Welcome to the 2016 NACADA Region 6 Conference!

I am thrilled that you have decided to join us here in Omaha’s “Old Market” for this opportunity to share ideas, learn best practices, and network with some of the finest advising professionals in the world! The theme for this year’s conference is *One Step Further in Advising*.

The conference committee has put together a diverse and engaging program for you to further hone your skills and enhance your professional development. So you can take *one step further*, cultivating your students’ potential, encouraging your coworkers in the field, and continuing to impact the higher education landscape at your home institutions. We truly hope that you enjoy the conference, our beautiful host city, and the opportunity to network with your fellow advising colleagues!

For our first time attendees, welcome to NACADA and the Region 6 advising family. My hope is that you find Region 6 very welcoming and hospitable. I look forward to meeting and interacting with each of you at the First Time Attendees Session and throughout the conference.

To our returning attendees, welcome back. I am very pleased and excited to see you! I hope this conference is filled with reconnecting with fellow NACADA members, sharing stories, and most importantly re-energizing our advising batteries! The community fostered across our association, and especially within Region 6, is what makes NACADA such a powerful professional development venue.

Special recognition is due to the winners of our 2016 Region 6 Awards. We’ll be honoring this group of talented people at Thursday’s luncheon. If great things are happening on your campus, please consider nominating deserving colleagues for the 2017 awards!

If there is anything that the conference committee, Region 6 steering committee, or I can do to help make your conference experience more enjoyable, please do not hesitate to ask... And if you see a member of our awesome conference committee, one of our incredible co-chairs (Amy Dillard and Lyndsey Rice) or any of our wonderful volunteers, please take a moment to say THANK YOU for everything that they’ve done to make this event, and this organization, such a success! Thanks also to our sponsors who help make this event possible: Nelnet, College Board, UNO’s Student Affairs, and UNO’s Division of Continuing Studies. It is a privilege to have the opportunity to take *One Step Further in Advising* with so many amazing people!

*Amy Korthank & Region 6 Steering Committee*
GREETINGS!

Welcome to the 2016 NACADA Region 6 Conference and to Omaha, Nebraska! For the past year the conference planning committee has worked hard to bring you a conference experience that will not only be educational but also give you valuable networking opportunities.

Our theme this year is ‘One Step Further in Academic Advising.’ We chose this theme to emphasize the work advisors do that goes above and beyond their job descriptions to assist students. We truly believe that advisors are a foundation to the student experience. With that in mind, the presentation selection subcommittee chose sessions that highlight how advising has transformed in each of your institutions and how you serve unique student populations.

If this is your first NACADA conference, we encourage you to attend the “First Time Attendee” session on Wednesday. This is a great way to learn more about NACADA and explore ways to get involved.

We hope you enjoy your stay in downtown Omaha and the Old Market. Please take advantage of the events our hospitality subcommittee has planned to allow you to network and meet other attendees from different areas and institutions.

We thank you for your attendance and hope you enjoy the conference!

All the best,

Lyndsey Rice,
University of Nebraska at Omaha

Amy Dillard,
Iowa Western Community College

Co-Chairs, 2016 NACADA Region 6 Conference Planning 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.
CONFERENCE PLANNING COMMITTEE

Chris Scott  
BELLEVUE UNIVERSITY

Missy Brunow  
BELLEVUE UNIVERSITY

April Paschall  
DOANE UNIVERSITY

Spencer Mathews  
IWCC

Amy Dillard  
IWCC

Karen Rodgers  
MCC

Susan Sa’eed  
MCC

Kyran Connor  
MCC

Kim Schuchmann  
MCC

Meagan Savage  
UNL

Kevin Howard  
UNO

Brooke Clements  
Clarkson College

Ashley Cunningham  
UNO

Lyndsey Rice  
UNO

Sammi Kaiser  
UNO
2016 REGION 6 AWARD WINNERS

EXCELLENCE AWARDS

Excellence in Advising—Administration                    Dr. Jeremy Hernandez
Excellence in Advising—Advisor Primary Role               Meagan Hagerty
Excellence in Advising—Faculty Advisor                    Dr. Theresa Hest
Excellence in Advising—New Advisor                       Kayla Person

CERTIFICATE OF MERIT AWARDS

Excellence in Advising—Advisor Primary Role               Megan Friesen
Excellence in Advising—Faculty Advisor                    Dr. Ann Tschetter

STUDENT SCHOLARSHIP AWARD                                Breanna Mead

TRIBAL ADVISOR GRANT AWARD                                Troy Munhofen

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**AT-A-GLANCE SCHEDULE**

**Wednesday, May 11, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Session</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 am – 5:00 pm</td>
<td>Grand Ballroom</td>
<td>Hallway</td>
<td>Registration</td>
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<tr>
<td>9:00 am - Noon</td>
<td>Kansas</td>
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<td>Steering Committee Meeting</td>
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<tr>
<td>1:00 pm – 3:00 pm</td>
<td>Missouri A.</td>
<td>Nebraska B.</td>
<td>Pre-Conference Workshops</td>
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<td>Best for Vets, an Office of Military and Veteran Services</td>
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<td>Proactive Advising: Relationship Building for Students of Color</td>
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<td>3:30 pm – 4:30 pm</td>
<td>Iowa</td>
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<td>Orientation for First Time Attendees</td>
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<tr>
<td>5:00 pm – 6:00 pm</td>
<td>Grand Ballroom</td>
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<td>Welcome and Keynote Address</td>
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<tr>
<td>6:00 pm – 7:00 pm</td>
<td>Grand Ballroom</td>
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<td>Social Reception and Poster Sessions (Cash Bar)</td>
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<td>7:00 pm</td>
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<td>Dinner on your Own</td>
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<td>Time</td>
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<tr>
<td>7:30 am – 4:30 pm</td>
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<tr>
<td>8:00 am – 9:15 am</td>
<td>Grand Ballroom</td>
<td>Continental Breakfast</td>
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| 9:30 am – 10:30 am | Capital 1.1 | Concurrent Session 1 Publish with NACADA: Find the appropriate NACADA venue for your writing  
|                 | Clark 1.2     |         | We help build better students: A qualitative study of a business school peer mentoring program.  
|                 | Dakota 1.3    |         | Aiming For Success: Using sports psychology to enhance academic performance  
|                 | Iowa 1.5      |         | Using Habit Theory to Influence Student Behavior  
|                 | Missouri 1.6  |         | Microaggressions: Did that just really happen?  
|                 | Nebraska 1.7  |         | Beyond Certification: Creating a collaborative support system for military students |
| 10:45 am – 11:45 am | Capital 2.1 | Concurrent Session 2  
|                 | Clark 2.2     |         | A Conversation with NACADA Leaders  
|                 | Dakota 2.3    |         | Furthering the Field: Exploring advisor identity through collaborative, reflective research  
|                 | Dodge 2.4     |         | Conflict as Creative Catalyst: The art of confrontation in advising  
|                 | Iowa 2.5      |         | Flipping Over Flipped Advising: One college’s experience transitioning from group to flipped advising  
|                 | Missouri 2.6  |         | Policies and Protocol: How far can they bend?  
|                 | Nebraska 2.7  |         | Bachelor’s Required, Master’s Preferred: Job search strategies for Academic Advisors  
|                 |               |         | Going Beyond the Classroom: Using technology to “Start Smart”  
| 12:00 pm – 1:15 pm | Grand Ballroom | Lunch and Business Meeting |
| 1:30 pm – 2:30 pm | Capital 3.1 | Concurrent Session 3  
|                 | Clark 3.2     |         | A walk in their shoes: Advising from multiple perspectives  
|                 | Dakota 3.3    |         | Taking Advisor Development to the Next Level  
|                 | Dodge 3.4     |         | Making Your Advising Space a Safe(r) Space for LGBTQIA+ Students  
|                 | Iowa 3.5      |         | One Step Further in Supporting Transfer Transitions  
|                 | Missouri 3.6  |         | Seizing Opportunities for Student Success from The Completion Agenda  
|                 | Nebraska 3.7  |         | Dreaming Big From the Start: Appreciative Advising and New Student Orientation  
|                 |               |         | Style, Success, Service, Scholarship: What pageants taught me about advising (and how to apply it to your practice!)  
| 2:45 pm – 3:45 pm | Capital       | State and Province Meetings  
|                 | Clark         |         | Manitoba and Saskatchewan  
|                 | Dakota        |         | Iowa  
|                 | Dodge         |         | South Dakota  
|                 | Iowa          |         | Minnesota  
|                 | Nebraska 3.7  |         | Nebraska  
|                 | Nebraska 3.7  |         | North Dakota  
| 5:30 pm         |               | Dinner on your Own or Group Dinners |
**FRIDAY, May 13, 2016—SCHOOL SPIRIT DAY**

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<tr>
<th>Time</th>
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<tr>
<td>7:45 am – 1:00 pm</td>
<td>Grand Ballroom Hallway</td>
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<td>7:45 am – 8:45 am</td>
<td>Grand Ballroom</td>
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<td>Continental Breakfast</td>
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<td>9:00 am – 10:00 am</td>
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<td>Concurrent Session 4</td>
<td>Should your team specialize? What we gained, what we lost, and what we learned.</td>
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<tr>
<td></td>
<td>Capital</td>
<td>4.1</td>
<td>Should your team specialize? What we gained, what we lost, and what we learned.</td>
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<tr>
<td></td>
<td>Clark</td>
<td>4.2</td>
<td>A Penny for Your Thoughts - Inviting Advisors' Tales</td>
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<td>Dakota</td>
<td>4.3</td>
<td>Academic Interventions for Academically At-Risk</td>
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<td>Dodge</td>
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<td>Steps to Integrating Career and Academic Advising</td>
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<td></td>
<td>Iowa</td>
<td>4.5</td>
<td>Representing the Underrepresented: NACADA’s Emerging Leader Program</td>
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<td>Missouri</td>
<td>4.6</td>
<td>Serving the Immediate Needs of Adult Learners in Community Colleges using Coaching Methods</td>
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<td>10:15 am – 11:15 am</td>
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<td>Concurrent Session 5</td>
<td>Comprehensive Academic Intervention Strategies for Traditionally Underserved First-Year Students</td>
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<td>Capital</td>
<td>5.1</td>
<td>Comprehensive Academic Intervention Strategies for Traditionally Underserved First-Year Students</td>
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<td></td>
<td>Clark</td>
<td>5.2</td>
<td>Boomers, Generation X and Millennials! Who's next...?</td>
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<td></td>
<td>Dakota</td>
<td>5.3</td>
<td>Starting Small with Peer Advising: Getting a program off the ground with 2 or 3, not 23</td>
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<td>Dodge</td>
<td>5.4</td>
<td>Bridging the gap between suspension and retention: Minnesota State University Moorhead’s process and procedure</td>
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<td>Iowa</td>
<td>5.5</td>
<td>Mapping a Path to the Future: Self-authoring in the First Year Experience</td>
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<td>Missouri</td>
<td>5.6</td>
<td>The Art of Effective Conversations with Parents</td>
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<td>11:30 am – 12:30 pm</td>
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<td>Concurrent Session 6</td>
<td>Advising Through a Cohort Learning Model: Creating a community of success</td>
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<td>Capital</td>
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<td>Advising Through a Cohort Learning Model: Creating a community of success</td>
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<td>Clark</td>
<td>6.2</td>
<td>Encouraging Highly Motivated Students to Apply for Prestigious Awards</td>
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<td>Dakota</td>
<td>6.3</td>
<td>Faculty–Student Perceptions of Advising and a mismatch in expectations</td>
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<td>Dodge</td>
<td>6.4</td>
<td>Developing Independent Learning Groups: An alternative to peer tutoring</td>
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<td>Iowa</td>
<td>6.5</td>
<td>Taking the Step into Academic Advising</td>
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<td>Missouri</td>
<td>6.6</td>
<td>Ready, Aim, FIRE! The evolution of Metropolitan Community College's student education planning and its impact on Academic Advising</td>
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<tr>
<td>12:30 pm</td>
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<td>End of Conference</td>
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PRECONFERENCE WORKSHOPS

WEDNESDAY, MAY 11—1:00-3:30

P.A | MISSOURI
Best for Vets, an Office of Military and Veteran Services
Leah Meyer, University of Nebraska at Omaha

The Office of Military and Veteran Services works to support UNO’s military community by providing military-affiliated students with resources and services developed to help them succeed. Through consistent outreach, specialized tutoring, and an office and lounge dedicated to the military-affiliated student body, we have consistently grown this demographic and improved its persistence and retention rate every year since our inception in 2012. We are happy to share our programming and best practices with NACADA members. In 2015, for the second year in a row, the University of Nebraska at Omaha (UNO) was named the best four-year school in the nation for military friendliness by Military Times magazine.

P.B | NEBRASKA
Proactive Advising: Relationship Building for Students of Color
David Pollock, Iowa Western Community College

Using relationship building as a tool for proactive advising for students of color. David Pollock addresses his experience with the proactive advising model and how to increase touch points with students of color to increase retention.

WEDNESDAY, MAY 11—3:30-4:30
IOWA Room
Orientation for First-time Attendees

Photo Courtesy of University of Nebraska Omaha
CONCURRENT SESSIONS

THURSDAY, MAY 12—9:30-10:30

1.1 | CAPITAL
Publish with NACADA:
Find the appropriate NACADA venue for your writing
Advisor Training & Development
Craig McGill, Florida International University
Charlie Nutt, Kansas 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.

1.2 | CLARK
We help build better students:
A qualitative study of a business school peer mentoring program
Peer Advising & Mentoring, Advising Business Majors
John McArdle, Salem State University

Good peer mentoring programs provide strong developmental opportunities for students. Relying on Chickering’s theory of identity development rooted in Bandura’s construct of self-efficacy, we assessed whether participation in our program as either a peer mentor or a client had an impact on identity development and/or enhanced individual perceptions of self-efficacy. This session has three parts. First, it will describe how our program has led to increased student retention, persistence, and success. Then, it will discuss the link between the program and students' identity development and self-efficacy. Finally, it will provide a model for employing this program at your school. Session participants will receive our peer mentor handbook and a copy of the research study design.

1.3 | DAKOTA
Aiming for Success:
Using sports psychology to enhance academic performance
Advising and Academic Coaching, Advisor Training & Development
Katherine Resler, University of Iowa

As the stress and pressure to perform to a student’s highest potential increases, how can advisors help them aim for their dreams, while developing mental toughness? We can think of ourselves as academic coaches, teaching the principles of sports psychology to students of all levels to help enhance their academic performance. Sports psychology allows students to identify their motivation, set achievable goals, use positive self-talk and visualization to boost academic performance, self-image and resiliency. With increasing focus on student resiliency, sports psychology provides a method to help develop mental toughness through language changes and exercises that can easily be added to advising sessions. This presentation will provide advisors with tools, language and strategies to use as they coach students to their highest potential.
Just like our students, advisors come from all kinds of unique backgrounds. While many advisors find their passion for advising through higher ed programs, there are a number of professionals working as advisors without a degree in higher education. Through this interactive presentation, we will provide a brief overview of the various similarities and differences among three particular educational backgrounds: higher education, social work, and counseling. We will also discuss different approaches individuals from each background may use when interacting with students in an advising setting. Lastly, we will provide insights into various skills we have developed and weaknesses we have found through our collaboration with colleagues from each of these backgrounds.

This presentation will outline habit theory based on the book by Charles Duhigg entitled, The Power of Habit. The presenters will explain why habits exist and how they can be changed. We will discuss this theory and apply it to three different advising scenarios: (1) the transition between high school and college (2) warning/probation students and (3) transfer students. Worksheets and activities will be provided for each scenario listed above to assist our students in changing their habits as well as student feedback from using these activities and worksheets.

Using the work of Dr. Derald Wing Sue and Dr. Maura Cullen we will examine microaggressions, specifically its role in society and the effects on students in higher education. The goal is to create more awareness around microaggressions and how they play out in everyday life. Creating language around microaggressions is a necessary part of changing the dominant narrative. This will be a discussion of what steps we can take to understand and limit microaggressions in our own way of being and create awareness of microaggressions with others across work spaces. We will use case studies and lived experiences to engage in meaningful dialogue.
Beyond Certification:

Creating a collaborative support system for military students

Advising Military Students & Dependents

Jennifer Farinella Olson, Walden University
Caroline James, Walden University

With the establishment of new government guidelines for the support of military students, institutions are faced with finding cost effective measures to ensure compliance while juggling other regulatory directives from the Department of Education. The average student has up to 20 different touch points from the time entering into college to the time of graduation. For a military student, where order is essential, a system such as this can be overwhelming. In this session participants will be provided with best practices on how to connect the pieces of a sometimes disconnected university system to ensure that every military student feels supported from start to finish of their program. A specific focus will be on potential support services that could be offered if successful collaborative efforts are made across the institution.

A Conversation with NACADA Leaders

Theory & Philosophy of Advising

Amy Sannes, Minnesota State University Moorhead
Charlie Nutt, Kansas State University

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 to 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.

Boomers, Generation X and Millennials! Who’s next…?

Two-Year Colleges, High School to College Advising

Yolanda Robinson, Metropolitan Community College

What generation are you and what generations are you advising? For the first time in the history of generational studies, the latest identified generation is the largest and is still growing. In this session we will take time to explore and define generational differences and how it can influence the way we advise. Participants will have the opportunity to discuss the current generational representation on campuses, identify some commonly effected areas by generational differences, and explore methods for limiting generational barriers. Awareness is half the battle, let’s tool ourselves for success!
2.3 | DAKOTA
Conflict as Creative Catalyst:
The art of confrontation in advising
Advisor Training & Development, Probation/Dismissal/Reinstatement Issues
Julie Nelson, University of Iowa
Holly Haddad, University of South Dakota

Conflict with advisees can be one of the most creative and productive catalysts for transformation within the advising relationship. Conflict can strengthen rapport with students while giving advisors an opportunity to model effective conflict resolution skills. When conflict is present, advisors have an opportunity to use the creative tension inherent in disagreement to help students move forward and encourage collaboration throughout the process. This interactive presentation draws upon conflict resolution models, counseling theories, and communication strategies to teach participants how to effectively channel conflict within the advising relationship to strengthen rapport with students. Participants will learn how to use conflict resolution skills will have an opportunity to share their experiences with conflict in advising and how they work with this dynamic in advising students.

2.4 | DODGE
Flipping Over Flipped Advising:
One college’s experience transitioning from group to flipped advising
Technology in Advising, Two-Year Colleges
Stacy Griffey, St. Cloud Technical and Community College
Susan Brunn, St. Cloud Technical and Community College
Amie Bordwell, St. Cloud Technical and Community College
Bretta Edwards, St. Cloud Technical and Community College

With increased student enrollment and limited human resources, advising centers are required to be creative in their approach to meeting students’ needs. Using the concept of the flipped classroom, advisors from this college have transitioned to a flipped advising model to better support their students. This approach involves students reviewing information on their online learning platform including program information, updates, and other related content. Students then fill out a worksheet before meeting with an advisor. Advisors found that this new approach has resulted in greater student satisfaction, confidence, and students taking a larger role in planning their education. Join us to explore the flipped advising model and leave with a tool kit for implementation on your campus.

2.5 | IOWA
Policies and Protocol: How far can they bend?
Ethics & Legal Issues in Advising, Two-Year Colleges
Dr. Tony Thomas, Ivy Tech Community College

When a student comes to an advisor crying and panicking and asks what can be done about a special circumstance that is beyond the student’s control, what is an advisor to do? Most advisors will listen very carefully and develop a plan of action for the student based on the advisor’s experience, college policies, and college protocol. Student affairs is often a grey area, and strictly following the protocol may not always be the best for the student. This is in no way stating to break policies, but sometimes a little bending is required – Ethical? This interactive presentation will discuss potential scenarios, expectations versus reality, and strategies for choosing a path which promotes success and limits obstacles for all stakeholders. Open dialogue and all perspectives are encouraged and supported.
2.6 | MISSOURI
Bachelor’s Required, Master’s Preferred:
Job Search Strategies for Academic Advisors
Advising Graduate & Professional Students, Advisor Training & Development
Billie Streufert, Augustana University

Whether you seek to advance in the field or simply want to update your LinkedIn profile, this session will help you take your advising career one step further. From resumes to LinkedIn, you will learn personal branding strategies specific to the field. As advisors, we spend lots of time helping others. Take a moment to invest in your own development at this conference. After attending this session, you will be able to avoid common resume mistakes, revise your LinkedIn profile, and craft quality text that will appeal to your readers.

2.7 | NEBRASKA
Going Beyond the Classroom:
Using technology to “Start Smart”
Technology in Advising, Advising First-Year Students
Megan Friesen, University of Nebraska-Lincoln
Ashley Wegener, University of Nebraska-Lincoln
Jennifer Mostek, University of Nebraska-Lincoln

What do you wish you would have known prior to starting college? We asked this question to current students and developed an online seminar for incoming students in response. This presentation will introduce you to the methods incorporated into the seminar to ease the academic transition to a 4-year university. Topic areas include using Blackboard, understanding a syllabus, communicating with faculty, time management, academic integrity, and additional academic success strategies/resources. Catering to Generation Z, the seminar utilizes a variety of technology mediums, such as infographics, video clips, word clouds, cartoons, games, and social media storyboards. Participants will come away with a handout of technology tools and new ideas for incorporating these methods to ease student academic transition at their own institution.

THURSDAY, MAY 11—1:30-2:30
3.1 | CAPITAL
A Walk in Their Shoes:
Advising from multiple perspectives
Theory & Philosophy of Advising, Advising and Academic Coaching
Denise Gorsline, Minnesota State University Moorhead
Amy Sannes, Minnesota State University Moorhead
Tim Borchers, Peru State College
Craig McGill, Florida International University
Brooke Earnest, Peru State College
Charlie Nutt, Kansas State University

This session will share perspectives from administrators and advisors on how, through collaboration, they can maximize the impact of advising on student success. Academic administrators who work with either advisors assigned to them or advisors housed in some type of academic support center have achieved much greater success than they would have without these relationships. This panel will share experiences from multiple institutions.
This presentation will provide insights to the concepts and components of a comprehensive advisor development program at the University of Northern Iowa. Program goals are to promote a culture of academic advising and enhance the quality of advising across campus by creating opportunities for understanding theory, practice, and resources. We will focus on designing an Advisor Development eLearning Course and Advisor Certificate. The eLearning course provides core knowledge and resources on specific topics to successfully advise students. The session will provide the process, tools and resources utilized for creating these programs, developing course content, and a demonstration of the eLearning course. We will share the challenges of development and implementation and engage participants through focused discussions.

The LGBTQIA+ Community has greater visibility now more than ever, but our LGBTQIA+ students still face very real challenges on our campuses that you and I can help address. The first steps on our part are to educate ourselves, learn about LGBTQIA+ students’ challenges on campus, and identify ways we can reduce or eliminate these barriers to student success, specifically through advising. This session is a safe space for professionals of ALL knowledge and comfort levels. This roundtable discussion (1) will incorporate need-to-know language, (2) will center around a productive dialogue for creating positive change, and (3) will provide all attendees with action steps and an action plan. The facilitator identifies with this community, has worked with LGBTQIA+ students at 4 institutions over the past 9 years, and is a Safe Space Trainer at the University of Nebraska at Omaha.

Transfer students have a unique set of needs when beginning at a new institution. Barriers such as cost of attendance, policies, and campus climate can result in transfer shock. Transfer seminars, transfer learning communities, and transfer mentor programs can reduce these barriers and provide more support for transfer students. This session will discuss these support systems at both the University of Nebraska – Lincoln and Iowa State University. The presenters will highlight the commonalities between the programs and necessary elements to make them successful. Participants will have the opportunity to consider the needs of and resources available to transfer students at their own institutions in order to provide similar resources.
3.5 | IOWA
Seizing Opportunities for Student Success from the Completion Agenda
Advising Adult Learners, Ethics & Legal Issues in Advising
Jessica Lewis, South Dakota State University
Theresa Ireland, South Dakota State University
Carey Kilmer, South Dakota State University

The President’s 2009 call to increase degree attainment by 60% drives today’s “completion agenda” in higher education. The policy provides a distinct opportunity for student affairs educators to demonstrate their impact on student success. Presenters will address collaboration, communication, and unique campus resources used to promote AA degree completion with targeted initiatives. Attendees will discuss resources, tools, and challenges to respond to the completion agenda in their home units/institutions’ to meet their strategic goals.

3.6 | MISSOURI
Dreaming Big from the Start:
Appreciative advising and new student orientation
Appreciative Advising, Advising First-Year Students
Matt Tollefson, South Dakota State University

South Dakota State University utilized Appreciative Advising strategies and activities in the summer of 2015 during New Student Orientation. Nearly 2,000 new students and their families participated in activities throughout their one-and-a-half-day stay on campus. Adding Appreciative Advising to New Student Orientation led to many thoughtful conversations about how the student’s time at South Dakota State University can impact and help them reach their dreams. This session will explore what worked well, what changes we plan to make, the student response and how we have seen this play out during our fall advising interactions.

3.7 | NEBRASKA
Style, Success, Service, Scholarship:
What pageants taught me about advising
(and how to apply it to your practice!)
Advisor Training & Development, Theory & Philosophy of Advising
Kacey Gregerson, University of Minnesota - Twin Cities

What can you possibly learn from the Miss America pageant that you could apply to your advising practice? Did you know that the Miss America crown has four points that the contestants strive for: style, success, service, and scholarship? Attendees to this interactive presentation will learn how those four points can also lend to a solid foundation to advising. Attendees will start the process of considering their own style, success, service and scholarship. This program is very adviser-development centric, so come prepared to work and discuss!
THURSDAY, MAY 12—2:45-3:45
STATE/PROVINCE MEETINGS

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FRIDAY, MAY 13—9:00-10:00

4.1 | CAPITAL
Should your team specialize? What we gained, what we lost, and what we learned.
*Advising Administration, Advising Education Majors*
Lauren Bhogal, University of Nebraska at Omaha
Huai-Mei Furman, University of Nebraska at Omaha
Katie Larson, University of Nebraska at Omaha

An advising team faced with a challenging transition chose to reinvent and restructure the entire operation. Advisors moved from generalist roles, advising students in many majors, to specialist roles, responsible for students in specific majors or stages in their college careers. We’ll explore the benefits and the challenges of the major model for students and staff, provide a brief review of current literature, and offer some guiding principles and discussion questions for colleagues considering a similar move.

4.2 | CLARK
A Penny for Your Thoughts - Inviting Advisors' Tales
*Faculty Advising, Theory & Philosophy of Advising*
Caroline Ledeboer, University of Northern Iowa

Facilitating story-telling in advising sessions allows advisors to become ‘readers’ to the student’s unfolding narrative of her academic life. As we encourage the story-teller, provide options for the plot, feedback on the structure, and responses to the main ideas that guide the narrative, the student learns to tell and retell her story with advisors as the sounding board. Ownership remains with the student. And the story, as it develops, gathers strength from the revising and retelling, re-visioning, re-imagining, with deepening knowledge and experience forming a foundation for future plans. So how do these stories impact advisors and their worlds?

4.3 | DAKOTA
Academic Interventions for Academically At-Risk
*Advising First-Year Students, Probation/Dismissal/Reinstatement Issues*
Katie Hodgden, Morningside College

One of the most difficult tasks of an advising center is to develop successful interventions for students who might be identified as academically at-risk. This session will include a presentation of how Morningside College identifies first year students who are academically at-risk and applies interventions to lead to success. We will then have an open discussion allowing participants from other institutions to share their current interventions and a brainstorming session where participants can leave with ideas for future ways to implement interventions at their own institution.
4.4 | DODGE
Steps to Integrating Career and Academic Advising
Advisor Training & Development, Undecided & Exploratory
Katie Wessell, University of Nebraska at Omaha
Sammi Kaiser, University of Nebraska at Omaha

Take your academic advising one step further by incorporating career development into advising conversations. Join us in discussing the importance of integrating career and academic advising using “Gordon’s 3-I Process.” Participants will learn practical applications of ways to inquire, inform, and integrate career advising through handouts, discussion, and student scenarios.

4.5 IOWA
Representing the Underrepresented:
NACADA’s Emerging Leader Program
Advisor Training & Development, New Advising Professionals
Jason Wiegand, Iowa State University
Yvonne Halden, University of Manitoba
Amy Korthank, University of Iowa
Craig McGill, Florida International University

Are you interested in learning more about professional development opportunities within NACADA? Are you also interested in getting more involved and assuming a leadership role within NACADA? Through attending this session, you will learn how the Emerging Leader Program (ELP) has helped increase diversity within NACADA’s leadership. The ELP program pairs new, emerging leaders with experienced mentors in order to help each participant develop and achieve a set of individual goals that will contribute to the global advising community. In this session, a panel of current and former participants of the ELP program will introduce the program and its history, in addition to sharing their own experiences. Attendees will learn more about the application process and opportunities for engagement within the NACADA community.

4.6 MISSOURI
Serving the Immediate Needs of Adult Learners in Community Colleges using Coaching Methods
Advising and Academic Coaching, Advising Adult Learners
Lyndsie Gibbs, Metropolitan Community College

Metropolitan Community College was issued a $2.94 million grant from the US Department of Labor to launch an IT training program. These funds were used to launch Project PROTO (Providing Realistic On-ramps to Technology Occupations). Project PROTO currently serves 150 current students which 62% of those students are deemed Adult Learners. Using best practices of appreciative advising, intrusive/proactive advising, and coaching, Project PROTO has developed an intake process that helps identify and determine the immediate needs of adult learners and resources available on and off campus to assist in any capacity. Using these best practices, Coaches have been able to successfully aid in IT training and education for students, which has led to increased persistence and gainful employment for many students.
FRIDAY, MAY 13—10:15-11:15

5.1 | CAPITAL
Comprehensive Academic Intervention Strategies for Traditionally Underserved First-Year Students

First-Generation College Students Advising, Advising First-Year Students
Ashlee Young, University of Nebraska at Omaha
Bianca Bautista, University of Nebraska at Omaha

How do we connect traditionally underserved students to the resources needed to succeed academically in their first-year and beyond? At the University of Nebraska at Omaha Thompson Learning Community (TLC), recipients of the Susan Thompson Buffett Scholarship are largely multicultural, first-generation college students. Thompson Scholars receive academic intervention through strategic collaborative efforts between scholarship advisors, faculty, and campus partners. TLC successfully retains a high percentage of first-year students through early detection of academic risk and ongoing individualized motivational techniques to help students set goals and reflect on their strengths and challenges. This session will outline how TLC utilizes campus wide collaboration to provide academic warning and academic probation students with wrap-around care to ensure they connect to critical resources during their first year and persist to their second year.

5.2 | CLARK
Furthering the Field: Exploring advisor identity through collaborative, reflective research

Theory & Philosophy of Advising, History of Academic Advising
Andrew Puroway, University of Saint Thomas
Craig McGill, Florida International University
Mark Duslak, Lake-Sumter State College

Who are academic advisors? How does ‘who you are’ impact what you do (and vice versa)? Advising does not occur in a vacuum; an advisor’s backgrounds, beliefs, experiences, knowledge, skills, and dispositions season his or her advising practices. Despite advisor professional identity being a critical issue for the field it has not been the subject of much scholarship. To investigate these issues, we engaged in a collaborative autoethnographic study, a method appropriate for lending insight into an advisor’s professional identity. In this interactive presentation, participants will learn about the research study, understand the basic tenets of autoethnographic research, and further their ability to engage in reflection to inform future advising practices.

5.3 | DAKOTA
Starting Small with Peer Advising: Getting a program off the ground with 2 or 3, not 23

Peer Advising & Mentoring, Advising Administration
Hanna Solberg, University of Nebraska at Omaha
Griffith Watson, University of Nebraska at Omaha

Reading about the many great peer advising models being used today can be inspiring, impressive -- and intimidating. Many of the best examples involve large-scale programs employing dozens of students. What if you want to start small or stay small? For those looking to begin or sustain programs with a handful of peer advisors, this presentation will explore the challenging and rewarding experience of bringing student voices to the team. We’ll share some details of our processes, but focus on universal issues and the questions you should ask yourself as you develop or improve a small scale peer advising operation.
5.4 | DODGE
Bridging the Gap between Suspension and Retention:
Minnesota State University Moorhead’s Process and Procedure
Probation/Dismissal/Reinstatement Issues
Troy Schmidt, Minnesota State University Moorhead
Kristin Nelson, Minnesota State University Moorhead

We invite participants to come learn about our policies, procedures, and method of support for students who we feel deserve a “second chance”. We will be sharing our appeal process, the structure of our appeals committee, and our academic counseling approach. Statistics will be shared that indicate our end of term suspension data and the success of our requirements for students who’s appeals are granted through the process.

5.5 | IOWA
Mapping a Path to the Future:
Self-authoring in the First Year Experience
Advising First-Year Students, Undecided & Exploratory
Sherrie Bosse, University of South Dakota

With the increasing costs of tuition coupled with statistics showing that fewer than 60% of students complete a bachelor’s degree in 6 years, and the average student changing their major 3 times during their undergraduate career, institutions of higher education are looking for strategies to increase completion rates and reduce unneeded credits. This presentation will share research on an approach to goal setting that can easily be integrated in first year experience courses to assist students in identifying their paths to completion along with other high impact practices that advisors can use when helping the "not so decided" student make wise decisions about their next steps.

5.6 | MISSOURI
The Art of Effective Conversations with Parents
Advisor Training & Development
Maureen Schafer, University of Iowa
Paula Kerezsi, University of Iowa

When a parent of a student calls, we have opportunity not only to respond to their question, but also to build good will toward the institution, encourage their partnership, and guide them in helping their student. This session, led by advising administrators at a large public university, will focus on the parent perspective, confidentiality considerations, and strategies to facilitate a positive interaction. Participants will gain knowledge about the information that parents have become accustomed to in the K-12 system, the limits and opportunities within FERPA, and strategies to facilitate an effective conversation with parents (particularly those who are upset or relying on incomplete information).
FRIDAY, MAY 13—11:30-12:30

6.1 | CAPITAL
Advising Through a Cohort Learning Model: Creating a community of success
Multicultural Concerns, Advising Adult Learners
Andrea Mann, University of Mary

Cohort programs provide a vigorous, collaborative and vibrant setting for students to enhance their knowledge and understanding. This form of learning surpasses course materials and traditional lecture learning to provide coaching on essential life skills. Cohort learning provides students the opportunity to develop connections and network through thoughtful channels of success. This forum will provide insightful commentary to identify benefits and barriers to cohort learning. Strategies for success and advising themes will be provided through the application of diverse learning environments and cultural mindfulness. Cohort learning allows advisors the opportunity to provide outreach and support to at-risk populations, group instruction and maximize an already hectic and busy advising schedule!

6.2 | CLARK
Encouraging Highly Motivated Students to Apply for Prestigious Awards
Advising High Achieving Students, Advising and Academic Coaching
Giovanna Walters, Minnesota State University, Mankato

In recent years, various universities have instituted fellowship advising offices on their campuses. Many of these newer offices exist within mid-size regional comprehensive universities, defying previous conventions that fellowship advising should only occur at prestigious universities or research-driven institutions. As universities continue to create and grow fellowship advising offices, we must consider how fellowship advisors and academic advisors in colleges and other programs can work together to identify and encourage highly motivated students in their pursuit of prestigious awards. Attendees will learn about the development of fellowship offices and various types of awards. We will brainstorm and explore ways for academic advisors and fellowship advisors to work together to encourage these students to apply for prestigious award opportunities, even if their university does not have a designated fellowship advising office.

6.3 | DAKOTA
Faculty--Student Perceptions of Advising and a Mismatch in Expectations
Assessment of Advising, Faculty Advising
Aaron Bunker, Morningside College

The advisee perspective provides but half of the picture of the whole advising experience; faculty advisors are also a rich source of information. Faculty (n=48) and students (n=323) were surveyed regarding their advising experiences. Survey data indicated 70% of faculty survey respondents felt their advisees should be responsible for much of the advising process. Approximately 40% of faculty felt their advisees were not prepared for advising sessions. Over 80% of student survey respondents felt they were familiar with college rules/regulations and had gathered the information needed to make informed educational decisions. This information is important for campuses to know in order to create meaningful development opportunities to improve the overall advising system for both faculty and students.
Developing Independent Learning Groups: An alternative to peer tutoring

*Peer Advising & Mentoring, Small Colleges & Universities*

Heidi Rogers, Concordia College
Brittanie Watson, Concordia College

We know students learn from each other. The efficacy of study groups has been repeatedly demonstrated. Unfortunately, many students seem reluctant to make an effort to form a study group on their own. They bring up barriers like, "I don't know anyone in my classes" and "we probably would just waste time."

To respond to this issue, we developed a program called Independent Learning Groups. This program helps students form study groups while providing training about effective study methods. Students can dig in to the information together and study interactively to enhance understanding. Through this method, students should feel more confident in course content and more socially connected with their peers. The development and results of this program will be shared and attendees’ questions and feedback are welcomed!

Taking the Step into Academic Advising

*Advising and Academic Coaching, Large Universities*

Garrett Gassman, University of Nebraska-Lincoln

We help students with transitions every day, but often times, we don’t get time to reflect on our own transitions. I recently took a step into Academic Advising after working in University Housing Services & Residential Life programs for 7 years. I know that I’m not the only one who has made a similar transition. This session will allow you to reflect on your transition, as well as hear from the experiences of other professionals in attendance. You will gain new connections in the field and tips, strategies, and advice that can be used while continuing the step in academic advising.

Ready, Aim, FIRE! The evolution of Metropolitan Community College's student education planning and its impact on Academic Advising

*Advising and Academic Coaching, Technology in Advising*

Susan Saeed, Metropolitan Community College

Imagine this scenario, it is five days before the start of the term, and you have a room full of mostly unprepared students waiting for your assistance with registration! MCC has come up with a revolutionary method to combat this last minute chaos; Student Education Planning, a web based tool. This multifaceted method allows students to register for classes, review their degree requirements, search and switch sections to accommodate their busy schedule and most importantly, have greater control of their educational path. This session is a case study illustrating the evolution of Student Education Planning from inception to development and then the wide spread use. We will also discuss how Student Education Planning Workshops have been effective in creating a better channel for advising and has propelled students towards meeting their degree requirements.
2017 Region 6 Conference

2017 NACADA Region 6 Conference

*Journey to Advising.... getting to the heart of the matter.*

Winnipeg “the meeting place” where the Red River and the Assiniboine River meets.

Call for Proposals *January 27, 2017*

Conference Chair  *Yvonne Halden*
University of Manitoba
Yvonne.Halden@umanitoba.ca

Winnipeg, Manitoba, Canada