counseling
assessment
outreach
embracing change
development
placement
advising
mentoring
guidance

Conference Program
Greetings Region One Conference Participants!

On behalf of our dedicated Region One Conference and Steering Committees, I would like to welcome you to beautiful Saratoga Springs. I'm excited to be here for the Region One 25th annual conference, and look forward to learning about Embracing Change in its many forms. For a quarter century this regional conference has celebrated the work that we do, the wisdom of our colleagues, the dedication of our volunteers, and the fabulous region from which we all hail. I have no doubt that this conference will again provide you with opportunities for education, for learning, for networking, for laughter, for reflection, and of course, for some great food and shopping!

I would like to recognize the members of the conference committee, under the erudite leadership of Mary Fraser from Central Maine Community College, for all the hard work, dedication and passion that goes into creating these valuable summits. I extend thanks also to the institutions that allow their advisors time and support in order to help us prepare for this conference. Without the help of volunteers – to read and edit proposals, solicit donations, debate about conference themes, rally the volunteers, organize technology needs, distribute and collect evaluations, staff the registration table, and stuff hundreds of bags – this conference would not only not be possible – but it would not represent the excellence of our region.

Region One should be proud of the work that we do to represent NACADA on all levels. NACADA thrives on membership involvement in planning and running the national conference, in commissions and interest groups, on committees and task forces, in writing and editing for journals and publications, and on all involvement. I encourage you during the conference to seek out NACADA volunteers and leaders to chat about how you, too, can get involved in your organization.

Enjoy the preconference workshops, concurrent sessions, Award Presentations, opening activities and, of course, our extraordinary keynote speaker, NACADA President Casey Self. Also be sure to enjoy the historic and charming city of Saratoga Springs.

Embrace Change!

Susan M. Kolls, Northeastern University
NACADA Region One Chair
NACADA 2009
Northeast Region One Conference Planning Committee

Northeast Region One Chairperson
Susan M. Kolls – Northeastern University

Conference Chair
Mary Fraser – Central Maine Community College

Program Co-Chairs
Terri Downing – Franklin Pierce University
Sheila Lawlor – Central Maine Community College

Registration Chair
Judy Hartling – Springfield College

Site Chair
Susan Moyer – Excelsior College

Evaluation Chair
Steven Viveiros – Bridgewater State College

Volunteer Chair
Gail Stubbs – University of Massachusetts, Boston

Committee Members
Ann Traynor * Lauren Knoll * Iona Black * Michael Mastrella * Cindy Glidden
Fran Shumway * Amelia Coleman * Jennifer Fath * Jane Hanna * Lisa Enright *
Diane Olsen Shirley Richardson * Stephen Pepper * Laurie Nelson
Special Sessions

Welcome Reception and Awards
Wednesday, March 11, 4:15-6:00pm  Saratoga Ballroom

Welcome from the National Office & Keynote Address Breakfast
Thursday, March 12, 7:30-9:00am  Saratoga Ballroom

Keynote Speaker

Casey Self is the Executive Director for University College Academic Advising at Arizona State University. Casey's current responsibilities at Arizona State University include general supervision and oversight of academic advising centers and residential communities on four ASU campuses serving over 2500 exploratory/undecided majors. Casey served as an academic advisor at ASU from 1994-1996 prior to becoming primarily involved in academic advising administration and supervision. Previous to academic advising, Casey has experience in residence hall administration and student leadership development.

Casey is the current President of the National Academic Advising Association (NACADA), and is in the third year of his 2008-2009 Board of Directors term. Other NACADA leadership positions include: LGBTI Concerns Commission chair and the Commission and Interest Group Division Representative while also serving on the NACADA Council. He has served on the Summer Institute Planning Committee and as a faculty member at previous Summer Institutes and Administrators Institutes. He has been involved in NACADA diversity committee efforts and has served as Chair for the NACADA Membership Committee. Casey has presented at numerous NACADA national and regional conferences and also authored chapters addressing LGBTI issues in the NACADA: FYE Monograph Academic Advising: New Insights for Teaching and Learning in the First Year, and a chapter in the most recent Academic Advising Handbook on Advising Delivery: Professional Advisors, Counselors, and other Staff.

Casey is a Colorado native and earned his bachelor's in Speech Communication at the University of Northern Colorado in Greeley in 1986, then completed his M.S. in College Student Personnel Administration at Western Illinois University in Macomb in 1990.

Keynote Concurrent Session
Thursday, March 12th 9:15-10:30

3.3  Keynote Follow Up with Casey Self  Alabama
How to Use this Program

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

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

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

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

Program Tracks
Each session description is followed by a parenthetical indication of the Program Track. Program tracks identify the NACADA commission or interest groups that most closely relate to the session topic. Tracks are self-identified by the presenter. A complete list of program tracks is located at the back of this booklet.

Back by Popular Demand
Some sessions in the program were presented at last year’s conference and are being offered again based on evaluations that called for them to be repeated. In most cases, presenters will have modified the content to reflect new findings, experiences and additional data. Back by popular demand will follow the session description for these sessions to indicate that it is a reprise.

Continuing Education Units
NACADA is recognized by the National Board for Certified Counselors (NBCC) to offer continuing education units for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines. Those sessions approved for CEU contact hours are indexed in the back.
### NACADA Region 1 2009 Conference At-A-Glance

**Wednesday, March 11th**

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<th>Session</th>
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<td>9am-4pm</td>
<td>Conference Registration</td>
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<td>10am-Noon</td>
<td>Pre-Conference Workshops</td>
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<td>PCW1: Hearing Every Voice: Using the World Café to Facilitate Change on Campus</td>
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<td>PCW3: NACADA Leaders</td>
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<td>PCW4: Universal Design for Advising: The Pedagogy of Advising as Teaching</td>
<td>Travers</td>
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<td>12:00-1:00pm</td>
<td>Lunch on your own</td>
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<tr>
<td>12:15-1:00pm</td>
<td>Introduction to NACADA (First Time Attendee Orientation) includes lunch</td>
<td>Highrock</td>
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<td>1:15-2:30pm</td>
<td><strong>Session 1</strong></td>
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<td>1.1 Writing for NACADA: The NACADA Journal, Academic Advising Today, and the Clearinghouse</td>
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<td>1.5 Region One Advising Award Winners Panel</td>
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<td>2:45-4:00pm</td>
<td><strong>Session 2</strong></td>
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<td>2.1 Appreciative Advising Techniques with Distance Education Students</td>
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<td>2.2 Advising Culturally Diverse Students</td>
<td>Broadway 3&amp;4</td>
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<td>2.3 Community College Hot Topics</td>
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<td>2.4 &quot;Scenes for Learning and Reflection&quot;: A Look at NACADA’s New Professional Development DVD</td>
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<td>2.5 Emerging Adults verses Millennials: A Different Way to Understand Today and Tomorrow’s Students</td>
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### Wednesday, March 11th cont.

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| 4:15-6:00pm| Welcome Reception and Awards  
*cash bar*                                                                 | Saratoga Ballroom |
| 6:00pm     | Dinner on your own – visit the Host table for recommendations           |                   |

### Thursday, March 12th

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| 9:15-10:30am| Continental Breakfast (included in the conference fee)  
*Welcome from the National Office & Keynote Address* | Saratoga Ballroom |
<p>| 9:15-10:30am| Session 3                                                              | Broadway 1&amp;2       |
| 10:45am-12:00pm| 3.1 Extreme Makeover; Website Edition                                    | Broadway 1&amp;2       |
| 10:45am-12:00pm| 3.2 Addicted to Undeclared: A New Way of Approaching Undeclared Students | Broadway 3&amp;4       |
| 10:45am-12:00pm| 3.3 Key Note Follow Up with Casey Self                                   | Alabama            |
| 10:45am-12:00pm| 3.4 Minute by Minute: Embracing Change &amp; Your Many Roles                 | Highrock           |
| 10:45am-12:00pm| 3.5 Getting Your College Career in Gear                                  | Travers            |
| 12:15-2:00pm| Lunch (included in conference fee)                                       | Saratoga Ballroom |
| 2:15-3:30pm| Session 5                                                              | Broadway 1&amp;2       |
| 2:15-3:30pm| 5.1 Managing in a Time of Change                                         | Broadway 1&amp;2       |
| 2:15-3:30pm| 5.2 ASSET: Advisement, Student Services, Engagement and Transition       | Broadway 3&amp;4       |
| 2:15-3:30pm| 5.3 NACADA Roundtable                                                   | Alabama            |
| 2:15-3:30pm| 5.4 Change is Coming: An Approach to Working with Re-enrolled Students in Academic Difficultly | Highrock |
| 2:15-3:30pm| 5.5 Case Studies as a Catalyst for Change                                | Travers            |</p>
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<td>6.6 A Change of Pace - Poetry and Advising</td>
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<tr>
<td>5:30pm</td>
<td>Dinner On Your Own</td>
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Session Descriptions: Pre-Conference Workshops

Wednesday, March 11, 10:00 am -12:00 pm

PCW1: Hearing Every Voice: Using the World Café to Facilitate Change on Campus

Broadway 1&2

Presenters: Kathleen Gold, Lyndon State College
            Margaret Sherrer, Lyndon State College

Abstract: Even the most promising initiatives for change can be stymied by stakeholder resistance. Proponents of campus change need to involve supporters and detractors alike in the process of discussing, understanding, and accepting needed changes to an existing system. At Lyndon State College, use of the World Café method of creating small group discussion among large groups of people allowed every voice to be heard, shared, and recorded.

This workshop will introduce participants to the techniques and format of the World Café by holding our own mini-Café to practice the method and share ideas for overcoming resistance. Presenters will provide handouts detailing concrete examples from Lyndon State College, along with links to the World Café website. To conclude, we will reconvene for a quick summary and debrief. Transcripts of the event notes will be available to participants after the conference. (AA, FC)

PCW2: Creating Dynamic Programs to Meet the Changing Needs of Our Students

Broadway 3&4

Presenters: Kevin Piskadlo, Bentley University
            Henrietta Genfi, Bentley University
            Melissa Jenkins, Bentley University

Abstract: Advising professionals are always seeking ways to make meaningful connections with students that foster both academic and personal growth. In this session, we will talk about the developmental rationale for the dynamic programming model of active, passive, and specialty programs we utilize at Bentley University and the plethora of beneficial outcomes that they have on both students and advisors. Using audience volunteers, we will demonstrate our most popular programs and games and describe the impetus for each program, the design of its delivery, and the resources needed. Participants will have ample opportunity to ask questions and share ideas about successful programmatic initiatives at their institutions and leave with a collection of programs and resources they can easily adapt and customize for their students. (TA, DE)

PCW3: NACADA Leaders

Alabama

Presenters: Charlie Nutt, NACADA Executive Director
            Casey Self, NACADA President 2008-2009
            Susan Kolls, Region 1 Chair

Abstract: This session is designed for NACADA current leaders and members recently elected to serve in any leadership role within the association, either on a state, regional or national level
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including commission and committee chairs as well as regional steering committees. Participants will be provided with a brief background on the Association's governance model and an overview of their new responsibilities as a NACADA leader. Current and past leaders will be available to answer questions and give guidance on how they handle(d) their positions. Other members with an interest in future leadership roles within NACADA are welcome to attend to get an idea of how they might like to get involved.

PCW4: Universal Design for Advising: The Pedagogy of Advising as Teaching
Travers
Presenters:  Michaeleene Cronin, Landmark College
             Lorri LaMagdelaine, Landmark College
             Christopher Osgood, Landmark College

Abstract: UDI (universal design for instruction) is a term we commonly see in the creation of course pedagogy to provide curricular access to the widest range of learners. If advising is teaching, then the optimal pedagogy for advising includes universal design. But what does that mean for an academic advisor? Participants in this workshop will explore the nine principles of universal design and their application to the advising environment, including the use of student-authored decision-making, experiential activity, and multiple and flexible methods of communication. Dialogue, modeling, role-play and lecture will be used in an interactive instructional format. (SD, TD)

Session Descriptions: Concurrent Sessions
Session One: Wednesday, March 11, 1:15 - 2:30 pm

1.1 Writing for NACADA: The NACADA Journal, Academic Advising Today, and the Clearinghouse
Broadway 1&2
Presenter: Terri Rothman, Monmouth University

Abstract: There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. While NACADA publishes books, video-dvd-cds, and brochures, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA. (RS)

1.2 Geography of Being First: Helping First Generation Students Navigate the Landscape of Academia
Broadway 3&4
Presenter: Nicole Adsitt, Le Moyne College

Abstract: As advisors, we are aware of the changing demographics within higher education and the various ways our institutions are trying to address the rapidly changing needs of students. First generation students are one population of students attending in higher numbers at
both two and four year institutions. This session will share findings and implications from my pilot research study focused on first generation students. It will also provide a forum where advisors can share strategies in order to create a set of "best practices" for advising this group of students. A resource bibliography will be provided as well as opportunities to stay connected with colleagues who are interested in this important topic. (FG)

1.3 Utilizing the Advising Syllabus to Reach High Risk Students
Alabama

Presenters: Jane Hanna, Johnson & Whales University
Karen Petrarca, Johnson & Wales University

Abstract: Changes in the freshman orientation program and large student caseloads required the academic counseling staff at Johnson & Wales University to be creative in reaching their first year probationary students during the beginning of school.

To ensure these students were seen during the first week of school, we needed a program to disseminate information on the Advising Syllabus which was critical to the success of these students. The results exceeded our expectations.

This session will outline the benefits to students and academic counselors. Participants will receive all materials such as the advising syllabus and letters to students introducing this program, to take back to their campuses. (RT, 1Y)

1.4 Assessment: Changing from Satisfaction to Outcome
Highrock

Presenter: Kim Godsoe, Brandeis University

Abstract: In the past, assessment in higher education has often focused on satisfaction surveys rather than on learning outcomes. But what a student learns can be difficult to measure. Similarly, it can be challenging to evaluate how out of class experiences impact in class experiences. This presentation will look at how four offices at Brandeis University—Academic Services, Athletics, the Career Center, and Student Life—came together to develop a unified model of assessment that integrated both satisfaction measures and learning outcomes. Workshop attendees will learn about how collaboration across departments made our assessment process better, and about our current efforts to implement the unified model of assessment. Attendees will also receive suggestions about how to initiate assessment on their home campuses. (AA, AS)

1.5 Region One Advising Award Winners Panel
Travers

Moderator: Mary Fraser, Conference Chair

Abstract: Join us for this session investigating what makes a NACADA Region One Advising Excellence Award Winner tick. All panelists are past recipients of the award and will share some of their insights and experiences in an informal conversation. (TP, TD)
Session Two: Wednesday, March 11, 2:45-4:00 pm

2.1 Appreciative Advising Techniques with Distance Education Students
Broadway 1&2
Presenters: Jennifer Varney, Southern New Hampshire University
Jennifer Owens, Southern New Hampshire University
Abstract: Have you ever been an online student? Ever felt lost in cyberspace? Not sure if there are indeed humans at the other end of the internet connection? Students face many fears and challenges when attending school from a distance. They may feel disconnected to the university or not know whom to contact with questions and concerns. The techniques of Appreciative Advising, when employed with students through email, may help ease their concerns and fears, help them overcome their challenges and aide them in persisting to graduation. (DE)

2.2 Advising Culturally Diverse Students
Broadway 3&4
Presenters: Mary Daly, Binghamton University-SUNY
Erik Colon, Binghamton University-SUNY
Abstract: Colleges in the United States continue to experience the effects of growing diversity. This presentation will propose ways to improve advisor interactions with culturally diverse students. The presentation will report on NACADA member’s responses to the question: “How do you advise diverse populations?” Literature related to advising students from different racial and ethnic backgrounds will be discussed. Participants will analyze case studies in a group activity. The goal of the presentation is to increase awareness of how diverse students may view advisors and help participants share culturally sensitive approaches for advising. (MC, RS)

2.3 Community College Hot Topics
Alabama
Presenter: Mary Fraser, Central Maine Community College
Abstract: Community Colleges represent the largest, fastest growing sector of Higher Education and occupy the dynamic middle ground between technical training centers and liberal arts schools, proving grounds for baccalaureate institutions. Effective advisors embrace the challenges of this evolving environment with innovation, determination, and flexibility.

This round table session will begin with an overview of Community College Hot Topics, including: dealing with enrollment spikes due to economic downturn, serving a wide spectrum of students in an open admissions system, integrating technology while remaining accessible to technophobes, and delivering effective advising at a distance. Participants are encouraged to bring their own hot topics, experiences, concerns, questions, and even some complaints for discussion. Expect lively interactions, shared joys and pains and perhaps some solutions that could benefit your advising office. (2Y, DA)
2.4 "Scenes for Learning and Reflection": A Look at NACADA’s New Professional Development DVD

*Highrock*

**Presenter:** Charlie Nutt, Executive Director, NACADA

**Abstract:** Mrs. Williams wants to make sure her daughter gets off to a good start in college and so accompanies Rachel to her first advising appointment. Sean is upset that two courses cannot be accepted in transfer for his major. His advisor discusses why these courses cannot count and helps Sean consider majors that better fit his interests. These are two "vignettes" from the new NACADA Professional Development DVD based on advising scenarios suggested by NACADA Commission and Interest Groups. Scenes feature real students with professional and faculty advisors dealing with advising issues faced on today’s campuses. Session participants will view and discuss several scenes used in this new DVD entitled “Scenes for Learning and Reflection.” Participants will also learn how to use this important tool on their campuses. (AA, TD)

2.5 Emerging Adults versus Millennials: A Different Way to Understand Today and Tomorrow’s Students

*Travers*

**Presenter:** Anne Harrington, Saint Anselm College

**Abstract:** Emerging Adulthood, ages 18 through 25, is a newly proposed period of development and represents a change in perspective for understanding today’s students. Emerging Adulthood is neither adolescence nor adulthood; it is neither a generational term, such as the Millennials, nor a universal term, as it applies to certain contexts and varies across cultures. Attendees will learn the features of emerging adulthood and the socio-cultural factors that have contributed to this period of development, which will broaden their understanding of today and tomorrow’s students and the factors that have impacted them. Millennial literature will be discussed for points of comparison. This presentation is based on research which has implications for our practice and is designed to provide a new perspective on students and encourage discussion for new ideas for current programs and practices. (1Y, AM)

**Session Three: Thursday, March 12, 9:15-10:30 am**

3.1 Extreme Makeover; Website Edition

*Broadway 182*

**Presenter:** Teresa Goyette, University of Massachusetts-Boston

**Abstract:** Is your advising website in need of renovation? Come to this session and learn how the UMass Boston University Advising Center tore down their outdated and uninspiring website and constructed a new and dynamic venue from the ground up. Many of the lessons learned and obstacles overcome may help you to develop your own new and improved advising website. Working with our Information Technology expert, a professional writer and under the management of the Academic Vice Provost, this 14 month project helped us to assess our advising services and reevaluate our standard business practices.

You will leave with a set of guiding principles to ensure that your website has a well designed
architecture, minimal clutter, is visually pleasing and most of all an inviting place for students to visit. The end result will be an advising website that has the substantive information and advising tools that will enable students to make smart academic decisions. (TD)

3.2 Addicted to Undeclared: A New Way of Approaching Undeclared Students

Broadway 3&4

Presenters: Patrick Cate, Plymouth State University

Abstract: Getting undeclared students to decide on a major and successfully integrate into an academic program can prove challenging. Meeting with the student time and time again can prove fruitless and frustration can be felt on both sides of the desk. Is there anything an advisor can do? Of course! This session will look at the undeclared student a bit differently than traditional models look at students. Using a model of change from the addiction counseling field, a modality will be discussed that the presenter has been trying with his own advisees. Participants will learn a new way of looking at the tough cases they may have in their undeclared populations. Basic concepts of the model will be covered and ample time for discussion will be allotted. (UN)

3.3 Key-Note Follow Up with Casey Self

Alabama

Presenters: Casey Self, NACADA President 2008-2009

Abstract: Join our Keynote Speaker, Casey Self, for further discussion. Casey is NACADA’s 2008-2009 President. His other leadership positions include: LGBTI Concerns Commission Chair and the Commission and Interest Group Division Representative while also serving on the NACADA Council. He has served on the Summer Institute Planning Committee and as a faculty member at previous Summer Institutes and Administrators Institutes. Casey has presented at numerous NACADA national and regional conferences and also authored chapters addressing LGBTQ Issues in the NACADA/FYE Monograph: Academic Advising: New Insights for Teaching and Learning in the First Year, and a chapter in the most recent Academic Advising Handbook on Advising Delivery: Professional Advisors, Counselors, and other Staff.

3.4 Minute by Minute: Embracing Change and Your Many Roles

Highrock

Presenters: Julianne Messia, Albany College of Pharmacy and Health Sciences

Abstract: Let’s face it: in today’s workplace economy, advising is often only one facet of a higher education professional’s responsibilities. Faculty advisors report they spend 10% of their time on advising (ACT’s Sixth National Survey of Academic Advising, 2004), yet we know the transformational power of asking just a few careful questions. How can we embrace our many roles and manage our daily change to provide a lasting, positive experience for students? Join our lively discussion as together we explore the wide scope of our responsibilities contrasted with the personal and professional implications of multitasking. Learn tips for using common workplace tools and technology to organize your roles and improve student relations. Participants are ensured takeaways, giveaways, and a positive, supportive atmosphere. (AM, FA)
3.5 Getting Your College Career in Gear

Travers

Presenters: Elaine Cataletto, Baruch College, CUNY
Phillip Hogue, Baruch College, CUNY

Abstract: The Center for Academic Advisement at Baruch College created a new 10 week program using many of Skip Downing’s On Course exercises for students reinstated after suspension to reassess their educational priorities. Previously, these students had no special guidance and thus, had a slim chance of improvement upon return. The impetus for this change was a renewed institutional focus on retention and higher criteria for academic success. This presentation will review the goals, objectives and format for each week of the program, provide examples of the material used, and share data on student outcomes collected over the last two semesters. (PD, RT)

Session Four: Wednesday, March 12, 10:45-12:00

4.1 When “Generation X” Advises “The Millennials”

Broadway 1&2

Presenter: Jon Kleinman, SUNY College at Old Westbury

Abstract: If common stereotypes are to be believed, the gap between today’s “Millennial” students and the now-adult members of “Generation X” is a wide one. Where today's college students are often described as confident, optimistic and achievement oriented, youth in the 90’s were frequently viewed (fairly or not) as a cynical and alienated generation who were ambivalent towards higher education. Today, members of “Generation X” are acting as professors and academic advisors to the newest generation of college students. This presentation will discuss ways in which these two generations with very different attitudes and life experiences can work together to build effective advisor/student relationships. By reviewing and evaluating research, as well as sharing personal experiences, participants will learn to see beyond stereotypes and appreciate how two generations with very different attitudes and life experiences can benefit by working together. (TD)

4.2 Rethinking the Role of Faculty in Academic Advising

Broadway 3&4

Presenters: Ann Marie Perucci, Pace University
Allyson King, Pace University
Sue Maxam, Pace University

Abstract: Pace University instituted the Comprehensive Freshmen Advising Program (CFAP) in 2007, which, counter to prevailing trends, uses full time faculty to serve as freshmen advisors. Advisors teach the freshman seminar, hold regular out-of-class advising sessions, and monitor students’ academic progress in both the fall and spring semesters. This session will describe CFAP and the results of quantitative and qualitative assessment, including unanticipated positive outcomes for the faculty. Lessons learned and applications to other settings will also be discussed. (1Y, FA)
4.3 What Defines an Academic Advisor?

*Alabama*

**Presenters:** Gail Stepina, University of New Hampshire  
Christine Sohl, University of New Hampshire  
Cindy Glidden, University of New Hampshire

**Abstract:** Do you struggle to explain to others just what you, as an Academic Advisor, do day in and day out? Do you KNOW that your work is valuable to the students, your department, and your institution, but still have difficulty helping others understand what you do? Let's get together in this Roundtable to discuss some ways to better articulate our skills to those who need to know the value in what we do. The discussion leaders will share some of their thoughts and resources as a starting point for a discussion about converting your work into words which will convey the message you want others to receive. (TP, CS)

4.4 Peer Mentors: Changing the Advising Landscape

*Highrock*

**Presenters:** Kimmo Rosenthal, Union College  
Shelly Shinebarger, Union College

**Abstract:** Union College has developed a successful peer-mentoring program, PALS (Peer Assistants for Learning), over the last three years with the help of a Mellon Foundation grant. It reaches out to special populations such as students on probation, students with disabilities, international students, and student athletes through both formal individual mentoring and a series of workshops. PALS is an example of effective collaboration between academic and student affairs and highlights how peer-mentors can become "learning partners" and provide some of the one-on-one advising that students with special needs may not receive from the formal advising system. We will describe the details of our program including the training of mentors, supervision during the term, and workshops. Relevant handouts and copies of some of our publications will be made available. (PA, SS)

4.5 Through the Looking Glass: Using Instructor Feedback to Facilitate Self-Reflection and Growth in Advisees

*Travers*

**Presenters:** Jennifer Duffy, St. John Fisher College  
Dr. Michelle Erklenz-Watts, St. John Fisher College

**Abstracts:** When an instructor has concerns about a student, what happens next? What is the role of the advisor? When an advisee struggles with course content or dispositions, or both, what is a systematic way to support the advisee's ability to self-reflect, develop in the areas of need and demonstrate growth? In this session participants will learn about the Student Support System (SSS) specifically developed and implemented to address areas of need for advisees that have been identified by course instructors. After sharing specifics of the system, the goal is for the participants to leave with the tools to develop their own process for advisee reflection and growth to ensure success in the classroom and beyond. (AM)
Session Five: Thursday, March 12, 2:15-3:30 pm

5.1 Managing in a Time of Change
Broadway 1&2
Presenters: Steven Viveiros, Bridgewater State College

Abstract: This round-table discussion will engage all participants in addressing current issues associated with the current economic downturn facing advising administrators. From budgets to staffing, professional development to hospitality, restrictions have been put in place and these challenges put a strain on current personnel needed for providing superior support to our students. As leaders of the organization, administrators have a responsibility to maintain a positive atmosphere that translates into a better served population. This session will create a space for openly discussing current challenges and allow the sharing of strategies for working through these difficult times. (AA, TD)

5.2 ASSet: Advisement, Student Services, Engagement and Transition
Broadway 3&4
Presenters: Carey Manifold, Kingsborough Community College, CUNY
Marie Caty, Kingsborough Community College, CUNY

Abstract: To address the alarming number of community college students who do not complete their Associates, CUNY and the Mayor Commission for Economic Opportunity created the Accelerated Study in Associate Programs (ASAP). A.S.A.P was designed to provide a select group of students the academic, social, and financial support needed to earn a degree within three years. Kingsborough Community College recognized that this group of students would be best served by professionals who had a holistic view of student engagement, thus a unique group of advisors were introduced.

Facilitators will examine the strategies and techniques used by the program to increase student engagement and persistence. Campus collaborations, transition issues, academic performance, retention results and potential applications related to advising will also be addressed. (2Y, SS)

5.3 NACADA Roundtable
Alabama
Presenters: Charlie Nutt, NACADA Executive Director
Casey Self, NACADA President
Susan Kolls, Region 1 Chair

Abstract: This informal roundtable discussion is to provide a forum for attendees to visit with NACADA Leaders and members of the Executive Office staff regarding the Association's many initiatives and programs. This time is also designed to give participants an opportunity to provide feedback and ask questions.

5.4 Change is Coming: An Approach to Working with Re-enrolled Students in Academic Difficulty
Highrock
Presenters: Erik Colon, Binghamton University-SUNY
Michelle Jones, Binghamton University-SUNY
Abstract: Effectively and efficiently advising “academically-at-risk” students is often challenging and frustrating to academic advisors. As the Advising Center for Binghamton University’s Liberal Arts School, Harpur College, the office strives to help students in degree planning and understanding university policies and procedures. This workshop will explore successful techniques used in advising “academically-at-risk” students and help participants develop strategies for implementing programs into their day-to-day operations. This case management approach to working with this population will enable advisors to increase student persistence and completion of courses from semester to semester, enhance academic achievement (increase cumulative GPA), and increase student retention from academic year to year. (PD, RT)

5.5 Case Studies as a Catalyst for Change
Travers
Presenters: KD Maynard, University of Massachusetts-Amherst
Abstract: In our business, we look for students to make developmental gains in various aspects of their lives and we hope to be in a position to facilitate such change, be it in the classroom or in an advising session. We meet students where they are, academically, socially and psychologically, and we seek to provide instruction and the opportunity to apply new skills to promote growth.

Case studies, in which a student is assigned an identity or role to play within a specific context, provide a student the opportunity to practice appropriate skills. This can lead to increased confidence and hands-on experience that is transferable to other situations. In this session, we’ll discuss applications of case studies in first year seminars (in both a community college and a university setting), as well as how they can be effectively deployed in an advising setting and for professional development. Strategies for maximizing the value of case studies will be shared. (AM, 1Y)

Session Six: Thursday, March 12, 3:45-5:00

6.1 Social Bookmarking: Embracing a Del.icio.us Change in the Organization of Major and Career Related Websites
Broadway 1&2
Presenters: Jillian Reading, University at Buffalo
Gerrard Godwin, University at Buffalo
Abstract: Have you ever come across a really great webpage you wanted to share with your students? Social bookmarking makes it possible! This session will introduce participants to the uses of social bookmarking for academic advisement. Examples include creating an organized network of information related to majors and careers for both undecided and decided students, general academic information, career and professional advice, or pertinent information for subpopulations (e.g., prehealth or prelaw students). The implementation process, time requirements, and common problems will also be discussed. The University at Buffalo’s Student Advising Services Del.icio.us account will serve as the session’s primary example. (TA, CP)
6.2 Change Agents: Advising in a Union Environment

*Broadway 3&4*

**Presenter:** Taine Vinci, Monroe Community College

**Abstract:** Advising staff can become change agents and have a broader impact on academic advising through involvement with their campus labor union. We will explore and discuss what our role can be and why we should get involved. We can take “advising is teaching” to the next level when we serve as campus experts and educate faculty and staff on advising theory and practice. Topics include enhancing collaboration with faculty, promotion and reward considerations, and improving benefits and working conditions. We will also share examples of how our contractual obligation for faculty advisors is defined and actualized. While the perspectives shared will be from a large split-model advising community college, you will gain specific insight to develop and utilize strategies on your own campus. (AA, FA)

6.3 Keeping up with the Jones’s: How to Keep Your Advising Staff on the Same Page

*Alabama*

**Presenters:** Kelly Kuehn, Long Island University- Brooklyn
Katie Countryman, Long Island University- Brooklyn

**Abstract:** This session will begin with a discussion of some of the challenges of keeping an advisement staff well trained, including high turnover, difficulties of communication in a bureaucratic university setting, and personality traits that hinder accurate advisement. We will discuss our initiative to address this problem in our advisement center and what the outcome has been. Following our discussion, participants will break out into groups and have a roundtable discussion about issues that contribute to problems of training in academic advising. The goal is that participants will leave this session more aware and with a sense of how they can move forward to address training and communication on their campus. (TD, SS)

6.4 Academic Advising and Career Counseling Using Lego Robotics

*Highrock*

**Presenters:** Michael Regan, SUNY Oswego
Adrianne Morton, SUNY Oswego

**Abstract:** A myriad of factors contribute to the success and retention of first year students. The Office of Learning Services and the Collegiate Science Technology Entry Program at SUNY Oswego has designed a Lego Robotic Program integrating advisement, career counseling, The First Year Experience and Learning Assistance. Students are looking for direct connections to their overall learning. The Robotics Program allows the exploration of almost any field in which they might want to pursue while assessing their study skills (time management, note-taking), team building (interacting with others, networking) and problem solving skills. Attendees will be provided an overview of the program, shown how it assists with student career and academic counseling, and if time permits, an opportunity for hands-on experience in building a robot utilizing the skills discussed above. (EN, 1Y)

6.5 But I Don’t Want To Do It That Way

*Travers*

**Presenters:** Jill Seymour, Binghamton University
Molly McGowan, Binghamton University
Abstract: Change in higher education is inevitable and indeed part of the natural order of things. This highly participatory workshop provides a proactive rather than reactive approach to confronting change through the use of team development. Exploring tenets of team formation (Forming, Storming, Norming, and Performing) as well as methods of building consensus such as LUIS (I can Live with the decision, I can Understand the decision, I was Involved with the decision and I can Support the decision) will enable attendees to walk away with a set of usable tools that are transferable and adaptable to their individual institutions. Attendees will learn team building exercises, brainstorming, and nominal group technique as proven methods of handling change. (AA, FC)

6.6 A Change of Pace - Poetry and Advising

Phila

Presenter: Susan M. Kolls, Northeastern University

Abstract: Change can be exciting and stressful, exasperating and essential, provocative and tiring. Perhaps at the end of this or any long day what you need is a moment to sit back, relax, reflect and rejuvenate. Listening to poetry is a great way to unwind from the stresses and stories that we encounter during a typical day, week or hour of advising, and a fantastic way to end a busy day of conferencing. Come to this reading and hear the work of poet/advisor Susan M. Kolls as she reads from her work.

Not sure you like poetry? Come anyway and perhaps you will discover that you are a secret poetry fan, or perhaps that your life is full of poetry. If you’ve never been to a poetry reading this is a rare treat for an academic conference. Come and listen, sift poetry, re-connect with yourself and discover the poetry that surrounds us all, and can sustain and enrich us.

(Susan M. Kolls is an award-winning poet who has been published in such journals as Spectrum, Broadsides and the Underwood Literary Review)

Session Seven: Friday, March 13, 9:15-10:30 am

7.1 Effecting Behavioral Change: An Approach to Advising Students on Academic Probation

Broadway 1&2

Presenters: Kevin M. McKenna, Clark University
Jane Daigneault, Clark University

Abstract: How best to advise students who find themselves in academic jeopardy is an ongoing challenge for colleges and universities. Students who fail to meet the criteria for academic good standing are at risk of having their academic careers interrupted. We will examine a proactive approach to addressing this problem by using graduate students as probation advisors. We'll explore the value of collaborating with other departments in addressing the needs of this population and review responses to the unique needs of specific populations. Outcome results of this approach over a period of years will be reviewed. Predictability variables will be explored as will methods of proactive intervention. Finally, we will have an interactive discussion of case studies and the applicability of this approach to other institutions. (AM, PD)
7.2 Changing Ideas about Faculty Advising

_Broadway 3&4_

**Presenters:** Christina Carlson, Iona College  
Frances Bailie, Iona College  
Victoria Ketz, Iona College

**Abstract:** Faculty members expect to take on multiple responsibilities at their institutions, but what happens when advising gets added to the mix? Such is the case at Iona College, where faculty advisors are routinely responsible for 50 or more advisees in addition to a 4-4 course load, research, and committee work. Under such circumstances, how do we encourage the best faculty members to become freshman advisors, and then, how do we support them in successfully making advising part of their professional experience? In this presentation, we intend to draw on the experiences and best practices of Iona's faculty advisors to offer specific strategies for effectively managing the addition of advising responsibilities to our already full professional schedules. (FA, AM)

7.4 Embracing Change in Technology: Connecting Distance Students to a Virtual Campus

_Highrock_

**Presenters:** Shira Soch, Excelsior College  
Hem Borromeo, Excelsior College  
Jennifer Hummer, Excelsior College

**Abstracts:** This presentation highlights how Excelsior College's Student Information System, and its integration to our website, enhances student advising. Two Academic Advisors and our Technical Support Manager will showcase technologies of a "home grown" system that enables Excelsior College to work more efficiently, transparently, and with less paper. The technologies integrate a virtual folder, correspondence, work queues, course/exam approvals, correspondence (activities), status reports and academic evaluation summaries, message center, and ghost user functions into an integrated system. This model enables students to take ownership for their education and feel more connected to a virtual campus. Simultaneously, advisors have more time to conduct developmental advising, interact with students and provide accurate and timely information. (TA, DE)

7.5 Wait, Wait – Don't Tell Me: Delivering News Students Don't Want to Hear

_Travers_

**Presenters:** Susan Kolls – Northeastern University  
Terri Downing – Franklin Pierce University

Competition for entry to popular majors is rising. Every day, a high-achieving student is denied a transfer to a Pharmacy program. A student at-risk is unable to hear about his limitations. An average student falls below the requirements for the College of Business. Are you responsible for delivering this or other potentially distressing news? From theoretical to practical, we will examine the role of the advisor in teaching the student to reassess, redefine and redistribute their goals and intentions.

This will be an active, interactive session during which we will discuss strategies for delivering bad news. Ways to package the news in the best possible light, strategies for better student understanding, alternative paths and follow-up strategies will be offered. _Back by popular demand_ (TD, TP)
Session Eight: Friday, March 13, 10:45-12:00 pm

8.1 Black Hawk(s) Down: The Helicopter Parent Phenomenon

*Broadway 1&2*

**Presenters:** Dominic Varney, University of Maine - Orono
Vicki Loppacher, University of Maine, Orono

**Abstract:** In the past decade academic advisors have seen a shift in the demographics of incoming students. They no longer enter our offices alone and ready to embark on their individual adventure of collegiate academics. Hovering above them, watching and influencing every decision they make, are their parents! The term “helicopter parent” is well known on campuses across the country. With the frequent encounters we have experienced, it is essential to address and understand this phenomenon. How do we recognize a helicopter parent? What do we do with them? This presentation will address the parents’ role in the advisor/advisee relationship and present tools to effectively communicate with them. Included will be case studies and group discussion. Expect to leave this seminar armed and refueled for your next mission. (Y, HS)

8.2 Making Long Distance Advising Relationships Work

*Broadway 3&4*

**Presenters:** Jeanne Mrozinski, Excelsior College
Vicki Grandin, Excelsior College

**Abstract:** Although the traditional model of learning will always be with us, distance learning has made higher education a reality for populations previously under-served. Our presentation will focus on distance learning as a wave of the future that should be embraced. Methods of incorporating distance advising into current advising models for traditional campuses will also be discussed. Topics for discussion include the use of technology as a critical element of distance advising, the advantages and challenges of advising/studying at a distance and methods of creating community within a virtual campus. Examples of “best practices” at Excelsior College including but not limited to: utilizing an electronic messaging center, focusing on outreach, setting realistic goals, modes of communication without face to face interaction, and paperless student files will be presented as standard advising protocols. Ideas will be generated for distance learning and traditional campuses alike. Use of social networking and instant messaging will be presented as ideas for the future. (TA, DE)

8.3 Changing the Self-Defeating Language of Procrastination

*Alabama*

**Presenter:** Ann Wheeler, Landmark College

**Abstract:** When asked to reflect on their academic difficulties, students who cite "procrastination" or "laziness" as the root issue and the need to "work harder" as the solution may actually be impeding the path to improved academic progress. This workshop will present data that examined if certain language used to describe academic difficulties is "self-defeating" and advising scenarios will provide illustration.
This interactive session will present data from student discussions of their academic difficulties during advising meetings compared to their final course grades to determine if the language used was "self-defeating." Dr Thomas E. Brown's Model of Executive Functioning will be reviewed and evaluated as a possible advising tool to reframe "self-defeating" discussions about academic difficulties. (RT, DA)

8.4 Advising Veterans: Challenges and Constraints

Presenters: Kevin Dean, Empire State College
            Donna Carey, Empire State College
            Desiree Drindak, Empire State College

Abstract: Military students and veterans often enter higher education with a lot of trepidation; it is the academic advisor who serves as the link to helping these students achieve their goal of attaining a college degree. This session will examine how to help the military student transition into an effective member of the academic community. We will also examine current and past research on military post-secondary education and analyze the results using advising theory. Simple but effective tips and techniques will be shared on how one on-line college provides services to help military students through the transition. (DE, ML)

8.5 Changing Us, Not Them: Constructing an Academic Strategies Course

Presenters: Christine M. Blaney, University of Pennsylvania
            Marlena E. Reese, University of Pennsylvania

Abstract: "Imagine a semester when you're caught up with reading assignments; when assignments are completed without the anxiety of the last-minute rush; when exams demonstrate what you know."

The Academic Mini-Course is a six-week non-credit class, offered by a university learning center, designed to support students on academic probation. The course invites students to take control of their learning. The students' role in design and implementation of this course has emerged as an intricate theme. Although the content of the course is predetermined, student reflections inform the instructors' approach, reflecting instructors' need to adapt to support students as they navigate academic probation. This inquiry explores the delicate co-construction of this course, and our emerging definition of academic literacy. (RT, PD)
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(UN) Undecided/Exploratory Students
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Are there topics in Advising that you wish had more representation at the conference?

Don’t just Wish….Submit!

We rely on our members to submit topics for presentation that are of interest to them in order to provide a diverse offering at our Region One Conference.

If you want to see more variety or different topics, be sure to submit a presentation proposal for the 2010 NACADA Region One Conference in Newton, Massachusetts (March 10-12, 2010). Look for information on the NACADA website beginning in Fall 2009.
National Board Certified Counselor Credit (NBCC) Information

NACADA is an approved provider for NBCC. NBCC credits at regional conferences are provided through the National Academic Advising Association. NBCC Monitoring Forms are available at the Conference Registration Desk

Counseling Theory
PCW4: Universal Design for Advising: The Pedagogy of Advising as Teaching
2.1 Appreciative Advising Techniques with Distance Education Students
3.2 Addicted to Undeclared: A New Way of Approaching Undeclared Students

Human Growth and Development
2.5 Emerging Adults versus Millennials: A Different Way to Understand Today and Tomorrow’s Students

Social and Cultural Foundations
2.2 Advising Culturally Diverse Students
4.1 When “Generation X” Advises “The Millennials”
8.4 Advising Veterans: Challenges and Constraints

The Helping Relationship
2.4 "Scenes for Learning and Reflection": A Look at NACADA’s New Professional Development DVD
3.5 Getting Your College Career in Gear
4.5 Through the Looking Glass: Using Instructor Feedback to Facilitate Self-Reflection and Growth in Advisees
5.4 Change is Coming: An Approach to Working with Re-enrolled Students in Academic Difficulty
5.5 Case Studies as a Catalyst for Change
7.1 Effecting Behavioral Change: An Approach to Advising Students on Academic Probation
7.5 Wait, Wait – Don’t Tell Me: Delivering News Students Don’t Want to Hear
8.3 Changing the Self-Defeating Language of Procrastination

Group Dynamics, Processing and Counseling
PCW1: Hearing Every Voice: Using the World Café to Facilitate Change on Campus
6.5 But I Don’t Want To Do It That Way
8.5 Changing Us, Not Them: Constructing an Academic Strategies Course

Research and Evaluation
1.2 Geography of Being First: Helping First Generation Students Navigate the Landscape of Academia
1.4 Assessment: Changing from Satisfaction to Outcome

Professional Orientation in Counseling
PCW3: NACADA Leaders
1.1 Writing for NACADA: The NACADA Journal, Academic Advising Today, and the Clearinghouse
4.3 What Defines an Academic Advisor?
Awards and Recognition in Region One

2008 Best of Region Award
Jim Peacock, Kennebec Valley Community College and Kristina Ierardi, Cape Cod Community College
“Online Career Resources for Advisors”

2008 NACADA National Awards

Theresa Sicilia DeAngelis, Excelsior College—Outstanding Advising Primary Role Category Certificate of Merit

Linda Scaring, Nazareth College of Rochester—Outstanding Advising Administrator Category Certificate of Merit

Michael Miller, State University of New York at Delhi—Outstanding Advising Faculty Category Certificate of Merit

Michael Bozzone, Sacred Heart University—Outstanding Institutional Advising Program Category Certificate of Merit

Undergraduate Academic Affairs, Stony Brook University—Outstanding Institutional Advising Program Category Certificate of Merit

Tracy Caldwell, Excelsior College—Outstanding New Advisor Faculty Category Certificate of Merit

Daphne Galkin, College of Westchester—Outstanding New Advisor Primary Role Category Winner

Anne Herron, LeMoyne College—Research Grant Category Winner

Irene Rios, Springfield College—Student Research Category Winner Doctoral Degree

2008 Region One Academic Advising Excellence Award Winners

Anne Marie A. Stephen, University of New Brunswick Saint John
Nancy Pithis, Fisher College
Carole Pierce, University of New Hampshire
Alison Frishie, Cape Cod Community College
Teresa Smith, Kennebec Valley Community College
Laurie Nelson, Northeastern University
Region One Steering Committee

Region Chair – Susan M. Kolls, Northeastern University
Past Region Chair – Gail Stepina, University of New Hampshire
Conference Chair – Mary Fraser, Central Maine Community College
Past Conference Chair/Site Selection Chair – Gail Stubbs, University of Massachusetts, Boston

Awards and Recognition Chair – Susan Moyer, Excelsior University
Budget Chair – Steve Viveiros, Bridgewater State College
Communication and Membership Chair – Lisa Moison, Fitchburg State College

Area Liaisons

Quebec/Canada – Tanya Pitt, University of New Brunswick
- Lisa Doheney, Champlain College
Connecticut – Ann Traynor, University of Connecticut
Maine – Ethel Hill, University of Maine, Orono
Massachusetts – Laurie Nelson, Northeastern University
New Hampshire – Cindy Glidden, University of New Hampshire
New York – Michael Mastrella, Schenectady County Community College
- Cindy Konovitz, University of Buffalo
Rhode Island – Jane Hanna, Johnson and Wales University
Vermont – Jennifer Fath, University of Vermont

NACADA Region 1 Scholarships

Don’t forget that we will be offering Region 1 Scholarships for the 2010 NACADA Institutes and the 2010 Region 1 conference in Newton, Massachusetts!

We will be offering:

$750 scholarships to all 3 NACADA National Institutes
Five $115 Presenter Scholarships for our regional conference
Two $300 New Advisor Scholarships to our regional conference
Two $300 Graduate Student Scholarships to our region members

Watch for emails about these great opportunities in Fall 2009!
Special Thanks

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

- Bridgewater State College, Academic Achievement Center
- Central Maine Community College
- Diane Matteson and the Executive Office staff of the National Academic Advising Association
- Excelsior College- School of Liberal Arts
- Excelsior College- Marketing Unit.
- Franklin Pierce University - Office of Admissions
- Franklin Pierce University – Office of the Registrar
- Franklin Pierce University – Student Activities
- MPBN
- Neag School of Education, University of Connecticut
- Northeastern University - Enrollment Management and Student Affairs
- Northeastern University - Graduate School of Business
- St. Joseph’s College
- University of Maine
- University of Maine at Augusta
- University of Massachusetts Boston University Advising Center
- University of New Hampshire, Department of Education
- University of New Hampshire, Whittemore School of Business and Economics
- University of Southern Maine

Exhibitors

Region 1 welcomes exhibitors Blue Eon Solutions and NYC EduSoft to the conference. Please take a moment to visit with them.

NYC EduSoft presents AdvisorView:

Solve the scheduling puzzle! The Schedule grid is simple and intuitive. Reporting is elastic. Set up is easy. AdvisorView provides a real-time view of the reception area from each advisor's desktop, as well as Manager, receptionist, peer advisor and student views. http://www.nycedusoft.com

Blue Eon Solutions:

Advanced tracking software used to record student visits and advising services. Also records date of visit and all visit notes. Provides real-time reporting for all academic advising departments. http://blueconsolutions.com