



NACADA:

THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

Northeast Region One

32ND ANNUAL CONFERENCE

MARCH 9-11, 2016

Portland, Maine



Hello Region One Conference Participants!

Welcome to Portland, Maine! Known for its peaceful way of living, ocean views, great food and culture, Portland offers the perfect backdrop for this year's Region One Conference. The 2016 NACADA Region One Conference will unite 500 of the most thoughtful and innovative minds in advising. There is no doubt, we are truly #1!

*The theme of this year's conference is **The Way Advising Should Be**, and I truly believe the programs, sessions and keynotes being offered over the next three days will stimulate our interest in advising and leave us motivated to return to campus and take action for our students and colleagues. The Program Committee led by Jennifer Keene-Crouse and Amy Mei has worked hard to showcase best practices, innovating advising techniques, and opportunities to come together and share. With another potential record breaking attendance, this year's conference is guaranteed to have something for everyone. And, if you want to learn about something not in the program, start or attend an Unconference.*

A sincere thank you goes out to the Conference Committee, led by Patrick Cate and Melissa Jenkins who have done a wonderful job putting together our 32nd Annual NACADA Region One Conference. They have truly stepped it up by recruiting top notch committee members, keynote presenters, and ensuring an educational and memorable conference. Please take time to thank them during the conference for their leadership and commitment to NACADA and Region One. We are lucky to have them and the entire Conference Committee. THANK YOU!

Take time to review the sessions and attend as many as you can. First time participants, I encourage you to join in the conversation. Ask questions, attend sessions and don't be afraid to introduce yourself to your peers and fellow advisors from around the region. For returning participants, reach out to new faces by sitting next to someone new at a meal or in a session. Introduce yourself and share your experiences at NACADA. Of course, when the sessions are over, enjoy the wonderful streets of Portland and of course, Maine Restaurant Week.

I look forward to meeting you all during the conference and know you will return to your campus feeling energized as a person and an advisor.

Jennifer K. Fath
NACADA Region One Chair



2016 REGION ONE CONFERENCE COMMITTEE

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PORTLAND, ME

The Portland peninsula is home to Maine's largest city. In 1633, the Portland peninsula, was first settled by the British, as a fishing and trading village. It was renamed Falmouth in 1658. In 1775, during the Revolutionary War, Falmouth village was bombarded by the British Royal Navy and rebuilt. In 1786, the citizens of Falmouth formed a separate town and named it Portland. Prohibition of trade with England, and the War of 1812 created difficult times for Portland, which had developed as a shipping center. Maine became a state in 1820. Portland became it's capital, and remained such until 1832 when Augusta became the capital. The Grand Trunk Railway was completed in 1853, making Portland the primary seaport for Canadian exports. Portland has recovered from four fires, the most devastating having occurred on Independence Day, 1866. Portland was almost completely rebuilt during the Victorian era, and has maintained much of it's 19th century architecture, due to constant attention to landmark preservation.

<http://maineguide.com/region/southcoast/information/portlandhistory.html>

SPECIAL EVENTS

WELCOME RECEPTION PORTLAND MUSEUM OF ART

WEDNESDAY, MARCH 9 ▪ 6:00-8:00 PM

7 Congress Square, Portland (one block from the hotel)



Our Welcome Reception will be held at the Portland Museum of Art. Savor the culinary delights from well known Aurora Provisions of Portland while you enjoy connecting with colleagues take in the beautiful art exhibits and installations at the PMA. This will be a wonderful welcome to Portland, Maine before you enjoy a delicious dinner at one of the many award winning restaurants in the Old Port during Maine Restaurant Week 2016. Complimentary appetizers and non-alcoholic beverages will be provided; cash bar also on site.

While you can see the back of the museum from the hotel, the entrance is at 7 Congress Square, one block from the hotel. **You must display your conference badge for entrance into the Portland Museum of Art.**

**Our Welcome Reception is made possible by a generous contribution from
Northeastern University's College of Professional Studies.**

ACADEMIC ADVISING EXCELLENCE AWARDS PROGRAM

THURSDAY, MARCH 10 ▪ TIME ▪ EXHIBIT HALL



NACADA Awards Program and Continental Breakfast

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

We look forward to seeing you for breakfast!

OPENING KEYNOTE

THURSDAY, MARCH 10, 2016 ▪ 12:15 PM ▪ EXHIBIT HALL

Nancy Davis Griffin ▪ Vice President for Enrollment Management ▪ University of Southern Maine



Nancy Davis Griffin has worked in higher education administration for 34 years. She likes to refer to herself as a "Jill-of-all-trades", as she has worked in enrollment management, student affairs, housing & residence life, student activities, judicial affairs, new student orientation, athletics, advising and registration, first year student services, disability services, admissions and financial aid. Currently Nancy is the Vice President for Enrollment Management at the University of Southern Maine, a position she has held since June 2015. She has served as a faculty member at two schools and at RELI and has presented at several national and regional conferences. Nancy received her BS from the University of Southern Maine, her MA from Fairfield University and has completed doctoral work at the University of Hartford.

CLOSING KEYNOTE

FRIDAY, MARCH 11, 2016 ▪ 11:00 ▪ EXHIBIT HALL

Charlie L. Nutt ▪ NACADA Executive Director



Charlie L. Nutt was appointed as the Executive Director of the National Academic Advising Association in October 2007. Prior to this he served as the Associate Director of the Association for five years. Additionally, he was also Vice President for Student Development Services at Coastal Georgia Community College for nine years and Assistant Professor of English/Director of Advisement and Orientation for six years. He received his A.A. from Brunswick College, B.S.Ed. from the University of Georgia, M.Ed. and Ed.D. in Higher Educational Leadership from Georgia Southern University.

Nutt has had vast experience in education. In addition to his fifteen years as a teacher and administrator at Coastal Georgia Community College, he has taught English in grades 9-12, served as a department chair and assistant principal in a high school, served as Director of Development and Admission at a private K-12 institution. Presently, he teaches graduate courses in the College of Education in the Department of Counseling and Educational Psychology. He has also been instrumental in the development of the NACADA/K-State graduate certificate in academic advising and several other NACADA professional development initiatives, NACADA's Global Initiatives and the creation of the Center for Research and Excellence in Academic Advising and Student Success to open at Kansas State University in 2017.

HOW TO USE THIS PROGRAM

Pre-conference Workshops (PC)

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

HOUR LONG CONFERENCE SESSION FORMATS:

Concurrent Sessions

Most conference sessions are concurrent sessions and are not given special identification. These sessions cover current issues in academic advising. Some are based on research, some on individual program results, some are developmental and others are theoretical. The format is mainly lecture or workshop with questions and discussion following the presentation.

Roundtable Discussions

Roundtables are slightly more informal than other presentations. They are usually limited to short, general commentaries that will stimulate exchange between the audience and the moderators. Issues and ideas related to the field of advising will be broadly stated. Feedback and discourse is expected from those attending the session. It is a medium to introduce ideas, explore thoughts and search for answers to problems.

Panel Discussions

A panel discussion involves a group of presenters who share their personal experiences, philosophies or practices regarding a specific subject. A brief general presentation on the topic is followed by audience questions, feedback, and discourse.

FLEXIBLE FORMAT CONFERENCE SESSION FORMATS:

Poster Presentations

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

UnConference Sessions

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

Program Tracks

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

Continuing Education Units

NBCC continuing education units are no longer available at NACADA conferences. Attendees wishing to track these credits may do so personally and can have attendance verified by a volunteer at the Registration Desk.

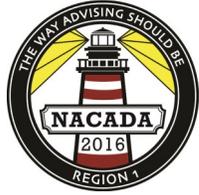


NACADA REGION ONE 2016 CONFERENCE-AT-A-GLANCE

WEDNESDAY, MARCH 9 TH			
Time	Session	Program Title	Location
8:00-9:00am		Pre-conference Registration	Registration Desk
8:00am-4:15pm		Conference Registration & Evaluations	Registration Desk
9:00-11:00am	Pre-conference Workshops		
	PC1	Appreciative Advising: It's Not Just for Students Anymore	Vermont
	PC2	#Engagement: A Dialectical Approach	Connecticut
	PC3	Green Zone: Military Awareness Training	Rhode Island
11:30am-12:45pm	Lunch on your own		
1:00-2:00pm	Session 1		
	1.1	"Make It Work" – Exploring Personalities within the Workplace	New Hampshire
	1.2	Getting Gritty: Discovering the Relationship between Personal Qualities and Student Success	Vermont
	1.3	EARN IT, OWN IT: Promoting Self-Advocacy in First Year Students from Orientation to Advising	Connecticut
	1.4	From SAP to Success: Using a Strength-Based Advising Approach to Empower and Support Students in Academic Difficulty	Rhode Island
	1.5	Evolution of a Peer Advising Program over Seven Years: A SWOT Analysis	Cumberland
	1.6	So Many Advisees, So Little Time	Lincoln
	1.7	BADvising - When Good Intentions Go Awry	Somerset
	1.8	Unlock Career Opportunities with Just a Minor Change	York
2:15-3:15pm	Session 2		
	2.1	Engaging Students' Motivation in Advising- A Discussion on Diversifying Our Approach	New Hampshire
	2.2	LinkedIn: More Than Just Social Media	Vermont
	2.3	Academic Advising at International Student Orientation: 30 Days of Success	Connecticut
	2.4	Chickering Has Vectors, Right?	Rhode Island
	2.5	Team-Advising for Student Success	Cumberland
	2.6	Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing	Lincoln
	2.7	Identifying and Developing Strategic Learners to Improve the Academic Performance and Retention of Students Enrolled in an Educational Opportunity Program	Somerset
	2.8	Lifelong Learning: An Educational Odyssey	York
3:30-4:00pm	UnConference Session 1		
			Rooms on pg. 12
4:15-5:15pm	Session 3		
	3.1	Move Over Millennials! Make Way for Gen Z: Academic Advising for the Next Generation	New Hampshire
	3.2	Advising in the Community College: What Should it Be?	Vermont
	3.3	Numbers to Names: Getting a Grip on Mass Probation	Connecticut
	3.4	The Way Advising Should Be: Using Proactive and Appreciative Advising to Improve Student Success	Rhode Island
	3.5	Graduate Advisement: Servicing Students in Traditional Versus Cohort Programs	Cumberland
	3.6	Blurring the Lines: Embedding Academic Advising in a Residence Hall Community	Lincoln
	3.7	Exploring Students: How to Fill their Backpack	Somerset
	3.8	An Advising Team: Greater Than the Sum of its Parts	York
6:00-8:00 PM	Welcome Reception at the Portland Museum of Art		
7:30pm	Dinner on your own - or with a group! Stop by the Hospitality Desk in the Registration Area for details		
THURSDAY, MARCH 10 TH			
7:30-11:45am & 1:00-4:00pm	Conference Registration and Evaluations		Registration Desk
8:00-8:45am	Continental Breakfast		Exhibit Hall
8:00-8:45am	Academic Advising Excellence Awards Program; Welcome from the National Office; Region Updates		Exhibit Hall
9:00-10:00am	Session 4		
	4.1	Creating Intercultural Communication Strategies for Advising	New Hampshire
	4.2	The Way Job Searching Should Be: A Panel Discussion	Vermont
	4.3	Don't DQ the EQ! – An Emotionally Intelligent Approach to Academic Advising	Connecticut
	4.4	Navigate Career Exploration Resources	Rhode Island
	4.5	Consider the Whole of Advising: Peer Mentoring in a Residential Learning Environment	Cumberland
	4.6	What College Could Be: A Transitional Model for Underprepared First Year Students	Lincoln
	4.7	Persistence Advising: When Going Off Track Can Be Just a Comma, Not a Full Stop	Somerset
	4.8	Understanding & Supporting Military Veteran Students	York
	4.9	AdviseStream: An Electronic Platform for Holistic Advising - Vendor Presentation	Kennebec

NACADA REGION ONE 2016 CONFERENCE-AT-A-GLANCE

Time	Session	Program Title	Location
10:15-11:15 am	Session 5		
	5.1	Now What?: Advising and Supporting Students Turned Away from Selective Majors	New Hampshire
	5.2	"What was I Thinking?!?" Understanding the Life of a Doctoral Student	Vermont
	5.3	We Don't Mean to Intrude, but We're Here! FY Students & Intrusive Advising	Connecticut
	5.4	A Conversation with NACADA Leaders	Rhode Island
	5.5	Coaching Advisors to Provide Exceptional Service to Students	Cumberland
	5.6	The Way Advising Should Be Depends: Perry's Theory of Intellectual and Ethical Development	Lincoln
	5.7	Advising "Those Millennial" Students: Utilizing Student Development Theory and Appreciative Advising for a More Informed Practice	Somerset
	5.8	How Advisor Interviews Could Be	York
11:30am-12:00pm	Meet Your State: Updates from State Liaisons and Networking Opportunities		Rooms on pg. 18
12:15 -1:45pm	Lunch (Included in conference fee) and Keynote address		Exhibit Hall
2:00-2:30pm	Poster Presentations		Exhibit Hall
	P.1	Professors, Professionals, and Peers: Meeting Students' Needs Through a Multifaceted Advising Model	
	P.2	Improving Student Satisfaction through Innovative Technology	
	P.3	Guiding Students through a Smart START to College	
	P.4	Stimulating STEM Student Success at Community College and Beyond!: A Collaborative, Proactive and Integrative Approach	
	P.5	Work Smarter, Not Harder...Using a Collaborative and Group Advising Approach to Support Large Advising Caseloads	
	P.6	Probation for Nothing, Retention for Free	
	P.7	Fostering Student Community on a Budget: Peer Modeling in the Liberal Arts	
	P.8	Slow Crawl to the Finish Line: Bachelor's Degree Attainment Among Early College Students	
	P.9	Peer Circles: A Student Leadership and Mentoring Model	
	P.10	When the Discipline's "Objective" Practices Stand in the way of Diversity	
	P.11	One Institution's Approach to Building Relationships with Freshmen	
2:30- 3:00pm	UnConference Session 2		Rooms on pg. 21
3:15 - 4:15pm	Session 6		
	6.1	Calling New Advisors and Supervisors: Applying Theory to Training and Professional Development	New Hampshire
	6.2	In the Trenches: Advising our Military Students	Vermont
	6.3	Put Me In, Coach... Oh Wait I'm Not Ready! Working with Self-Sabotaging Students	Connecticut
	6.4	Call Me Tete: A Guide to Pronouncing Chinese Names, Chinese Culture and High School Education	Rhode Island
	6.5	Who Do I Want to Be? An Existential Approach to Advising Exploratory Students	Cumberland
	6.6	Conversation with the Keynote: Nancy Davis Griffin	Lincoln
	6.7	Helicopters, Lawnmowers, and Snowplows	Somerset
	6.8	It's a Sophomore! No, it's a Transfer! No, it's a Dual Enrollment Student!	York
4:30-5:30pm	Region One Steering Committee Meeting - All are welcome		Vermont Room
5:30pm	Dinner on your own - or with a group! Stop by the Hospitality Desk in the Registration Area for details		
FRIDAY, MARCH 11TH			
8:00-11:00am	Conference Registration and Evaluations		Registration Desk
8:30-9:30am	Session 7		
	7.1	First Year Strengths: Engaging Students in a Different Conversation	New Hampshire
	7.2	Proactive Advisement Methods Lead to Student Success	Vermont
	7.3	Ready, Set, Go!: Building Relationships and Student Major Readiness through the Engagement Model	Connecticut
	7.4	The Connection between Academic Performance and GPA: A Math-Light, Logic-Heavy, Highly Interactive Approach	Rhode Island
	7.5	Take the Lead in Your Professional Development: NACADA's Emerging Leader Program	Cumberland
	7.6	Academic Services for College Athletes at Division II and III Institutions: Academic Advisor Perceptions	Lincoln
	7.7	Reflect, Restore, and Accomplish More	Somerset
	7.8	Starfish: Advising, Retention, and Students in One!	York
9:45-10:45am	Session 8		
	8.1	Closing the Loop: Using Technology to Manage and Support Peer Leaders	New Hampshire
	8.2	Beyond Access: Making Higher Education Achievable for First Generation Students	Vermont
	8.3	Just Because You Can Doesn't Mean You Should	Connecticut
	8.4	Partnerships for Student Success: Living-Learning Communities	Rhode Island
	8.5	The Interconnectedness of Advisors with Faculty	Cumberland
	8.6	Best Practices for Advising Graduate Students	Lincoln
	8.7	Here Comes the Bride... the Marrying of Academic Advising and Career Development	Somerset
	8.8	Practice what you Preach: How do you put your Advising Philosophy into Action?	York
11:00am-12:15pm	Brunch (included in conference fee): Closing Keynote and State Basket Give-aways		Exhibit Hall
12:45-1:45pm	Open Planning Meeting for 2017 Conference: Please join us		Vermont Room



WEDNESDAY, MARCH 9TH
PRE-CONFERENCE WORKSHOPS
9:00AM — 11:00AM
PRE-REGISTRATION REQUIRED

PC 1: APPRECIATIVE ADVISING: IT'S NOT JUST FOR STUDENTS ANYMORE

Lynn DeRobertis - University of New Haven
 Helena Cole - University of New Haven

VERMONT ROOM

Appreciative advising is intuitive and makes sense, right? Getting in to the appreciative mindset is something advisors do naturally, correct? The answer to both these questions is yes, but what if we were to take being appreciative to the next level, and make it about more than just the work we do with students? Going from “good to great” takes effort; getting to great can be transformative—on a professional and/or personal level. This interactive workshop will help you discover your dreams for yourself, your department or your work with students. Design your path for getting there and begin to think about how you will deliver on your action plan. Don't settle. Come see the way appreciative advising could be!

Tracks: Advisor Training & Development; Appreciative Advising

PC 2: #ENGAGEMENT: A DIALECTICAL APPROACH TO UNDERSTANDING ADVISING IN SOCIAL MEDIA

Art Esposito - Quincy College

CONNECTICUT ROOM

Both of NACADA's most recent publications about technology in advising discuss social media tools (online social networks, podcasts, and blogs) mainly as means of “information delivery.” This use does not fully appreciate the relationship-building and engagement potential of these environments: the reason students use them in the first place! This workshop will be dialectical in both exploring the use of social media for engagement between student and advisor, and by engaging participants to conversationally contribute to the outcomes and take-aways. This workshop is designed for participants with any comfort level with social media. Participants will create an action plan for application of these concepts in their office and/or their advising praxis.

Track: Technology in Advising

PC 3: GREEN ZONE: MILITARY AWARENESS TRAINING

Camden Ege - University of Southern Maine
 Lorraine Spaulding - University of Southern Maine
 Dan Jenkins, PhD - University of Southern Maine

RHODE ISLAND ROOM

As the wars in Iraq and Afghanistan wind down veterans are increasingly hanging up their uniforms and picking up their school books. Often, these veterans are not prepared for college. But, are colleges prepared for veterans? As universities across the country see a continued increase in this population, how are we supporting their transition and success? This session will discuss how the University of Southern Maine has adapted to this growing population. We will include information on some of the challenges and how we overcame them. We will also discuss what we are doing now for our student-veteran population. Finally, we will include suggestions and facilitate discussion on what can be further done to provide the support needed to foster success.

Track: Advising Military Students & Dependents



The NACADA Region 1 Conference at the Inn by the Bay
 Wifi password is

spring2016

This will work in all presentation and meeting rooms
 for the duration of the conference.



WEDNESDAY, MARCH 9, 2016

WEDNESDAY, MARCH 9, 2016

SESSION 1

1:00-2:00 PM

1.1 “Make It Work” – Exploring Personalities within the Workplace

Christopher Corrente - University of Massachusetts Lowell

Erin Maitland - University of Massachusetts Lowell

Mathilda Tuuli - University of Massachusetts Lowell

NEW HAMPSHIRE ROOM

In most cases, we do not get to choose our colleagues (unless we serve on a search committee, even then well, which candidate gets hired?!), but learning to work effectively as a team is critical. This session will help you greater understand how your personality and the personalities of your colleagues match against one another. Acquiring a better understanding and recognizing the differences amongst personalities, ultimately allows us to greater understand our colleagues. We're a team, make it work! Attendees will complete the "True Colors Personality Test" and through a structured roundtable discussion we'll learn together. This session may be beneficial for office teams to attend together. The information received during this discussion may also be applicable to our interactions with students; acknowledging the many personalities we encounter.

Tracks: Advising Administration; Advisor Training & Development

1.2 Getting Gritty: Discovering the Relationship between Personal Qualities and Student Success

Lisa Enright - Rivier University

VERMONT ROOM

What are the personal qualities that separate students who are able to achieve their long-term goals from others who cannot? This question is at the forefront of a recent educational shift from the notion that students who are successful academically excel because of their inherent intelligence and economic status to the notion that intelligence and economic opportunity do not always result in academic success. Educational researchers are discovering that personal characteristics such as self-control, conscientiousness, and a growth mindset, can also be strong (if not better) indicators of a student's ability to excel. This interactive presentation will focus on current research in the field of grit and resilience and present theoretical applications for incorporating character skill development to students.

Tracks: Advising and Academic Coaching; Doctoral Students

1.3 EARN IT, OWN IT: Promoting Self-Advocacy in First Year Students from Orientation to Advising

Whitney Losapio - University of Connecticut

Shoshana Armington - University of Connecticut

Mariel Zoni - University of Connecticut

CONNECTICUT ROOM

Step into the shoes of an incoming first year student by coming to experience our orientation presentation! This interactive presentation proposes an orientation and advising model that encourages incoming first year students to be their own best advocate and become active knowledge-gatherers and solution-seekers. You will learn how we can support this unique millennial generation and their increasing need for support by discussing strategies to develop resilience and agency in first year students.

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

1.4 From SAP to Success: Using a Strength-Based Advising Approach to Empower and Support Students in Academic Difficulty

Charlotte Cuss - University of Massachusetts Boston

Kimberly Mann - University of Massachusetts Boston

RHODE ISLAND ROOM

Schools receiving federal financial aid funds must monitor Satisfactory Academic Progress (SAP) through their financial aid office. The goal of this presentation is to show the strong collaboration between the Financial Aid Office and the College of Science and Mathematics Student Success Center at UMass Boston through the creation of a program that supports students on SAP. These SAP meetings move away from a punitive approach and were designed as an opportunity for developmental and strength-based advising. Join us to learn more about this program, its multifaceted approach to advising, and the use of an academic support model to promote the retention and degree completion of these students in academic difficulty.

Tracks: Appreciative Advising; Probation/Dismissal/Reinstatement Issues

1.5 Evolution of a Peer Advising Program over Seven Years: A SWOT Analysis

Ahni Fritton - Lesley University

Michael Lambert - Lesley University

CUMBERLAND ROOM

A peer advising program is a critical link to the new student transition as we are cultivating student engagement in an academic community. What defines a successful program? Is Peer Advisor commitment and training the only pieces two components to a thriving program? Since 2009, the College of Liberal Arts and Science's Peer Advising program at Lesley University has doubled in membership, established a budget, introduced a leadership course, and defined opportunities for involvement in the first year experience. Come find out how and review an exciting SWOT analysis covering the evolution of program development and factors related to challenges, growth, and success!

Tracks: Advising First-Year Students; Peer Advising & Mentoring

1.6 So Many Advisees, So Little Time

*Kristin Glinzak - University of Connecticut
Carlton Jones - University of Connecticut*

LINCOLN ROOM

Have your advising caseloads increased? Is your advising staff strategizing ways to see everyone? These issues precipitated an overhaul of advising strategies at the UConn School of Business that included required advising workshops, hiring a peer advisor staff, and integration of other points of contact. Using a case study approach, we will present issues our office faced, detail new strategies and techniques we developed, reflect on problems we encountered, and engage attendees in a discussion on best practices. We hope attendees will leave the session with strategies they can employ on their campuses to handle larger or increasing advising loads while providing a more comprehensive and holistic advising approach, a knowledge of where pitfalls may occur, and insight into successfully managing those issues.

Tracks: Advising and Academic Coaching; Large Universities

1.7 BADvising - When Good Intentions Go Awry

*Tanya Maurer - Farmingdale State College
Angela McAleese - Farmingdale State College*

SOMERSET ROOM

We start out with the best intentions of advising our students well, wanting them to feel comfortable. So we self-disclose in hopes of having the student ‘open up to us’. We connect on some level. And then...the advising session sounds more like a gab-fest. Or, we have ‘done this a thousand times’ and expect the student to know what we know. The appointment takes a turn...where? We aren’t sure. Come learn about five types of pitfalls some advisors may stumble into and discuss how to get back on the advising track!

Tracks: Advisor Training & Development; New Advising Professionals

1.8 Unlock Career Opportunities with Just a Minor Change

*Jennifer Durando - CUNY: College of Staten Island
Dina Grant Patelli - CUNY: College of Staten Island*

YORK ROOM

If you advise students in Liberal Arts, Humanities, and Social Sciences, you are all too familiar with the pressures they feel by not choosing a career-driven major. Students in these fields of study are often asked: “what are you going to do with that degree?” The answer is not always clear to these majors; sometimes they just don’t know. Minors are key to broadening opportunities for those with undefined career paths. Using the 3-I model of career advising of Inquire, Inform, and Integrate (Gordon, 2006), we will show you how to better prepare your students for the job market by expanding their studies through minors that complement their majors, reflect their curiosities and abilities, and ultimately multiply the career paths before them. Let’s show them all that they can do!

Tracks: Advising in Interdisciplinary Programs; Liberal Arts Advisors

WEDNESDAY, MARCH 9, 2016
SESSION 2
2:15-3:15 PM

2.1 Engaging Students’ Motivation in Advising - A Discussion on Diversifying Our Approach

*Lynsey Thibeault - University of Southern Maine
Jennifer Hart - University of Southern Maine
Kim Charmatz - University of Southern Maine*

NEW HAMPSHIRE ROOM

As advising professionals we find reward in working with students who do well academically, proactively engage with their major and faculty, and reciprocate the dialog in a productive advising meeting. Conversely and perhaps too often, we find ourselves challenged in the face of students who



REGION ONE CARES: ONE SMILE AT A TIME

OUR GOAL: A Donation of 500 Toothbrushes and Tubes of Toothpaste!

United Way of Greater Portland is where the community comes together to help children, individuals, and families in ways that create a brighter future for all.



United Way of Greater Portland invests in helping individuals and in advancing community solutions. No other single organization has the scope, expertise, and influence to bring together hundreds of individuals, businesses, human services agencies, cities, and foundations around a common vision of creating maximum impact and achieving long-lasting change.

Focused on the fundamental issues of education, financial stability, and health, United Way of Greater Portland supports nearly 40 partner agencies to support 89 programs serving all walks of life. By uniting a powerful regional network of best-in-class partners, we’re getting things done. Your gift of time, talent, money, or activism does more than it could through a single cause, charity, or agency.

By aligning a region-wide network around the same vision, more children succeed in school, more individuals lead healthy lives, and more people have the opportunity to achieve financial well-being. When you invest in United Way, you invest in a stronger community.

DROP OFF DONATIONS AT THE REGION ONE CARES TABLE NEAR REGISTRATION

lack motivation to attend appointments, choose a major, or pick classes that will whet their academic appetites. In this round-table discussion, we will reflect on our own motivations, review motivation theories as they relate to advising, and talk about challenges and successes with motivation in our advisees. Most importantly we will share and create strategies for meeting the varying motivations of our diverse advisees!

Tracks: Advising and Academic Coaching; Theory & Philosophy of Advising

2.2 LinkedIn: More Than Just Social Media

Jim Peacock - Colby College

VERMONT ROOM

LinkedIn is the largest career database in the world and is now used by nearly every recruiter and human resource person in the country to discover candidates and to research potential employees. It is much more than a social media site. Learn how to help your students to research possible career paths, discover what other people have done with their majors after 1 to 10 years beyond college graduation. An important part of this session will be an exploration of how LI can be used to discover potential companies who have hired people with certain majors.

Tracks: Advisor Training & Development; Undecided & Exploratory

2.3 Academic Advising at International Student Orientation: 30 Days of Success

Justin Repici - Northeastern University

Sally Solomon - Northeastern University

CONNECTICUT ROOM

The first 30 days of college are critical for students in terms of connecting with resources, understanding academic, institutional and cultural expectations, and balancing academic and social priorities. Academic advising, in collaboration with the international student office, developed an interactive orientation for international students, presenting specified challenges students could master during their first 30 days on campus. Learn about this collaborative process, experience a modified version of the presentation, and interact through incorporated activities. This session will provide an overview of the C.U.B. Challenge, connecting participants with the material, information about the model and its adaptability, balance between learning and meeting colleagues. Though the C.U.B. model was originally developed for international students, the concepts are appropriate for all incoming freshmen and transfer student orientations and first year experiences.

Tracks: Advising First-Year Students; ESL & International Student Advising

2.4 Chickering Has Vectors, Right?

Jen Keene-Crouse - University of Massachusetts Lowell

Chris Corrente - University of Massachusetts Lowell

Mathilda Tuuli - University of Massachusetts Lowell

Jennifer Brown - University of Massachusetts Lowell

RHODE ISLAND ROOM

Student development theories are fundamental tools in advising, but how many of us actually remember the theories we were taught in graduate school? How many of us have never been exposed to formal learning of student development theory? It's ok either way. We're going to help you! Using fun and interactive methods, we will provide an overview of five popular student development theories, apply each to a different advising scenario and offer strategies on incorporating theory into your team's every day practice. Consider this session to be Student Development Theory 101.

Tracks: Appreciative Advising; Advising Administration

2.5 Team-Advising for Student Success

Lisa Lombardi - Lesley University

Christina Chandler - Lesley University

CUMBERLAND ROOM

Graduate school is an exciting and challenging time for students. In addition to balancing the demands of work and family life with academic requirements, students are trying to navigate programmatic requirements at their institutions at the same time. Academic advising provides critical support and guidance to students who might otherwise flounder. Faculty advisors and professional advisors work carefully to support students. At Lesley University, we have found that our unique team-advising approach provides a supportive framework and is a key element in student success. While the emphasis in this presentation is on the graduate student, this is an excellent framework for advising undergraduate students as well. Through real-world case studies, we will identify best advising practices and illustrate how this advising approach and other student "touch points" reinforce important programmatic elements and build strong relationships with our students.

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

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

Susan Campbell - Northeastern University

LINCOLN ROOM

There are many opportunities to write for NACADA. Last year 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field's literature base. This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Journal, there is a place for you! Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Track: Advisor Training & Development

2.7 Identifying and Developing Strategic Learners to Improve the Academic Performance and Retention of Students Enrolled in an Educational Opportunity Program

Pedro Luna - Lehman College

Raymond Galinski - Lehman College

SOMERSET ROOM

When working with at-risk college students, advisors and counselors have a small window of opportunity to positively impact their academic performance and retention. Research has consistently shown that teaching college students specific learning strategies can significantly improve their academic performance. Consequently, since 2008, the SEEK Program at Lehman College has administered the Learning and Study Strategies Inventory (LASSI) to approximately 1600 students. The presentation identifies the difference in learning strategies implemented by successful and unsuccessful students. The presentation also outlines how program staff utilizes LASSI results to create curriculum, program policies and expectations that lead to the development of confident strategic learners.

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

2.8 Lifelong Learning: An Educational Odyssey

Reginald Nichols - Middlesex Community College

YORK ROOM

Learning is a lifelong journey. Throughout our lifetime, we are challenged with balancing our personal and professional priorities. How do we continue to grow as advising professionals and maintain a balanced life? Participants using the self-assessment course materials and activities will learn about four key areas for lifelong learning: 1) Getting into the right mindset for learning; 2) Opportunities in your backyard; 3) What is this whole MOOC thing about?; 4) The Art of Mingling (networking via community, professional association and using social media); Participants will depart the session with tools to enhance their lifelong learning skills.

Tracks: Advisor Training & Development; New Advising Professionals

**WEDNESDAY, MARCH 9, 2016
UNCONFERENCE SESSION ONE
3:30-4:00 PM**

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

UC1.1 Admissions and Academic Advising

MASSACHUSETTS ROOM

Discussion may be inspired by the following readings:

- Cohen, S. (2016, February 6). *Real compassion in college admissions*. New York Times.
- Making Caring Common Project: Harvard Graduate School of Education. *Turning the Tide: Inspiring Concern for Others and the Common Good Through College Admissions*.

UC1.2 Advising Conversations with a Texting Generation

MASSACHUSETTS ROOM

Discussion may be inspired by the following reading:

- Weisberg, J. (2016, February 25). *We are Hopelessly Hooked*. The New York Review of Books.

UC1.3 Spring 2016 NACADA Reads - Cultural Competence

MASSACHUSETTS ROOM

Discussion may be inspired by the following reading:

- Archambault, K. *Developing Self-Knowledge as a First Step Towards Cultural Competence*. NACADA New Advisor Handbook.

UC1.4 Spring 2016 NACADA Reads - International Students

NEW HAMPSHIRE ROOM

Discussion may be inspired by the following reading:

- Chow, Y-H. *Voices from the Field: Advising International Students*. NACADA New Advisor Handbook.

UC1.5 Crowdsourcing 'Promising Practices'

NEW HAMPSHIRE ROOM

Discussion may be inspired by the following readings:

- Mehaffy, G. (2016, February 4.) Remarks at the Opening Event, Launch of the Re-Imagining the First Year of College. AAASCU Academic Affairs Winter Meeting. *Nothing is Written: Re-imagining the First Year of College*.
- Boschma, J. (2016, February 2). *How Should Colleges Share Ideas?* The Atlantic.

UC1.6 Advising and Assessment

NEW HAMPSHIRE ROOM

Discussion may be inspired by the following reading:

- Cuseo, J. *Assessment of Academic Advisors and Academic Advising Programs*.

UC1.7 Partnering with Student Activists

CONNECTICUT ROOM

Discussion may be inspired by the following readings:

- Nair, A. (2016, January 6.) *Reimagining the University: A New Paradigm for Racial Justice*. Huffington Post.
- Ellin, A. (2016, February 1). *Meet the New Student Activists*. New York Times.

UC1.8 Metacognition: Learning about Learning

RHODE ISLAND ROOM

Discussion may be inspired by the following readings:

- Chick, N. *Metacognition*. Vanderbilt University.
- Tanner, K. (Summer 2012). *Promoting Student Metacognition*. Life Sciences Education.

WEDNESDAY, MARCH 9, 2016

SESSION 3

4:15-5:15 PM

3.1 Move Over Millennials! Make Way for Gen Z: Academic Advising for the Next Generation

Eliza Yuen - Tufts University

Danielle Vizena - Tufts University

Joie Cummings - Tufts University

NEW HAMPSHIRE ROOM

It is commonly thought that each generation is more complex, challenging, and disruptive than previous generations. In the case of the widely studied Gen Y, or Millennials, this may be true. In this interactive round table, we investigate what academic advising and resource delivery looks like using the College Transition Advisor model – a non-traditional academic advising model created to meet the unique needs of Gen Y. Additionally, we will learn of best practices from academic advising professionals from other institutions, and the implications of these advising practices for Gen Z. Come and learn about what the growing literature is saying about Gen Z and take away strategies on how to effectively advise these students.

Tracks: Advising First-Year Students; Technology in Advising

3.2 Advising in the Community College: What Should it Be?

Dana Behuniak - Bristol Community College

Bette Barbosa - Bristol Community College

Christina LaCroix - Bristol Community College

Cheryl Sclar - Bristol Community College

VERMONT ROOM

Working at a 2-year institution can be a unique experience that comes with its own challenges and successes. This presentation aims to address this question by providing a foundation of knowledge for participants to better understand the community college advising experience and learn about some of the innovative practices coming to the forefront across the country. Participants from all sectors of higher education will find value in this discussion including professionals working in the community college who want to discuss their best practices or find new ideas to bring back to their own institution, as well as our colleagues from 4-year colleges who may encounter a community college transfer student seeking support.

Tracks: Advisor Training & Development; Two-Year Colleges

3.3 Numbers to Names: Getting a Grip on Mass Probation

Joseph Tinnel - University of Connecticut

Bevin Goodniss - University of Connecticut

CONNECTICUT ROOM

Making meaningful connections with students on scholastic probation is often a challenge for advisors at large and small institutions. The College of Liberal Arts and Sciences at UConn has developed a multi-faceted approach to working with at-risk students by combining intrusive and holistic advising methods. Attendees will learn how our academic advisors work with

students to: identify areas that are affecting their academic performance, discuss campus resources available to them, and develop goals to help students plan their path to success. The presenters will demonstrate how this individualized approach can strengthen the relationships with advisees and positively affect student retention. This presentation is ideal for advisors seeking innovative ways to connect with their academically at-risk students!

Tracks: Large Universities; Probation/Dismissal/Reinstatement Issues

3.4 The Way Advising Should Be: Using Proactive and Appreciative Advising to Improve Student Success

Felecia Edwards - University of Massachusetts Boston

Alexandra Rensing - University of Massachusetts Boston

RHODE ISLAND ROOM

A strong focus on student outcomes has our institutions looking for more effective ways to support student success. There is no magic bullet for student success, but our advising success centers are in a position to make a difference! Utilizing proactive and appreciative advising provides a framework for how we can be more intentional and optimize our interactions with students to help them stay on track and graduate. In this session, the presenters will provide examples of proactive and appreciative strategies and interventions that work synergistically to create an advising model that strengthens our effectiveness and provide evidence on how this has positively impacted student outcomes. You will leave with ideas on how to implement these strategies!

Tracks: Advising and Academic Coaching; Appreciative Advising

Not staying here at the Inn By The Bay?
No problem, there is still a room for you!

The NACADA Conference

Commuter Lounge

in the

OXFORD ROOM

2nd floor Meeting Rooms area

Conference attendees who are not staying in this hotel are welcome to visit the commuter lounge to check your email (on your own device), relax, or continue networking with colleagues.

The Commuter Lounge will be available on:
 Wednesday 1:00-5:30 pm
 Thursday 9:00 am-4:15 pm
 Friday 8:30-11:00 am

Please note that this room is not staffed and you should not leave any valuables unattended.

3.5 Graduate Advisement: Servicing Students in Traditional Versus Cohort Programs

Maureen Samedy - Baruch College-School of Public Affairs (City University of New York)
Rawlisha Lalite-Peña - Baruch College-School of Public Affairs (City University of New York)

CUMBERLAND ROOM

Presenters will provide a comparison of traditional and cohort MPA programs and discuss institutional and advisement challenges. The pros and cons of each delivery method will be discussed and participants will provide examples of what can be done to ensure successful program delivery and services for both students and administrators. Advisors and administrators of similar programs are encouraged to attend in order to facilitate in-depth discussions on these methods and discuss best practices of graduate advisement.

Tracks: Advising Administration; Advising Graduate & Professional Students

3.6 Blurring the Lines: Embedding Academic Advising in a Residence Hall Community

Lynn Zlotkowski - Mount Ida College
Jennifer Golojuch - Mount Ida College

LINCOLN ROOM

This session will focus on the Connect program at Mount Ida College: a living learning community that has successfully embedded academic advising in a residence hall to support students who are traditionally most at-risk for attrition. The communication and collaboration between Residence Life and Academic Advising has helped make this model successful and sustainable for both departments. Our advisors imbedded right in the residence hall alongside our students, which has helped to increase student academic performance and satisfaction with advising. The Director and Academic Advisor for the program, the Associate Dean for Campus Living, and Connect students will all discuss this revolutionary model and its impact on the college, the residence hall community, and the students themselves.

Tracks: Advising Fine Arts Students; Multicultural Concerns

3.7 Exploring Students: How to Fill their Backpack

Amber Meyers - University of Massachusetts Boston

SOMERSET ROOM

In what ways are your students exploring major and career options? Do you panic when you hear students use phrases like “unsure”, “undecided”, or say “I don’t know if this is the path for me”? Fear no longer! This presentation will provide you with a framework for those challenging conversations and allow you to consider how students’ values and strengths influence their exploration. We will examine the different levels of exploration typical in the student experience through reflective exercises, group discussion, and brainstorming while referencing Brott’s Storied Approach in major and career advising. You will gain methods and resources for supporting and challenging students through exploration.

Tracks: Advisor Training & Development; New Advising Professionals

3.8 An Advising Team: Greater Than the Sum of its Parts

Diane Ronchetti Cooper - Lesley University
Christina Chandler - Lesley University
Merlyn Mayhew - Lesley University
Pamela Saideh Smith - Lesley University
Marie-Maude Petit-Frere - Lesley University

YORK ROOM

As five academic advisors within Lesley University’s Graduate School of Education (GSOE), we each work with a diverse student population of Master’s and Doctoral candidates in distinct programs with unique requirements. Rather than let the individual nature of our work separate us, we draw from the Social Interdependence Theory, which explores how the dynamics of teamwork and group goal setting interact to meet desired outcomes. Through purposeful collaboration, we support each other as advising professionals, enhance our individual advising philosophies, and incorporate new strategies into our work to create a consistent advising experience that supports student success. This session highlights the Social Interdependence Theory and, using GSOE as an example, illustrates how a team can collaborate to foster professional growth and improvements in the art of advising.

Tracks: Advisor Training & Development; Theory & Philosophy of Advising

JOIN US FOR OUR WELCOME RECEPTION



PORTLAND MUSEUM of ART

6:00-8:00 PM

Museum entrance is at 7 Congress Square, one block over from the Inn by the Bay hotel.

You must wear and display your conference badge for entrance into the Portland Museum of Art.



Let's do Suppah!

This year we will have “Meet and Eat” dinner group sign ups. Join fellow conference go-ers for a nice meal at the end of the day at one of a number of local restaurants.

Tables have already been reserved and all you need to do is sign up, show up, and enjoy! Stop by the Hospitality Table in the conference registration area to view menus and sign up for a dinner group. Offered Wednesday and Thursday evenings.



THURSDAY, MARCH 10, 2016

THURSDAY, MARCH 10, 2016

**ACADEMIC ADVISING EXCELLENCE AWARDS PROGRAM;
WELCOME FROM THE EXECUTIVE OFFICE &
REGION UPDATES
8:00-8:45 AM
EXHIBIT HALL**

THURSDAY, MARCH 10, 2016

**SESSION 4
9:00-10:00 AM**

4.1 Creating Intercultural Communication Strategies for Advising

*Blaise Maccarrone - University of Southern Maine
Jean Kerrigan - University of Southern Maine*

NEW HAMPSHIRE ROOM

Everyday advisors and students encounter inter-cultural communication, whether in our advising offices or working, studying, and traveling around our country and abroad. Sometimes we are successful, sometimes we struggle, and sometimes we do not even have the awareness of communication styles to know that what we are experiencing is cultural. We will begin by introducing a broad definition of culture and then allow participants to explore multiple elements of inter-cultural communication. Participants will use activities, personal reflection, and discussion to determine best practices and explore better ways to communicate with their students and co-workers.

Track: Multicultural Concerns

4.2 The Way Job Searching Should Be: A Panel Discussion

*Benjamin McNamee - University of Massachusetts Boston
Mary-Francis Plaza - Mitchell College
Rachel Puopolo - University of Massachusetts Boston
Dana Behuniak - Bristol Community College
Amber Meyers - University of Massachusetts Boston*

VERMONT ROOM

Are you a graduate student searching for your first professional job in Academic Advising/Higher Education? Our panel of new professionals will share their experiences, tips, and tricks for searching for and landing a job. Our panel has experience in searching at four-year schools, searching at community colleges, searching at public schools, searching at private schools, making a switch from a different functional area within higher education (Residence Life, Career Services) to advising, conducting a job search outside of their home region, and making a professional switch from a related field outside of

higher education. This moderated conversation will include time for our panelists to share their stories, resources, and strategies, while also allowing for ample time for questions from the audience.

Tracks: Advisor Training & Development; New Advising Professionals

4.3 Don't DQ the EQ! – An Emotionally Intelligent Approach to Academic Advising

Lauren Haley - Plymouth State University

CONNECTICUT ROOM

Three important components of quality advising include informational knowledge, relational skills, and conceptual understanding. Although each plays a significant role in providing quality advising to students, the relational piece is arguably the most impactful. Without strong communication and rapport-building skills, advising is little more than authoritative information dissemination. The question, however, is how some advisors are able to effectively navigate the relational dynamics between themselves and their advisees while others, sadly, are not. This is where an exploration of emotional intelligence in general can be invaluable to the academic advisor, both novice and seasoned advisors! In this session, we will discuss the five main components of emotional intelligence, review the leading EQ research, and explore the connection between advisor EQ and the relational component of advising. Join us for a dynamic discussion about emotionally intelligent advising!

Tracks: Advisor Training & Development; Theory & Philosophy of Advising

4.4 Navigate Career Exploration Resources

*Kristina Ierardi - Cape Cod Community College
Jim Peacock - Colby College*

RHODE ISLAND ROOM

Propel your knowledge of career advising on this guided, high-speed tour. Get on board while with embracing serendipity on the non-linear passageway of career exploration. We will voyage into six free career resources and explore lesser known features and applications of these. Three online career databases and three social media “wave makers” will be examined and ways of using these to explore career pathways, including looking at new ways to use LinkedIn to discover possible careers.

Tracks: Advisor Training & Development; Undecided & Exploratory

**DON'T FORGET TO SUBMIT YOUR IDEAS FOR
TODAY'S UNCONFERENCE SESSION!**

<http://tinyurl.com/nacada1unconf>

Or near the registration table

**Ideas must be submitted by noon on Thursday!
Topics will be announced at Thursday's lunch.**

Thursday, March 10th

4.5 Consider the Whole of Advising: Peer Mentoring in a Residential Learning Environment

Martha Lance - University of Vermont

CUMBERLAND ROOM

Yes, there is a peer mentor for that! Mustering all the troops and campus resources in a holistic advising campaign is best done when students lead and advise each other. Participants in this session will imagine a robust peer advising program using the College Reading and Learning Association's certification requirements and a holistic vision of student wellbeing and academic success. This participatory session defines the varied roles of peer mentors in a residential learning community, investigates good mentoring habits, and encourages session participants to formulate their own lists of advising topics and campus recourses central to administering to the whole student. There is a myriad of challenges facing students today. Let's position peer mentors to share their wisdom and talent.

Tracks: Advising High Achieving Students; Peer Advising & Mentoring

4.6 What College Could Be: A Transitional Model for Underprepared First Year Students

Jennifer Evans - Merrimack College

Nora Cochrane - Merrimack College

Michael Mascolo - Merrimack College

LINCOLN ROOM

Higher education is currently facing difficult challenges. Increasingly students are underprepared for college level academics and exhibit unprecedented levels of learning, motivational and emotional challenges. The Compass program at Merrimack College is a first-year transition model geared towards addressing challenges and helping students succeed in "life" as well as college. This session will provide an overview of the ways in which Compass fosters academic and socio-emotional growth in students, and the application of this approach for other institutions. The presentation will address supporting socio-emotional difficulties, learning and attention difficulties, college level mastery through academic support, cultivating a growth "Mindset" (Dweck), perseverance, and increasing student's own self-reliance. The first year is a struggle for many students, with an academically challenging and emotionally supportive milieu in place, underprepared students can transition and thrive.

Tracks: Advising & Academic Coaching; Advising First-Year Students

4.7 Persistence Advising: When Going Off Track Can Be Just a Comma, Not a Full Stop

Margaret Loscuito - Northeastern University

Sally Solomon - Northeastern University

SOMERSET ROOM

At college, students count on an unmatched campus experience. Parents seek a supportive community guided by a culture of caring. Academic demands are strenuous, and peer expectations are increasingly complex. College retention and the academic persistence of all students are critical topics in academic advising today. Often, academic advisors form the first line of defense in solving students' multifaceted problems. Persistence advising was created to address simultaneous challenges familiar to academic advisors. From meeting the requests of students who are successfully navigating college life

to managing complicated time-consuming, and sometimes urgent needs, of struggling students. Learn how persistence advisors partner with colleagues to help students succeed. Discover a model for providing individualized guidance for students facing obstacles to their academic progression. Leave with techniques to help students whose needs for assistance span multiple campus partners.

Tracks: Large Universities; Probation/Dismissal/Reinstatement Issues

4.8 Understanding & Supporting Military Veteran Students

Brian Smith - Massasoit Community College

YORK ROOM

Supporting military-veteran students has become a hot topic in higher education since the upgrade of the GI Bill in August 2009 resulted in an increase of veterans attending our institutions. The U.S. Department of Veteran Affairs (VA) is investing billions of dollars in VA benefits and these benefits are limited to 36 - 48 months. Therefore, it behooves colleges to provide special support and advising to ensure the success and timely graduation of this cohort of students. During this session, we will review a history of educational benefits; challenges and barriers that veteran students encounter; and strategies to support and advise military veterans.

Track: Advising Military Students & Dependents

4.9 AdviseStream: An Electronic Platform for Holistic Advising

Justin Crowley - AdviseStream, Inc.

KENNEBEC ROOM

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



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Join our Facebook Group: NACADA: Northeast Region 1

Follow us on Instagram: @nacada region1

Keep up with our Wordpress: nacadar1.wordpress.com/

Prizes will be given out for Instagram and Twitter posts that use the hashtag #NACADAR1

THURSDAY, MARCH 10, 2016

SESSION 5

10:15-11:15 AM

5.1 Now What?: Advising and Supporting Students Turned Away from Selective Majors

Douglas Cooper - University of Massachusetts Lowell

Jennifer Keene-Crouse - University of Massachusetts Lowell

NEW HAMPSHIRE ROOM

The College of Health Sciences (CHS) comprises several academically selective programs, whose requirements inevitably turn away some students who are still qualified to enter many other majors. To best support these students' development and retention, Centers for Learning and Academic Support Services (CLASS, or "Centers") staff collaborate with CHS student success staff to identify these students as early as possible. Come learn how to target outreach and assist these students through this potentially complicated transition.

Tracks: Engineering & Science Advising; Undecided & Exploratory

5.2 "What was I Thinking?!?" Understanding the Life of a Doctoral Student

Sarah Scheidel - University of Connecticut

Elizabeth Higgins - University of Southern Maine

Sarah Mosier - University of Connecticut

Dr. Michael Durant, Jr. - Becker College

VERMONT ROOM

Are you passionate about education and thinking about pursuing a doctoral program in the field? Do you wonder if it is something you can pull off? Are you currently in or have you completed a doctoral program and want to share your experience with others? We are hoping our panel discussion and presentation will help answer these and many other questions about doctoral programs in education. There will be four individuals to discuss diverse experiences in EdD or PhD programs, with specific emphasis on types of programs, preparing to apply, and how doctoral studies could impact your professional life. Lastly, this program will describe how to select a research topic and provide attendees the opportunity to brainstorm topic ideas.

Tracks: Advisor Training & Development; Doctoral Students

5.3 We Don't Mean to Intrude, but We're Here! FY Students & Intrusive Advising

AnnMarie Puleo - Western Connecticut State University

Isabel Carvalho - Western Connecticut State University

CONNECTICUT ROOM

Intrusive advising should not be confused as invasive or unwelcoming method of advisement. There is information that students must learn in order to thrive; delivery of this information is key. Intrusive advisement programs must be conveyed with a warm, friendly, welcoming message and attitude! The First Year Programs communicate the procedures of the advising and registration processes and prepares them for the future. Gear Up 4 Registration, Academic Advisor on the

advisestream

holistic advising: empowered students

For Students

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



Pre-Health

For Advisors

Equips advisors with tools to manage their entire advising world in one place.



Academics

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Encourages collaboration and streamlines processes for student success.



Fellowships

For more info, contact:

Justin Crowley, Ph.D.

justinc@advisestream.com

412-952-5185



Careers

www.advisestream.com

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Run, and Explore Majors Open House tackle common problems of educating students on how to prepare for an advisement session, as well as the resources available to them to help them begin to decide on a major and explore their options. Learn more about these program and start thinking about how you can translate them to your campus.

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

5.4 A Conversation with NACADA Leaders

Sandra Waters, NACADA Board Member - Old Dominion University

Charlie Nutt - Executive Director - NACADA

Jennifer Fath - NACADA Region 1 Chair - University of Vermont

RHODE ISLAND ROOM

This session is designed for our leaders to provide information about NACADA to our members as well as for participants to ask questions about the Association, including how to become involved and learn about leadership opportunities. In addition, this year's session will be an opportunity discuss and make suggested revisions to the NACADA Core Values, as well as learn more about the Center for Academic Advising Research being opened at Kansas State University in the near future.

Tracks: Theory & Philosophy of Advising

Thursday, March 10th

5.5 Coaching Advisors to Provide Exceptional Service to Students

Ann O'Reilly - Southern New Hampshire University

CUMBERLAND ROOM

Are you a great advisor? Do you have strong advising techniques that you think could help guide a group of advisors to excellence? Are you looking for a strategy for building your advising team? This workshop will help you think about the value of your own advising techniques and help you to explore some advisor development strategies used at Southern New Hampshire University's College of On-line and Continuing Education. You will have a chance to listen to a recorded phone call and participate in a discussion about how to coach the advisor. This is a workshop designed for supervisors, team leads, directors, and any advisor that is interested in taking on a leadership role.

Tracks: Advisor Training & Development; Assessment of Advising

5.6 The Way Advising Should Be Depends: Perry's Theory of Intellectual and Ethical Development

Samantha Palombizio - Northwestern Connecticut Community College

LINCOLN ROOM

How students find meaning can have profound impact on themselves and others. William Perry's theory of intellectual and ethical development (1968) can enhance our understanding of meaning-making processes and serves as a resource for appropriate ways of responding to students' differences in meaning-making, including approaches to assisting students with growth in cognitive complexity. In this session, participants will be provided a historical overview of Perry's theory, examine the theory, and discuss ways in which the theory can be used in academic advising.

Tracks: History of Academic Advising; Theory & Philosophy of Advising

5.7 Advising "Those Millennial" Students: Utilizing Student Development Theory and Appreciative Advising for a More Informed Practice

*Alison Andrade - Bristol Community College
Heather Flaherty - Bridgewater State University*

SOMERSET ROOM

Wondering how to better connect with and engage your millennial students in the advising process? Interested in learning how specific student development theories and the appreciative advising philosophy can be incorporated in your practice? In this session we will explore ways in which our work with millennial students can be enhanced through application of advising strategies tied to the developmental experiences specific to this generation, while also discussing the utility of the appreciative advising approach as an applicable philosophy guiding practice with millennial students.

Tracks: Appreciative Advising; Theory & Philosophy of Advising

5.8 How Advisor Interviews Could Be

*Ana Frega - University of Massachusetts Boston
Art Esposito - Quincy College*

YORK ROOM

Are you applying for advising jobs? Graduate students and seasoned advisors have heard common interview tips: "research the institution, express interest in the school, relate your skills to the job, ask questions." But, how do you prepare for unexpected questions, draw connections, and generate "good" questions? Above all, how do you stand out, leaving the interview without regrets? In this session, two advising administrators (not career counselors), with experience interviewing and being interviewed, will share lessons learned. Consider how you would make sense of those general tips and learn the importance of a personal mission statement or manifesto. The presenters will share their experiences and personal statements, and illustrate how these can guide interview responses. Participants will have a chance to start articulating their own guiding principles.

Tracks: New Advising Professionals

THURSDAY, MARCH 10, 2016

MEET YOUR STATE

11:30 AM—12:00 PM

Join colleagues from your state or province to learn about local professional development opportunities, upcoming events and to network with people who will be local to you when you return to campus.

Meet Canada 1

KENNEBEC ROOM

Moderated by Neil Cole & Shashana Kalfon, Liaisons

Meet Your State: Connecticut 40

CONNECTICUT ROOM

Moderated by Sarah Scheidel, State Liaison

Meet Your State: Maine 86

NEW HAMPSHIRE ROOM

Moderated by Erin Churchill-Krummel, State Liaison

Meet Your State: Massachusetts 216

VERMONT ROOM

Moderated by Cindy Firestein, State Liaison

Meet Your State: New Hamps 54

RHODE ISLAND ROOM

Moderated by Patricia Halloran, State Liaison

Meet Your State: New York 61

SOMERSET ROOM

Moderated by Linda Searing & Kerry Spitze, State Liaisons

Meet Your State: Rhode Island 8

CUMBERLAND ROOM

Moderated by Eric Dusseault, State Liaison

Meet Your State: Vermont 11

LINCOLN ROOM

Moderated by Genevieve Anthony, State Liaison

THURSDAY, MARCH 10, 2016

LUNCH & KEYNOTE SPEAKER

Nancy Davis Griffin

*Vice President for Enrollment Management
University of Southern Maine*

12:15—1:45 PM

Exhibit Hall

THURSDAY, MARCH 10, 2016
POSTER SESSION
2:00-2:30 PM
Exhibit Hall

P.1 Professors, Professionals, and Peers: Meeting Students' Needs Through a Multifaceted Advising Model

Alesia Brennan - University of Massachusetts Amherst
Lynn Phillips - University of Massachusetts Amherst
Allison Butler - University of Massachusetts Amherst

With increasingly tight budgets for advising programs, how do we foster student-faculty/advisor interactions while also providing consistent and holistic advising to diverse student populations? In response, the Department of Communication at UMass Amherst developed a multifaceted advising model comprising a core team of lecturer-advisors, professional advisors, and peer advisors. Students benefit from consistent and holistic advising and relationships with faculty/advisors; institutions benefit from lecturer-advisors' ability to meet advising and curricular needs. This presentation introduces the multifaceted advising model, discusses the opportunities and challenges of implementation, and highlights its strengths through real examples. Participants will discuss their own advising models, including how a model like this one could be incorporated within their advising structures.

Track: Advising Administration

P.2 Improving Student Satisfaction through Innovative Technology

Heather Calchera - Pace University
Rich Miller - Pace University

It's registration week. A student calls the advising office and no one is able to answer. He needs to meet with an advisor and the deadline to add a class is today. The student is unable to travel to campus due to inclement weather. How do you use technology to provide a solution to the student? How do you standardize practices to give students numerous avenues of accessibility? According to Carter (2007), "Academic advisors can enhance the communication process with students through the use of electronic forms of communication." With tools like live chat, e-advising, e-signature solutions, and student surveys, we are standardizing best practices that will enhance the student's experience and help to foster student/advisor relationships through open communication and direct feedback.

Track: Technology in Advising

P.3 Guiding Students through a Smart START to College

Katrina Campbell - Tompkins Cortland Community College

We all know how much the first semester matters to students' success and retention. Before the semester begins, though, it is important to set up incoming students for success. Through our START process, all new and transfer students attend a one-day

session at which they take any required placement tests, meet 1:1 with an advisor, access their online student account, and more. This poster presentation will provide an overview of our very intentional START content, with special focus on our Academic Planning Guide and our comprehensive set of tools for advisors. Attendees will receive copies of our guide and samples of other advisor tools used in our initial advisement process.

Tracks: Advising First-Year Students; Two-Year Colleges

P.4 Stimulating STEM Student Success at Community College and Beyond!: A Collaborative, Proactive and Integrative Approach

Colleen Coughlin - Cape Cod Community College
Alex Russo - Cape Cod Community College

Traditional advising models which separate academic and career advising often result in poor retention, low enrollment, and reduced graduation rates in community colleges. Traditionally, there is little communication, cohesiveness, or goal setting between academic and career advising. We have developed an integrated, proactive academic and career advising model utilizing Starfish, an early alert software, coupled with mentoring and engagement initiatives which have been well documented in stimulating success and retention in STEM fields. This model has enabled us to help



Portland Head Light was first lit over 225 years ago on January 10, 1791. This light has a white conical tower, a charming Victorian keeper's house with a rambling red roof and eyebrow eaves on the porch, a commanding setting at the southwest entrance to Portland harbor, and beautifully landscaped grounds.

Commissioned by George Washington and dedicated by the Marquis de Lafayette, it is the state's oldest lighthouse and one of its most beloved. The Museum at Portland Head Light contains a number of lighthouse lenses and interpretative displays. The light is now automated. The lighthouse and the adjacent Fort Williams Park are owned by the town of Cape Elizabeth.

From: <http://visitmaine.com/organization/portland-head-light/?uid=vtm2C92F53AB73E88A26>

<http://www.portlandheadlight.com/>

students identify and establish clear academic, career and social goals This presentation will share how we approach student intakes for both academic and career advising in STEM, work collaboratively to promote successful student transitions to our college, and conduct targeted student outreach.
Tracks: Engineering and Science Advising; Two-Year Colleges

P.5 Work Smarter, Not Harder: Fostering Collaboration Between Professional and Faculty Advisors

- Felecia Edwards - University of Massachusetts Boston*
- Charlotte Cuss - University of Massachusetts Boston*
- Jeffrey Carter - University of Massachusetts Boston*
- Alexandra Rassing - University of Massachusetts Boston*

The College of Science and Mathematics (CSM) at UMass Boston has experienced significant enrollment growth, which has resulted in a large student to faculty advisor ratio in the Biology program. This urgent issue led to a collaboration between the CSM Student Success Center and the Biology Department to implement an advising strategy that involved establishing a partnership and having faculty and professional advisors work together to offer group and/or individual advising sessions to students. This collaboration maximizes resources and allows advisors to meet the advising needs of

How well do you know Maine?
Take this quiz to see how much you know about Down East!

- 1) Name the three largest crops Maine produces.

- 2) How many lighthouses are there in the state of Maine?
a) 54 b) 67 c) 74 d) 91
- 3) Who was believed to have discovered Maine over 1,000 years ago? _____
- 4) Maine is a one syllable state name. How many others are there? _____
- 5) Name America's first chartered city.

- 6) Who has more miles of coastline, California or Maine?

- 7) Does Maine have more or less than half a million acres of state and national parks?

- 8) Maine produces 90% of the nations supply of two common things - what are they? (hint: they both go in your mouth). _____

from: visitmaine.net/page/47/fun-facts

(1) Blueberries, potatoes, broccoli; (2) 67 - with Quoddy Head Light being the eastern most point in the US; (3) The Vikings; (4) None! It is a trait unique to Maine; (5) York, Maine - chartered in 1641; (6) Maine edges out it's west coast friend with 27 more miles of coastline; (7) More - 542, 629 to be exact. 78 Lobster and toothpicks!

our students. Our outcomes show this collaborative advising approach has led to more effective and efficient advising, a strong, valuable relationship between faculty and professional advisors, and a more positive advising experience for everyone involved.
Tracks: Engineering and Science Advising; Large Universities

P.6 Probation for Nothing, Retention for Free

- Angela McAleese - Farmingdale State College*
- Tanya Maurer - Farmingdale State College*

Do you have the urge to start a new program but do not have the funding to sustain it? Does your school need to offer more outreach to students who have received "Early Warning" letters or are on probation? Come to our poster session where we offer you advice on enhancing a probation program and retaining students at no cost to the college! Using a hybrid approach, we email, e-surveys, and encourage face-to-face sessions. We are attempting to 'meet students where they are' and have them return to our institution.

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

P.7 Fostering Student Community on a Budget: Peer Modeling in the Liberal Arts

- Megan Nicklaw - Northeastern University*
- Eric Winter - Northeastern University*

How do colleges and universities provide a face for the often vague areas of social sciences and humanities? What role does student community play in demonstrating the value of a liberal arts degree? This session provides opportunities to improve existing recruitment and engagement initiatives by increasing the visibility of student leadership, all within the framework of shrinking liberal arts budgets. The presentation will define the concept of peer modeling, demonstrate the use of the model in both interpersonal and social media contexts for the purposes of increasing student community, and attendees will leave with programming examples easily implemented regardless of financial constraints in their own institution.

Tracks: Liberal Arts Advisors; Peer Advising & Mentoring

P.8 Slow Crawl to the Finish Line: Bachelor's Degree Attainment Among Early College Students

- Maureen O'Conor - CUNY Hunter College*
- Bertha Peralta-Rodriguez - CUNY Hunter College*

College degree attainment rates in the United States are on the rise but are still persistently low. The Early College High School Initiative (ECHSI) was introduced as a means to provide easier college access to underrepresented populations, with the goal of aiding the degree attainment process. However, early college students come to our institutions with a particular set of needs. The students' development, growth and success may be hindered if their needs are unmet. The purpose of this poster is to provide an overview of who these students are, identify their needs, and how can we, as college advisors, help them achieve and attain the bachelor's degree.

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

P.9 Peer Circles: A Student Leadership and Mentoring Model

Justin Repici - Northeastern University

Circle: Creating International Relationships through Collaboration, Leadership and Experience. Circle is an academic advisor developed student leadership program teaming incoming international students with upper-class students guiding new students as they navigate and connect to Northeastern, their college, and Boston. Throughout the semester teams plan various “Global Café” activities to local museums, cafés, and events on-campus and in Boston. Other events include Circle Thanksgiving, Registration Week Walk-ins, and Reading Day Reception. Through these events students connect with each other and their new environment, understand and exchange culture, build leadership skills, and balance academics and social life. We will share a model for international student engagement, how academic advising can impact student retention, and how to develop and provide student leadership opportunities.

Tracks: *ESL & International Student Advising; Peer Advising & Mentoring*

P.10 When the Discipline’s “Objective” Practices Stand in the Way of Diversity

Razvan Sibii - University of Massachusetts Amherst

Most campus members are appreciative of efforts to diversify our student body, from actively recruiting students of color to creating diversity clubs. However, some majors may be perceived as less welcoming of non-native English speakers because of narrow definitions of success, and less appreciation of the rhetorical forms that they bring with them. This poster will propose some concrete ways in which advisors can grapple with this matter, remain committed to this diverse student population, and some strategies for gaining support from faculty and colleagues around campus.

Tracks: *Multicultural Concerns; ESL & International Student Advising*

P.11 One Institution’s Approach to Building Relationships with Freshmen

Kristen Simmons - Rochester Institute of Technology

Sheila Oakden - Rochester Institute of Technology

Building relationships with students is a fundamental aspect of advising, and it is especially significant to establish them early on. Through developmental and intrusive advising, advisors at Rochester Institute of Technology have successfully cultivated strong relationships with freshmen, and have demonstrated a 95% persistence rate after first term of entry. In this poster session you will learn about one institution’s method to build and maintain relationships with freshmen. You will understand how and when to start the advising relationship, the various tools and techniques used, and the implications. Hands on materials will be provided for you to walk away with for possible implementation at your institution.

Track: *Advising First-Year Students*

THURSDAY, MARCH 10, 2016

UNCONFERENCE SESSION

2:30-3:00 PM

This second UnConference session will feature topics proposed by conference attendees. Ideas and themes can be submitted through this Google form: <http://tinyurl.com/nacada1unconf> or by our poster near the registration area.

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

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

Volunteers will be on hand to facilitate the conversation, share ground rules, keep time, and collect session evaluations. Attendees are encouraged to participate in the conversation, ask questions, dialogue with colleagues, and learn something new! In true unconference fashion, attendees are invited to remain with one group for the entire time, or join another group.

UC2.1 MASSACHUSETTS ROOM

TOPIC: _____

UC2.2 MASSACHUSETTS ROOM

TOPIC: _____

UC2.3 MASSACHUSETTS ROOM

TOPIC: _____

UC2.4 NEW HAMPSHIRE ROOM

TOPIC: _____

UC2.5 NEW HAMPSHIRE ROOM

TOPIC: _____

UC2.6 NEW HAMPSHIRE ROOM

TOPIC: _____

UC2.7 CONNECTICUT ROOM

TOPIC: _____

UC2.8 RHODE ISLAND ROOM

TOPIC: _____

Thursday, March 10th

THURSDAY, MARCH 10, 2016

SESSION 6

3:15-4:15 PM

6.1 Calling New Advisors and Supervisors: Applying Theory to Training and Professional Development

Caitlyn Rivers - Southern New Hampshire University

Megan Seidell - Southern New Hampshire University

Chantal Harp - Southern New Hampshire University

NEW HAMPSHIRE ROOM

As the academic advising profession expands, one year veteran advisors are here to help you apply the core essentials of "Habley's Framework" to successfully transition into the practice! Wherever you are in the profession, you'll benefit from applying the framework to onboarding and continuous training, developing a model of peer support, and implementing new strategies in your advising office. Learn and share your own best practices in conceptual, informational, and relational development. Join the discussion, and take away new approaches and ideas for your ongoing professional development and to support the growth of your peers.

Tracks: Advisor Training & Development; New Advising Professionals

6.2 In the Trenches: Advising our Military Students

Megan Wright - University of Southern Maine

Camden Ege - University of Southern Maine

Lorraine Spaulding - University of Southern Maine

VERMONT ROOM

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Endicott College is accredited by the New England Association of Schools and Colleges.

Student veterans are a growing population in our colleges and universities. With their life experiences and training in high stress areas, relating to these students as advisors and appropriately assisting them can be challenging. At the University of Southern Maine, we are focused on creating advisor expertise in our veterans' successful transition back to school, understanding and recognizing possible disabilities, and correctly interpreting veteran benefits. This session will focus on Region 1 and what the University of Southern Maine is doing to support our student veterans. Advising professionals will have the opportunity to ask student veterans and our Veterans Services team possible ways of better advising and involvement challenges and opportunities.

Track: Advising Military Students & Dependents

6.3 Put Me In, Coach... Oh Wait I'm Not Ready! Working with Self-Sabotaging Students

Jessica Karner - Worcester Polytechnic Institute

CONNECTICUT ROOM

Why does a prepared student fail? Academic advisors regularly coach students academically so that they are able to thrive at their institution, but it seems that some students are not willing or able to reach their full potential. How do you identify the problems these students are having? How do you encourage students to confront this behavior in themselves? How do you motivate students who are self-sabotaging to succeed? This interactive session will discuss theories behind self-sabotage, the common reasons that students self-sabotage, and ways to work with students to combat their need to self-sabotage so that they can be more successful in the future.

Tracks: Advising and Academic Coaching; Advisor Training & Development

6.4 Call Me Tete: A Guide to Pronouncing Chinese Names, Chinese Culture and High School Education

Tally Reeverts - Worcester Polytechnic Institute

Colleen Callahan-Panday - Worcester Polytechnic Institute

Tete Zhang - Worcester Polytechnic Institute

RHODE ISLAND ROOM

More than 30% of incoming international students arriving to our universities and colleges are from China (Institute of International Education, 2014); therefore, academic advisors should be prepared to work with students from China on a regular basis. Have you ever stumbled over someone's name when calling them into your office? Pronouncing names can be a challenge when working with people from around the world, and Chinese names in particular can feel troublesome for English speaking tongues. This session will provide participants with a practical guide to pronouncing Chinese names, an understanding of the Chinese high school experience and Chinese culture, and how this information can inform an Appreciative Advising approach to working with students.

Tracks: Advisor Training & Development; ESL & International Student Advising

6.5 Who Do I Want to Be? An Existential Approach to Advising Exploratory Students

Joshua Hine - Nazareth College

CUMBERLAND ROOM

At its foundation, existentialism is a philosophy of being, grounded in the notion that we are the authors of ourselves. Psychotherapist Irvin Yalom championed the utilization of existentialism in counseling, yet research around its application to advising is seemingly absent. This framework, however, offers unique value to supporting exploratory students. An advising approach grounded in the principles of existential counseling offers students a path to meaning inherent in the very question with which they're grappling. Namely, the question, "What do I want to do?" may become, "Who do I want to be?" In this theory to practice session, the presenter will cover existential counseling theory and outline a method of applying this approach to advising exploratory students.

Tracks: *Theory & Philosophy of Advising; Undecided & Exploratory*

6.6 Conversation with the Keynote: Nancy Davis Griffin

LINCOLN ROOM

6.7 Helicopters, Lawnmowers, and Snowplows

Susan Kolls - Northeastern University

SOMERSET ROOM

From original design to initial construction, the helicopter was envisioned as a tool for good – designed to bring aid and comfort. The function of the helicopter changed over time, and, when applied to the parents of college students, became negative. These parents, however, have garnered respect of late, when compared to their more forceful and destructive lawnmower and snowplow compatriots. This presentation will briefly examine the history and purpose of this varied machinery and how they morphed into labels for parents. Further, the presentation will examine how higher education is responding to the trends of involved parents, and will provide response strategies for advisors. Join us for a fun and interactive session as we explore a new take on the tools needed to keep our parents and students in excellent working order.

Tracks: *Advising Administration; Advisor Training & Development*

6.8 It's a Sophomore! No, it's a Transfer! No, it's a Dual Enrollment Student!

Mercedes Pour - Maine Community College System

Caitlin McGurty - Early College for ME Regional Director at York County Community College

YORK ROOM

With the explosion of concurrent enrollment opportunities, more first-time college students are arriving on campus with significant college credit, but little experience in true college culture. While the benefits of obtaining early credit are wonderful, we also must acknowledge and be ready for the challenges these students sometimes bring. Both academic and non-cognitive challenges are among them. For example, though students may have advance standing, they may have never

ordered their own textbooks, navigated a real syllabus, learned that some of their credit simply will not apply to their degree. They may not have truly developed self-regulation yet. We will use real case studies and participant experience to explore some of the topics that advisors need to consider when guiding such students.

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



FRIDAY, MARCH 11, 2016

FRIDAY, MARCH 11, 2016

SESSION 7

8:30-9:30 AM

Friday, March 11th

7.1 First Year Strengths: Engaging Students in a Different Conversation

Jennifer Hart - University of Southern Maine

Beth Round - University of Southern Maine

NEW HAMPSHIRE ROOM

Colleges and universities are increasingly tasked to focus on student engagement and retention, specifically on the first-year experience. How can we connect better with first-year students? The University of Southern Maine uses Strengths-Based Advising and programming to shift the conversation away from deficit-based remediation (fixing what is wrong), toward a student's strengths and growth. Using the foundation of positive psychology, we help students identify and develop their natural talents so they can understand their individual needs and achieve academic success. Discussion will include an overview of strengths in Advising, Living Learning Communities, and First-Year Seminars. Exploration of parallels between developmental and strengths advising models, the unique needs of first-year students, and tools for a variety of educational settings.

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

7.2 Proactive Advisement Methods Lead to Student Success

Samantha Henrikson - Excelsior College

Eileen Young - Excelsior College

VERMONT ROOM

A Student Success pilot study was conducted at Excelsior College, an online-learning institution, to determine the effect of proactive academic intervention on student persistence, retention, and degree completion. The intervention focused on newly enrolled students and first-time course takers. The findings of the study indicate that proactive academic intervention has a positive effect on students' academic progress. Participants who attend this session will: 1) gain a

deeper understanding of the unique challenges of adult learners; 2) learn of the methods used to promote student engagement, and 3) develop a draft communication that can be further refined to help promote academic progress within their own institutions.

Tracks: Advising Adult Learners; Advising and Academic Coaching

7.3 Ready, Set, Go!: Building Relationships and Student Major Readiness through the Engagement Model

Elizabeth Colon - Pace University

CONNECTICUT ROOM

In a time when retention efforts rule the higher education conversation, it is imperative that advisors use best practices to engage, advise, and guide students to successful completion of their academic programs. Using Yarbrough (2002) Engagement Model for Effective Academic Advising, the Lienhard School of Nursing has developed an engagement-focused curricula within its Introduction to University Life course that enables advisor-student relationship building while fostering professional and academic growth. This session will detail the Engagement Model and its utilization through curricula for incoming first year students. Student and advisor assumptions, course development, student buy-in, course assignments and activities, faculty participation, and advising outcomes will be discussed. Participants will take home specific information on how they can spearhead such programs in their own institution.

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

7.4 The Connection between Academic Performance and GPA: A Math-Light, Logic-Heavy, Highly Interactive Approach

Georgia Grammas - John Jay College of Criminal Justice

Katherine Munet-Pabon - John Jay College of Criminal Justice

RHODE ISLAND ROOM

Do you cringe when advisees ask: What grades do I need to get off probation this semester? Am I eligible to graduate with honors/apply for graduate school? Is it beneficial for me to repeat this class? Do you envision yourself furiously scribbling calculations while the student awkwardly waits? Do you (or does your student) feel a lack of engagement in the advisement conversation that follows? Our Academic Advisement Center has taken a math-light logic-heavy highly interactive approach to helping students calculate and understand their GPA and to set attainable GPA goals while reflecting on course performance. This session will outline the development of this advisement service and its impact on our students and staff.

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

7.5 Take the Lead in Your Professional Development: NACADA's Emerging Leader Program

Vincent Kloskowski - Saint Joseph's College of Maine

CUMBERLAND ROOM

Are you interested in taking your involvement in NACADA to the next level, but do not know how? Learn how NACADA's Emerging Leader Program helps increase diversity within

NACADA's Region 1 Committee. The program pairs new, emerging leaders with mentors to help each participant find individual ways in which s/he can contribute to NACADA's global advising community. This session will describe the program and its history, and will explain how and when to apply. Attendees will learn about the array of achievements and experiences of current and previous mentors and emerging leaders. Participants will have a chance to discuss individual goals of involvement in NACADA and how to get through perceived obstacles.

Track: Advisor Training & Development

7.6 Academic Services for College Athletes at Division II and III Institutions: Academic Advisor Perceptions

Alyssa Frezza - Johnson and Wales University

LINCOLN ROOM

This multiphase mixed methods study will assess the perceptions of academic services provided to Division II and III college athletes from the academic advisor's perspective. A sample from two national associations (N4A and NACADA) will consist of N=2 elite informant interviews with academic advisors; a survey questionnaire sent to academic advisors N=600; N=6 semi-structured interviews and a reflective questionnaire sent to academic advisors (N=50). Boyatzis' (1998) thematic analysis approach will be applied to all data. SPSS will be applied for descriptive statistics, t-tests, and one-way ANOVA followed by Scheffe' post-hoc tests for Phase II. This study may inform institutions about the academic services associated with Division II and III and how academic advisors rank those services.

Tracks: Advising and Academic Coaching; Advising Student Athletes

7.7 Reflect, Restore, and Accomplish More

Pamela Edwards - University of Southern Maine

Elizabeth Higgins - University of Southern Maine

Laura O'Neill - University of Southern Maine

SOMERSET ROOM

Budget constraints have continued and advisors are doing more with less resources and increased advising loads. Advisors need to find ways to get work done while being informed, available, empathetic and committed to taking care of ourselves. Stop putting out fires and get more done by developing ways to invigorate your advising. Come to this interactive session to: discover your zone and understand how to stay there; learn the impact of multi/switch-tasking on time management; utilize time management principles to set priorities and manage multiple responsibilities; set goals to create a productive learning/working environment and inform the practice of advising; bring these ideas back to your institution. Join us as we share some practical and fun ways to reflect, restore, and accomplish more!

Tracks: Advisor Training & Development; New Advising Professionals

7.8 Starfish: Advising, Retention, and Students in One!

Rachel Arno - Regis College

YORK ROOM

In today's world, everything is on-line: ordering food, buying clothes, catching up with friends, sending letters - everything. So, why is it so hard to keep important student data on-line, too? Regis College is in its 3rd year using Starfish, an on-line retention and advising software designed to give real time, one-stop shop data on a student and their academic progress. This presentation will review how Regis chose Starfish, how the college currently uses the software, our challenges faced along the way, and plans for the future. The session will also review how Regis brought various advising and student support services together in order to have all needed and shared information in one place.

Tracks: *Advising Administration; Technology in Advising*

FRIDAY, MARCH 11, 2016

SESSION 8

9:45-10:45 AM

8.1 Closing the Loop: Using Technology to Manage and Support Peer Leaders

Allison Chisholm - Framingham State University

NEW HAMPSHIRE ROOM

The research is out there - peer tutoring and peer led instruction are worthwhile retention tools. But how do staff members stay informed about the progress, successes, and concerns that arise in peer tutoring sessions? With more students utilizing academic support resources (tutoring, supplemental instruction, and disability services), it is essential that advising and academic support professionals employ new and creative ways to ensure we are kept "in the loop," to provide appropriate direction and support for our peer mentors and the students they serve. In this session, you'll explore innovative ways to utilize the resources available to you through your online learning platform to stay connected with your peer leaders.

Tracks: *Advising and Academic Coaching; Peer Advising & Mentoring*

8.2 Beyond Access: Making Higher Education Achievable for First Generation Students

Whitney Losapio - University of Connecticut

Mehegan Murphy - Bunker Hill Community College

VERMONT ROOM

Once first generation students reach a college campus they face unique barriers to success that often result in high attrition rates. How can institutions and advisors better support their first generation students? Our interactive presentation will discuss techniques, language, policies, and core values that can help first generation students feel supported and ultimately persist and achieve their academic goals. Three unique perspectives from academic advisors will be shared: one from a college access and success organization in a mid-size city, one from a community college in a large city, and one from a flagship state institution in a rural area. Through activities and group discussion, we will practice advising techniques and discuss how they may be applicable to advisors' everyday work.

Tracks: *First-Generation College Students Advising; Multicultural Concerns*

8.3 Just Because You Can Doesn't Mean You Should

Katie McFaddin - Brandeis University

Brian Koslowski - Brandeis University

CONNECTICUT ROOM

Most traditional aged students are products of a college admissions process that values hyper-involvement in the pursuit of "well-roundedness" and a parenting style that provides high levels of structure with limited exposure to uncertainty. As a result, advisees are increasingly anxious about the most central of college questions - What should I study? How should I spend my time? - and managing that existential anxiety by attempting to do it all. Advisors may recognize these students by their exhaustion, lack of reflection and self-care, and overwhelming stress over differentiating between what they can do and what they should do. In this presentation we will learn how to help students edit their academic and personal pursuits, and manage the ambiguity inherent in making adult decisions.

Tracks: *Advising High Achieving Students; Undecided & Exploratory*

8.4 Partnerships for Student Success: Living-Learning Communities

Phillip Begeal - University of Massachusetts Lowell

Francine Coston - University of Massachusetts Lowell

RHODE ISLAND ROOM

For years, academic and student affairs operated as silos at many colleges and universities. Perhaps your institution operated in this way and maybe it still does. Academic and student affairs at UMass Lowell joined forces to amplify student success via living-learning community programs. In five years, the LLC program has grown from three to sixteen communities with plans for further expansion well underway. This presentation will examine the history of the LLC program at UMass Lowell and its effects on student success and retention. It will explain the process of creating a new LLC and

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SINCE 1845

approaches to overcoming challenges. The presentation will conclude with a brainstorming session on how to implement LLC programs at your respective institution.

Tracks: Advising and Academic Coaching; Large Universities

8.5 The Interconnectedness of Advisors with Faculty

Anne Hudak - Dartmouth College

June Chu - Dartmouth College

CUMBERLAND ROOM

Bridging the gap between advisors and faculty is essential to student success. One initiative implemented at Dartmouth College was designed to create a greater collaborative working relationship between advisors and faculty members. Through structured meetings with faculty and advisors, discussions touched upon curriculum, early warning systems, and resources for students. From the faculty, advisors have gained a better understanding of each department curriculum and from the advisors, faculty have learned about resources on campus and how/when to engage in advisor support of a student. This session will discuss the implementation of the initiative, give attendees the ability to share initiatives or hurdles at their institutions and talk over the integral reasons for enhancing faculty-advisor connectivity.

Tracks: Advising and Academic Coaching; Advisor Training & Development

8.6 Best Practices for Advising Graduate Students

Christina Chandler - Lesley University

Lisa Lombardi - Lesley University

LINCOLN ROOM

Graduate school is a major adjustment and our experience has shown that just because students are older or have more life experience does not mean that they are adequately prepared for the challenges of graduate school. Simply put, graduate students need quality advisement and guidance. Responding to the needs of our students, we use a team-advising model, complemented by program-specific advising worksheets, to provide a consolidated source of information for our students. We work to highlight the importance of a positive advising relationship, and the need for student engagement in the advising process. Our presentation will identify the advising needs specific to graduate students, explore the relevant research, and provide an overview of our best advising practices. If you work with graduate students, this is the right session for you.

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

8.7 Here Comes the Bride... the Marrying of Academic Advising and Career Development

Brandy Nelson - University of Connecticut

Alana Adams - University of Connecticut

Kelly Kennedy - University of Connecticut

SOMERSET ROOM

Academic advisors spend hours with their advisees deciphering academic requirements and helping their students find success. These same students use career advising staff to aid in the job search process. We believe students are expecting, and institutions are recognizing the need, to find a more holistic approach. We will explore the value of this partnership and how that advances the programmatic goals of both advising and career development offices. Our journey started with the act of establishing learning outcomes with an assessment plan for academic advising that included career development objectives. We will discuss finding resources in your community, establishing expectations in students, training professional staff, creating tools, developing partnerships and engaging alumni to empower advisors to discuss students career goals to ensure they are marketable at graduation.

Tracks: Advising Business Majors; Advising First-Year Students

8.8 Practice what you Preach: How do you put your Advising Philosophy into Action?

Kate D'Angelo - Babson College

Samantha Stanley - Babson College

YORK ROOM

The purpose of this session is to explore connecting theory to academic advising practice. Presenters will share how their office uses Kolb's Theory of Experiential Learning to inform the development of our advising philosophy and current advising practices. Participants will engage in conversations related to student needs, advising philosophies, and strategies to implement these philosophies short and long-term. Attendees will leave with a toolkit of action items to test and assess at their home institutions.

Tracks: Small Colleges & Universities; Theory & Philosophy of Advising

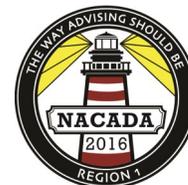
FRIDAY, MARCH 11, 2016 BRUNCH & CLOSING KEYNOTE SPEAKER

Charlie L. Nutt
NACADA Executive Director
11:00AM—12:15PM

Exhibit Hall

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

FRIDAY, MARCH 11, 2016 2017 PLANNING MEETING 12:45—1:45 PM Vermont Room



PROGRAM LISTING BY TRACK

Advising Administration

- 1.1 “Make It Work” – Exploring Personalities within the Workplace
- 2.4 Chickering Has Vectors, Right?
- 3.5 Graduate Advisement: Servicing Students in Traditional Versus Cohort Programs
- 6.7 Helicopters, Lawnmowers, and Snowplows
- 7.8 Starfish: Advising, Retention, and Students in One!
- P.1 Professors, Professionals, and Peers: Meeting Students’ Needs Through a Multifaceted Advising Model

Advising Adult Learners

- 7.2 Proactive Advisement Methods Lead to Student Success

Advising and Academic Coaching

- 1.2 Getting Gritty: Discovering the Relationship between Personal Qualities and Student Success
- 1.6 So Many Advisees, So Little Time
- 2.1 Engaging Students’ Motivation in Advising- A Discussion on Diversifying Our Approach
- 3.4 The Way Advising Should Be: Using Proactive and Appreciative Advising to Improve Student Success
- 4.6 What College Could Be: A Transitional Model for Underprepared First Year Students
- 5.3 We Don’t Mean to Intrude, but We’re Here! FY Students & Intrusive Advising
- 6.3 Put Me In, Coach... Oh Wait I’m Not Ready! Working with Self-Sabotaging Students
- 7.2 Proactive Advisement Methods Lead to Student Success
- 7.4 The Connection between Academic Performance and GPA: A Math-Light, Logic-Heavy, Highly Interactive Approach
- 7.6 Academic Services for College Athletes at Division II and III Institutions: Academic Advisor Perceptions
- 8.1 Closing the Loop: Using Technology to Manage and Support Peer Leaders
- 8.4 Partnerships for Student Success: Living-Learning Communities
- 8.5 The Interconnectedness of Advisors with Faculty

Advising Business Majors

- 8.7 Here Comes the Bride... the Marrying of Academic Advising and Career Development

Advising Fine Arts Majors

- 3.6 Blurring the Lines: Embedding Academic Advising in a Residence Hall Community

Advising First-Year Students

- 1.3 EARN IT, OWN IT: Promoting Self-Advocacy in First Year Students from Orientation to Advising
- 1.5 Evolution of a Peer Advising Program over Seven Years: A SWOT Analysis

- 2.3 Academic Advising at International Student Orientation: 30 Days of Success
- 2.7 Identifying and Developing Strategic Learners to Improve the Academic Performance and Retention of Students Enrolled in an Educational Opportunity Program
- 3.1 Move Over Millennials! Make Way for Gen Z: Academic Advising for the Next Generation
- 4.6 What College Could Be: A Transitional Model for Underprepared First Year Students
- 5.3 We Don’t Mean to Intrude, but We’re Here! FY Students & Intrusive Advising
- 6.8 It’s a Sophomore! No, it’s a Transfer! No, it’s a Dual Enrollment Student!
- 7.1 First Year Strengths: Engaging Students in a Different Conversation
- 7.3 Ready, Set, Go!: Building Relationships and Student Major Readiness through the Engagement Model
- 8.7 Here Comes the Bride... the Marrying of Academic Advising and Career Development
- P.3 Guiding Students through a Smart START to College
- P.8 Slow Crawl to the Finish Line: Bachelor’s Degree Attainment Among ECHSI Students
- P.11 One Institution’s Approach to Building Relationships with Freshmen

Advising Graduate & Professional Students

- 2.5 Team-Advising for Student Success
- 3.5 Graduate Advisement: Servicing Students in Traditional Versus Cohort Programs
- 8.6 Best Practices for Advising Graduate Students

Advising High Achieving Students

- 4.5 Consider the Whole of Advising: Peer Mentoring in a Residential Learning Environment
- 8.3 Just Because You Can Doesn’t Mean You Should

Advising Student Athletes

- 7.6 Academic Services for College Athletes at Division II and III Institutions: Academic Advisor Perceptions

Advising Interdisciplinary Programs

- 1.8 Unlock Career Opportunities with Just a Minor Change

Advising Military Students & Dependents

- 4.8 Understanding & Supporting Military Veteran Students
- 6.2 In the Trenches: Advising our Military Students
- PC.3 Green Zone: Military Awareness Training

Advisor Training & Development

- 1.1 “Make It Work” – Exploring Personalities within the Workplace
- 1.7 BADvising - When Good Intentions Go Awry
- 2.2 LinkedIn: More Than Just Social Media
- 2.5 Team-Advising for Student Success
- 2.6 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
- 2.8 Lifelong Learning: An Educational Odyssey
- 3.2 Advising in the Community College: What Should it Be?
- 4.2 The Way Job Searching Should Be: A Panel Discussion

Advisor Training & Development (continued)

- 4.3 Don't DQ the EQ! – An Emotionally Intelligent Approach to Academic Advising
- 4.4 Navigate Career Exploration Resources
- 3.7 Exploring Students: How to Fill their Backpack
- 3.8 An Advising Team: Greater Than the Sum of its Parts
- 5.2 “What was I Thinking?!? Understanding the Life of a Doctoral Student”
- 5.5 Coaching Advisors to Provide Exceptional Service to Students
- 6.1 Calling New Advisors and Supervisors: Applying Theory to Training and Professional Development
- 6.3 Put Me In, Coach... Oh Wait I'm Not Ready! Working with Self-Sabotaging Students
- 6.4 Call Me Tete: A Guide to Pronouncing Chinese Names, Chinese Culture and High School Education
- 7.5 Take the Lead in Your Professional Development: NACADA's Emerging Leader Program
- 7.7 Reflect, Restore, and Accomplish More
- 8.5 The Interconnectedness of Advisors with Faculty
- 8.6 Best Practices for Advising Graduate Students
- PC.1 Appreciative Advising: It's Not Just for Students Anymore

Appreciative Advising

- 1.4 From SAP to Success: Using a Strength-Based Advising Approach to Empower and Support Students in Academic Difficulty
- 2.4 Chickering Has Vectors, Right?
- 3.4 The Way Advising Should Be: Using Proactive and Appreciative Advising to Improve Student Success
- 5.5 Coaching Advisors to Provide Exceptional Service to Students
- 5.7 Advising "Those Millennial" Students: Utilizing Student Development Theory and Appreciative Advising for a More Informed Practice
- PC.1 Appreciative Advising: It's Not Just for Students Anymore

Doctoral Students

- 1.2 Getting Gritty: Discovering the Relationship between Personal Qualities and Student Success
- 5.2 “What was I Thinking?!? Understanding the Life of a Doctoral Student”

Engineering & Science Advising

- P.4 Stimulating STEM Student Success at Community College and Beyond!: A Collaborative, Proactive and Integrative Approach
- P.5 Work Smarter, Not Harder...Using a Collaborative and Group Advising Approach to Support Large Advising Caseloads

Engineering, Science & Health Professions Advising

- 5.1 Now What? : Advising and Supporting Students Turned Away from Selective Majors

ESL & International Student Advising

- 2.3 Academic Advising at International Student Orientation: 30 Days of Success
- 6.4 Call Me Tete: A Guide to Pronouncing Chinese Names, Chinese Culture and High School Education
- P.9 Peer Circles: A Student Leadership and Mentoring Model
- P.10 When the Discipline's "Objective" Practices Stand in the way of Diversity

First-Generation College Students Advising

- 2.8 Identifying and Developing Strategic Learners to Improve the Academic Performance and Retention of Students Enrolled in an Educational Opportunity Program
- 8.2 Beyond Access: Making Higher Education Achievable for First Generation Students
- P.8 Slow Crawl to the Finish Line: Bachelor's Degree Attainment Among ECHSI Students

History of Academic Advising

- 5.6 The Way Advising Should Be Depends: Perry's Theory of Intellectual and Ethical Development

High School to College Advising

- 6.8 It's a Sophomore! No, it's a Transfer! No, it's a Dual Enrollment Student!

Large Universities

- 1.6 So Many Advisees, So Little Time
- 3.3 Numbers to Names: Getting a Grip on Mass Probation
- 4.7 Persistence Advising: When Going Off Track Can Be Just a Comma, Not a Full Stop
- 8.4 Partnerships for Student Success: Living-Learning Communities
- P.5 Work Smarter, Not Harder...Using a Collaborative and Group Advising Approach to Support Large Advising Caseloads

Liberal Arts Advisors

- 1.8 Unlock Career Opportunities with Just a Minor Change
- P.7 Fostering Student Community on a Budget: Peer Modeling in the Liberal Arts

Multicultural Concerns

- 3.6 Blurring the Lines: Embedding Academic Advising in a Residence Hall Community
- 8.2 Beyond Access: Making Higher Education Achievable for First Generation Students
- P.10 When the Discipline's "Objective" Practices Stand in the way of Diversity

New Advising Professionals

- 1.7 BADvising - When Good Intentions Go Awry
- 3.7 Exploring Students: How to Fill their Backpack
- 4.2 The Way Job Searching Should Be: A Panel Discussion
- 5.8 How Advisor Interviews Could Be
- 6.1 Calling New Advisors and Supervisors: Applying Theory to Training and Professional Development
- 7.7 Reflect, Restore, and Accomplish More

Peer Advising & Mentoring

- 1.5 Evolution of a Peer Advising Program over Seven Years: A SWOT Analysis
- 4.5 Consider the Whole of Advising: Peer Mentoring in a Residential Learning Environment
- 8.1 Closing the Loop: Using Technology to Manage and Support Peer Leaders
- P.7 Fostering Student Community on a Budget: Peer Modeling in the Liberal Arts
- P.9 Peer Circles: A Student Leadership and Mentoring Model

Probation/Dismissal/Reinstatement Issues

- 1.4 From SAP to Success: Using a Strength-Based Advising Approach to Empower and Support Students in Academic Difficulty
- 3.3 Numbers to Names: Getting a Grip on Mass Probation
- 4.7 Persistence Advising: When Going Off Track Can Be Just a Comma, Not a Full Stop
- 7.4 The Connection between Academic Performance and GPA: A Math-Light, Logic-Heavy, Highly Interactive Approach
- P.6 Probation for Nothing, Retention for Free

Small Colleges & Universities

- 8.8 Practice what you Preach: How do you put your Advising Philosophy into Action?

Technology in Advising

- 3.1 Move Over Millennials! Make Way for Gen Z: Academic Advising for the Next Generation
- 7.8 Starfish: Advising, Retention, and Students in One!
- P.2 Improving Student Satisfaction through Innovative Technology
- P.6 Probation for Nothing, Retention for Free
- PC.2 #Engagement: A Dialectical Approach to Understanding Advising in Social Media

Theory & Philosophy of Advising

- 1.3 EARN IT, OWN IT: Promoting Self-Advocacy in First Year Students from Orientation to Advising
- 2.1 Engaging Students' Motivation in Advising- A Discussion on Diversifying Our Approach
- 3.8 An Advising Team: Greater Than the Sum of its Parts
- 4.3 Don't DQ the EQ! – An Emotionally Intelligent Approach to Academic Advising
- 5.4 A Conversation with NACADA Leaders
- 5.6 The Way Advising Should Be Depends: Perry's Theory of Intellectual and Ethical Development
- 5.7 Advising "Those Millennial" Students: Utilizing Student Development Theory and Appreciative Advising for a More Informed Practice
- 6.5 Who Do I Want to Be? An Existential Approach to Advising Exploratory Students
- 7.1 First Year Strengths: Engaging Students in a Different Conversation
- 7.3 Ready, Set, Go!: Building Relationships and Student Major Readiness through the Engagement Model

- 8.8 Practice what you Preach: How do you put your Advising Philosophy into Action?

Two-Year Colleges

- 2.7 Rethinking Student Success -A Coaching Approach
- 3.2 Advising in the Community College: What Should it Be?
- P.3 Guiding Students through a Smart START to College
- P.4 Stimulating STEM Student Success at Community College and Beyond!: A Collaborative, Proactive and Integrative Approach

Undecided & Exploratory

- 2.2 LinkedIn: More Than Just Social Media
- 4.4 Navigate Career Exploration Resources
- 5.1 Now What? : Advising and Supporting Students Turned Away from Selective Majors
- 6.5 Who Do I Want to Be? An Existential Approach to Advising Exploratory Students
- 8.3 Just Because You Can Doesn't Mean You Should



MISSED A HANDOUT FROM A SESSION?
LOOKING TO REFERENCE A
POWERPOINT FROM A SESSION YOU
ATTENDED?

Online Access to Conference
Materials
Now Available!

Region 1 materials will be available
through this link:

[nacadar1.wordpress.com/
category/conferencematerials/](http://nacadar1.wordpress.com/category/conferencematerials/)

Thanks for coming to the conference,
we look forward to
seeing you next year!

2015 REGION ONE AWARDS & RECOGNITION

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

NACADA INDIVIDUAL AWARD WINNERS FROM REGION ONE

Administrators' Institute Scholarship	Christina Fabrey , Winner <i>Green Mountain College</i>
Graduate Student Regional Conference Scholarship: Region 1	Leana Zona , Winner <i>University of Maine</i>
Outstanding Advising Award: Academic Advising Administrator	Kat McGrath , Certificate of Merit <i>Excelsior College</i>
Outstanding Advising Award: Primary Advising Role	Heather Lessard , Certificate of Merit <i>Excelsior College</i>
Outstanding Advising Program Award	Stephanie Currie , Winner <i>Niagara University</i>
Outstanding New Advising Award: Primary Advising Role	Jennifer Cole , Certificate of Merit <i>Excelsior College</i>

2015 REGION ONE CONFERENCE PRESENTATION BEST OF REGION AWARD

Presentation: "Managing Conflict"	Susan Kolls <i>Northeastern University</i>
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NACADA REGION ONE AWARDS

Graduate Student Scholarships	Chelsea David <i>Worcester Polytechnic Institute</i>	Heather Flaherty <i>Bridgewater State University</i>
New Advisor Scholarships	Janine Bradley <i>University of Massachusetts Boston</i>	Lauren Humphrey <i>Northeastern University</i>
Presenter Scholarships	Lisa Lombardi <i>Lesley University</i>	AnnMarie Puleo <i>Western Connecticut State University</i>
	Amber Meyers <i>University of Massachusetts Boston</i>	Caitlyn Rivers <i>Southern New Hampshire University</i>
	Samantha Palombizio <i>Northwestern Connecticut Community College</i>	
Advising Administrator Certificate of Merit	Danielle Insalaco <i>Guttman Community College</i>	Joanne Malatesta <i>University at Albany, SUNY</i>
Excellence in Advising: New Advisor Award	Jessica DiFoggio <i>University of Bridgeport</i>	

SAVE THE DATES!

NACADA
The Global Community for Academic Advising

40th annual conference

OCTOBER 5-8, 2016

at the MARRIOTT MARQUIS

**ATLANTA,
GEORGIA**

See more at: <http://www.nacada.ksu.edu/Events-Programs/Events/Annual->

Save the Date!
2016 NACADA CT STATE DRIVE-IN
FRIDAY, APRIL 15, 2016
UNIVERSITY OF BRIDGEPORT

MARIST Friday, April 8, 2016
Student Center
3399 North Road
Poughkeepsie, NY 12601

\$35
Cost includes admission, parking, breakfast & lunch

tinyurl.com/nacadany
Register by March 14, 2016

Save The Date!

Stay tuned for more information regarding the **33rd Annual Region One Conference** to be held in **New York State:2017**



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



AREA DINING

Portland has come to be a hot spot for Foodies near and far, so it should be no surprise that there are over 230 dining options in Portland alone! With so many choices, we are certain you will eat quite well while here for our conference. Below you will find a list of some local favorites, most located nearby in Portland and the Old Port area.

NAME	ADDRESS <i>(all in Portland unless noted)</i>	PHONE	CUISINE	Lunch	Dinner	Restaurant Week	Gluten Free on menu	Vegetarian on menu
Anthony's Italian Kitchen	151 Middle St	207.774.8668	Italian, Pizza	✓	Thurs only			
Boda	671 Congress St	207.347.7557	"Very Thai" Kitchen + Bar		✓		✓	✓
Central Provisions	414 Fore St	207.805.1085	Menu may vary daily*	✓	✓			
Coffee By Design	620 Congress St	207.772.5533	Coffee					
Congress Bar and Grill	617 Congress St	207.828.9944	American	✓	✓			✓
DiMillo's on the Water	25 Long Wharf	207.772.2216	Seafood, American	✓	✓	✓	✓	
Duckfat	43 Middle St	207.774.8080	American, Sandwiches	✓	✓			
Empire Chinese Kitchen	575 Congress St	207.747.5063	Chinese	✓	✓			
Eventide Oyster Company	86 Middle St	207.774.8535	Seafood	✓	✓	✓		
Five Fifty Five	555 Congress St	207.671.0555	Menu may vary daily*		✓			
Flatbread Company	72 Commercial St	207.772.8777	Woodfired Pizza	✓	✓	✓		
Fore Street	288 Fore St	207.775.2717	Menu may vary daily*		✓			
Green Elephant	608 Congress St	207.347.3111	All Vegetarian; Asian	✓	✓			✓
Hot Suppa	703 Congress St	207.871.5005	American	✓	✓	✓		
Local 188	685 Congress St	207.761.7909	Farm to Table		✓			
Market Street Eats	36 Market St	207.773.2135	American, Sandwiches	✓				
Mi Sen Noodle Bar	630 Congress St	207.747.4838	Thai, Asian Fusion	✓	✓		✓	✓
Miyake	468 Fore St	207.871.9170	Japanese, Sushi	✓	✓			
Olive Café	127 Commercial St	207.772.6200	Lebanese Mediterranean	✓				
Otto	225 & 576 Congress St	207.358.7870	Pizza	✓	✓			
Petite Jacqueline	190 State Street	207.553.7044	French Bistor	✓	✓			
Piccolo	111 Middle St	207.747.5307	Italian, menu may vary daily*		✓			✓
Pom's Thai Restaurant	571 Congress Street	207.772.7999	Thai	✓	✓			✓
Portland Pie Company	51 York Street	207.772.1231	Italian, Pizza	✓	✓			
RiRa	72 Commercial St	207 761 4446	Irish pub	✓	✓	✓		
Salvage BBQ	919 Congress St	207.553.2100	Barbecue	✓	✓	✓		
Sebago Brewery	211 Fore St	207.775.2337	American, Pub	✓	✓	✓	✓	
Slab	25 Preble St	207.245.3088	Italian, Pizza	✓	✓			
Starbucks	594 Congress St	207.761.0334	Coffee, Pastries					
Street and Company	33 Wharf St	207.775.0887	Seafood, menu may vary daily*	✓	✓			
The Honey Paw	78 Middle St	207.774.8535	Asian Fusion	✓	✓			
Tomaso's Canteen	18 Hampshire St	207.536.1285	Bar and Grill	✓	✓			
Vena's Fizz House	345 Fore St	207.747.4901	Menu may vary daily*	✓	✓			
Zapoteca	505 Fore St	207.772.8242	Mexican	✓	✓			

* In Portland, restaurants that vary their menu daily are often farm to table concepts and may have a higher price point.

Area Dining Information

Looking for more
Portland Area
dining options?
Check out :
www.portlandfoodmap.com/
or
[http://visitportland.com/
restaurants.aspx](http://visitportland.com/restaurants.aspx)



It is Maine Restaurant Week from March 1-12, 2016

This means there will be many wonderful and unique dining opportunities, but you may also encounter longer waits at participating restaurants.

Reservations are recommended this week.

For more information about Maine Restaurant Week, including restaurants who have decided to participate, please visit their website:

www.mainerestaurantweek.com

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Special Thanks

Special Thanks to...

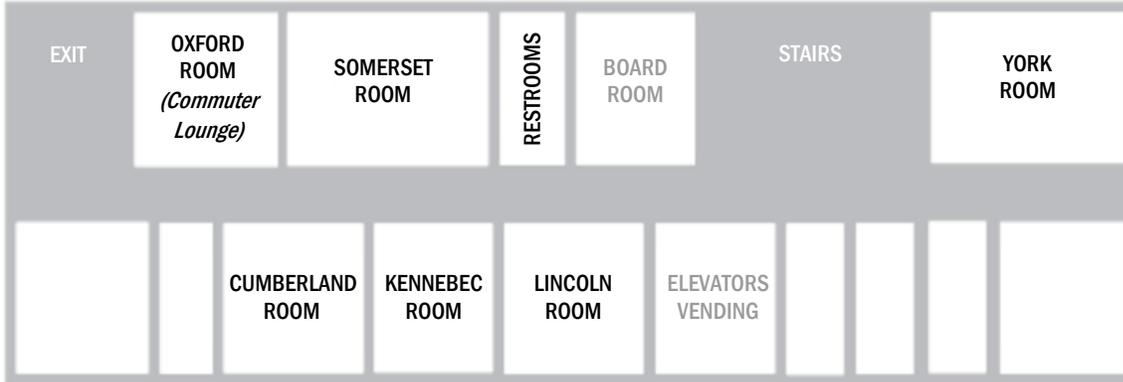
On behalf of NACADA Region One, the Conference Committee would like to extend our gratitude to the following institutions and vendors who contributed vital work and/or donations to help make this conference possible.

- Lindt Chocolates
- Northeastern University - Center for Financial Independence
- Northeastern University - College of Professional Studies
- Northeastern University - Coop Connections
- Northeastern University - Financial Aid
- Northeastern University - Orientation and Parent Programs
- Northeastern University - The N.U.in Program
- Northeastern University - Veterans Services
- Southern Maine Community College - Bookstore
- University of Massachusetts Boston - Bookstore
- University of Massachusetts Boston - College of Management
- University of Vermont Grossman School of Business

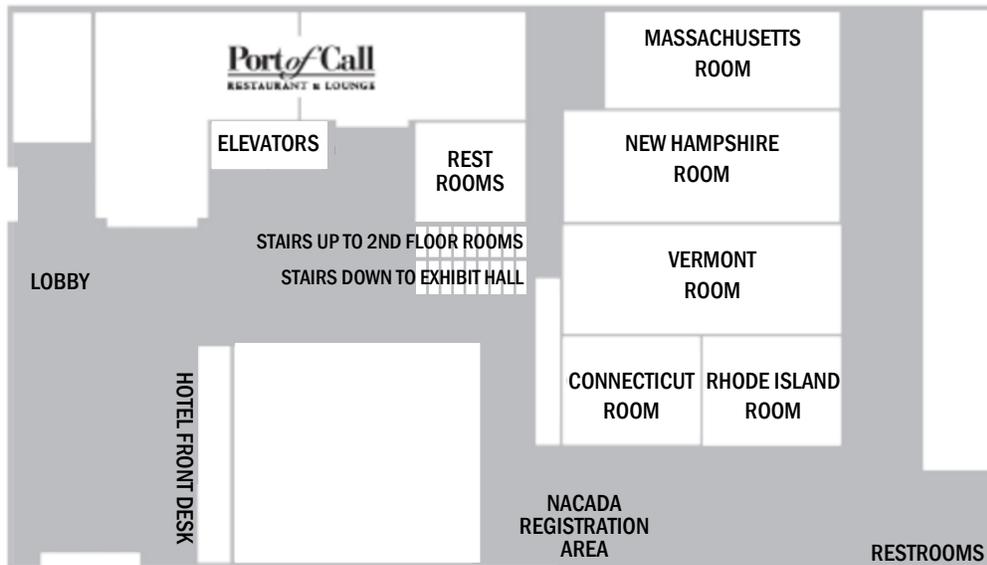
HOLIDAY INN BY THE BAY FLOOR PLAN



2ND FLOOR MEETING ROOMS



1ST FLOOR LOBBY AND CONVENTION HALL LEVEL



CASCO BAY EXHIBIT HALL - G₃ LEVEL

