	Welcome Reception (sponsored by Wayne State University)	Ambassador Ballroom

Registration & Hospitality Table

11 am-5 pm

Region Five Mentoring Program Workshop

Cadillac B | 11am-4pm

Michela Buccini, University of Cincinnati
Rachel Pawlowski, Wayne State University

P1: Awakening the Drive Within Yourself

Nicolet B | 12-4pm

Are you looking to awaken or re-awaken the drive within yourself personally and professionally? If so, please join us for the 2019 NACADA Region 5 Preconference. This year, we will be offering one preconference event that will consist of three fifty minute segments focused on the following:

Segment 1: Leading Where You Are and Exploring Advancement Opportunities in the Advising Profession

Segment 2: Professional Development: Why it Matters and How You Can Use it to Shape Your Career

Segment 3: Moving Forward and Moving On: Learn How to Create an Action Plan That Works!

These intensive, fun, and interactive sessions will help connect on a smaller level to others in the NACADA Region 5 community with similar interests and provide an opportunity to continue the conversations long after the conference has ended. A resource guide will be provided as well as an opportunity to connect through three optional Webinars throughout the remainder of the 2019 year.

Anne London, Ferris State University

NACADA Orientation for First-Time Conference Attendees

Duluth A&B | 4:30-5pm

Get introduced to NACADA – The Global Community for Academic Advising and your NACADA region! This new member orientation will provide you with guidance and insights as you begin your journey – to understand how you can make the most of your “first year experience” in NACADA and with your region.

During this session you will have the opportunity to: 1) Learn about the structure and opportunities of NACADA; 2) Develop ideas for resources and networking to help you both personally and professionally in your region; and 3) Listen to colleagues share their stories and connect with other new members to the association. Bring your questions to this session to start your journey and learn how NACADA – The Global Community for Academic Advising can support your role in academic advising!

Patricia MacMillan, University of Ontario Institute of Technology
Mark Vegter, Illinois State University

Tracks: New Advising Professionals

Core Competencies: C2, C5

Welcome Reception

Ambassador Ballroom | 7:30-9:30pm

Join us as we kick-off the 2019 NACADA Region 5 Conference Advising Renaissance: Awakening the Drive and Passion within Students. The NACADA Board of Directors, Regional Chair, and Conference Co-Chairs will welcome you to the conference and the great city of Detroit. Enjoy a night filled with live entertainment, karaoke, appetizers, gourmet popcorn station, and a cash bar while connecting with new and old acquaintances.

Share your experiences with us:

Facebook: NACADARegionV
Twitter & Instagram: @NACADA_Region_5

The Welcome Reception is sponsored by



**WAYNE STATE
UNIVERSITY**

Thursday, March 14

6:15-7 am	Pilates	LaSalle A&B
7 am-5 pm	Registration	Ambassador Foyer (Level 3)
7 am-5 pm	Hospitality Table	Main Concourse (Level 5)
7-8 am	Breakfast	Ambassador Ballroom
8-9 am	Keynote (M. Roy Wilson - President, Wayne State University)	Ambassador Ballroom
9:10-10 am	Concurrent 1	Various
10:10-11 am	Concurrent 2	Various
11:10-11:45 am	State/Province Meetings	Various
11:45 am-1:30 pm	Lunch on Your Own	
11:45 am-12:30 pm	Wellness Activity Meditation/Mind Dump Activity	LaSalle A&B
1:30-2:20 pm	Concurrent 3	Various
2:30-3:20 pm	Concurrent 4	Various
3:20-4 pm	Posters & Snack Break (Co-sponsored by OU & University of Michigan)	Ambassador Ballroom
3:20-4 pm	Meditation/Mind Dump Activity	LaSalle A&B
4-4:50 pm	Concurrent 5	Various
4:50-5:30 pm	Wellness Activity Meditation/Mind Dump Activity	LaSalle A&B
5-6 pm	Common Reading	Joliet A&B

Pilates - All Levels Welcome

LaSalle A&B | 6:15-7 am

Mat Pilates with Kate Bernas. A few extra mats will be available, but if you have one please bring it along.

Registration & Hospitality Table

7 am-5 pm

Thursday Breakfast

Ambassador Ballroom | 7-8 am

Keynote Address

Ambassador Ballroom | 8-9 am

Concurrent Session One — 9:10-10 am

How Academic Coaching Helps Students Drift Less

Joliet A&B | 9:10-10 am | *Best of Wisconsin* ★

Academic Coaching is relatively new to the field of Academic Advising. Since 2014, UW-Platteville has been offering coaching services to its students in a variety of ways (including early alert, progress reports, and opt-in requests for coaching). Join us for a journey on how one campus has embraced Academic Coaching (and certification of faculty and staff advisors) as a way to help students "drift less."

Kia Hendrickson, Megan Arey, Aimee Belanger, University of Wisconsin-Platteville

Tracks: Advising and Academic Coaching, Advisor Training & Development

Harnessing the Power of the Mind: Self-Compassion and Its Relationship with Passion, Motivation and Engagement

Marquette A&B | 9:10-10 am

In advising, we are frequently exposed to the impact that a negative internal voice can have on a student's ability to stay motivated and persist in his/her degree. Using a Positive Psychology lens, this workshop will look at the detrimental academic, emotional and physiological impact that a lack of self-compassion can have.

Clare Tattersall, Andrea Legato, Western University

Tracks: Advisor Training & Development, Theory, Philosophy and History of Advising

Core Competencies: C3, C4

Awakening Your Drive for Success in Leadership

Nicolet A&B | 9:10-10 am

What does your leadership journey look like? What does the term "leadership" mean to you? Why does leadership matter? Are you a "line leader" or "crossing guard"? - These are questions academic advisors face throughout their career. The Michigan Academic Advising Association (MIACADA) surveyed members to gain insight into their understanding and accessibility of leadership opportunities, obstacles to pursuing leadership and benefits of leadership personally and professionally. Utilizing the survey results, we will discuss perceptions of leadership, leveraging resources to gain leadership experiences, and prepare a foundation for personal pathways to leadership. Together we will explore leadership in the context of advising to improve understanding of the impact your leadership has, identify and access leadership opportunities, and develop the next steps in your leadership journey.

*Jonelle Golding, Michigan State University
Michael Connelly, Michigan State University*

Tracks: Advisor Training & Development

Core Competencies: R7, R2

Reimagining First-Year Registration at Roosevelt University

Cadillac A&B | 9:10-10 am

Join us for a detailed reflection on the Fall 2018 launch of Roosevelt's learning communities and pre-selected registration for first-year students. Hear how our small, private, liberal arts institution has gone from pitch to pilot with this new program to improve retention and foster community among freshmen. We will explore how learning communities have built a stronger sense of belonging for our over 60% commuter population and how the introduction of pre-selected course blocks and a first-year seminar support our over 30% first-generation students. This presentation will highlight collaboration efforts and results of the pilot, while providing key insights into starting a similar program at your school. The format will be slideshow and lecture with informal discussion to follow.

Kaelyn Schulz, Erin O'Neill, Roosevelt University

Tracks: Advising First-Year Students, First-Generation College Students Advising

Core Competencies: C4, I2

1st Gen Student Success

Brule A&B | 9:10-10 am

In an open discussion, participants will learn more about the various challenges that first generation college students face and ways to empower them. Advisors can play an important role in the success of first generation college students as they are the touch point we have with all students. We will also review the programs and initiatives that the University of Michigan has implemented to ensure a smooth transition and sense of belonging for current first gens. Participants will leave equipped with skills to work with first gens and knowledge of where to refer this vulnerable population of students to.

Leonora Lucaj, Mary Beth Carroll, University of Michigan

Tracks: First-Generation College Students Advising

Core Competencies: I5, I6

From Transactional to Transformational: A Learning-Centered Approach to Advising Appointments

Duluth A&B | 9:10-10 am

Advisors interact with students in a wide variety of capacities, the most common of which is the one-on-one advising appointment. While many questions students have in advising appointments do not lend themselves to straightforward answers, there are also many that do. In the case of the latter, how do we ensure the appointment is still a learning experience, rather than a transactional one, as they can often become? This presentation focuses on answering this question by introducing Kolb's Experiential Learning Theory and how it is applicable to advising appointments. We also discuss factors that contribute to a conducive learning environment and how those factors can be introduced into the advising appointment to encourage and facilitate transformational learning.

Christine Nguyen, Ohio State University

Heather Fletcher, University of Illinois Urbana-Champaign

Tracks: Advisor Training & Development

Core Competencies: C3, C4

Social Media: Is it Worth it?

Richard A&B | 9:10-10 am

Many articles support the use of social media as we try to keep up with a generation of students that expects instant gratification. To ensure that students receive appropriate and timely information, some units may use various forms of communication, including email, newsletters, flyers, texting, and social media. In this session, we set out to discover how social media can be used to expand our communication plan to our students. We will also determine if our population of students expects information in another form. In this session, you will hear from a multitude of institutions regarding data on why this is or is not a good fit, platforms, utilizing student expertise, how to create a social media plan and discuss with other participants.

Jennifer Taylor, Elizabeth Mekar, Saroya Cicero, University of Michigan

Steve Farver, Oakland University

Ella Roberts, Katie Oeschger, Michigan State University

Amanda Horwitz, Wayne State University

Tracks: Technology in Advising

Core Competencies: I7, R2

Concurrent Session Two – 10:10-11 am

The Positive Feedback Loop: Critically Reflective Advising

Duluth A&B | 10:10-11 am

How do you know your advising is effective? How do you know students are learning what they need to learn through advising? How do you know you are communicating your message effectively? How do you know if you are connecting with your students? Critically Reflective Teaching can help! This interactive presentation will: familiarize participants with Critically Reflective Teaching and how it relates to advising, provide an opportunity to practice critical reflection, and equip advisors with tools to implement critical reflection in their advising practice across disciplines and populations.

Katie Mosure, Krysten Stein, University of Cincinnati

Tracks: Assessment of Advising, Appreciative Advising

Core Competencies: R7, C4

Saving Sinking Sophomores: Reviving Students in their Second Year

Nicolet A&B | 10:10-11 am

Saving Sinking Sophomores: Reviving Students in their Second Year Many institutions focus on helping their freshmen acclimate to college life and feel connected to their campus to boost first-year retention. Once these students become sophomores, however, they are in danger of entering a "sophomore slump"—they feel less connected to campus, less engaged with instructors, and more unsure of their major. At the same time, their classes are getting increasingly difficult, and they need to hit milestones to continue progress toward their degree. The advisors at UWM's Lubar School of Business conducted research to identify what causes this sophomore slump among their

students, and they developed a program to address it. Find out how you can save your sinking sophomores and put an end to the sophomore slump.

Monica Rausch Camacho, Rachel Carr, Jaemi Cummins, Alejandra Lopez, Mary Morre-Geissler, University of Wisconsin-Milwaukee
Tracks: Advising Second Year Students, Large Universities
Core Competencies: C4, C5

Workplace Well-being: A Discussion Surrounding Mental Health and your Job

Brule A&B | 10:10-11 am

As student affairs professionals, the job description is educating, training and advocating for students living with mental illness. But what are you doing for YOU? This session will discuss mental health in the workplace, provide examples on how to advocate for your well-being and discuss how to support others on their mental health journey.

Lauren Shackelford, University of Toledo
Tracks: Advising and Academic Coaching, Advisor Training & Development
Core Competencies: R2, C4

Mapping Out Your Drive: Balancing Work, Family, and a Doctoral Degree

Cadillac A&B | 10:10-11 am

This session will share the presenters' stories of successful and current progression toward terminal degree completion while balancing full-time employment, family growth and responsibilities, and other life circumstances. So come ask your questions, share your concerns and perceived hurdles, and let's discuss the process of pursuing and attaining a terminal degree. Working full-time gaining valuable experience while simultaneously pursuing an advanced degree is no easy task. Coupled with responsibilities outside school and work make the attainment of a terminal degree feel unachievable or daunting at best. It can be done and we will share success and normalize the process.

Shannon Brecheisen, Stephanie Brewer, Ken Horne, Jr., Michigan State University
Tracks: Mapping Out Your Drive: Balancing Work, Family, and a Doctoral Degree
Core Competencies: R7

Using the NACADA Academic Advising Core Competencies to Write Your Own Professional Development Story

Marquette A&B | 10:10-11 am

Are you an advising professional seeking continual improvement? Responsible for advisor training at your institution? The NACADA Academic Advising Core Competencies Model identifies the concepts, knowledge, and skills that support academic advising and provides a roadmap for advisor professional development. In this session, we will introduce the Core Competencies and discuss ways to integrate them into advising practice. Whether you are a lone advisor in an academic department, part of a

committee charged with designing training and development for advisors, or an administrator responsible for advisor development, this presentation will help you take the Core Competencies and apply them on your campus.

Deb Dotterer, Michigan State University
Teri Farr, University of Illinois Urbana-Champaign
Tracks: Advising Administration, Advisor Training & Development
Core Competencies: C1, C5

Navigating Institutional Roadblocks to Success: Utilizing Community Cultural Wealth in Advising for Latinx and Black Students

Joliet A&B | 10:10-11 am

Advising practices that are inclusive of all students and that focus on cultural awareness are an important part of student success. In this session we focus on Yosso's (2005) Community Cultural Wealth model to inform advising practices with Black and Latinx students. We will provide an overview of familial, social, navigational, and resistant capital and how these forms of capital may be utilized to empower your work with students. The presenters will share their experiences, that lead with identity, in advising Latinx and Black students. Understanding these forms of capital will provide advisors with an additional advising framework to support Latinx and Black students.

Amber Benton, Danielle Flores Lopez, Michigan State University
Tracks: Multicultural Concerns
Core Competencies: R2, C6

Attention 101: Teaching Students How to Pay Attention

Richard A&B | 10:10-11 am

Social media notifications bombard students for attention and encourage multitasking behavior. However, students struggle with focusing and this impacts their behavior and performance. Attention and the overall ability to focus is a driving force of academic success. Researchers have found that the influences of social media and multitasking are decreasing students ability to focus to no more than 4 seconds at a time (Brasel & Gips, 2017). However, advisors can address this issue and teach students simple attention strengthening exercises during their

Deborah Hendricks, Emily Swanson, Bowling Green State University
Tracks: Advisor Training & Development, Advising and Academic Coaching
Core Competencies: R2, C4

State/Province Meetings

11:10-11:45 am

Network and hear the latest in your state/province within academic advising. Find the meeting locations below:

Brule A&B	Illinois
Duluth A&B	Wisconsin
Joliet A&B	Ohio
Marquette A&B	Ontario
Nicolet A&B	Indiana
Richard A&B	Michigan

Lunch on your own

11:45 am-1:30 pm

Wellness Activity Meditation/Mind Dump

11:45 am-12:30 pm

10 minute guided meditation followed by a 10 minute mind dump exercise. You'll have the opportunity to focus inward and compartmentalize all those thoughts continuously revolving in your mind.

Concurrent Session Three — 1:30-2:20 pm

Admission Confirmation to Graduation and Everything In-Between: Developing a Retention and Communication Plan for Your Graduate Student Population

Marquette A&B | 1:30-2:20 pm

Advising graduate students can be a difficult task, especially when the majority of your graduate population is comprised of distance learners who never set foot on campus. This interactive discussion will focus on the implementation of initiatives to positively impact the overall graduate student experience. Established literature will be referenced and the presenters' experiences will be shared, providing a framework for creating an engaging and supportive graduate student advising experience. We will detail our experience in revamping our retention efforts, including the development and implementation of a communication plan. We will reflect on lessons learned and discuss the importance of the evaluation of initiatives and the examination of data to refine future efforts.

Bailey Tobias, Jamie Heck, University of Cincinnati

Tracks: Advising Graduate & Professional Students, Advising Adult Learners

Core Competencies: I5, C4

Advising Diverse First Year Students: The Renaissance Continues!

Brule A&B | 1:30-2:20 pm

This session will focus on Multicultural Business Program's efforts to involve Corporate America in the retention of diverse students in college. MBP seeks to involve its program alums in the process

of completing its Circle of Support in the Recruitment, retention and graduation of its students. One example is the MBP Business 291 class that offers Freshmen a real world Case Competition sponsored by Target Corporation, and a Multicultural Heroes Hall of Fame Case Competition that has given away over \$40,000 in prize money. The program also offers freshmen, corporate site visits, specialized academic advising career development and leadership development.

Darrell King, Kevin Leonard, Anne Crain, Michigan State University

Tracks: Multicultural Concerns, Advising Business Majors

Core Competencies: C6, C4

How to Help Your Students Navigate "Plan B" As Their Reality

Joliet A&B | 1:30-2:20 pm | Best of Michigan ★

Have you ever had a student change their mind, encounter a life event, or not pass a class that causes them to alter their major or career path? If so, it can be challenging to navigate as an adviser, as the students' "Plan A" is no longer an option. Using a mixed method approach and NACADA research findings, we intend to explore students navigating life changing decisions, offer science behind various models of decision making, and will seek to gain peer feedback about best practices.

Meaghan Cole, Steve Farver, Oakland University

Tracks: Advisor Training & Development

Core Competencies: C4, R6

Data-Driven Innovations: How We Raised Our Retention in Just One Year

Duluth A&B | 1:30-2:20 pm

Do you want to raise the retention rate at your institution? Do you want to help students graduate on time with as little debt as possible? Are you trying to figure out how to bring faculty on board with excellent, intrusive, and developmental advising? In 2016, we set out to tackle these challenges after an intensive review of retention data. In pursuit of these goals, the College of Arts and Sciences has developed data-driven processes along with three powerful advising tools that will enhance your ability to retain and graduate students. This interactive presentation will explain how these tools were developed, how to utilize these tools in your advising practice and the impact that they have on student retention.

Nicole Altheide, Megan Presland, University of Michigan-Flint

Tracks: Small Colleges & Universities, Advising Administration

Core Competencies: C4, R4

Finding Your Path in NACADA Leadership

Nicolet A&B | 1:30-2:20 pm

Do you want to become involved in NACADA leadership? This panel session will provide an introduction to all of the various ways members can start their leadership pathway in the association. Participants will have the opportunity to hear stories about how current NACADA leaders got started and how they ended up in their present role. The objective for this session is for participants to identify how they want to capitalize on their

strengths to serve the overall membership, identify the roles that best address their goals, and create some immediate steps they can take to get started.

JP Villavicencio, University of Wisconsin-Whitewater
Ivette Barbosa, Indiana University Purdue University Indianapolis
Patricia MacMillan, University of Ontario Institute of Technology
Teri Farr, University of Illinois Urbana-Champaign
Michelle Smith Ware, University of Notre Dame
Nancy Roadruck, Kent State University

Tracks: Advisor Training & Development
Core Competencies: C2, R1

Supporting Trans & Gender Non-Conforming Students in Advising Spaces

Cadillac A&B | 1:30-2:20 pm

Research suggests that trans and gender non-conforming students experience more negative campus climates compared to their peers (Garvey & Rankin, 2015) and that “educators who lack knowledge about or are uncomfortable with LGBTQ+ issues may implicitly marginalize [these students]” (Kovalanka, Goldberg, & Oswald, 2013). As professionals dedicated to promoting student success, academic advisors can play a critical role in advocating for trans and gender non-conforming students. In “Supporting Trans & Gender Non-Conforming Students in Advising Spaces,” we will review relevant terminology and trends on this topic, examine common advising practices that may be harmful toward this student population, and dialogue about best practices for supporting trans and gender non-conforming advisees. Participants will leave this session equipped to infuse more inclusivity into their personal advising practice -- and to advocate for greater change on campus.

Carrie Daut, Loyola University Chicago
Hanna Ricketson, Loyola University Chicago

Tracks: LGBTQA Advising and Advocacy, Advisor Training & Development
Core Competencies: C6, R3

Personalizing the Procedure: Using Academic Advising and Reflective Practice to Engage Struggling Students

Richard A&B | 1:30-2:20 pm

When students do not meet academic requirements, a period of uncertainty can ensue. We have found that adopting a collaborative and student-centered academic advising approach can reignite a student’s passion for, and drive towards, their academic and personal goals. Our session provides an overview of our advising process for students who have been removed from their program, and provides practical strategies for engaging students in their academic journey. Encouraging students to be stakeholders in their learning through reflective practice has afforded us the opportunity to connect with students in a more meaningful way and personalize our academic advising practices. This has proven to have a positive effect on student retention.

Ethna Bernat, Erin Plyley, Pina McDonnell, Sandra Regier, Brock University

Tracks: Advising and Academic Coaching, Probation/Dismissal/Reinstatement Issues
Core Competencies: R6, I3

Concurrent Session Four — 2:30-3:20 pm

Creating Purposeful Assessment to Drive Student Success

Joliet A&B | 2:30-3:20 pm | Best of Ohio ★

The University of Toledo’s Center for Success Coaching uses assessment to promote a student-ready culture. We have refined our assessment strategies to better impact, measure, and retain students. Join us to explore the practical, data-centered approaches we developed, and begin to create your own system to tell the story of student success and drive future initiatives at your institution. Participants will be guided through self-reflection about campus culture, intentionality, and the implementation of practices needed at their institution.

Doreann Vogel, Kari Dilworth, Shawna Babula, University of Toledo

Tracks: Assessment of Advising, Advising and Academic Coaching
Core Competencies: R7, C6

Who is Allen Apple? Using a Dynamic Case Study Model as a Major Exploration Tool

Nicolet A&B | 2:30-3:20 pm

Pharmacy and Health Sciences developed a case study following a patient through stages of health care to showcase professions in the order patients experience them, allowing students to better understand career options. This approach demonstrates how health professions are interrelated and can help students determine where they may best fit in the cycle. The case study format often uses hands-on exercises to encourage student engagement and provide a more meaningful experience. We will arrange the room as “major stations” following the case study, so attendees can gain a better understanding of how we explore program options with students in a dynamic format that can be adapted to fit other professional majors.

Jessica Pfeiffer, Moira Fracassa, Jozy Hayek, Robert Hellar, Shauna Reeves, Wayne State University

Tracks: Undecided & Exploratory
Core Competencies: R6, I2

Life After a Successful Pilot: Scaling Our Case Management Advising Model

Cadillac A&B | 2:30-3:20 pm

In 2015 Indiana State University began a two-year pilot in the University College to improve retention for first-year students by employing a case management approach to academic advising where each advisor used intrusive, developmental, relational, and holistic techniques with their advisees. Persistence and retention rates both years suggested a connection between this new advising approach and retaining more first-year students. Logically, plans were set in motion to attempt to scale techniques utilized in the pilot in an attempt to reap similar results with increased retention rates college-wide. This presentation will provide a candid conversation about the woes of scaling a successful pilot, with a focus on the critical (and

sometimes painful) lessons learned and our plans for continuing our commitment to utilizing a case management approach for academic advising.

Ashleigh Crowe, Linda Maule, Indiana State University

Tracks: Advising Administration, Advising First-Year Students

Core Competencies: C4, R7

You Cannot Pour from an Empty Cup: Taking Care of Yourself to Take Care of Others

Richard A&B | 2:30-3:20 pm

What if self-care was a routine that went beyond the individual and was a required practice within your department? Organizational self-care is a broad approach to fostering a healthy work environment and has the ability to improve team collaboration, increase performance, and boost morale. Learn how your department can benefit from adopting creative self-care techniques and explore how to turn this expectation into a daily part of your departmental routine. The benefits of these practices are supported by qualitative data and feedback from a department who not only implemented these practices into their routine, but also experienced the benefits of a full cup from both an individual and departmental perspective.

Erin Yanke, Maya Calloway Richardson, Henry Ford College

Tracks: Advising and Academic Coaching, Assessment of Advising

Core Competencies: I1, R2

Using the Power of Technology to Tackle Retention Initiatives

Brule A&B | 2:30-3:20 pm | Best of Ontario ★

Academic Advisors across the world have to rigorously keep up to date with the latest trends and issues affecting our students. Unfortunately, budget, time and lack of resources often impede this vital goal. This session will demonstrate how digital technology is mutually beneficial for both the advisor and the student, provide the insight advisors require to support students, and lastly strengthens existing programs. The platforms and resources demonstrated in this session can help advisors communicate with students through platforms they are already accustomed to. Participants will leave with an understanding of cost-effective digital technology, & how to effectively incorporate technology into their advising sessions effectively, Improve bounce or similar back program. Integrating technology with advising is like building a bridge to more meaningful student relationships, with the goal of improved student success

Theeben Jegatheesan, University of Ontario Institute of Technology

Tracks: Technology in Advising, Probation/Dismissal/ Reinstatement Issues

Core Competencies: I7, C4

Mind the Gap: The Need for Programming in Academic Advising

Duluth A&B | 2:30-3:20 pm

In higher education, there is an ever-increasing demand to improve one-year retention and four year graduation rates. How does programming intervention provided to first-year students

impact these measurements of institutional success? In this session, we will share evaluation results from two programming interventions provided to first years students to increase their major confidence and knowledge of program-specific curriculum. This program will highlight how student affairs professionals can integrate targeted interactive programming into co-curricular experiences to create a engaged learning culture on their campus. Audience members will have time to hone and develop their own interactive program ideas

Jessa Trimble, Rachael Carmichael, Sara Crawford, Indiana University Purdue University Indianapolis

Tracks: Undecided & Exploratory, Advising First-Year Students

Core Competencies: C4, R5

Advising Administration Renaissance: Collaboration in Times of Change

Marquette A&B | 2:30-3:20 pm

You are happily working in your silo, when the call comes from upper administration: CHANGE!!! Do you hide and wait for it to pass? Or do you come out to greet the change with open arms? Come learn how the advising administrators on one campus came together to use their collective knowledge and strength to make a better landscape for student success. Through collaboration, Michigan State University found a way embrace change and leverage it to create consistent practices and tools for students campus wide. This presentation will include the practical process that was the key to finding a universal "students first" approach.

Shannon Brecheisen, Heidi Purdy, Amanda Idema, Quinn Moreno, Deb Dotterer, Michigan State University

Tracks: Advising Administration

Core Competencies: C4, I3

Poster Session & Snack Break

Ambassador Ballroom | 3:20-4 pm

The poster session & snack break is co-sponsored by

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ADVISING COUNCIL**

UNIVERSITY OF MICHIGAN

Student Success: Motivating At-Risk Students

Ambassador Ballroom | 3:20-4 pm

At-risk students need extra motivation and skill development many other students already have. Student success coaches, SSCs, at Wilmington College provide a unique approach to advising for students who need extra support through their college journey. Learn some of the ways that SSCs provide additional support for students while fostering a safe environment where students feel comfortable discussing challenges and develop skills to overcome barriers. In Fall 2018, Wilmington College admitted 33 students through a sub-committee process. These students are considered at-risk due to their high school GPA and/or ACT scores. These students work with SSCs throughout their first semester. In this presentation, we will talk about what works best for us when advising and motivating at-risk students including a college success course taught by the coaches and a campus-wide early alert system.

Jena Frommeyer, Sara Rensing, Wilmington College

Tracks: Advising and Academic Coaching, Small Colleges & Universities

Core Competencies: C4, I5

Strategies for Engaging High-Risk Populations: Oakland University School of Engineering and Computer Science Advising's Approach

Ambassador Ballroom | 3:20-4 pm

EGR/CS Candidate is a transitional major within the School of Engineering and Computer Science. Naturally, this population is more likely to struggle academically and is less engaged with the SECS Advising Office, relative to traditionally admitted SECS students. As EGR/CS Candidate comprises the second largest student population of all SECS majors, the SECS Advising office has determined this major to be an important population to target with specific proactive advising and outreach strategies. Analytics will be presented indicating why this is a population of concern considering retention and completion goals. Presenters will then discuss past, current, and future proactive advising and outreach strategies aimed at this large population of SECS students.

Kurtis Kirkpatrick, Sarah Konrad, Oakland University

Tracks: Advising and Academic Coaching, Science, Technology, Engineering and Mathematics Advising

Core Competencies: C4, R7

Not a Sprint, but a Marathon: A Starting Line for Exploring Interests and Majors

Ambassador Ballroom | 3:20-4 pm

Marathon of Majors is an event which gives current and potential students the chance to ask questions of academic advisors from many MSU colleges, academic and support offices in ONE location. Topics such as exploring majors, minors, requirements, internships, career information, transfer-credits, study abroad and tutoring are discussed. Based on the Holland Codes, MSU Academic Advisors collaborated with the Career Services Network to create the Spartan Interest Assessment (SIA). The SIA is a starting line during advising appointments, orientation, and Marathon of Majors to help students navigate and consider majors, courses, student organizations and careers.

Christy Stehouwer, Aaron Tucker, Michigan State University

Tracks: Undecided & Exploratory, Career Advising

Core Competencies: R4, R5

Year 1 off WSU Suicide Prevention Initiative

Ambassador Ballroom | 3:20-4 pm

With an individual impact of close to 250,000 people reached with Suicide Prevention Marketing and over 1000 people reached through training and awareness events, the first year of the Wayne State University (WSU) Suicide Prevention Initiative has impacted the university community. This poster presentation will explore the first year of the three year suicide prevention initiative whose purpose is to eliminate deaths by suicide in the University community through development of an infrastructure of education, training, and dissemination of information to all faculty, staff, students and their families. The goals and progress Initiative will be discussed. Information on implementation and marketing to promote mental health and suicide prevention will be discussed. Obstacles and lessons learned from year 1 will be discussed in preparation for year 2 of suicide prevention initiative.

Stephanie Kastely, Shantalea Johns, Caitlin Brown, Wayne State University

Tracks: High School to College Advising, New Advising Professionals

Core Competencies: C4, I6

Swipe Right for Advising: We Used a Free Online Tool to Make Connecting with an Advisor Easy and More Efficient

Ambassador Ballroom | 3:20-4 pm

As the gender, age, ethnic, and socioeconomic identity of the average college student evolves, how can advisors make the most of the limited time we have with these unique students? Our advising team improved the quality of appointments while managing a growing caseload by using a simple online scheduling tool. Paradoxically, putting our calendars directly in the hands of students helped us take greater control of our

time and better prepare for our appointments. We will identify the characteristics of non-traditional and online students, and explore how our new approach to booking advisor appointments has been so successful for those populations. Spoiler alert: the results were so good, our administrators funded an upgrade to the paid version. We will discuss the simple tool we use, and explore other low/no-tech options.

Amber Neher, Rumie Martinez, Melissa Smith, Central Michigan University

Tracks: Advising Administration, Distance Education Advising

Core Competencies: I7, C4

Are You a Student? Advising While Young: Tips and Best Practices

Ambassador Ballroom | 3:20-4 pm

How often are you asked whether you are a student at your university? Many academic advisors find challenges in how they are perceived by advisees, parents, and even colleagues. The purpose of this presentation is to explore the intersection of youthful appearance and job legitimacy in the process of academic advising. Material discussed will draw from informational interviews, research studies, and personal experiences. Attendees will leave the session with tips, tools, and best practices to be adapted for use at their own institution. This presentation is appropriate for advisors and administrators.

Kelli Schneider, Bowling Green State University

Melissa Weibley, University of Tampa

Tracks: Advisor Training & Development, New Advising Professionals

Core Competencies: R4, R2

Come Together: Building an Advising Community on a Decentralized Campus

Ambassador Ballroom | 3:20-4 pm

Ever wonder what best practices your colleagues are using or wish that you could find ways to connect with other advisors across campus? Academic advisors serving decentralized campuses often encounter unique challenges, including isolation and lack of connections. Wayne State University is an institution with almost 100 advisors across campus. WSU's decentralized model of advising makes it difficult for our advisors to build a community with each other, but we are not letting that stop us. This presentation will provide strategies for connecting advisors across campus. We will identify strategies and technologies for welcoming new advisors, sharing best practices and creating opportunities for collaboration on your campus to build an advising community. Attendees of this session will also have opportunities to share ideas to increase advisor collaboration on their campus.

Ryan Ferrante, Elizabeth Hill, Wayne State University

Tracks: Advisor Training & Development, New Advising Professionals

Core Competencies: R2, C6



GPA Matters: The Intersection of Instructional Design and Advising Strategy

Ambassador Ballroom | 3:20-4 pm

This presentation is the result of a several month collaboration between the author and an instructional designer to create infographics that display the level of grades needed by students with different amounts of graded credit to achieve a specific cumulative GPA. This information was targeted to achieving a 2.0 cumulative GPA, or the three most common cumulative GPA requirements for popular majors at the University of Toledo. Students frequently underestimate the long-term impact of poor grades on the cumulative GPA, the level of grades needed to correct the issue, or the amount of time involved in doing so. The GPA infographics provide an additional tool to visually display these issues. Equally important, they give Academic Advisors a way to begin and continue dialog about how to achieve and maintain desired GPA outcomes.

Kim Pollauf, University of Toledo

Tracks: Technology in Advising, Advising and Academic Coaching

Core Competencies: R6, C4

Creating an In House Early Intervention Survey

Ambassador Ballroom | 3:20-4 pm

An early intervention survey identifies new students who are already expressing concerns that are negatively correlated with retention. These students often will agree that they want to talk to an advisor, but they don't make an appointment. Creating your own early intervention survey (sent to all new students on your campus) is a low cost way to identify these students, so you can reach out and address their concerns. Since you own your survey, you can send it out as often as you like, and ask the specific questions you know are relevant for your students. Additionally, engaging student success professionals from across campus will enable you to address all manner of student concerns in response to their survey answers.

Suzanne Benet, Philip Batty, Grand Valley State University

Tracks: Advising Administration, Large Universities

Core Competencies: I6, I7

New Age Advising Practices

Ambassador Ballroom | 3:20-4 pm

Academic Advisors have a responsibility to advise well, and the ability to do so is influenced by a number of factors. This program explores how critical it is to continue the process of evaluating who our students are, the needs they have, and the responsibilities we have to meet those needs. This is necessary considering a shift in the student population, with more groups of students enrolling in colleges and universities that were initially excluded from higher education. Additionally, this program breaks down perceptions of handholding by diving into "The Myth of the College-Ready Student" (White 2016), and by facilitating discussion surrounding college ready

versus student ready approaches towards academic advising. This program is rooted in "Schlossberg's Transition Theory" (1995) and "Erickson's Stages of Psychosocial Development" (1959).

Erica Peyton, Ken Horne, Jr., Marcell King, Michigan State University

Tracks: Advisor Training & Development, New Advising Professionals

Core Competencies: C4, R4

Late Night Advising: Supporting Student and Advisor Success through Innovative Practice

Ambassador Ballroom | 3:20-4 pm

This session will explore how providing nontraditional advising services supports student development, professional development, and advisor work-life balance. During this session participants will have the opportunity to draft a plan to support nontraditional advising services at their institution. Participants will leave feeling empowered to explore the different ways that offering nontraditional hours can benefit both students and advisors.

Scott Fitzpatrick, Justin St. Charles, Chelsea Belote, Michigan State University

Tracks: Advisor Training & Development, Undecided & Exploratory

Core Competencies: C4, R4

Advising a Peer Mentoring/Tutoring Program: From flour to bread and everything in between.

Ambassador Ballroom | 3:20-4 pm

The Neuroscience major at Michigan State University has been making strides towards student success by running a peer mentoring/tutoring program for the past three years. The aim of this program is to provide students beyond their first year with tutoring as well as mentoring. Mentoring activities include guidance to improve study skills, time management, and co-curricular activities geared towards career exploration. During the presentation, we will give an overview of program development, implementation of the program, lessons learned, and discuss its impact on student success, including data on GPA and graduation. We will also provide a template for the audience to start a similar program at their home institution.

Kanchan Pavangadkar, Danielle Flores Lopez, Michigan State University

Tracks: Peer Advising & Mentoring, Large Universities

Core Competencies: I6, I2

Student Success supports NACADA

2018 The Association of Public and Land-grant Universities (APLU) named Wayne State University the winner of its 2018 Project Degree Completion Award

2017 Graduation rates nearly doubled across six years, from a 26 percent graduation rate in 2011 to 47 percent in 2017

2011 Wayne State launched a Student Retention Initiative investing more than \$10 million in student success, including the hire of 45 professional academic advisors



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Extending our Reach: Strategies from the Undergraduate Psychology Academic Advising Program at Wayne State University

Ambassador Ballroom | 3:20-4 pm

While the one-on-one advisor/student relationship is the cornerstone of academic advising, an "advising program" goes beyond that relationship and provides additional components that promote advising goals and student success. Beyond simply focusing on retention and graduation, effective advising should support students towards the achievement of their academic and professional goals. In that pursuit, the advisor must engage the student in the educational process beyond curriculum planning. Our departmental advising program is a multi-dimensional, holistic, and integrative approach to advising that incorporates a wide-range of supplemental services. This approach is informed by the pedagogy of academic advising, NACADA core competencies and best practices described in the vast body of work that establishes that quality advising as the most important factor in student success (Gardner, Barefoot & Swing, 2001).

Corinne Forys, Cody Bailey-Crow, Shelly Seguin, Solaf Shallal, Wayne State University

Tracks: Liberal Arts Advisors, Advising First-Year Students
Core Competencies: C4, R4

Mentorship 101: Making Mentorship Work for You - Lessons Learned from a Mentor-Mentee Pair

Ambassador Ballroom | 3:20-4 pm

Did you know that formal mentorship has been shown to prevent burnout, stimulate learning, and create more positive views of the work environment -- for both mentors and mentees? In Mentorship 101, you'll learn about multidisciplinary research highlighting the benefits of mentorship, how our own professional home -- NACADA Region 5 -- offers advising professionals an opportunity to participate in a formal mentorship arrangement, and how to craft your own Mentorship Action Plan (MAP). Whether you're new to the profession or a seasoned academic advisor, or if you're looking for a way to inject additional self-confidence, positivity, and psychosocial support to your academic advising practice, then this session can help you get there.

*Rachel Pawlowski, Wayne State University
Carrie Daut, Loyola University Chicago*

Tracks: New Advising Professionals, Theory, Philosophy and History of Advising
Core Competencies: R7, R2

Practicing Gratitude to Cultivate Academic Advisor Well-Being

Ambassador Ballroom | 3:20-4 pm

Gratitude is positively associated with better physical health, improved relationships, and greater life satisfaction. The daily practice of thanking colleagues sharpens your analytical lens of looking for the good. This session will help

you cultivate social well-being skills through gratitude. If you practice Appreciative Advising, then you naturally integrate aspects of gratitude when working students. I'll explain how practicing gratitude fuses aspects into Appreciative Advising, specifically phases of disarm, design, and deliver. This session was developed using additional gratitude research with the purpose of sharing practices so academic advisors can learn how to implement strategies to improve social well-being.

Diana "Di" Dingman, Indiana University

Tracks: Appreciative Advising, Advisor Training & Development

Sleeping or Awake: Using Self-Care and Meaning to Awaken the Passion and Drive in Exploratory Students Pursuing Healthcare Careers

Ambassador Ballroom | 3:20-4 pm

Freshmen students interested in a healthcare career often enter college without a major. "Helping students make good decisions is central to the practice of academic advising (Steele, 2013)". Strategies to help students decide on a major will be reviewed in this session. Using self-care in the exploratory process helps students select a major which awakens their passion. Communicating career knowledge through the Pre-Med and Health Science Center also awakens the passion and drive in students pursuing a healthcare career. Theoretical foundations for indecisiveness and Gen Z characteristics will be examined. Connection to the information component and relational component with the Core Competencies for Academic Advising will be reviewed.

Helen Wilson, Shawn Prewitt, Wayne State University

Tracks: Undecided & Exploratory, Health Professions Advising
Core Competencies: R6, R2

Getting to Know Your International Advisees' Countries

Ambassador Ballroom | 3:20-4 pm

Getting to know an international student's country could involve four areas of interest: (1) The geography; (2) The meaning behind the design and colors of the flag; (3) Significance of lyrics of the national anthem; and (4) Influence of current and former leaders and celebrities. If an academic advisor studies these four areas before her/his first meeting with the international advisee, they could get acquainted rather quickly and meaningfully. Herein lies the foundation of building a trusting relationship with each other. A meaningful communication based on mutual trust will go a long way in building a productive advisor-advisee relationship. Posters of several country profiles will be presented along with reactions from students from each nation.

Victor Taj, North Brian Wirick, North Central State College

Tracks: Global Engagement, Multicultural Concerns

Wellness Activity Meditation/Mind Dump

3:20-4 pm

10 minute guided meditation followed by a 10 minute mind dump exercise. You'll have the opportunity to focus inward and compartmentalize all those thoughts continuously revolving in your mind.

Concurrent Session Five — 4-4:50 pm

Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing

Marquette A&B | 4-4:50 pm

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, NACADA-produced books, the new online, scholarly journal NACADA Review: Academic Advising Praxis and Perspectives, and the flagship NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Shantalea Johns, Wayne State University

Tracks: Advisor Training & Development, Advising Administration

Lessons from The Sandlot

Nicolet A&B | 4-4:50 pm | Best of Illinois ★

In 1993, the movie "The Sandlot" chronicled the "coming of age" experiences of a group of boys. Their experiences align with lessons that each student must learn in order to successfully navigate their college experience. This presentation will highlight lessons from "The Sandlot," which include the importance of community, mentorship and goal setting, as well as effectively dealing with challenges and confrontation.

Dawn Huckelberry, Southern Illinois University Edwardsville

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

Core Competencies: C1, C4, C5, C6, I1, I5,I6, r2, r3, r 6

The Art of Saying No in a Customer Service Environment

Richard A&B | 4-4:50 pm

Customer service is a loaded term for higher education, and administration claims that it is correlated to retention and student satisfaction. Academic advisors face challenges every day related to balancing "good customer service" while advising/coaching students. When students do not get into a competitive academic major, why are advisors seen as the "bad guys" even though the academic program requirements are clearly publicized? What happens when students do not grasp that they will never meet the requirements to enter a competitive program? How can

advisors help students to come to “ah-ha” moments to choose another major? A panel of advising experts will present their strategies on advising/coaching students in an environment that has become extremely customer service-centered experience through interactive case studies and blending theory and reality.

*Emily Creamer, Bowling Green State University
Stacy Jenkins, Lori Dubose, Sheree Madison-Emery, University of Toledo*

Tracks: Advising High Achieving Students, Advisor Training & Development

Core Competencies: C4, R4

“Rah Rah” versus Reality: Advisors as Coaches, Advisors as Gatekeepers

Cadillac A&B | 4-4:50 pm

As advisors, we perceive our roles through filters. Some see themselves as allies who are championing the student's aspirations even if chances are that the student will be unsuccessful; others as gatekeepers whose job it is to “tell it like it is” so students don't have any false illusions. Is one approach too “rah rah” when a dose of reality is what is called for? Is the other being too prescriptive when it is the student's work to process the possibilities? Where do institutional policies step in to help the student and advisor navigate this space? This discussion centers on the coaching/gatekeeping spectrum as participants discuss their own practices with the NACADA Core Competencies and institutional policies in mind.

Sharon Hay, Eric Beckstrom, Indiana University

Tracks: Theory, Philosophy and History of Advising, Ethics & Legal Issues in Advising

Core Competencies: R7, C4

The Advisor's Role in Supporting Marginalized and Post-Traditional Learners

Joliet A&B | 4-4:50 pm

As higher education professionals, it is crucial to recognize that American higher education institutions were created to serve a specific privileged population and that we continue to combat the vestiges of this history. This presentation illustrates the vast and varied identities and experiences of post-traditional and marginalized students in order to understand how best to facilitate Transformational Advising and student development. We will explore the role of an adviser in creating a safe environment for student interaction, in providing resources relevant to the individual student, and analyze how both privilege and power manifest within the academic appointment.

Marlin Hunter, Oakland University

Brooke-Lynn Vij, Michigan State University

Tracks: Multicultural Concerns, Advising and Academic Coaching

Core Competencies: C6, R2

Finding A Successful Route: Choosing Your Way Through Probation Roadblocks

Brule A&B | 4-4:50 pm

In Fall 2016, Kent State University's College of the Arts launched its inaugural Success in the Arts course for reinstated students and those on academic probation. With an impressive 69% retention rate, this empowering curriculum lets students choose their pathway to success. This session focuses on helping advisors and practitioners understand the framework for building a course for a specialized population that puts students in the driver's seat of their own success.

LeAnn Starlin Nilsson, Brittany Capp, Kent State University

Tracks: Probation/Dismissal/Reinstatement Issues, Large Universities

Core Competencies: R6, C4

Distance Learners: Reducing the Distance

Duluth A&B | 4-4:50 pm

Amanda Majors and Jennifer Sumner wrote, “to encourage progression and success is for the advising staff, coaches and faculty to develop early relationships with online students, and to then maintain those relationships throughout the students' lifecycle. These relationships should be intentional, individually tailored, and continuous” (Majors & Sumner, 2018/3, Reducing Transactional Distance: Engaging Online Students in Higher Education, <https://evollution.com>). This realization contributed to the urgency to develop a purposeful strategy to retain distance learning students through faculty partnership and the use of technology tools. Literature will be referenced that demonstrates importance of multi-layered retention plans focused on reduction of transactional distance through interconnectedness with distance learners. Attendees will participate in interactive discussions on development, implementation, and assessment of retention planning centered on engaging distance learners.

Deborah Gray, Angela Wilson, University of Cincinnati

Tracks: Distance Education Advising, Technology in Advising

Core Competencies: C4, R2

Wellness Activity Meditation/Mind Dump

4:50-5:30 pm

10 minute guided meditation followed by a 10 minute mind dump exercise. You'll have the opportunity to focus inward and compartmentalize all those thoughts continuously revolving in your mind.

Common Reading

Joliet A&B | 5-6 pm

Affirmation, Support, and Advocacy: Race Theory and Academic Advising – Jasmine Lee

Debra Dotterer, Charles Jackson, Michigan State University

Friday, March 15

6:15-7 am	Fun Run/Walk on Riverwalk	
7 am-5:00 pm	Registration and Hospitality Table	Ambassador Foyer (Level 3)
7 am-5 pm	Hospitality Table	Main Concourse (Level 5)
7-8 am	Breakfast	Ambassador Ballroom
8-9 am	Panel Discussion (Mark Vegter/Nancy Roadruck, Deb Dotterer, Monica Brockmeyer, Daniel Herbst) (Sponsored by MSU)	Ambassador Ballroom
9:10-10 am	Concurrent 6	Various
9:30 am-Noon	Chair Massages (15 minute sessions Function 4 Life)	
10:10-11 am	Concurrent 7	Various
11:10 am-12:10 pm	Awards/Business Meeting	Ambassador Ballroom

Fun Run/Walk on Riverwalk

Meet in the Marriott lobby at 6 am. Dress for the weather!

Registration & Hospitality Table

7 am-5 pm

a current advisor tasked with training and professional development as a special project or an administrator interested in redesigning their current training programs.

Ashley Gard, Ashleigh Crowe, Indiana State University

Tracks: Advisor Training & Development

Core Competencies: C4, C3

Breakfast

Ambassador Ballroom | 7-8 am

Panel Discussion

Ambassador Ballroom | 8-9 am

Please join us this morning for a discussion with Mark Vegter, Nancy Roadruck, Deb Dotterer, Monica Brockmeyer, Daniel Herbst.

This morning's panel is sponsored by

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Concurrent Session Six – 9:10-10 am

Utilizing Instructional Design Techniques to Create Advisor Training Programs

Cadillac A&B | 9:10-10 am

Designing (or redesigning) a comprehensive advisor training program can be a daunting and overwhelming task. Given the unique needs of our students and the significant amount of information advisors are responsible for knowing, determining the content, organization, and timeline for advisor training programs is a complex process but a worthwhile investment. This presentation will explore how system-oriented instructional design models can provide a framework for creating well-organized, thorough advisor training programs. This presentation aims to apply to a variety of advising professionals, whether

Everyone Knows Something That I Don't?: Improving the Transfer Student Experience

Nicolet A&B | 9:10-10 am

With over one third of all first time students entering higher education transferring to another institution (US Gov't Accountability Office, 2017), understanding the transfer student experience is becoming more and more of a necessity for academic advisors. In this session, presenters will draw from survey responses from over 100 transfer students, focus group discussions, and video diaries to provide an overview of positive and negative aspects of the transition. Through real life case studies and interactive discussion, participants will explore ways to capitalize on high-impact practices and programming while minimizing the barriers of transfer students at their own institutions.

Saroya Cicero, Kaydee Fry, Julie Catanzarite, University of Michigan

Tracks: Advising Transfer Students

Core Competencies: I5, I6

Liberal Arts and Science Students + Business Graduate Programs: Preparing Students for Future Success

LaSalle A&B | 9:10-10 am

This program will discuss how to help liberal arts and sciences students find success in and after graduate business programs. We'll talk about ways to reach liberal arts and sciences students, how to incorporate alumni as authentic storytellers, and reinforce the value they add to the program as well as the value they will get from the program. These students bring a necessary diversity of perspective to the classroom and to their future careers, helping their teams solve problems in new and innovative ways. They are set up for success by complementing

their undergraduate education with business skills and the professional development that is a part of these specialized masters programs.

Emily Liverman, Indiana University

Tracks: Liberal Arts Advisors, Career Advising

Core Competencies: I2, I5

HARP:High Achieving Students Recovery Program at the Midway Point

Joliet A&B | 9:10-10 am

The goal of any academic recovery program is to forge a path to success for students who are having difficulty in a traditional setting. In a local Midwest Honors College, in fall semester of the 3rd year, any student who fails to maintain an overall 3.3 GPA or earn less than 16 honor credits are placed on probation. Unlike a Freshmen probation program, HARP - Honors Academic Recovery Program is used as a touch point for Junior students who fall short in maintaining academic requirements midway through their program. It is used to re-connect the goals of high achieving students to their commitment of completing honors; to realign more realistic goals and methods that go beyond traditional tutoring or counseling sessions.

Aundra Freeman, Wayne State University

Tracks: Advising High Achieving Students, Probation/Dismissal/Reinstatement Issues

Core Competencies: I3, C4

Silo is a Four Letter Word: Surrender the Me for We

Richard A&B | 9:10-10 am

Discover how long-term commitment to weekly departmental training in student services led Henry Ford College staff to believe in the power and benefits of embracing collaborative mindsets by tapping into the skills and talent of others. Interactive team cognition theory states decision making, planning, and problem solving is most effective when applying shared knowledge. This session will provide outlines, tools, and activities to help positively impact organizational climate and build strong teams based on qualitative data and feedback. Discover how to increase employee belonging by allowing voices and ideas to be heard, shared, and implemented. Increase communication, teamwork, and collaboration to revitalize your work environment! "Success takes care of itself when everyone is moving forward together" - Henry Ford.

Maya Calloway Richardson, Erin Yanke, Henry Ford College

Tracks: Advisor Training & Development

Core Competencies: I1, I3

Dispelling the Myths of Graduate Student Advising

Marquette A&B | 9:10-10 am

As the need for increased recruitment of the direct from high school populations continue to be more competitive the focus is shifting toward increased international and graduate students to meet enrollment goals. There is also increased scrutiny from

administration regarding graduation, retention, and placement rates. Unfortunately, there is a disconnection between the perceived beliefs of the services graduate students need and what is necessary for their success. This session will review how one graduate college improved student relationships, learned more about the needs of our customers, and how we responded. Attendees will learn about the needs of graduate students, communication planning, time management techniques, the benefits of improved relationships with partner offices, and how this led to improved retention and graduation rates.

Stacy Jenkins, University of Toledo

Tracks: Advising Graduate & Professional Students, Advising Adult Learners

Core Competencies: I5, I6

Advising Advisors: Authoring Your Own Renaissance

Brule A&B | 9:10-10 am

As advisors, we focus on helping our students develop plans to reach their goals and yet we rarely take the time to apply these same principles to ourselves. Now's the time to spend an hour focusing on you and your professional growth. Applying tools that we use with our colleagues and students, you will have time to reflect on your dreams, and create short and long-term goals. Whether looking for a promotion or building new skills in your current role, we will discuss resources, tools and strategies for successfully overcoming barriers. Participants will leave the session with clearly defined next steps to help them reach their goals. This session is geared at professionals of all levels.

Timothy Webb, Katrina Vegter, University of Michigan

Tracks: Advisor Training & Development

Core Competencies: C4, R6

A Conversation with NACADA Leadership

Ambassador Ballroom | 9:10-10 am

NACADA's Region Division has been charged to embark upon a review similar to those the Administrative and Advising Communities Divisions recently completed. This review is being conducted to determine how to provide the best possible professional development to members. We are taking the time to reflect on what it means to be a global organization in relationship to the regional structure. To this end, a survey was sent to all NACADA members in late 2018, and focused discussions are being conducted both virtually and in person. This session is another venue to gather input from our members and will focus on the region review project. Please attend ready to share your opinion regarding how the NACADA Regional Division can best meet your needs today and in the future. If you prefer to participate in a virtual focus group please visit the NACADA Region Review website: nacada.ksu.edu/about-us/nacada-leadership/regional-division/region-review.

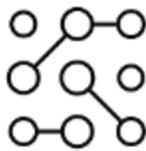
Chair Massages

9:30 am-12 pm

Enjoy a 15 minute chair massage with Function for Life! Sign up for your massage at the hospitality table.



**Identify the students
where your
institution can make
the greatest impact,
right now.**



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Coaching Academic Probation Students to Success

Brule A&B | 10:10-11 am

The Center for Success Coaching at the University of Toledo is dedicated to fostering beneficial relationships with students, staff, and faculty alike. Whereas other offices work with specific populations on campus, the University of Toledo has adopted the practice of having every new undergraduate student assigned to a professional and full-time success coach. When taking the perspective of supporting students on academic probation, success coaching plays a key role in working with this population. From initial conversations and intake forms to weekly and monthly meetings, success coaching is dynamic in attending to the unique needs of these students. In this presentation, learn how success coaching works with academic advisors, administrators, instructors, and other offices to collaborate in supporting and nurturing students on academic probation.

Andrew Hazelton, University of Toledo

Tracks: Advising and Academic Coaching, Probation/Dismissal/Reinstatement Issues

Core Competencies: C4, I6

Awakening your passion in NACADA leadership

Cadillac A&B | 10:10-11 am

Do you want to take part in shaping the future of NACADA as an organization that is exemplary in promoting inclusive practices and fostering involvement and engagement across identity groups? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Are you a NACADA Leader who is looking for a way to 'pay it forward'? Consider participation in NACADA's Emerging Leaders Program (ELP), which offers mentoring opportunities to promote effective association leadership that appropriately represents the diversity of the membership and contributes to its mission of being a global community. Join us for this session and gain valuable insight from existing leaders about the ways in which NACADA is working to promote equity in leadership.

Ivette Barbosa, Indiana University Purdue University Indianapolis

Lenor Wangsteen, University of Notre Dame

Jonelle Golding, Michigan State University

Patricia MacMillan, University of Ontario Institute of Technology

Tracks: Advisor Training & Development

Core Competencies: C2, C4

Non-Suicidal Self-Harm: Are the students you advise doing it?

Joliet A&B | 10:10-11 am

An informative presentation on how college students can present during contact with advisors and college counseling centers when engaging in non-suicidal self-harm. Information will be shared about the risk and protective factors that those students have and ways for advisors to link them to mental health supports. Insights from an urban college campus with a

ADVISING FOR SUCCESS ONE SPARTAN AT A TIME

Before meeting my advisor, I had never had someone who so whole heartedly and fully believed that I would accomplish all of my goals. There was never a waiver of doubt in her eyes that I would not be a good student. That single meeting is what changed my outlook on going to a large university. Before her I was scared that I would fail, but after I knew that if this person I had just met believed in me, then I knew I could do it.

- MSU Senior



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diverse populations of students from multiple ethnic groups and specifically a large population of student who identify as Muslim will be shared.

Patricia Dixon, Wayne State University

Tracks: Multicultural Concerns, Undecided & Exploratory

Core Competencies: I5

Mindfulness and Advising: Decreasing and Increasing Wellness

Richard A&B | 10:10-11 am

Stress is a leading cause of missing work and job burnout. High levels of stress can cause many health issues such as headaches, anxiety, sickness, and exhaustion. Academic advisors under high amounts of stress often neglect their own self-care and wellness, which can impede their ability to connect with students. One method for dealing with stress is known as mindfulness, that act of paying attention, on purpose, in a particular way (Kabat-Zinn, 2013). With mindfulness training, it is possible for advisors to lower their stress, fully connect with students, and increase effectiveness. Learn about the science of mindfulness and take part in the art by practicing specific mindfulness exercises, which can be shared with students during advising sessions.

Deborah Hendricks, Bowling Green State University

Tracks: Advising and Academic Coaching, Advisor Training & Development

Core Competencies: R2, R4

Why Didn't I Know About This? ...Because You Never Asked: Intrusion Avoids Confusion

LaSalle A&B | 10:10-11 am

This conversation can go both ways. Online students face a different set of obstacles than their main campus counterparts and may not share their experiences openly with an advisor. Additionally, not being present on a physical campus can lead to missed announcements and miscommunication regarding program requirements, scheduling, and other concerns. Having an advisor that sticks with a student from recruitment through graduation who asks probing questions, documents conversations, and communicates often can help to alleviate these struggles and confusion. This presentation will show how Academic Advisors and Recruiters for Ball State Online have successfully employed Intrusive Advising techniques as well as a robust communication plan to increase student engagement and retention.

Casey Schultz, Spencer Matheny, Ball State University

Tracks: Distance Education Advising, Advising Adult Learners

Core Competencies: C4, I3, R7

"Hello, friend!" How One Community College Embraced Relational Advising and Became Award-Winning for Student Success.

Duluth A&B | 10:10-11 am

This presentation will inform attendees on how Lorain County Community College's advising redesign and other student success initiatives changed the game in terms of persistence

and completion. By moving from a generalist and transactional model to a specialist and relational approach, LCCC advisors have forged impactful bonds with their advisees, which created better student-focused service, quicker interventions and more meaningful work. The session will also highlight current student case studies and best practices for creating a positive outreach and initiatives with students, the work of which ultimately earned Lorain County Community College the America Association of Community College's 2018 Award for Student Success.

Jason Gibson, Lauren Bieler, Arlena Lockard, Lorain County Community College

Tracks: Assessment of Advising, Two-Year Colleges

Core Competencies: C4, R2

Rise Up! Cultivating Advisor Capacity for Resiliency

Nicolet A&B | 10:10-11 am

We encourage our students to be resilient by taking ownership of their stories and narratives, but are we doing the same for ourselves as academic advisors? By cultivating positive practices in our own lives, we can inspire passion and drive within our students. In this interactive session, we will discuss three frameworks for resilience: Kristin Neff's model of self-compassion, Adam Grant and Sheryl Sandberg's approach to transforming grieving into joy, and Brene Brown's applied research in vulnerability and authentic leadership. Much like the spirit of Detroit, we will come together as a community to say nice things about advisors, discuss how to rebuild during tough times, and be a model of resiliency.

Andrea Clark, Brittany Smith, Lisa Darnell-Ferrara, University of Michigan

Tracks: Advisor Training & Development, Appreciative Advising

Core Competencies: R2, R1

Creating & Enhancing the Group Advising Experience

Marquette A&B | 10:10-11 am

Are your students frustrated by long wait times? Do they tend to ask questions that might be best answered by their peers? Have you ever called on a colleague to assist with a student, having found yourself in territory outside of your area of expertise? In our quest to find better, more efficient ways to reach students and deliver the most thorough, accurate information all in one spot, we implemented group advising. Our hands-on, technology driven advising method takes place during peak registration times and has received the highest praise from staff and students. Let us share with you our method and help you brainstorm yours! Attendees will leave with multiple tips and tools to take home and adapt to their institutions' needs.

Shannon Myers, Amanda Lozier, Western Michigan University

Tracks: Technology in Advising, Advising and Academic Coaching

Core Competencies: C4, R4

Business Meeting, Awards, and Closing Remarks

Ambassador Ballroom | 11:10 am-12:10 pm

Meet the current and newly elected leaders of The Great Lakes Region Five. See awards and grant winners, and mentees/mentors recognized, and learn more about NACADA as well as Region Five. We will congratulate our 2019 conference planning committee and hear from our 2020 committee about the conference they are planning for Milwaukee next year!

See awards recipients on page 5.

Core Competencies Cheat Sheet

Core competencies in the Conceptual component (concepts academic advisors must understand):

- C1. The history and role of academic advising in higher education.
- C2. NACADA's Core Values of Academic Advising.
- C3. Theory relevant to academic advising.
- C4. Academic advising approaches and strategies.
- C5. Expected outcomes of academic advising.
- C6. How equitable and inclusive environments are created and maintained.

Core competencies in the Informational component (knowledge academic advisors must master):

- I1. Institution specific history, mission, vision, values, and culture.
- I2. Curriculum, degree programs, and other academic requirements and options.
- I3. Institution specific policies, procedures, rules, and regulations.
- I4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
- I5. The characteristics, needs, and experiences of major and emerging student populations.
- I6. Campus and community resources that support student success.
- I7. Information technology applicable to relevant advising roles.

Core Competencies in the Relational component (skills academic advisors must demonstrate):

- R1. Articulate a personal philosophy of academic advising.
- R2. Create rapport and build academic advising relationships.
- R3. Communicate in an inclusive and respectful manner.
- R4. Plan and conduct successful advising interactions.
- R5. Promote student understanding of the logic and purpose of the curriculum.
- R6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
- R7. Engage in ongoing assessment and development of self and the advising practice.

Upcoming NACADA Events



Summer Institutes

June 23-28, 2019 in Lexington, KY
July 21-26, 2019 in Little Rock, AR



International Conference

July 8-11, 2019 in Hasselt, Belgium
Student Autonomy: Advisors Creating
Positive Change for Students



Annual Conference

October 20-23, 2019 in Louisville, KY
In Their Corner: Advising Students to
be the GREATEST!



2020 Region Five Conference

March 30-April 1, 2020 Milwaukee, WI

Create, Collaborate, and Celebrate to Brew up Success



"Throw Your Hat in the Ring" for the 2019 FUNdraiser!

Monday, October 21 | 6-7:30 pm

Held during the Annual Conference and on behalf of the NACADA Scholarship Fund, all proceeds support scholarships for members with limited institutional support to attend NACADA events. See you in Louisville, home of legendary boxer Muhammad Ali!

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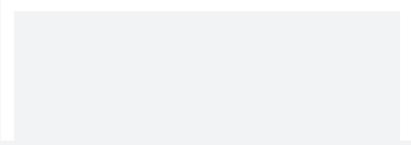
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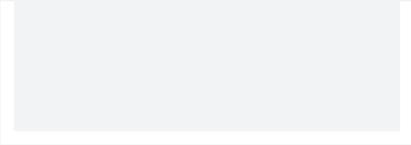
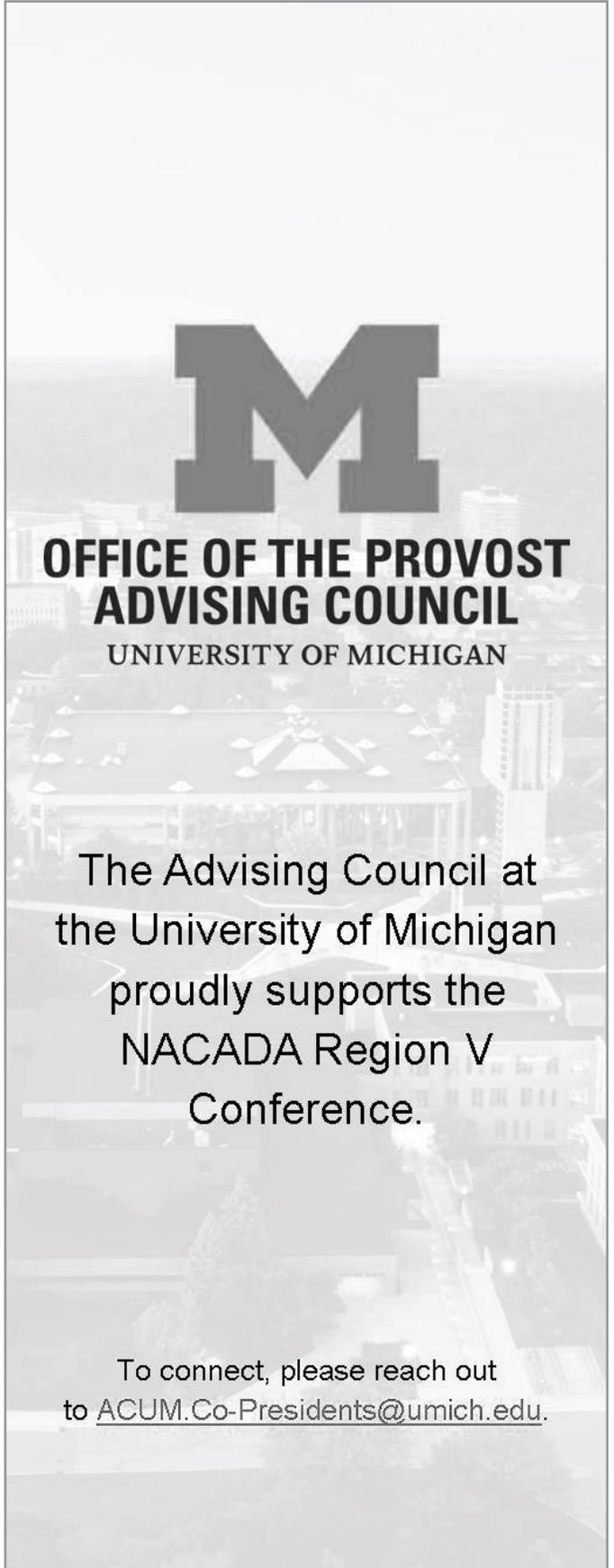
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The Advising Council at the University of Michigan proudly supports the NACADA Region V Conference.

To connect, please reach out to ACUM.Co-Presidents@umich.edu.

Even Einstein's mother probably cried at freshman orientation.

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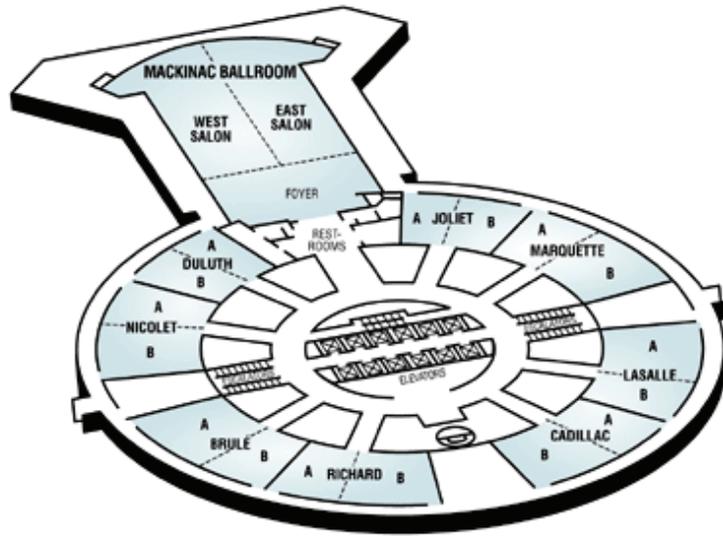
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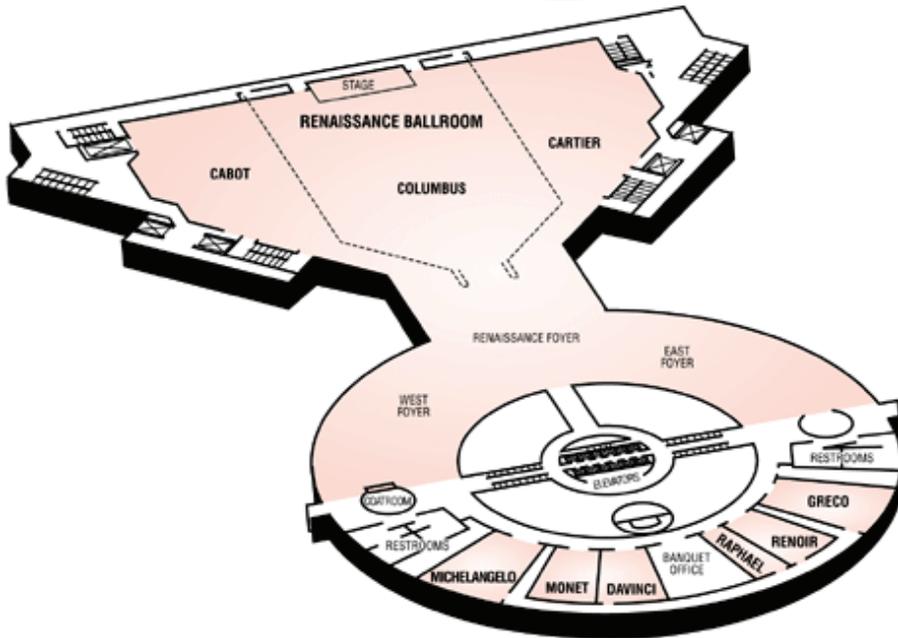


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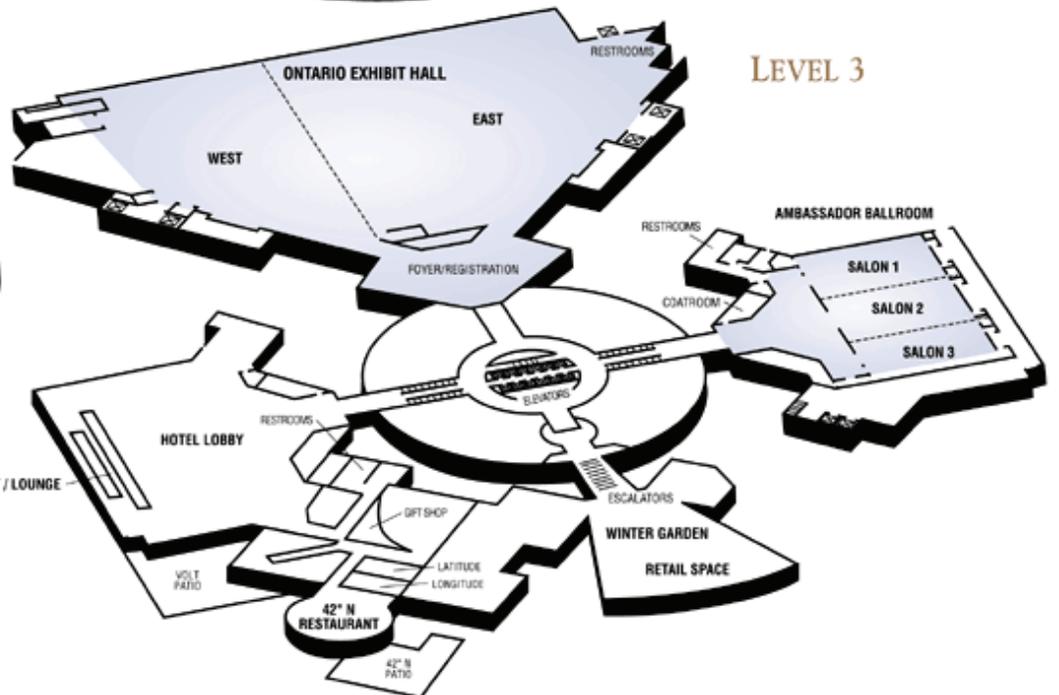
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LEVEL 5



LEVEL 4



LEVEL 3

LEVEL 1





NACADA: The Global Community for Academic Advising
Kansas State University, 2323 Anderson Avenue, Suite 225, Manhattan, Kansas 66502-2912

 (785) 532-5717

 (785) 532-7732

 nacada@ksu.edu

 nacada.ksu.edu