Advising Without Borders
Toronto 2016

Region 5
National Academic Advising Association
(NACADA)
The Global Community For Academic Advising
Sheraton City Centre Toronto
123 Queen St. West

NACADA Region 5 Room list
2nd Floor

Dominion Ballroom—42 and 43
Churchill—46
Provincial Ballroom North—48
Provincial Ballroom South—49
Wentworth—51

Kenora—52
Huron—53
Kent—54
Simcoe/Dufferin—55, 56
Waterfall Garden—60

@NACADA_Rg5_2016
http://www.facebook.com/NACADA-Region-5
## Region 5 Conference: Schedule at a Glance

### Wednesday, April 6

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 am-6:00 pm</td>
<td>Registration and Hospitality Booths Open, 2nd Floor Foyer</td>
</tr>
<tr>
<td>1:00 pm-5:15 pm</td>
<td>Pre-Conference Sessions</td>
</tr>
<tr>
<td>12pm—5:00pm</td>
<td>Exhibitors Open, 2nd Floor Foyer</td>
</tr>
<tr>
<td>4:15 pm-5:15 pm</td>
<td>NACADA Orientation for First Time Attendees, Simcoe/Dufferin</td>
</tr>
<tr>
<td>7:00 pm-9:00 pm</td>
<td>Opening Reception</td>
</tr>
</tbody>
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### Thursday, April 7

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 am-4:30 pm</td>
<td>Registration and Hospitality Booths Open, 2nd Floor Foyer</td>
</tr>
<tr>
<td>7:00 am-5:00 pm</td>
<td>Exhibitors Open, 2nd Floor Foyer</td>
</tr>
<tr>
<td>7:30 am-8:30 am</td>
<td>Breakfast (provided) Dominion Ballroom</td>
</tr>
<tr>
<td>8:30 am-9:15 am</td>
<td>Welcome – Brad MacIssac, Registrar and AVP Planning and Analysis, University of Ontario Institute of Technology Elaine Popp, Vice-President, Academic, Durham College</td>
</tr>
<tr>
<td>9:30 am-10:30 am</td>
<td>Concurrent Session I</td>
</tr>
<tr>
<td>10:45 am-11:45 am</td>
<td>Concurrent Session II</td>
</tr>
<tr>
<td>12:00 am-1:30 pm</td>
<td>Lunch (provided), Keynote Speaker – Charlie Nutt—Executive Director, NACADA</td>
</tr>
<tr>
<td>1:45 pm-2:45 pm</td>
<td>Concurrent Session III</td>
</tr>
<tr>
<td>3:00 pm-4:00 pm</td>
<td>Concurrent Session IV</td>
</tr>
<tr>
<td>4:15 pm-5:15 pm</td>
<td>State/Province Meetings</td>
</tr>
<tr>
<td>5:30 pm-6:30 pm</td>
<td>Common Reading Session</td>
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### Friday, April 8

<table>
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</thead>
<tbody>
<tr>
<td>7:30 am-9:00 am</td>
<td>Registration and Hospitality Booths Open</td>
</tr>
<tr>
<td>7:30 am-8:30 am</td>
<td>Poster Session, 2nd floor foyer</td>
</tr>
<tr>
<td>7:30 am-8:30 am</td>
<td>Breakfast (provided), Dominion Ballroom</td>
</tr>
<tr>
<td>8:30 am-9:00 am</td>
<td>Region 5 Business Meeting, Dominion Ballroom</td>
</tr>
<tr>
<td>9:15 am-10:15 am</td>
<td>Concurrent Session V</td>
</tr>
<tr>
<td>10:30 am-11:30 am</td>
<td>Concurrent Session VI</td>
</tr>
<tr>
<td>11:45 am-12:30 pm</td>
<td>Closing Session, Dominion Ballroom</td>
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Welcome from the Region 5 Chair

Welcome to “Advising Without Borders” NACADA Great Lakes Region 5 2016 Conference! We are so excited to have so many NACADA members and prospective members gather here in Toronto Ontario, Canada! This is a beautiful venue for our Region 5 Annual Conference. You will find outstanding pre-conference sessions, concurrent sessions, poster sessions and networking opportunities here at the conference. Each attendee has the opportunity to take away valuable information to enhance advising practice on the campuses represented. Take back our enthusiasm and earnest pursuit of advising excellence to your colleagues! There is something for everyone.

If this is your first NACADA conference, you will make real friends from different institutions. Please make sure to participate in the NACADA Orientation for First Time Attendees which will provide an overview of how to gain the most from your conference experience as well as connect with NACADA leadership. We will share how to get involved in NACADA and grow as an advising professional. Involvement in NACADA has a way of turning friendly competitors into long-lasting friends and, in many cases, chosen family.

Speaking of family, the “pied piper” of over 16,000 NACADA members world-wide, NACADA Executive Director Charlie Nutt, is here from NACADA’s Executive Office at Kansas State University to share his vision and passion for the profession. Many of us know and love Charlie for his heart, hard work, and advancement of the profession. Charlie is an amazing person so when you get a minute during the conference stop by to meet him.

You are welcome to follow events and updates through our Twitter account @NACADA_Rg5_2016 using #nacadar5. Also, don’t forget to “like” the NACADA Region 5 Facebook page for regional and conference updates and announcements throughout the year.

During your free time, enjoy the beautiful city of Toronto with outstanding shopping, theatres, museums, wineries, restaurants, and other enjoyable activities. Many thanks to our fantastic Ontario conference committee chaired by Patricia MacMillan and Rhonda Christian. They each have done a fantastic job to provide us with an outstanding conference!

Best wishes for a wonderful conference!

Nancy Roadruck
Great Lakes Region 5 Chair, NACADA (2015-2017)
Kent State University
nroadruc@kent.edu
Welcome from 2016 Conference Co-Chairs

Welcome to Toronto, T.O., the T-dot, The Big Smoke, the 6ix!

We are excited to welcome you to this beautiful city and the largest NACADA Region 5 conference to be held in Ontario. On behalf of our amazing steering committee, we hope you enjoy your conference experience and get out of it everything you hoped for.

We have embraced the “Advising without Borders” theme within our steering committee as we have members from both Canada and the United States who are crossing our borders to make this a fantastic conference experience. The status of academic advising in the United States and Canada may not be exactly the same but the core of student services and student support in the advising role remains consistent no matter your location. Enjoy meeting new colleagues from both sides of the border and sharing best practices and ideas. We look forward to meeting you at our welcome reception on Wednesday night at 7 p.m. in the Provincial Ballroom.

Toronto is a diverse, multicultural city ready for you to enjoy. There are many attractions, dining, shopping and entertainment options available to you downtown and throughout the city. Please stop by the hospitality booth for information and suggestions.

This conference would not have been possible without the incredible support we received from our region chair, Nancy Roadruck, and the fantastic crew in the executive office of NACADA. Thank you for believing in and supporting us in so many ways.

Please make sure you follow us on social media:

NACADA Region 5 Facebook page
Twitter at @NACADA_Rg5_2016
#nacadar5

Sincerely,

Rhonda Christian and Patricia MacMillan
Toronto 2016 Co-Chairs
Region 5 Leadership

Region 5 Chair
Nancy Roadruck
Kent State University

Past Region 5 Chair
Deb Dotterer
Michigan State University

2016 Region 5 Conference Chairs
Rhonda Christian
Durham College

Patricia MacMillan
University of Ontario Institute of Technology

State/Province Liaisons

Allison Logan, Ohio
University of Cincinnati
loganan@ucmail.uc.edu

Mark Vegter, Illinois
Illinois State University
mavegte@ilstu.edu

Kelly Pistilli, Indiana
Purdue University
kpistilli@purdue.edu

Paul Beasley, Michigan
Davenport University
Paul.beasley@davenport.edu

Angela Swenson-Holzinger, Wisconsin
University of Wisconsin-Stout
swenson-holzingera@uwstout.edu

Rhonda Christian, Ontario
Durham College
Rhonda.christian@durhamcollege.ca
### 2016 NACADA Region 5 Conference Planning Committee

**Feedback/Evaluation Coordinators**  
Derrick Fairman  
_Seneca College_

Sandra Ngan  
_University of Toronto_

**Hospitality/Transportation Coordinators**  
Bryan Butryn  
_University of Ontario Institute of Technology_

Theeben Jagatheesan  
_University of Ontario Institute of Technology_

**Common Reading Coordinator**  
Christy Carlson  
_Trent University_

Craig Cameron  
_Trent University_

**Conference Mentoring and Networking Coordinators**  
Shannan Stryjewski  
_Indiana University School of Public Health_

Michela Buccini  
_University of Cincinnati_

**Programming Committee**  
Christy Carlson  
_Trent University_

Craig Cameron  
_Trent University_

Terri Farr—Poster Session  
_University of Illinois-Urbana Champaign_

Shaunte Rouse—Pre-Conference  
_Kent State University_

**Registration Coordinator**  
Alison Lahn  
_Brock University_

**Communication Coordinator**  
Andrea Legato  
_Western University_

**Volunteers Coordinator**  
Diana Bunstead  
_Western University—Huron College_

**Cover Design**  
Tom Horton  
_Durham College_

### Proposal Readers

Melanie Buddle, _Trent University_  
Bryan Butryn, _University of Ontario Institute of Technology_  
Shannon Burton, _Michigan State University_  
Heather Craig-Morton, _Sheridan College_  
Courtney Drew, _Carthage College_  
Teri Farr-Beinhke, _Illinois State University_  
Spring Forsberg, _Queens University_  
Tara Funston, _University of Ontario Institute of Technology_  
Jonelle Golding, _Michigan State University_  
Jill Johnson, _University of Guelph_  
Emily Laverty, _University of Ontario Institute of Technology_  
Allison Logan, _University of Cincinnati_  
Marcia Pedriana, _University of Wisconsin-Whitewater_  
Sarah Stevens, _University of Southern Indiana_  
Kara Woodlee, _Indiana University-Purdue University Indianapolis_
The National Academic Advising Association (NACADA) is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

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

NACADA evolved from the first National Conference on Academic Advising in 1977 and has over 11,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

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

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

NACADA Strategic Goals
- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association
Brad MacIsaac holds two prominent roles at the University of Ontario Institute of Technology (UOIT). As Assistant Vice-President, Planning & Analysis, MacIsaac leads a team dedicated to rigorously examining student data related to enrolment planning, budget modelling and space forecasting, and their subsequent integration. He also serves as UOIT’s Registrar, leading student recruitment which includes international students, records and registration, financial aid and awards, scheduling, and convocation. He joined UOIT in August 2003 as a Planning and Budget Officer in UOIT’s Faculty of Health Sciences. In 2009, he was appointed Director of Academic Planning and Operations, and rose to Assistant Provost, Planning and Analysis in 2011. Prior to joining UOIT, MacIsaac was at York University, and the Faculty of Administration at the University of New Brunswick. MacIsaac began his career in the Armour and Artillery Schools of the Canadian Armed Forces. A business major, MacIsaac received his Bachelor of Arts in Commerce from the Royal Military College in 1996, earned his Master of Business Administration from UNB in 2000, and in 2005, completed a University of Manitoba Certificate in University & College Administration. Previously, he taught undergraduate courses at UOIT, York University and UNB.
Dr. Elaine Popp is the Vice-President, Academic for Durham College (DC), bringing more than 15 years of senior academic leadership to her position.

Before joining DC, Popp’s most recent role as associate vice-president, Academic, at Humber College, saw her chairing the Academic Framework Committee where she oversaw the review and development of academic regulations, policies and procedures to support and guide program development, implementation and delivery. She was also responsible for leading the development of institutional space allocation and request processes, participating as the academic sponsor for the implementation of a new Enterprise System project and co-chairing the Strategic Enrolment Management Advisory Council with responsibility for the development of the college’s strategic enrolment management framework.

Before taking on the role of associate vice-president, Academic at Humber, Popp was head of the Kinesiology degree program at the University of Guelph- Humber in Etobicoke, Ont. In this position, she designed, developed and executed curricula for the program. At the same time, she was also the associate dean of the School of Hospitality, Recreation & Tourism at Humber where she had oversight in recognizing and supporting teaching excellence. She led the development and successful launch of several diploma, degree and post-graduate programs and reviewed and updated program and course curricula. She was a member of the Research Ethics Board, Academic Appeal Committee, Academic Operations Committee and Student Success Committee.
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.
Exhibitors

AdviseStream
The AdviseStream cloud-based software platforms build community, encourage collaborative planning with advisors, and streamline processes for student success. Students are empowered to take control of their academic and career paths by creating and modifying multi-year plans, collaboratively designing their co-curricular experiences, and translating their achievements into e-folio and résumé formats.

Canadian Education and Research Institute for Counselling
CERIC is a charitable organization that advances education and research in career counselling and career development, in order to increase the economic and social well-being of Canadians. It funds projects that build the knowledge and skills of career professionals, hosts the annual Cannexus conference, publishes *The Canadian Journal of Career Development* and runs the ContactPoint/OrientAction online communities. [www.ceric.ca](http://www.ceric.ca)

College Board
The College Board, a mission-driven, not-for-profit membership organization, challenges all students to own their future by practicing hard and taking advantage of every educational opportunity. Our College-Level Examination Program® (CLEP®) allows students to demonstrate mastery of introductory college-level material and earn credit with a passing score on any of the 33 examinations.

Cranium Café
Cranium Cafe is the only real-time communication platform that is federally approved for FERPA and ADA and was awarded the California Community Colleges Online Advising & Counseling FRP. Our real-time student services platform is a 5-in-1 software; online scheduling, virtual lobby, real-time walk-in appointments, video conferencing, and data/analytic reporting with “no shows” and student tracking — all in one amazing platform.

Unicon
Unicon provides IT services and support for open source student success and retention solutions, including learning analytics and Student Success Plan (SSP), advisor case management. Learning analytics is crucial in identifying at-risk students. SSP provides a holistic counseling model for interventions and integrated planning and advising services (IPAS).

University of Florida Flexible Learning
UF Flexible Learning provides anyone access to high-quality online courses in a flexible format. Students can enroll at any time, 365 days a year, and have 16 weeks to complete the course. UF Flexible Learning offers several courses in key subject areas such as Psychology, English, Mathematics, Business, Sociology, and Foreign Languages.
In Memory of our friend and Steering Committee member

Kinam Kim

Kinam was one of the first people to jump on board with Rhonda and Patricia when he heard about the Region 5 Conference coming to Toronto. He was instrumental in the early planning stages of the conference and his presence here is greatly missed.
**NACADA Regional Awards—Region 5**

**Excellence in Advising Award—Primary Advising Role**
Laurie Shano  
Oakland University

Peter Spreitzer  
The Ohio State University

**Excellence in Advising—New Advisor**
Amanda J. Clark  
Grand Valley State University

Elizabeth Freedman  
Purdue University

Jessica Wekkin  
University of Wisconsin-Stout

**Excellence in Advising—Advising Administrator**
Suzanne M. Dantuono  
The Ohio State University

Mark Hurley  
Indiana University – Bloomington

**Individual Grant Winner**
Dr. Robert Detwiler  
Siena Heights University

Jillian Thomas  
York University

Pamela Schoessling  
University of Wisconsin-Milwaukee

**Crossing Borders Grant**
Jamie Newby  
MacMurray College

**State and Province Allied Organization Grant**
The Ontario Academic Advising Professionals (OAAP) - Diana Bumstead, Chair

**Service to Region 5 Award**
Michael “Brody” Broshears  
University of Southern Indiana
NACADA Association 2015 Awards - Region 5

Outstanding Advising Program Award
Tim Fitzgibbon  University of Southern Indiana  Certificate of Merit

Outstanding Advising Award—Primary Advising Role
Maureen Bell-Werner  Southern Illinois University Edwardsville  Certificate of Merit
James Eckerty  Indiana University Purdue University Indianapolis (IUPUI)  Winner
Rosemary Ricci  Purdue University  Certificate of Merit
L. Danielle Whitaker  The Ohio State University  Winner

Outstanding Advising Award—Faculty Academic Advising
J. Michael Allsen  University of Wisconsin-Whitewater  Certificate of Merit
Carolyn Gentle-Genitty  Indiana University  Certificate of Merit

Outstanding New Advising Award—Primary Advising Role
Colleen Brown  Purdue University  Winner
Krista Malley  Oakland University  Winner
Mary Beth Overby  Southern Illinois University Edwardsville  Certificate of Merit
Jessica Sarver  Indiana University Southeast  Certificate of Merit

Outstanding Advising Award—Academic Advising Administrator
Angela Kellogg  University of Wisconsin—Stevens Point  Winner

Michael C. Holen Pacesetter Award
Jonathan Rosenthal  Illinois State University  Winner

Assessment Institute Scholarship
Mehgan Clark  University of Wisconsin Oshkosh  Winner

Wesley R. Habley NACADA Summer Institute Scholarship
Andrew Brown  Western Michigan University  Winner
Kelly Czack  Ohio University  Winner
**Wednesday, April 6**

### Pre-Conference Sessions

<table>
<thead>
<tr>
<th>Time</th>
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<th>Meeting Room</th>
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<tbody>
<tr>
<td>1:00-3:00 pm</td>
<td>P1: Happiness, Meaning Making, and the Advising Profession</td>
<td>Kenora</td>
</tr>
<tr>
<td>1:00-3:00 pm</td>
<td>P2: Advising in Ontario: Roundtable Discussion about Current State Facilitated by OAAP, CACUSS and NACADA</td>
<td>Wentworth</td>
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<tr>
<td>1:00-3:00 pm</td>
<td>P3: Incorporating Social Justice into Advising</td>
<td>Kent</td>
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**P1: Happiness, Meaning Making, and the Advising Profession**  
*Michael “Brody” Broshears—University of Southern Indiana*

Are you happy in your role as an academic advisor or advising administrator? Have you struggled achieving happiness in your personal life? This interactive session will highlight recent research on happiness and give participants an opportunity to create their own definitions of happiness and discuss what stops us from being happy in our personal and professional lives. An overview of the 2009 NACADA advisor satisfaction survey will be utilized to dispel happiness myths within the profession with a focus on actual satisfaction data. Additional connections will be made to the advising profession and different advising leadership models as a means to achieving happiness as part of our day-to-day work with students and staff. Finally, strategies to improve happiness/meaning making will be discussed.

**P2: Advising in Ontario: Roundtable Discussion about Current State Facilitated by OAAP, CACUSS and NACADA**  
*Tim Fricker—Mohawk College*

This is a roundtable for Canadian NACADA members only. It will be co-facilitated by leaders from OAAP, CACUSS and the NACADA Canada Interest Group. Participants will have a unique opportunity to network, share ideas, and propose objectives for each of these associations. Brief presentations will include: (1) recent national Canadian survey data on academic advising; (2) current state and plans of OAAP, CACUSS and the Canada Interest Group. Following these presentations, the discussions will be around a few key questions, which will include the following topics: networking; communications; professional development; association partnerships; and research. The goal of the roundtable discussion is to collect ideas that can be shared with these organizations to inform any future plans they may have.

**P3: Incorporating Social Justice into Advising**  
*Sarah Stevens—University of Southern Indiana*

With the background of the #BlackLivesMatter campaign, the recent protests about structural racism on campuses, the increased visibility of LGBTQIA students, and a divisive U.S. presidential campaign highlighting ideological differences, advisors—especially white, heterosexual, middle-class advisors—may find themselves wondering how social justice issues impact their work with students. This session is meant as a primer for advisors who are beginning to think about identity, privilege, and working with diverse students. Using critical pedagogy, feminist theory and intersectionality, we will unpack our relationships with students, the content of our advising sessions, and the structure of our institutions.
P4: Show Some Skin: Engaging Identity and Difference through Advising Practice

*Cecilia Lucero – University of Notre Dame*

Campuses often address issues of diversity by reacting to crises after they erupt. *Show Some Skin*, a student-led project at Notre Dame, takes a “pre-action” approach in engaging difficult and often divisive topics about identity and difference. This project entails a year-long process of writing, rehearsing, and performing original monologues about race, gender, class, and other aspects of identity. Grounded in critical race theory, *Show Some Skin* is a valuable resource for students and advisors. This presentation shows how advisors can adapt *Show Some Skin* to help students develop a growth mindset and 21st-century skills such as cultural competence, personal accountability, and social responsibility. Participants will also learn how the model contributes to advisors’ own professional development and practice.
P6: How do you KNOW that they know? Creating and Assessing Student Learning Outcomes  
*Mart Beth Lencke, Sheila Hurt—Purdue University*

Advisors teach many courses – first-year orientations, service or experiential learning classes, career development classes, and more. We want students to learn about themselves, explore majors and careers, and reflect on off-campus learning opportunities, but it can be difficult to know what they’re actually learning. If there are no right or wrong answers, how do we establish and assess our student learning outcomes?

Do your learning outcomes address the most important things you want students to know? How do you ensure that the class material supports the outcomes? Do you actually assess student learning or just hope for the best? Participants will receive personalized feedback and practical strategies for determining what their students actually learn.

P7: Negotiating Difference Towards Promising Practices for African American Males Through Advising  
*Dr. Derrick Jenkins, Dewey Clark—Cincinnati State Technical and Community College*

This session is created to discuss diversity through the lens of advising and the importance of recognizing the intangibles of culture to individual advisors and the students we serve. Often we discount or virtually omit the role our cultural perspective plays in our daily lives and how culture can either enhance or hinder our ability to connect with students and, in this case, African American males. This presentation is conducted by two Advisors who assist in conducting a black male retention program at an institution with historically low graduation rates for African American males. Join the discussion about how the Advising profession plays a critical role in the academic success of these students moving from at-risk to at-promise.

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This Session is Free

On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to campus. If this is your first time at this regional conference, attending our NACADA Orientation is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are a part.
Wednesday, April 6

Welcome Reception

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NACADA
REGION 5 CONFERENCE

GREAT CANADIAN FOOD & FUN FAIR

WHEN & WHERE
Wed. April 6th, 2016
7pm - 9pm

Sheraton’s—Provincial Ballroom

PLEASE JOIN US!
Toques optional

FOOD SAMPLING
- Poutine
- Canadian Artisan Cheeses
- Inuksuk Veggies
- Beaver Tails
- Made with Maple Syrup—EH!

FUN & GAMES
- Quiz Balls—The Eh! Team
- Canadian Trivia
- Photo Booth
- Future Teller
- The Story Behind....
### Thursday, April 7

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<tr>
<td>9:30-10:30 am</td>
<td><strong>C1</strong>: A University-Wide Undergraduate Advising “Professional Practice Model”</td>
<td>Provincial North</td>
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<td></td>
<td>C2: My Parents Won’t Like That: Acknowledging Parental Involvement While Promoting Student Self-Authorship in Academic Advising</td>
<td>Churchill</td>
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<tr>
<td></td>
<td>C3: Taking What Students Should “Know, Do, and Value” from Theory to Practice Through Assessment</td>
<td>Provincial South</td>
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<tr>
<td></td>
<td>C4: Professional Success Without Borders – NACADA’s Emerging Leader Program</td>
<td>Kenora</td>
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<td></td>
<td>C5: Demonstrating Our Value: Creative Ways to Contribute on Campus</td>
<td>Huron</td>
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<td></td>
<td>C6: Becoming a Culturally Competent LGBTQ Advisor: Advising Without Bias</td>
<td>Wentworth</td>
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<td></td>
<td>C7: Narratological Advising</td>
<td>Kent</td>
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**C1. A University-Wide Undergraduate Advising ‘Professional Practice Model’**  
*Lara Ubaldi - York University*

Creating a ‘professional practice model’ for academic advising at a 55,000-student, inter-disciplinary, commuter school was a challenge that we undertook for 2015. This session will share the process through which we developed an advising Professional Practice Model. In this session, participants will experience the model and apply it to their own professional development. The Model begins with a Competency Framework for staff and faculty advisors who are developing, refining and mastering advising skills, knowledge and attitudes. It also includes team & individual development planning, a curriculum that maps competencies to classroom-based and self-paced professional development activities, 7 new learning modules, an annual conference bringing together our advising community of practice, and a regular reading and discussion forum.

**C2. My Parents Won’t Like That: Acknowledging Parental Involvement While Promoting Student Self-Authorship in Academic Advising**  
*Melanie Buddle – Trent University*

How do advisors acknowledge the value of parental support while nudging students toward self-authorship? If, as Baxter Magolda suggests, today’s students are not achieving self-authorship until after graduation, are expectations too high? We can acknowledge that self-authorship happens later for today’s students, and recognize the value of parental involvement, while also supporting student independence. I discuss what kind of parental involvement is helpful: There is value in the relationships between today’s students and their parents. We need not dismantle that source of help. But if students make educational decisions based on what parents want, and cannot recognize their own needs, we can play a role in helping them take steps toward change.
C3. Taking What Students Should “Know, Do, and Value” from Theory to Practice Through Assessment
April Thomas-Powell, Jason Pennington - Oakland University

Identifying specific, measurable learning outcomes targeting student development and learning within the adviser/student relationship is paramount to assuring quality academic advising. This session demonstrates how Oakland University defined learning outcomes in adviser/student interactions through what students should “Know, Do, and Value,” and the process it took in assessing how the learning outcomes were being met. It will also demystify the intensive processes and methodologies associated with assessing academic advising within a decentralized advising model.

C4. Professional Success Without Borders – NACADA’s Emerging Leader Program
Debra Dotterer, Jonelle Golding - Michigan State University
Wiona Porath - Siena Heights University
Michelle Ware - University of Notre Dame
Teri Farr – University of Illinois

Are you interested in getting more involved with NACADA leadership but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA leaders? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA’s Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA’s leadership. Since its inception, it has paired leaders with mentors, helping to shape NACADA’s mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved and experience professional success without borders!

C5. Demonstrating Our Value: Creative Ways to Contribute on Campus
Angie Swenson-Holzinger, Jessica Wekkin - University of Wisconsin-Stout

Higher education’s financial climate has created a need for advisors to demonstrate our value. While advisors consistently advocate for students, we often feel uncomfortable advocating for ourselves. Faced with this challenge, advisors at University of Wisconsin-Stout utilized their Strong Interest Inventory® certifications to offer workshops for faculty and staff, entitled, “Love Your Job: Identifying Untapped Interests to Increase Job Satisfaction” to showcase skills typically only experienced by student advisees. Attendees will be challenged to consider how to harness their unique skills and create strategies for intentionally communicating and exhibiting their impact while simultaneously serving their campus communities in innovative ways.

C6. Becoming a Culturally Competent LGBTQ Advisor: Advising Without Bias
Mark Vegter—Illinois State University
Paul Beasley—Davenport University

Lesbian, Gay, Bisexual, Transgender, Queer students are increasingly visible on college campuses today. Advisors are key in their academic success and social transition through college. To accomplish this advisors need to understand their own cultural competencies and develop means to improve them to better work with LGBTQ students. This session will help advisors gain an understanding of their own cultural competency specifically with LGBTQ students, engage in activities to improve those competencies, and discuss how to incorporate their cultural competencies into their advising practices. Discussion will include the coming out process and its relationship to advising, ally development, exploring major and career interests in a LGBTQ affirming environment. Advisors should have tangible takeaway action plans to be used on their campus.
C7. Narratological Advising

Peter Hagen - Stockton University

Narrative is an indispensable component of all advising interactions. Advising well—i.e., transcending the mere conveyance of information—requires narrative skill, which can be taught. The presenter will suggest possible ways in which advisors can focus on the narrative skills they already possess and how they might become more skilled in the use of narrative in advising.
Thursday, April 7

Concurrent Conference Session II

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<tr>
<th>Time</th>
<th>Session Number &amp; Title</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>10:45-11:45 am</td>
<td>C8. An Undergraduate’s Tale: Advising and E-Portfolios in Three Acts</td>
<td>Provincial North</td>
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<td>C9. Advising Across the Campus: A Strategic Plan for Student Success</td>
<td>Churchill</td>
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<td>C10. Academic and Career Advising: A Collaboration for Student Success</td>
<td>Provincial South</td>
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<td>C11. Bridging the Gap: Finding the “Sweet Spot” When Introducing Academic Information to New Students</td>
<td>Kenora</td>
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<td>C12. How to Make the Most of Your Mentoring Partnership</td>
<td>Huron</td>
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<td>C13. Integrating Academic and Career Advising – Some Successes</td>
<td>Wentworth</td>
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<td>C14. Shattering the Magic Mirror: Promoting Student Resilience</td>
<td>Kent</td>
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</table>

C8. An Undergraduate’s Tale: Advising and E-Portfolios in Three Acts  
*Alison Schmidt, Abigail Frank - The College of Wooster*

Lights! Camera! Action! E-portfolios . . . a timely example of how institutions can incorporate technology into an advising process that encourages student participation and provides invaluable assessment data. The goals of this session are to highlight a progression of three types of e-portfolios (advising, learning, and professional) that align with institutional mission and goals, to show how to use portfolios as a foundation for developmental advising that deepens student learning, and to address technological and institutional challenges faced during implementation, while facilitating student and faculty buy-in. Join us for an engaging experience that gives a real-life voice to the purpose of portfolios in advising. Attendees will walk away with deep insight into the progression of e-portfolios in developmental advising.

C9. Advising Across the Campus: A Strategic Plan for Student Success  
*Shea Ellingham – Mount Royal University*

This session will examine the gaps in understanding among students, staff, and faculty about the critical role that advisors play in student success. In an institution where academic advising falls into the domain of different departments it is challenging to bring everyone together and effect meaningful change. However, through the implementation of a strategic communication plan, and the creation of a campus advising network, the profile of advising at Mount Royal University has evolved. Students report increased satisfaction with their advising interactions, and campus stakeholders report a better understanding of the relationship between the work of advising and student success. Come and learn about the strategic planning process and how this strategy has resulted in positive change across the campus.
C10. Academic and Career Advising: A Collaboration for Student Success  
Elissa Clemons - University of Detroit-Mercy  
Cynthia Merritt - Wayne State University

Academic advisors and career services advisors provide the opportunity to assist in retention and persistence efforts at post-secondary institutions. The lack of a clear academic focus as it relates to future career goals is noted as one of the factors for students delaying enrollment and/or a decline in graduation rates. Identifying opportunities to increase awareness of the career decision making process for students, staff, faculty and administration can be instrumental in student success. Through video captions and dialogue, this interactive session will allow participants to discuss ways to strengthen the partnership between academic advising and career advising as it relates to students’ major and career selections.

C11. Bridging the Gap: Finding the “Sweet Spot” When Introducing Academic Information to New Students  
Amy Anderson, Alexandra Davidson - University of Ontario Institute of Technology

As Advisors we struggle to find the right time/venue to introduce academic information to new students. Much of what we would like to convey is lost in the chaos and excitement of start-up. However, we often realize that those in jeopardy are lacking key academic information and know-how. We frequently encounter students who are at-risk due to an inability to successfully navigate the academic environment. The FSSH Advising Office at UOIT developed Intake Sessions for new students to address these challenges. In this session we will share the details of the development and execution of this program, including curriculum and resources. Gain the tools to easily adapt and develop such a session at your institution!

C12. How to Make the Most of Your Mentoring Partnership  
Michela Buccini - University of Cincinnati, Blue Ash College  
Shannan Stryjewski - Indiana University-Bloomington  
Theresa Hitchcock - University of Louisville

Mentoring is an important aspect of one’s professional development. The NACADA Region 5 Mentoring Program allows for new advising professionals to be paired with an experienced advisor within Region 5 providing a greater network and collaboration among Region 5 members.

During this concurrent session registered mentors and mentees will be given the opportunity to learn more about the Region 5 Mentoring Program. Participants will review the benefits of a mentoring program and create expectations for one another. Mentoring pairs will develop an action plan for the upcoming year during this highly interactive session.

This session is open to those who have registered prior to the conference to be a part of the Region 5 Mentoring Program.
Thursday, April 7

C13. Integrating Academic and Career Advising – Some Successes
Miguel Hahn, Joyce Hunter - Queen's University

Career preparation is a key reason students attend university and students look for assistance in making course and career choices. For students, career and academic decisions are intertwined, but the supports, academic advisors and career advisors, often work separately in different units. Advisors at Queen’s University are working to better integrate academic and career advising and will share several successes. A joint committee has created an on-going forum for regular communications, learning, and projects, including the Major Maps. This set of 44 degree specific maps provide integrated academic, co-curricular and career messaging and were recognized with a 2015 CACEE Excellence in Innovation Award. Participants will learn about these and other initiatives and discuss applications on their campuses.

C14. Shattering the Magic Mirror: Promoting Student Resilience
Kristin Lively, Carlota Toledo - Indiana University School of Medicine

Advising high achieving students across the border from first-time failure to success requires a crucial skill set. During this journey students undergo far more stress, burnout, anxiety, and depression than ever before. Advisors serve as guides, address wellness and offer support as a mentor, coach and counselor. So which high-impact low-cost practices could advisors use to help students survive this difficult first-time border crossing? This session will introduce resilience and communication theory, examine best practices for resilience training and discuss the role advisors play in shattering the perfectionist image which can prevent students from moving from failure to success. Participants will apply theory to practice by discussing several advising case studies across undergraduate, graduate and professional careers which address advising challenges, innovative solutions and best practices.

St. Lawrence Market
Thursday, April 7

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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>12:00-1:30 pm</td>
<td>Lunch (provided), Keynote Speaker – Charlie Nutt NACADA Executive Director</td>
<td>Dominion Ballroom</td>
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**Creating Student Success: Advising Without Borders**  
Charlie Nutt, Executive Director, NACADA

Across the globe higher education continues to change due to changes in funding formulas, continued financial deficits, and increased focus on employability, academic advising must also change and adapt in order to strengthen its role in the academic mission of our colleges and universities. Additionally, as the use of technology and predictive analytics grows, it is essential that academic advisors be included in the decision making and implementation of such systems or academic advising will regress to mere course schedule or pathway audits. Consequently, we must prepare carefully and intentionally for the role of the future. This presentation will outline the strategies we must incorporate across all borders as we prepare for the future.
### Thursday, April 7

**Concurrent Conference Session 3**

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<tr>
<th>Time</th>
<th>Session Number &amp; Title</th>
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<tbody>
<tr>
<td>1:45-2:45 pm</td>
<td>C15. “What’s Wrong With YOU?” - Using Behavioral Style Techniques to Move from Judgement to Understanding</td>
<td>Provincial North</td>
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<td>C17. Like Mother, Like Daughter</td>
<td>Provincial South</td>
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<td>C18. Reaching Beyond Our Walls: Breaking Down Barriers to Engaging Non-Traditional Students</td>
<td>Kenora</td>
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<td>C19. Crossing the Border from Academic Advising to Internships</td>
<td>Huron</td>
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<td>C20. Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing</td>
<td>Wentworth</td>
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<td>C21. Predictive Modelling and Intrusive Advising: Preliminary Findings from a Study at Mohawk College</td>
<td>Kent</td>
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**C15. “What’s Wrong With YOU?” - Using Behavioral Style Techniques to Move from Judgement to Understanding**  
MIACADA Best of Conference  
*Lynda Cribari – Davenport University*

You strive to deliver great customer service with your students, but have you ever caught yourself thinking . . .

"How many times do I have to explain this to him?" “She just doesn’t get it.” “There is just something about him that rubs me the wrong way.”

If the approaches you have been using aren’t getting the results you want, increasing your awareness of behavioral style may help! You will learn about the four behavioral styles and different methods to work effectively with others based on their style. Leave this session with techniques you can apply to positively impact results and relationships with students and colleagues.

**C16. Connecting Academic and Career Advising: A Conceptual and Practical Justification**  
*Michael "Brody" Broshears - University of Southern Indiana*

This interactive session will provide a conceptual and practical justification for why institutions should look to connect the concepts of academic and career advising. Conceptual assumptions related to academic and career advising that highlight reasons why integration would be beneficial along with the many practical realities that has led to the formal integration of these services on many of our campuses within the region will be examined.

Participants will have a chance to highlight their own challenges and successes with regards to connecting academic and career advising on their respective campuses. Specific strategies for moving forward on this issue will also be shared.
Thursday, April 7

C17. Like Mother, Like Daughter
Karen Case, Julie Hook - Indiana University-Purdue University Fort Wayne

You should always listen to your mother . . . or should you? This mother/daughter duo are both academic advisors in different departments at Indiana University-Purdue University Fort Wayne (IPFW). One has over 35 years of advising experience and is now a department chair, while the other one is new to the field of academic advising. This discussion will cross the generations from a seasoned baby boomer to a new millennial. Many topics will be discussed in relationship to students, co-workers, and the institution. Come listen, learn, and share a few laughs as this mother and daughter give each other advice from their own generational perspectives. We encourage audience participation by both new and seasoned advisors as you share your questions and experiences.

C18. Reaching Beyond Our Walls: Breaking Down Barriers to Engaging Non-Traditional Students
Dee Dee Bowers, Jason Howard - Franklin University

Faced with the challenges of supporting a diverse, non-traditional population, Franklin University staff developed the Student Engagement Lifecycle as a way of engaging their student body. With support of Customer Service Relationship technology, the Student Engagement Lifecycle offers support to students through structured proactive outreach in three defined phases of their education – Strong Start, Maintain & Sustain, and Next Step Prep. Presenters will share how they leveraged technology to develop a proactive communication plan to address common pitfalls to student success and support them through their most vulnerable times. Retention and assessment of the first year of the Student Engagement Lifecycle will be reviewed.

C19. Crossing the Border from Academic Advising to Internships
Susan Carfolo, Christina Costello - Youngstown State University

With the job market becoming so competitive for college graduates it is important for students to learn early in their academic career the importance of utilizing their college experience to ready themselves for the professional world. This program will discuss a collaborative approach used in academic advising that incorporates discussion about professional growth with emphasis on internships. We will introduce resources and programs which encourage students to ready them for the job market and how to incorporate the subject into academic advising meetings. The session will conclude with an activity for audience members to brainstorm ideas to take back to their department or campus.

C20. Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
Shannon Burton - Michigan State University

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 your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.
C21. Predictive Modelling and Intrusive Advising: Preliminary Findings from a Study at Mohawk College

Tim Fricker – Mohawk College

This is an innovative research project utilizing an experimental design to test new academic advising interventions for students before their first semester in college and the effect on student retention. The goal is to share a rare study on a Canadian college campus, and to demystify the research process. Discussion topics will include: research ethics; advisor training; student outreach, group advising practice, and preliminary findings. The approach will be a combination of lecture, individual reflection activities and group discussion. Participants will come away with an understanding of the study, the foundational literature used, and some resources to take back to their campus. This study is supported by HEQCO and the Access and Retention Consortium.
Thursday, April 7

Concurrent Conference Session 4

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<thead>
<tr>
<th>Time</th>
<th>Session Number &amp; Title</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>3:00-4:00 pm</td>
<td>C22. Coordinating Advising and Intervention Support Through Budget-Friendly Electronic tools: Ask an Advisor and Early Alert</td>
<td>Provincial North</td>
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<td>C23. A Conversation with NACADA Leaders</td>
<td>Churchill</td>
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<td>C24. Between Theory and Practice: The Advising Roundtables</td>
<td>Provincial South</td>
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<td>C25. New Student Workshops: Increasing Registration Beyond Orientation</td>
<td>Kenora</td>
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<td>C26. When &quot;No&quot; is the Answer</td>
<td>Huron</td>
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<td>C27. Laying the Tracks to Academic Success—One Probation Student at a Time</td>
<td>Wentworth</td>
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<td>C28. International Academic Advising: A Little Bit Country, a Little Bit Rock 'n' Roll</td>
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**C22. Coordinating Advising and Intervention Support Through Budget-Friendly Electronic Tools: Ask an Advisor and Early Alert**
*Penny Kaill-Vinish, Margaret Colton - McGill University*

In this session, participants will be introduced to two McGill University initiatives that address gaps in academic advising and early intervention. Ask an Advisor and Early Alert are innovative, yet simple program models that use pre-existing electronic tools to create sustainable, holistic and cost-effective solutions. Together, these tools maximize limited university resources and facilitate access to essential student support services. We will explore how this approach can be easily adopted by other large decentralized institutions that face challenges in resource allocation and inequitable outcomes in the provision of student support services.

**C23. A Conversation with NACADA Leaders**
*Shannon Burton, NACADA Board Member - Michigan State University*
*Nancy Roadruck, Region 5 Chair - Kent State University*
*Charlie Nutt, NACADA Executive Director - NACADA*

This session is designed for our leaders to provide information about the association 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, and to learn more about the Center for Academic Advising Research being opened at Kansas State University in the near future.
Thursday, April 7

C24. Between Theory and Practice: The Advising Roundtables
Susan Doyle, Christopher Matthews, Denise Guillot - University of Michigan Ann Arbor

In 2014, advisors at the University of Michigan began a series of programs called Advising Roundtables. We hoped to foster a shared sense of ourselves as an intellectual community with a range of academic backgrounds and expertise. In this session we will discuss the development of the programs, share rewards we have discovered, and point out the difficulties we have encountered. We will invite our audience to participate in a roundtable conversation to model one of our programs. Conference attendees will leave with a good sense of how to develop and present a similar program in their offices or among their colleagues, and with a new or renewed sense of how to incorporate a different version of professional development into an advising toolkit.

C25. New Student Workshops: Increasing Registration Beyond Orientation
Stephanie Pfeifer, Brittany Barrett - Columbus State Community College

Each Summer New Student Orientation dominates higher education advising culminating in a year’s worth of recruitment efforts, producing the bulk of new student enrollment for the academic year. What if Orientation sessions are not reaching every student? What if certain populations are inadvertently excluded by the half-day or full-day orientation format? In the quest to accommodate more students the New Student Workshops (NSW) were developed as a supplement to Orientation. Using the NSW as an advising tool, sessions are offered sporadically throughout the week, catching students who may otherwise choose not to attend. This presentation will explain the need for NSWs and the symbiotic relationship to orientation. Join us to learn about the interactive methods empowering new students for your Orientations and workshops.

C26. When "No" is the Answer
Jill Johnson - University of Guelph

This session examines the theory behind decision making and message delivery through the lens of academic advising. Moving from theory to practice, we will use examples of when an academic advisor needs to say "no" and how to do it effectively. Resources such as self-help books, various internet sources, and commentary from other "experts" don't reflect the specific needs of advising situations. Adaptation is required – and we’ll do it here. As academic advisors, we need to remember that we’re responding to a person while simultaneously representing institutional policies, regulations, and practice. This session will identify and practise skills and techniques for advisors communicating "no" in advising cases.

C27. Laying the Tracks to Academic Success—One Probation Student at a Time
Colleen Brown, Cara Wetzel - Purdue University

Academic Probation: The consequences of poor grades are the same regardless of the situation. However, the reasons why students end up on probation vary greatly. Thus, probation intervention programs should be tailored and comprehensive. In our session, we will discuss a one-on-one probation program we have used successfully for 12 years that can be customized to each student as well any advising style. Come experience some of the exercises we use to help uncover the root of each student’s academic difficulty and see how we lay the groundwork for better academic performance in the future. At the conclusion of our interactive presentation, you will have an easy-to-implement, effective, 4 step framework you can adapt for your own campus.
C28. International Academic Advising: A Little Bit Country, a Little Bit Rock 'n' Roll  
Theresa Wallace, Amelia Corrigan, Julie Lanz - Kent State University

Has an increase of international students and interest in studying abroad prompted a need to change how your advisers serve their advisees? With the increase in international students and education abroad interest in one particular college, a need arose to have specialized academic advisers who could navigate the unique needs of international and education abroad students. The International Programs Office in the College of Business serves 600 international students as well as provides advising for and promotes business-related education abroad opportunities. This session will cover the functions of the international-focused academic advising unit and how such a unit works to develop students no matter what countries they are from or to which countries they are going.

Royal Ontario Museum

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<tbody>
<tr>
<td>4:15-5:15 pm</td>
<td>Illinois</td>
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<td>Indiana</td>
<td>Churchill</td>
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<td>Michigan</td>
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<td>Ohio</td>
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<td>Ontario</td>
<td>Dominion Ballroom</td>
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<td>Wisconsin</td>
<td>Kenora</td>
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### Thursday, April 7

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Meeting Room</th>
</tr>
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</table>
| 5:30-6:30 pm | **Common Reading Session**  
*Academic Advising Informed by Self-authorship Theory*  
by Janet K. Schulenberg | Churchill    |

**Common Reading Chapter**


Excerpted from the book *Academic Advising Approaches: Strategies That Teach Students to Make the Most of College*. Copyright 2013 and reprinted with permission from NACADA: The Global Community of Academic Advising.

Discover more about this book at [http://www.nacada.ksu.edu/Resources/Product-Details/ID/B15.aspx](http://www.nacada.ksu.edu/Resources/Product-Details/ID/B15.aspx)

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<tr>
<td>6:30pm</td>
<td>NACADA Toronto Walking Tour - Free</td>
<td>Meet in Sheraton Lobby</td>
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**Join Don Fraser, Durham College, for a 90 minute memorable walking tour of downtown Toronto.**

**Highlights will include:**

- Old and New City Hall (Group photo op at the Toronto sign – if possible wear a sweater or shirt that names your school!)
- Osgoode Hall (Supreme Court of Ontario)/The Cow Gates
- University Avenue (View of Queen's Park, Ontario Legislature)
- Four Seasons Centre for the Performing Arts
- Queen Street West Shopping District
- King Street West Theatre and Restaurant District
- Roy Thomson Concert Hall, CBC Broadcasting Museum
- Rogers Centre, Home of the Blue Jays (formerly Skydome)
- Union Station and Royal York Hotel
- Hockey Hall of Fame/ BCE Place
- The PATH world’s largest underground shopping complex with 30 km (19 miles) of shopping arcades
- Eaton Centre and home to Sheraton Centre
Friday, April 8

Poster Session

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<tr>
<td>7:30-8:30 am</td>
<td>Bookends: The Role of the Academic and Career Advisor in Sustaining Study Abroad</td>
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<td>STEM B - Engage Business Students in STEM &amp; Support STEM Majors with Business Skills</td>
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<td>Overcoming Barriers - Grit, Growth-mindset, and SDL</td>
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<td>Basic Training: Serving Student Veterans</td>
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<td>Connecting Curriculum and Outreach Through a First-Year Experience Seminar</td>
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<td>Teach How They Learn</td>
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<td>Hall Pass: Building Academic Excellence in a Social Space</td>
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<td>REBOOT 101 for At-Risk Students - and All Students</td>
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<td>It’s About Time: Teaching Students Time Management Skills</td>
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<td>Advising Freshmen Student-Athletes: NCAA Eligibility to Graduation</td>
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<td>Advising Online Graduate Students: Self-assessment as a Tool for Learning</td>
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<td>Building a Campus Focus on Student Success</td>
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<td>The Importance of Documentation and Proper Documentation Etiquette</td>
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<td>Strength in Numbers: Increasing Student Engagement Through Inclusivity</td>
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<td>Veterans' Learning Community: Creating Support Within the College of Technology</td>
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**Bookends: The Role of the Academic and Career Advisor in Sustaining Study Abroad**

*Nathan Axdorff, Gwen Higgins, Kathryn Timm - Grand Valley State University*

Many universities now include “global citizenship” in their institutional value statements. In an ever globalizing world, study abroad is becoming a necessity rather than an option. Study abroad is connected to academic success, personal growth, and career development. How can the campus community help promote this High Impact Practice? This poster presentation explores how academic and career advisors can connect students to study abroad, help make it a reality, and aid students in articulating their learning outcomes upon return. Learn techniques to start conversations with students, examine best practices, and serve as a bridge to the study abroad office.
STEM B - Engage Business Students in STEM & Support STEM Majors with Business Skills
Anne Nelson - Cleveland State University

Business undergraduate education and advisement must become more diverse regarding our approach to career engagement and recruiting students. Currently, STEM education from middle school to graduate school is being developed and supported, along with ongoing financial funding from the White House to corporations at a record rate.

Will Business programs get overlooked by the next generation of students due to the STEM push around the world? I believe business undergraduate education and advisors have a major role to play in STEM and so I launched STEM-B: Science, Technology, Engineering and Math in Business. Come and learn about STEM B and how you can help students combine business education and STEM to launch their career.

Overcoming Barriers - Grit, Growth-mindset, and SDL
Theresa Ohning, Heather Bauer - University of Southern Indiana

Low income and first-generation college students are less likely to persist through graduation than their counterparts. According to the Council for Opportunity in Education, low income students are graduating half as often compared to the national average. As advisors, we need to be better equipped to identify the challenges that low income and first-generation students face in attaining their degrees. Our primary roles are to guide students in the discovery, development, and success of their academic work. This poster presentation will guide professional advisors and staff in developing competencies to work with this population of students. Tools for developing grit, growth mindset, and self-directed learning will be discussed for application in advising appointments to better assist students in achieving academic success toward graduation.

Basic Training: Serving Student Veterans
Melissa Franzen - Lincoln Land Community College

Veteran Students experience life beyond our borders and are exposed to extreme situations on a daily basis. Upon returning home, and to the classroom, these experiences impact their ability to function the same way as they did prior to active duty. To best serve our Veteran students we must try to emotionally recognize where they are coming from. This poster session will help you begin to understand what veteran students experience as they transition back to their civilian life, how to identify a student who may be struggling, and ways to best serve our veteran students through individual interaction, and community and institutional resources.

Connecting Curriculum and Outreach Through a First-Year Experience Seminar
Oshunda Williams - Purdue University Calumet

The transition for first-year college students, from high school directly to college, is a very big deal. Not only is it an exciting time for students but it is also a time for learning and engaging them into the college culture. The college culture involves so many things for first-year students to grasp. One important factor of the college culture is the classroom. Engaging students in a learning environment requires guidance, commitment, and structure for success. Within a first-year seminar course, an ideal curriculum alongside outreach promotes success and a positive experience for first-year students in addition to retaining students for the following semester.
Friday, April 8

Teach How They Learn
Anne London, Megan Coburn - Grand Valley State University

Join us for this poster session to learn about how Graduate Assistant training was restructured in the CCPS Advising Center at Grand Valley State University. Our new focus centered on individual learning style, timing of information, sustainability and was accomplished using a tool called Live Binders. Live Binders is an interactive/electronic platform that can be altered to fit the need of the individual, office or department in regards to training and information dissemination. This session is directed toward any advisor, graduate assistant or faculty member who is a recipient of or plays a role in the creation of office training and professional development.

Hall Pass: Building Academic Excellence in a Social Space
Dawn Huckelberry - Southern Illinois University Edwardsville

First year residential students on a university campus must adjust to new social as well as academic experiences if they are to become successful members of the university community. At SIUE, an academic advisor serves in each of the first year residential halls to support first-year adjustment. A successful in-hall academic advising program requires more than just locating an advising office in the hall—the role must be integrated through partnerships with residence life staff. Professionals who attend this poster presentation will understand the current theory that supports the creation of an in-hall academic advising program, gain insights into methods of integrating the advising role in the residential space, and know positive outcomes of the in-hall academic programs at SIUE.

REBOOT 101 for At-Risk Students - and All Students
Don Fraser - Durham College

Learn how to teach focus, motivation, behavior change, improving memory, and developing a high-performance learning mindset. Tap into students' learning potential of 100 million brain neurons and one quadrillion connections so they can approach learning smarter, not harder. Students learn to develop their strengths of purpose, motivation, physiology, sleep, relationship, immediate hook, career vision, and active learning methods. This process allows students to customize their unique self-management system.

It’s About Time: Teaching Students Time Management Skills
Scott Vana, Jennifer McDonald - Purdue University

Advisors are often frustrated with students’ lack of organization and time management skills. However, we know that these skills are key to freshmen and sophomores being able to achieve academic success and establish a good school-life balance. In this poster session, we’ll examine the research on typical student behaviors that stymie their success and technological applications that advisors can use to help students better organize their priorities. We’ll compare advising and teaching techniques at a large, public university versus a small, private college.

Attendees will leave with teaching strategies, computer applications to measure and organize students’ time, web resources, and templates for smartphones and computers. Advisors will be encouraged to share time management tools and strategies that have worked well at their institutions.
Advising Freshmen Student-Athletes: NCAA Eligibility to Graduation
Hope Williams - Indiana State University

Advising freshmen student-athletes is a rewarding experience for Academic Advisors. For those student-athletes who have not declared their major, selection of courses may be challenging. Advisors must discuss intended major options with undecided student-athletes and be mindful of NCAA guidelines. Student-athletes must meet specific NCAA academic progress benchmarks each semester that they are in college full-time, all leading up to a maximum five year/ten semester time frame in which they may compete in an NCAA sport. This poster session will provide an overview of NCAA continuing eligibility rules for student-athletes through their first four semesters of college and its impact on academic advising. Examples of tools used to track courses will show how changing majors affects their continuing eligibility and graduation.

Advising Online Graduate Students: Self-assessment as a Tool for Learning
Heather Ricks - Michigan State University

Do you advise online adult learners and wonder how to help them reacquaint themselves with their learning styles and the ways they might interact in teams? The purpose of this poster presentation is to share the method by which we advise and encourage self-assessment with a fully online, professional, graduate student population. I will highlight an award-winning course designed to orient learners to the campus community, each other, the faculty and staff, and the program curriculum while also guiding them through multiple weeks of leadership curriculum that centers on the Myers-Briggs Type Indicator (MBTI) and Jones-Belbin self-assessments. I will discuss primary barriers to our students’ success working in teams and how we support our learners in determining their best learning styles.

Building a Campus Focus on Student Success
Felice Markowicz, Juanita Wattam - George Brown College

Are you struggling to meet the needs of today’s learners? Is retention an issue on your campus? Please join us for a poster presentation regarding these issues and more. We will report on successful initiatives taking place at our college. We will provide insight regarding collaborative efforts to improve retention, persistence and a positive student experience.

The Importance of Documentation and Proper Documentation Etiquette
Jonathan Dackow - Purdue University Calumet

In this time of a student file shared on campus wide databases with multiple departments having access to advisor notes, it is even more important to have clear and concise documentation that follows proper etiquette and is FERPA compliant. Use of the Issue, Outcome and Intervention (IOI) method will allow for a quick review of documented contacts with students. A review of what should and should not be documented for effective advising will be addressed in the poster session.
**Friday, April 8**

**Strength in Numbers: Increasing Student Engagement Through Inclusivity**  
*Alexius Babb - Indiana University Kokomo*

When developing successful programming to engage underrepresented student populations attendance is at the forefront of the planning process. No matter how important the content or experience may be, many students forgo attending to avoid being identified with marginalized groups. While we recognize how intimidating college can be for first-year students and even more difficult for students from underrepresented groups, facilitating opportunities for an inclusive college experience is an important step towards self-identity and self-efficacy. Because advisors interact with these students it is important to empower them to take advantage of these opportunities and include students from all backgrounds to foster interdependence with their cohorts. Advising them to establish connections early helps build resiliency, persistence, and campus relationships.

**Veterans’ Learning Community: Creating Support Within the College of Technology**  
*Amber Schuler - Purdue University-Calumet*

Veteran students have unique life experiences and specific needs that typically fall outside of the realm of standard advising. To address these needs and create an inclusive environment of support, a Veterans’ Learning Community was created at Purdue University-Calumet’s College of Technology. The goal of the group is to help veteran students transition to the challenges of college life and create connections with faculty, other veteran students in their academic area, and the greater campus community. The poster presentation shares the steps and funding sought to start the community and the response received from the veteran students. The session answers questions for those interested in starting a Veterans’ Learning Community at your institution.

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<td>NACADA Region 5 Business Meeting</td>
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C29. The Appreciative Advising Framework: Beyond the Academic Appointment
*Kelsey Cox, Liz Freedman, Keely Floyd - Indiana University-Purdue University Indianapolis*

Appreciative Advising is sweeping the advising profession as a theoretical framework for how advisors can best support students. As with most theoretical models, integrating content with daily practices can be difficult. At Indiana University-Purdue University Indianapolis’s Health and Life Sciences Advising Center, we have begun to use Appreciative Advising both in and beyond student appointments, including it in facets of our work such as supervision of student staff, training of new professional staff, and in career advising initiatives. During this session, we will discuss the tools and practical applications we have developed to incorporate Appreciative Advising into our daily interactions. Participants will leave with concrete resources that can be applied to their own academic and career advising practices.

C30. Living Mindfully, Living Peacefully
*Aaron Pryor - University of Southern Indiana*

Mindfulness is an ancient idea that has resurfaced in modern times. It has proven to be timeless due to the simplicity of the theory and the complexity of its results. This session will provide introductory knowledge about the core concepts and benefits of mindfulness. The presentation is designed for professional development as well as for teaching skills to students during advising. Attend if you want to learn a concept that will have a dramatic positive impact on relationship quality, depression, stress, anxiety, compassion fatigue, and burnout reduction. Participants will walk away from the session with take home ideas and techniques to implement personally and professionally. Attend this session if you desire to better your life and the lives of those you advise.
C31. Group Advising: Utilizing Active Student Participation  
*Lori Mardis, Ebony Porter - Ohio University*

Ever wonder how you were going to see ALL your students? With advising loads increasing, sometimes allowances have to be made. At Ohio University’s College of Business we are working on perfecting our small group advising during the registration crunches. After integrating clicker presentations into our meetings we are finding success with registration and our freshman class. Conference attendees will learn ways to organize small group advising through our practices and ways to evaluate it.

C32. Tell Me Your Story! Narrative as Practice in Advisor/Learner Interactions  
*Jason Bradley Pennington - Oakland University*

Narratives have always been part of student/advisor interactions, but they are often by-products of discussions on institutional processes and procedures, advising office culture, or established advising practice (e.g. developmental, appreciative advising, etc.). However, using narrative as a conscious means of fleshing out the holistic picture of a student is an emerging, and more hermeneutic, practice in academic advising circles. This session will briefly trace the theoretical basis for utilizing narrative in advising, will introduce narrative-types for advising, and will cover strategies for advisors to incorporate narrative as a primary practice of advising.

C33. Academic Advisors as Valuable Partners in Campus Programming to Support Academic Integrity  
*Shehna Javeed - University of Toronto Scarborugh*

“AIM (Academic Integrity Matters) to Meet University Expectations” is a unique collaborative partnership of 4 campus areas from the University of Toronto Scarborugh (UTSC) including Advisors who play an equal and crucial role.

This Award winning proactive collaborative program addresses learning communities (international and domestic), writing expectations, demystifies the student code, and includes the advisor perspective for time management, motivation and resiliency, all in an interactive 50-minute workshop! Together with Prof. Wayne Dowler, Dean’s Designate on AI, we will discuss the program’s evolution, share materials for developing similar partnerships, challenges and opportunities, and the cross-pollination of integrity ideals for larger campus conversations and next-level programming such as professional ethics to help students transition to life beyond the university.

C34. The Only Way Out is Through: Conversations to Build Student Resiliency  
*Andrea Legato - Western University*

Lack of student grit, persistence or resilience is an increasingly common trait among today’s postsecondary students, and a challenge for academic advisors. Students’ fear of failure and inability to distinguish between day-to-day life stress and life altering crisis is causing colleges and universities to dedicate increased resources toward mental health support. Academic advisors also have an important role to play in the resiliency equation. This session will focus on practical tips, language and questions that advisors can apply to their practices to help students find the grit they need to overcome challenges and achieve greater success both in their education, as well as their careers and lives after they leave our campuses.
C35. Collaborating for Student Success: Creating Alternate Pathways to Lead International Students to Academic Advisors
Reggie Noto, Jianyang Mei, Debra Thornton - Michigan State University

The number of international students in U.S. universities continues to rise, but the experiences international students have can vary greatly from those of U.S. undergraduates. International students’ completion rates can also lag behind those of many U.S. students. Michigan State University has developed the Neighborhoods to support all students, but also to support specific populations of students. We do this through Neighborhoods Success Teams, groups of professionals - academic advisors, health clinic and student affairs staff, and international student advisors - who meet for case management. In this presentation we will illustrate how Success Teams have created multiple levels of support for international students as well as multiple pathways to lead international students to academic advisors.
**Friday, April 8**

**Concurrent Conference Session VI**

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<td>C37. Advising and Emotions: Strategies for Integrating</td>
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<td>C39. Local and Sustainable Professional Development</td>
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<td>C40. Advising Through Change: Connecting Schlossberg’s Transition Theory to Best Practices for Advising During Curriculum Changes</td>
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<td>C41. Creating Peer Mentor Programs in Engineering: Navigating the First Year</td>
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**C36. Challenge, Support & Disruption: Managing Conflict with Students**  
*Shannon Burton - Michigan State University*

Fight or flight – it’s instinct. Challenge and support – it’s instinct for an academic advisor. While academic advisors work to educate students for success, these goals are disrupted when faced with a difficult or high conflict student. What happens when these two instincts collide? This session will discuss conflict management and how academic advisors can focus on challenge and support while attending to their more innate response. In this dynamic session, as an academic advisor turned university ombudsperson, the presenter will help attendees better understand the nature of conflict, the perceived rise of difficult students, communication strategies, conflict resolution and resources.

**C37. Advising and Emotions: Strategies for Integrating**  
*Kristi Kerford - Fleming College*

Academic and career advising can encompass many different types of work, from mapping academic pathways to career decision making to personal counselling. As a counsellor, trained first as a career development practitioner, integrating career and academic advising and personal counselling has been central to my practice. Drawing on emotion focused and process experiential counselling approaches, this session will emphasize the counselling relationship, working with emotions and focusing on process. We will consider how these approaches can help us address questions like ‘how do I choose my major or my career?’ and generally how they can assist us in supporting students through the advising process. Techniques for applying these ideas in an advising context will be introduced through case studies and participant discussions.
Amber Benton, Elizabeth Clark, Lindsay Naylor - Michigan State University

Colleges and universities are increasingly setting their sights on retaining students in STEM fields, particularly underrepresented populations. Many students come to college excited to pursue a STEM major and quickly encounter obstacles that leave them doubting whether they made the right choice. We will discuss the conversations advisors might have when students are questioning their fit and how to provide resources within STEM majors. This session will also help advisors give students the tools to overcome obstacles in their persistence in STEM fields, whether in their current major or in their transition to a new one.

C39. Local and Sustainable Professional Development
Angela Swenson-Holzinger - University of Wisconsin-Stout

In times of declining budgets, professional development funds can often be the first to be cut. How do you stay informed on issues in the field and develop skills to best serve students if professional development funds are cut? This session will offer creative solutions. The presenter represents an institution with a campus advising organization that offers low or no cost opportunities for development. Participants will learn about the process to start a campus based advising network, collaborate with other entities on campus or regionally, and explore ideas to develop professionally even if it’s on a shoestring budget.

C40. Advising Through Change: Connecting Schlossberg’s Transition Theory to Best Practices for Advising During Curriculum Changes
Karie Coffman, Courtney Nudell - Cleveland State University

The purpose of this presentation is to explore best practices for academic advising during curriculum changes. Schlossberg’s transition theory will be used as a framework for understanding how advisors can support students, faculty, and administration. The College of Education and Human Services at Cleveland State University recently implemented two clinical-based models for teacher education and responded to new accreditation standards. As a result, admission requirements, program plans, and field experiences were restructured. It is imperative for advisors to have a strategy to support students during a transition. This presentation will provide the groundwork for developing appropriate strategies.

C41. Creating Peer Mentor Programs in Engineering: Navigating the First Year
Katherine Bush-Glenn, Krista Trigg - The Ohio State University

New first year students encounter many obstacles that deter their academic success within their first semester. Universities frequently offer support programs to assist first-year students in these periods of adjustment. As more students participate in higher education, many of these programs are struggling to keep pace with the demand. As advisors, we are charged with the providing the academic and social support our students need to succeed. To address the issue, three Departments in the College of Engineering at The Ohio State University piloted a peer mentor program. This presentation will explain the development, implementation, assessment, and future of our peer mentor program, as well as, information for how to implement mentoring programs at your own institution.
Friday, April 8

C42. What Do We Want Students to Get Out of Study Abroad?
Nicholas Russo - University of Notre Dame

Many colleges and universities encourage their students to participate in study abroad programs, but students often don’t know how or why these opportunities should fit into their academic formation and educational plans. Some students conceive of a semester or year abroad as undergraduate halftime—an opportunity for a fun junket before completing their studies. This concurrent session will discuss the advising strategies and processes that institutions can develop and implement to help students to get the most out of abroad experiences and to fully integrate their international study into their undergraduate education. This session will be of interest to all undergraduate advisors, including and especially those who deal with study abroad and transfer degree credit from other institutions.

C43. Achieving Active Balance in a Sedentary Career
OHAAA Best of Conference
Nicole Loy – Wright State University

Academic advisors are busy. With student appointments, phone calls and emails, the pressure to respond immediately makes a person feel guilty to go anywhere but the restroom. Add projects and meetings, and it’s easy to see why one feels unable to leave the office. Unfortunately, remaining in the office means one thing – sitting.

Advising is a chronically sedentary job, leading to numerous issues: back pain, weight gain, even cancer. It also reduces creative thinking and decreases productivity. Sedentarism is so detrimental, and one hour of daily exercise cannot compensate for its negative effects. What’s an advisor to do?

This interactive session will teach advisors easy and practical ways to combat the sedentary lifestyle while increasing productivity and happiness. Take a stand against sitting.
Join us as we close out the 2016 conference with door prizes, a conference hand off to Illinois and a wrap up of a great Toronto 2016 conference.
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We hope you have great ideas to take home and we look forward to seeing you next year in Illinois!

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