advising matters.
nacada region 1 conference

Program Schedule

National Academic Advising Association
Northeast Region One
26th Annual Conference
Newton, MA

March 10-12, 2010
Dear Region 1 Colleague:

Welcome to the greater Boston area! The Region 1 Conference Committee is excited to have you join us in Newton, MA at the Newton Marriott Hotel. We have spent a lot of time since our conference in Saratoga Springs, planning events and activities that will engage you and entertain you.

We had a large and wonderful selection of presentation proposals. We had to make some hard decisions, but know that the selections made will make for a very worthwhile conference. We have two wonderful keynote speakers who will educate and entertain us. We have added a poster session this year and hope that it will become a regular at our future region one conferences. Poster sessions are a great way to learn and enjoy a colleague’s hard work, without having to hold a full concurrent session. We are also trying out an early riser’s session slot with brunch to follow on the last day. We hope you will enjoy the second keynote speaker over brunch and then win one of the great state baskets that we give away!

This conference could not have happened without the hard work of the Conference Planning Committee, led by Terri Downing from Franklin Pierce University, our Conference Chair. Terri has worked long and hard keeping all of the various Chairs working smoothly on important aspects of the conference. Our Program Chair, Steve Viveiros from Bridgewater State College, has also worked endless hours getting the sessions chosen, rooms and AV planned, program printed and answering all of my numerous emails! Gail Stubbins, from UMass- Boston, our Awards and Scholarship Chair did an outstanding job getting her committee to read the wonderful submissions, and choose our scholarship and award recipients. Our Registration Co-Chairs, Erik Colón and Michelle Jones, from SUNY Binghamton are ready to check you in at the conference and answer any questions that you have. Kevin Piskadlo, from Bentley University, our Site Chair collected donations from nearby establishments and prepared a list of nearby restaurants for your use. Our Evaluation Chair, Michael Prutsman, from Adirondack Community College, has prepared the evaluations for each session. Our Volunteer Chair, Kristin Hall, scheduled our volunteers to help us, and Laurie Simpson, our Vendor Chair solicited vendors and goodies for our bags. Mary Fraser, from Central Maine Community College, our Reception Chair, busily prepared for our evening reception, as well as helped many of the other Chairs by editing, writing and printing materials for us. Our Co-Conference Chairs for the 2011 Conference in Burlington, VT are Jennifer Fath and Amelia Coleman from the University of Vermont, helped us with our planning for this year and will be carefully observing for their role next year.

We also have an extensive list of committed individuals on the Conference Planning Committee and they have all contributed greatly to our planning. I want to thank everyone on the committee for their dedication and hard work making this conference happen.

I look forward to spending time with you... enjoy the conference!

Susan Moyer, Excelsior College
NACADA Region One Chair
NACADA 2010 Northeast Region One - Conference Committee

Northeast Region One Chair
Susan Moyer - Excelsior College

Conference Chair
Terri Downing - Franklin Pierce University

Program Chair
Steven Viveiros - Bridgewater State College

Evaluation Chair
Mike Prutsman - Adirondack Community College

Registration Co-Chairs
Erik M. Colón & Michelle Jones - Binghamton University

2010 Conference Site Chair (MA)
Kevin Piskadlo - Bentley University

2011 Conference Site Co-Chairs (VT)
Amelia Coleman & Jennifer Fath - University of Vermont

Awards and Scholarship Chair
Gail Stubbs - University of Massachusetts-Boston

Volunteer Chair
Kristin Hall - Stony Brook University

Vendor Chair
Laurie Simpson - Westfield State College

Reception and Awards Program Chair
Mary Fraser - Central Maine Community College

Committee Members
Dr. Iona Black - Yale University
Sesan Badejo - University at Albany
Autumn Grant - Bridgewater State College
Katrina Higgins - University of Connecticut
Vincent Kloskowski
  - Saint Joseph's College of Maine
Susan M. Kolls - Northeastern University
Lauren Knoll - University of Connecticut
Sheila Lawlor
  - Central Maine Community College
Michael Mastroella
  - Schenectady County Community College
Rodney Mondor - University of Southern Maine
Laurie Nelson - Northeastern University
Ann Traynor – University of Connecticut
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<th>Time</th>
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<td>8:00am-4:00pm</td>
<td>Conference Registration</td>
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<td>11:00am-12:00pm</td>
<td>Pre-Conference Workshop</td>
<td>Commonwealth Ballroom - Salon 4</td>
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<td>PCW1 NACADA Leadership</td>
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<td>12:00-1:00pm</td>
<td>Lunch on your own</td>
<td>Lexington</td>
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<td>12:15-1:00pm</td>
<td>Introduction to NACADA (First Time Attendee Orientation) ~ <em>includes Lunch</em></td>
<td>Lexington</td>
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<td>1:15-2:30pm</td>
<td><strong>Session 1</strong></td>
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<td>1.1 Student Success Center: Building the Plane in the Air</td>
<td>Commonwealth Ballroom - Salon 2</td>
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<td>1.2 College of Science and Mathematics (CSM) Freshman Success Communities (FSC) Pilot</td>
<td>Commonwealth Ballroom - Salon 1</td>
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<td>1.3 &quot;Dream More, Learn More, Become More&quot;: Techniques for Advising Our Highest-Achieving Students</td>
<td>Grand Ballroom - Salon B &amp; C</td>
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<td>1.4 Proactive Advising: From Theory to Practice</td>
<td>Commonwealth Ballroom - Salon 3</td>
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<td>1.5 Managing Conflict in Advising</td>
<td>Commonwealth Ballroom - Salon F &amp; G</td>
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<td>1.6 Peer Advising Matters</td>
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<td>1.7 First Generation College Students - Interest Group</td>
<td>Charles River Room - East</td>
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<td>2:45-4:00pm</td>
<td><strong>Session 2</strong></td>
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<td>2.1 Going Where the Action Is: Using Social Media to Connect with Students</td>
<td>Commonwealth Ballroom - Salon 2</td>
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<td>2.2 &quot;Stopping-Out&quot; as a Form of Persistence for Adult Learners</td>
<td>Commonwealth Ballroom - Salon 1</td>
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<td>2.3 Understanding Assessment</td>
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<td>2.4 Effective Advising Matters in Tough Economic Times</td>
<td>Commonwealth Ballroom - Salon 3</td>
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<td>2.5 Happenstance Happens: How can we help students choose majors using happenstance?</td>
<td>Grand Ballroom - Salon F &amp; G</td>
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<td>2.6 Taking Theory to Practice with Adult Students in Your Community</td>
<td>Commonwealth Ballroom - Salon 4</td>
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<td>2.7 Advice for the New Adviser</td>
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<td>2.8 Using Dominance Profiles in Advising</td>
<td>Charles River Room - West</td>
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<td>4:15-6:00pm</td>
<td>Welcome Reception &amp; Academic Advising Excellence Awards Program</td>
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<td>Dinner On Your Own</td>
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<td>Continental Breakfast (included in the conference fee)</td>
<td>Grand Ballroom - Salon D &amp; E</td>
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<td><strong>Welcome from the National Office &amp; Keynote Address</strong></td>
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<td>9:15-10:30am</td>
<td><strong>Session 3</strong></td>
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<td>3.1 Why do we bother with......?</td>
<td>Commonwealth Ballroom - Salon 2</td>
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<td>3.2 A.S.A.P.! The Arts Student Assistant Program - A Multi-Role</td>
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<td>Student Based Advising Outreach Program</td>
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<td>3.3 Meeting Students Where They Are: Effective Programs that</td>
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<td>3.4 Dilemmas and Delights of a Decentralized Faculty-Based</td>
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<td>3.5 Deliberative Guidance: A Philosophic Approach to Student</td>
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<td>3.6 Are Student Athletes &quot;Majoring in Eligibility?&quot;</td>
<td>Commonwealth Ballroom - Salon 4</td>
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<td>3.7 FYS Variations: Seize the Opportunity to Collaborate Across</td>
<td>Charles River Room - East</td>
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<td>3.8 A Conversation Following the Keynote</td>
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<td>10:45am-12:00pm</td>
<td><strong>Session 4</strong></td>
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<td>4.1 Creating an Online Advising Network for Students and Academic</td>
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<td>4.2 Square One: The Art of Designing (or Renewing) an Advisor</td>
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<td>4.3 Collaboration Matters: Working Together to Improve the Student</td>
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<td>4.4 Advising Syllabi - Encouraging Successful Learning Outcomes</td>
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<td>4.5 Challenging the Magical Thinking of the Readmitted Student</td>
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<td>4.6 Campus-Wide Advising</td>
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<td>4.7 Creating Servant Leaders through Advising</td>
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<td>4.8 From Transformative Learning Theory to a Transformative</td>
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<td><strong>Region One Update</strong></td>
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<td>1:30-2:30pm</td>
<td><strong>Poster Session</strong></td>
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<td>P.1 RAPID REGISTRATION - A Comprehensive Approach to New Student</td>
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<td>P.2 Success Coaching-A Holistic Appreciative Advising Approach</td>
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<td>P.3 L.U.C.Y. - Linking Undergraduate Curriculum to You</td>
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<td>P.4 Collaborative Caseloads for Millennials: To Be or Not to Be</td>
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<td>P.5 At-Risk Student Tracking: An Integrative and Developmental</td>
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<td>P.6 Everything is Fine, Now Let’s Ruin It! How to Work with The Self-Sabotaging Student</td>
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<td>P.7 Early Intervention for Academic Success: A One-on-One Approach to Semester Organization</td>
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<td>P.8 FOCUSing on Student Success: Connecting Academic &amp; Career Advising Through Assessment</td>
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<td>P.9 Models of Success</td>
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<td>P.10 Eliciting Motivation From Within: Enhancing Performance With Academically At-Risk College Students</td>
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<td>5.1 Building an Advising Brand: Establishing Relationships with First-Year Students Utilizing Technology</td>
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<td>5.2 Academic Intervention: A Team Approach</td>
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<td>5.3 A Dose of Reality: Empowering Students (and Others) to Thrive on Campus, on the Job, and in Reality</td>
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<td>5.4 We Are Family; I’ve Got All My Advisees with Me!</td>
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<td>5.5 Welcome Home: Creating a Supportive Environment for Military Veterans on Campus</td>
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<td>5.6 Advising Transfer Students: Strategies for Success</td>
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<td>5.7 The Three Year Solution? Perspectives from Peer Advisors and Professionals</td>
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<td>5.8 Changing the College Advising Model</td>
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<td>4:00-5:15pm</td>
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<td>6.1 The Audience, the Medium, the Message: A Look at the Role of a Designated Communications Advisor</td>
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<td>6.2 Integrating Co-Curricular Engagement into Academic Advising</td>
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<td>6.3 Best Practices in Advising Students in Online Degree Programs</td>
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<td>6.4 Not “Just Fashionably Late”: Developing a Comprehensive Plan for Advising January-Admit Students</td>
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<td>6.5 Learning Disabled Identity Development: Best Practices for Supporting a Positive Academic Self-Concept</td>
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<td>6.6 Building a Campus-Wide Sophomore Year Experience</td>
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<td>6.7 A Conversation with NACADA Leadership &amp; Executive Office Representative</td>
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<td>6.8 Students in Distress: Using Myers-Briggs Type to Open Dialogue</td>
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<td>5:30pm</td>
<td>Dinner On Your Own</td>
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<td><em>Graduate Students will gather for a Group Dinner</em></td>
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<td>7.1 Welcoming Veteran Students</td>
<td>Commonwealth Ballroom - Salad 2</td>
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<td>7.2 How to Develop and Mentor New Peer Advisors</td>
<td>Commonwealth Ballroom - Salad 1</td>
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<td>7.3 Thinking Outside the Box: Using Assessment to Introduce Major and Career Exploration</td>
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<td>7.4 Stone Soup: Nourishing Advising on Limited Resources</td>
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<td>7.5 The Care and Feeding of Faculty Advisors</td>
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<td>9:15-10:30am</td>
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<td>8.1 Put Your Students on the MAP!</td>
<td>Commonwealth Ballroom - Salad 2</td>
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<td>8.2 Technology Matters! Using Online Courseware to Enhance Advising Services</td>
<td>Commonwealth Ballroom - Salad 1</td>
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<td>8.3 Decision Making in the College Experience</td>
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<td>8.4 Students with Disabilities: Striving for Universal Success</td>
<td>Commonwealth Ballroom - Salad 3</td>
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<td>8.5 Pre-empting Probation: Advising At-Risk Students</td>
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<td>8.6 Reaching Millennials: Best Practices for Academic Advising</td>
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<td>8.7 Initial Advisement of Academically Underprepared Students: A Hot Topic at Two-Year Colleges</td>
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<td>10:30-12:00</td>
<td>Brunch (included in conference fee)</td>
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<td>12:15-1:15pm</td>
<td>Open Planning Meeting for 2011 Conference</td>
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*Closing Keynote Address & State Basket Giveaways*
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.

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

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.

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 of this booklet. Certification forms may be picked up at the Conference Registration Table. The form must be signed by a member of the Conference Planning Committee and returned to the Registration Desk in order to get credit for the sessions you have attended. NACADA is an approved provider for NBCC. NBCC credits at regional conferences are provided through the National Academic Advising Association.
Special Sessions

Wednesday, March 10th

11:00am-12:00pm

Pre-Conference Workshop: PCW1 NACADA Leadership        Commonwealth Ballroom - Salon 4
Presenters:  Susan Kolls & Beth Higgins, NACADA Board Members
            Charlie Nutt, NACADA Executive Director
            Susan Moyer, Region 1 Chair

Interested in learning how to become more involved in NACADA? In learning what the Leadership opportunities are? In learning what the volunteer opportunities are? In learning how the NACADA Emerging Leader program can help you grow? In learning how NACADA can benefit you professionally? If so, come to this important and interactive session to learn this and more from members of the NACADA Leadership.

12:15-1:00pm

Introduction to NACADA (First Time Attendee Orientation)        Lexington
~ includes Lunch
Presenters:  Susan Kolls & Beth Higgins, NACADA Board Members
            Charlie Nutt, NACADA Executive Director
            Susan Moyer, Region 1 Chair

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

4:15-6:00pm

Welcome Reception &
Academic Advising Excellence Awards Program ~ Cash Bar        Grand Ballroom - Salon D & E

Join fellow colleagues for some good conversation and networking prior to dinner. This event will also recognize the incredible work of several advisors from Region One.
Thursday, March 11th

7:30-9:00am

**Keynote Address: “Why Students Matter.”**

**Dr. Dana Mohler-Faria, President of Bridgewater State College**

Few people personify the spirit, mission and character of Bridgewater State College more than its 11th president, Dr. Dana Mohler-Faria. An integral part of the campus community for nearly two decades, Dr. Mohler-Faria has followed a path of achievement that undoubtedly resonates well with many of the college’s students. President Mohler-Faria was the first member of his family to go to college.

Three decades and four degrees later, he continues to cite the work ethic and moral fabric of his late father, a construction worker, and his late mother, a laborer in the cranberry bogs of Wareham and in the factories of New Bedford, as the standards by which he holds himself up to each and every day. In addition, Dr. Mohler-Faria’s optimistic outlook on life is a credit to the Cape Verdean community in which he grew up. President Mohler-Faria is the first person of color to lead Bridgewater State College and, at the time of his inauguration, was only the second Cape Verdean in the United States to be elected the president of a higher education institution.

Dr. Mohler-Faria holds a doctorate in higher education administration from the University of Massachusetts at Amherst, master’s and bachelor’s degrees in history from Boston University, and an associate’s degree from Cape Cod Community College. He has participated in the Oxford Roundtable, the Millennium Leadership Institute, the New England Resource Center for Higher Education and Harvard University’s Institute for Education Management and Senior Executives Program.

In addition to his work as president, Dr. Mohler-Faria served as Governor Deval Patrick’s special advisor for education from January 2007 until June 2008 and was instrumental in leading the Commonwealth’s Readiness Project and establishing the Executive Office of Education.

12:15-1:30pm

**Region One Business Meeting – Brief Remarks from Region Chair**

Grand Ballroom - Salon D & E

5:30pm

**Graduate Students will gather for a Group Dinner**
Friday, March 12th

10:30-12:00

Keynote Address: “The Advisor Matters.”

Grand Ballroom - Salon D & E

Susan M. Kolls, NACADA Board of Directors and Internal Transfer Advisor at Northeastern University

Susan Kolls has been an academic advisor at Northeastern University in Boston for over 20 years. She first served as program coordinator for first-year Engineering students and is currently NU’s Internal Transfer Advisor. She has taught Introduction to College Life classes, conducts many group advising sessions each year and presents professional development seminars on campus as part of the Advising Network and the Enrollment Management Staff Development Committee.

Susan is active in NACADA leadership, serving as Region One Chair from 2007 – 2009, and is currently serving on the National Board of Directors. In addition to her leadership activities, Susan has presented at regional and national conferences since 1997 and has won three Best of Region Awards, two shared with Terri Downing. Close to 300 members attended her presentation, “Wait, Wait, Don’t Tell Me: Delivering News Students Don’t Want to Hear” at the 2008 National Conference in Chicago.

Susan was a contributing writer for the New Advisor Guidebook (NACADA Monograph Number 16, 2007) and served on the Content Review Panel for Academic Advising: A Comprehensive Handbook, 2nd Edition. Susan is a writer and poet who lives outside of Boston, Massachusetts where she spends a lot of time on the sidelines at soccer games, painting pottery and listening to music.

State Basket Giveaways at Closing Brunch Event on Friday! You have to be there to win!
Session Descriptions

Wednesday, March 10, 1:15pm-2:30pm

1.1 Student Success Center: Building the Plane in the Air
Rodney Mondor, Paul Dexter and Kim Marie Jenkins - University of Southern Maine
Commonwealth Ballroom - Salon 2

One challenge faced by academic advisors is helping students understand why advising matters. Many believe advising is about course selection, when in fact it is a developmental process. This session will provide an overview of how USM restructured its student services to place more emphasis on a holistic, longitudinal advising approach. The process involved a review from an external NACADA consultant team and input from faculty, staff and students from various arenas throughout the institution. The end result was the elimination of three departments (Advising Services, Career Services & Professional Life Development, and Office of Early Student Success) and the creation of the new Student Success Center to provide academic advising, career coaching and basic academic support under “one roof.” We will review how NSSE data and student persistence research was used to identify priorities in the re-organizational process and preliminary data and indicators of the model’s success in its earliest phase. (AA, AC)

1.2 College of Science and Mathematics (CSM) Freshman Success Communities (FSC) Pilot
Andrew Grosovsky and Michelle Foster - University of Massachusetts, Boston
Commonwealth Ballroom - Salon 1

The CSM FSC pilot is a yearlong program for first time, full time, CSM students, at UMass Boston, a commuter institution. Students are chosen and grouped according to math placement and major interests. This presentation will be an information session describing the establishment of learning communities for two different cohorts of students during the Fall 2009 semester. One cohort was co-enrolled in Biology, Chemistry and Precalculus; the second was co-enrolled in Chemistry and Calculus. Students attend these courses together and participate as a community in a CSM Science Gateway Seminar taught by a tenure-track faculty member. Peer Mentors made up of upper-level CSM students facilitate workshops and study groups associated with the FSCs specific Chemistry and Math courses. Students are provided with early warning advising for community courses. The CSM Freshman Success Communities provide a friendly, supportive and challenging smaller community within the larger university.

This presentation, led by the Dean of the College of Science and Mathematics and the Associate Dean for Student Success, will examine the hurdles faced and solutions found in the formation of these Freshmen Success Communities. Early assessment information will be provided. (1Y, EN)

1.3 "Dream More, Learn More, Become More": Techniques for Advising Our Highest-Achieving Students
Sarah Hoenig - Brandeis University
Grand Ballroom - Salon B & C

Our brightest students demonstrate exceptional talents, and we as advisors must support their quests to become the next great researchers, thinkers, activists, and leaders. To accomplish this we must examine what advisement strategies we can implement to ensure that our highest-achieving students will graduate at the pinnacle of an increasingly competitive global market. Through initiatives that emphasize the value of academic, cultural, and experiential opportunities, Brandeis University provides exceptional students with an arsenal of resources that result in an enriched and holistic educational experience. Using examples from Brandeis’ Merit Scholars Programs, we will share and examine best practices for making accessible to students the knowledge and services that will propel them to their fullest potential in the classroom, in the community, and in the world. Participants will be
given information intended to help them develop new strategies that they can initiate at their home institutions, specifically with a limited budget, in this time of economic uncertainty. (HA, AA)

1.4 Proactive Advising: From Theory to Practice
Scott Bennett and Lisa Bowker - Binghamton University
Commonwealth Ballroom - Salon 3

The term "intrusive advising" is sometimes perceived as having a negative connotation—as if advisors are invading students’ private lives—when actually the core principle is reaching out to students. We choose to refer to our efforts as "proactive advising." Our approach has increased student support efforts at Binghamton University throughout both Student Affairs and Academic Affairs. This presentation will aim to assist advisors in exploring the potential for proactive advising through outreach at their institution. Participants will learn how to effectively expand upon the invaluable talent pool they have at their disposal, which might include professional staff, graduate assistants, interns, and undergraduate peer advisors. In addition, we will discuss examples of how proactive advising reaches students who would not otherwise seek advising services. (TP, PA)

1.5 Managing Conflict in Advising
Terri Downing - Franklin Pierce University
Susan Kolls - Northeastern University
Grand Ballroom - Salon F & G

Most of us strive to avoid conflict in our lives, but in advising we often find ourselves in contentious situations. Conflict can arise when working with parents, co-workers and students, and around issues ranging from admission to course selection and beyond.

Without resolution, conflict can cause stress and make our work more difficult to accomplish. In this session, we will take a look at some advising theory related to conflict and specific strategies for dealing with discord, including the use of conflict resolution techniques that will allow us to embrace conflict as a way to move forward. (TD, TP)

1.6 Peer Advising Matters
Stephen Pepper (Moderator) - Massachusetts Institute of Technology
Leslie Bottari and Daniel Chapman - Massachusetts Institute of Technology
Kevin Piskadlo - Bentley University
Laurie Simpson - Westfield State College
Patti Vorfeld - Franklin Pierce University
Commonwealth Ballroom - Salon 4

Peer advising is profitable for all stakeholders. Advisees gain from the perspective and advice of experienced upper class students. Peer advisors gain leadership skills by mentoring first year students. Faculty and professional advisors extend their reach, especially important in times of budget reductions. This topical session will present the history and development of MIT’s Associate Freshman Advising system. In brief presentations, current administrators of the first-year Associate Advising Program will provide a theoretical context for peer advising. An outline of the structure of MIT’s Program will include the residential and advising group variations, trace improvements in selection methods, advisor matching, peer training, and evaluation, and a discussion of budgeting issues. Additionally, presenters will compare and contrast the structure and experiences of programs in the academic departments. This workshop will help participants understand how peer mentors add value to advising and explore alternative advising models. (PA, 1Y)
1.7 First Generation College Students - Interest Group
Phillip A. Hogue - Liaison for the First Generation College Students Interest Group
Charles River Room - East

This session will offer a space for open discussion of advisors' experience, ideas and dreams for the First Generation College Student. Some colleges provide targeted programming and groups aimed at this very important student population. The round table discussion will help enlighten and enliven your fellow advisors with anecdotes about this growing group of diverse students. Please join us to share your own background, experience and suggestions. (FG)

Wednesday, March 10, 2:45pm-4:00pm

2.1 Going Where the Action Is: Using Social Media to Connect with Students
Tracy Mendham - Franklin Pierce University
Commonwealth Ballroom - Salon 2

This presentation will address the interests of both new media enthusiasts and those yet to be convinced that blogging, Facebook, texting, and Twitter are worthwhile tools for advising in higher education. In this session you will hear how your peers are using digital media to communicate with students; see quick and easy ways to get your feet wet online, and learn about promising technologies on college campuses. Audience members will be invited to share their experiences as well as their philosophical objectives or objections to social computing. (TA, AC)

2.2 "Stopping-Out" as a Form of Persistence for Adult Learners
Anne E. Harrington - Saint Anselm College
Commonwealth Ballroom - Salon 1

Traditional studies or conceptions of persistence do little to inform our understanding of the adult student experience, which is characterized by a non-linear path. Higher education has made advances in accounting for enrollment anomalies that label non-linear enrollment patterns, recognizing that frequently overused general terms such as persistence, drop-out, or transfer do not adequately describe student behavior. The term "stop-out" is now used to describe students who leave and return to higher education, a common occurrence for adult students and an increasing form of persistence. Attendees will learn why an interdisciplinary understanding of persistence is necessary in light of the complexities of adults’ lives and the narrow ways in which higher education measures it. This presentation is based on research and is designed to elicit discussion from participants to generate different ideas both for advising approaches and for proposals we can make to our administration for more flexible standards for measuring persistence. (AL, TS)

2.3 Understanding Assessment
Elizabeth Higgins, Melissa Kopka and Janis Albright - University of Southern Maine
Grand Ballroom - Salon B & C

Assessment has become an expectation at our institutions. Many of us are unsure about what assessment is, how to develop a plan of action and even how and where to begin. Through our assessment process we focused on the following three questions:
-What do we want students to learn from their academic advising experience?
-What do we want them to value and appreciate?
-How will we know what they know, value and appreciate?
Come to this session and learn the basics of the assessment of advising. You will begin identifying student learning
outcomes and how to map these through the academic advising experience. We will also share our experience with assessment of academic advising at our campus reflecting on the benefits for students, advisors and the institution. (AS, TD)

2.4 Effective Advising Matters in Tough Economic Times  
Laurie Simpson, Barbara Loﬀert and Azanda Seymour - Westfield State College  
Commonwealth Ballroom - Salon 3

Does Advising Matter on your campus? Has it been affected by budget cuts or staff reductions? How has the nature of advising been impacted by today’s economic downturn? Through presentation and discussion, professional advisors from a growing mid-sized state college will share their approach to advising targeted student populations with minimal resources. Transfer and returning students, education students, undeclared students, and those on academic probation have available a one-stop advising center that services all of these populations while focusing on their speciﬁc needs. By making use of graduate assistants, and a variety of trained student workers and faculty members, this advising center has been able to address today’s student concerns through a uniﬁed and speciﬁcally focused approach. The center’s success is the result of quality student/staff/faculty collaboration. Discussion will also address the impact of today’s economy on student services. Participants will gain some creative ideas for engaging departments across campus to participate in win/win situations, while considering ﬁnancially creative solutions to dwindling budgets. Program assessment will also be discussed in this session. (AA, UN)

2.5 Happenstance Happens: How can we help students choose majors using happenstance?  
Jim Peacock - Kennebec Valley Community College  
Grand Ballroom - Salon F & G

In a perfect world, assessments can assist a client in choosing an occupation or major. But, the chaos of life often complicates things for all of us. This presentation will look at what we can do to help a student “Plan” their “Happenstance” and choose a major, possibly not one they had on their list. Participants will be able to identify examples of ‘chance’ in their own lives which changed their career, name at least three things they can recommend their students do in order to help them create happenstance opportunities and identify the three steps in controlling unplanned events. In short, this session will also afford the opportunity for participants to brainstorm ways to encourage students to discover majors they may not have considered. (UN, 1Y)

2.6 Taking Theory to Practice with Adult Students in Your Community  
Mary Fraser and Erica Watson - Central Maine Community College  
Commonwealth Ballroom - Salon 4

This session will use characters from the NBC sitcom Community to open discussion of the multitude of circumstances that deﬁne the ‘adult’ student. Conversation and anecdote will serve to build case studies and a review of several approaches to working with adult students will lay the groundwork for groups. With a theoretical foundation established, groups will jump directly into practice in a round robin format allowing them to work on each case study cumulatively. Interactive group discussion and reporting will tie up the session. Participants will walk away with applications of several different student development approaches for advising adult students. If advising adult students matters to you, please join us! (AL, 2Y)

2.7 Advice for the New Adviser  
Jonathan Lewis and Jen Keene-Crase - Bentley University  
Charles River Room - East
For the new adviser, giving helpful advice may not come naturally. Even if we have worked with students before becoming an adviser, it’s not easy knowing what to say to a freshman struggling to develop effective study skills, a junior considering switching majors, or a first-generation college student overwhelmed with the myriad academic and social demands of college life. At this roundtable discussion aimed at advisers with two years or fewer on-the-job, “Advice for the New Adviser,” participants will share stories in small- and large-group format and explore issues new advisers confront regularly: major and minor selection, study skills, academic difficulty, adjusting to college life, and effective programming, among others. Participants should walk away with new ideas and future contacts in the field. (NP)

2.8 Using Dominance Profiles in Advising
Virginia Scholl - Landmark College
Charles River Room - West

Each of us has an inborn pattern of body/brain organization that determines which eye, ear, hand, foot, and brain hemisphere is dominant, and this pattern has an influence on how we respond under stress and in new learning situations. Drawing on the work of Carla Hannaford and Educational Kinesiology and my own experience of using this assessment tool with college students with learning differences, this interactive workshop will present the theory behind dominance profiles and demonstrate how a dominance profile is created. The learning profile that emerges, and specific teaching strategies which it suggests, will be explored. Participants will learn how to create and interpret a dominance profile, as well as to determine their own profile. (SD, 1Y)

Thursday, March 11, 9:15am-10:30am

3.1 Why do we bother with.....?
Liza Smith and Martin Muyseenberg - Quinsigamond Community College
Commonwealth Ballroom - Salon 2

This presentation will reveal critical conversations advisors need to have with students that may seem like they have “nothing to do” with advising. Through showcasing various components of the CAPS/Early Alert (career, academic and personal success) project, presenters will discuss the relevance of career integration, strengths-based advising and referral networks on student success and persistence. The objectives of this presentation are to provide a brief overview of the CAPS /Early Alert project plan at Quinsigamond Community College, engage participants in dialogue regarding the importance linking academic and career advising, and review a 10-question Strengths Assessment. Also, we will present results of the most recent cohort analysis of 730 students to discuss whether the CAPS plan made a difference in persistence. (2Y, AM)

3.2 A.S.A.P.! The Arts Student Assistant Program - A Multi-Role Student Based Advising Outreach Program
Kanella Voudouris, McGill University
Commonwealth Ballroom - Salon 1

Welcoming newly admitted and returning students every year can present challenges for advising offices with limited resources. Our advising office rose to the challenge by collaborating with other services on campus to recruit, hire, train and supervise a student based advising outreach program - The Arts Student Assistant Program (ASAP). This session will look at the importance of having a student advising program and how it complements the current advising services. Additionally, it will discuss research in this area and explain the multi-functional roles and responsibilities of the "ASAP" students and how they contribute in the advising process to student success. The session will end with the audience sharing their experiences, ideas and thoughts about their student programs. (PA, 1Y)
3.3 Meeting Students Where They Are: Effective Programs that Enhance Advising
Kevin Piskadlo, Melissa Jenkins, Henrietta Genfi and Jonathan Lewis - Bentley University
Grand Ballroom - Salon B & C

Advising professionals are always looking for ways to make meaningful connections with students that foster both academic and personal growth. In addition to traditional one-on-one advising, our advising center has created and delivered an ambitious slate of advising/academic related programming for our undergraduate community. In this session, we will talk about the developmental rationale for our comprehensive programming model of active, passive, and specialty programs we utilize and the plethora of beneficial outcomes that they have had on both students and advisers. 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 programs and resources they can easily adapt and customize for their students. (TD, AA)

3.4 Dilemmas and Delights of a Decentralized Faculty-Based Advising System
Christopher W. Gregory, PhD - Framingham State College
Commonwealth Ballroom - Salon 3

Student advising at Framingham State College is performed by two full time individuals, a handful of staff and an army of faculty. Some faculty embrace advising, considering it as important as teaching, while others are less interested and minimally invested. Neither group reports directly to the person in charge of ensuring quality advising campus wide. In a decentralized faculty-based system, how does the Director of Academic Advising oversee advising, but not advisors? Consideration should be given to strategies that will convince and persuade faculty that advising is an extension of teaching and, therefore, a valuable skill they already practice. Additionally, it is important to consider what one must do with those not sharing the passion others possess for advising. Attendees will learn strategies drawn from advisors and administrators who tackle daily the challenges of a decentralized faculty-based advising system. (FA, AA)

3.5 Deliberative Guidance: A Philosophic Approach to Student Advising
Jed Donelan and Terri Downing - Franklin Pierce University
Grand Ballroom - Salon F & G

Students come to advising sessions trying to satisfy multiple desires - earning potential, self-fulfillment, pleasing parents, fitting in. In this session, a faculty advisor/Philosophy Professor and staff advisor/Advising Coordinator will discuss a theory-based model for working with students to explore and weigh each of these desires. This Deliberative Model of Advising is based on principles and theory of deliberative dialogue. Using this model, the advisor can take the role of deliberative dialogue moderator, asking students to clarify values behind different courses of action; weighing the advantages and drawbacks of each. In this way the advisor serves as "stand-in and interpreter" (Habermas) for a number of perspectives, trying to get students to identify what it is that they really think is important, and choosing courses of study and activity in line with that identification. (TP, TD)

3.6 Are Student Athletes “Majoring In Eligibility?”
Kristin Hall - Stony Brook University
Commonwealth Ballroom - Salon 4

Student-athletes face unique challenges in college with regard to their major and career decisions. Only 1-2% of all student athletes will go on to play professionally in their sport. What happens to the other 98-99% of student-athletes after they graduate? This session will go over some of the NCAA eligibility rules and how they may affect a student-athlete's decision on their major and their future career decisions. Specific topics that will be discussed
include clustering and Jock Majors, where a disproportionate number of student athletes declare majors in certain disciplines compared to proportion of general student body, and challenges student-athletes face including time management and decision making skills, etc. Common stereotypes and misconceptions as well as unique challenges student-athletes face will also be discussed. (SA)

3.7 FYS Variations: Seize the Opportunity to Collaborate Across Campus
KD Maynard, Tonya Blundon, Greg Boisseau and Juan Florencia - University of Massachusetts, Amherst
Charles River Room - East

Turn your work into a hot commodity! Help others on campus understand and value what you do! By thinking about what you do and how you could tweak it to be of use in other contexts, you may be able to forge new partnerships and serve more students.

Come hear about how the undeclared advising unit in this large university adapted a model for a first year seminar to specifically address new and different audiences, thereby serving more students and fostering collaborative relationships with different constituencies within the university. Bring a willingness to ‘think outside your box’ and brainstorm how you might be able to pool resources, team up, and demonstrate that ADVISING MATTERS! (SS, 1Y, LU)

3.8 A Conversation Following the Keynote
Steven Viveiros - Bridgewater State College
Charles River Room - West

The keynote address will serve as the launching point for discussion, providing an opportunity for informal interaction with other advising colleagues about advising matters.

Thursday, March 11, 10:45am-12:00pm

4.1 Creating an Online Advising Network for Students and Academic Advisors
Pamela Edwards and Elizabeth Higgins - University of Southern Maine
Commonwealth Ballroom - Salon 2

Do you have a need to create a low cost online resource for students and advisors alike? Are you looking for ways to create a university-wide culture that encourages informational, conceptual and relational advising competences to develop confident academic responsibility and improve student success? Come to this session and learn how an institution-wide committee created an online Advising Network with separate portals for educating students and faculty/professional academic advisors using various technologies and lots of student input. Learn about how the program was funded, the development process, creating a realistic timeline, program components, module design, program assessment, pitfalls to avoid, stellar moments to celebrate, and plans for future growth. This is an update of our presentation at the 2007 Regional Conference. (AA, TD, TA)

4.2 Square One: The Art of Designing (or Renewing) an Advisor Training Program
Laurie Nelson - Northeastern University
Commonwealth Ballroom - Salon 1

Advising matters... which is why it’s so important to create a positive experience for new advisors right from the start.
One way to build an environment where new colleagues will thrive is to establish a structured training program. Such programs allow a balance between getting an advisor up and running quickly and ensuring that s/he has been trained thoroughly. “Structured” doesn’t have to mean boring or inflexible—training models can provide opportunities for creativity, customization, and collaboration.

Come learn about the evolution of one professional advising office’s approach to advisor training. Gather some ideas, participate in activities designed to foster discussion, and take home a guide to use in implementing or enhancing your own plan! (TD)

4.3 Collaboration Matters: Working Together to Improve the Student Transition Experience
Gail Stubbs, John Drew and Joyce Morgan - University of Massachusetts, Boston
Grand Ballroom - Salon B & C

The Orientation program at UMass Boston takes students from admission to advising and registration, working to build a strong connection with the university community. Undergraduate Admissions, Student Affairs, and the University Advising Center all play a pivotal role in this transition, and the collaboration between these offices has been fostered by many factors. We will explain why we saw opportunity for change and how working together created a ripple effect. Participants will gain an understanding of how these departments collaborated successfully to achieve shared goals, used technology to get a fresh start, and took a big step toward helping students make a successful transition. We will present the tools used and lessons learned from our experience, and explore with the group what opportunities for collaboration might exist at their home institutions. (1Y, SS, LU)

4.4 Advising Syllabi - Encouraging Successful Learning Outcomes
Ann Wheeler - Landmark College
Commonwealth Ballroom - Salon 3

The academic advising syllabus can be key in defining the work of an academic advisor and the relevance of academic advising to successful student outcomes. For students with diagnosed Learning Disabilities or Attention Deficit, an advising syllabus provides a curriculum that incorporates research in the field with the best practices of mainstream advising. The presenter has applied numerous theories and resources to create an advising syllabus that promotes Landmark College’s advising mission of Self-Determination. Syllabus themes such as routine and communication, procrastination, levels of confidence, ambivalence and connectedness provide a teaching framework appropriate for a variety of advising settings.

In this presentation we will review the syllabus with emphasis on the relevance of each concept to students with executive functioning abilities and to the broader population of students with coursework completion difficulties. Participants will then identify possible areas of the syllabus applicable to their work and will be encouraged to share their observations. Examples of teaching visuals will also be presented. (SD, TP)

4.5 Challenging the Magical Thinking of the Readmitted Student
Amy MacMannis-Freeland, Mary Ellis and Donna Poyant - Bridgewater State College
Grand Ballroom - Salon F & G

"It's going to be different this time", is the hope of all students who are returning to college after an academic dismissal. Although hope is important, preparation is essential to avoiding the pitfalls of the past. Professional advisors identify patterns of thinking and behavior that impact success in a population that tends to be reactive vs. proactive—often basing the decision to return to college on a knee-jerk response to a "good news" letter from admissions. A lack of planning may result in unrealistic choices.
The Summit Program is a developmental advising model designed to help readmitted students overcome obstacles, identify strengths, and create a realistic plan for success. The process of regaining good standing begins with an advising relationship that continues throughout the semester and beyond. In addition to providing support to students as they navigate stressors, professional advisors help students to take responsibility for achieving academic goals.

We will present the design and evolution of this re-entry program, share the tools used in sessions, discuss observations and outcomes, and create a forum for professional advisors to reflect on how these practices can be applied to re-admitted and other at-risk populations. This will be an interactive session that will encourage realistic thinking and planning while paying attention to developmental stages and readiness. (PD, AA)

4.6 Campus-Wide Advising
Sam Teel - Maine Maritime Academy
Commonwealth Ballroom - Salon 4

There is a diversity of human resources on most campuses that can be and should be utilized in order to create a more robust advising program. By using non-traditional advisors, an advising culture can tap into this wealth of human resources to create a program which can maximize support for students. In this session, we will look at the development of such an advising culture on our campus which reaches across multiple campus domains. Everyone from lab technicians to facilities staff to faculty, admissions, finance office personnel and senior executives are working to support a positive, meaningful and effective connection between the student and the people who work at the institution. Come hear how you too can organize a culture of advising on your campus that reaches across the campus employment domains to best connect with and serve students. (TP, SC)

4.7 Creating Servant Leaders through Advising
Suzanne Tollao - Nyack College
Charles River Room - East

Service is a worthy call. Servant leaders such as Martin Luther King, Jr. and Mahatma Ghandi worked with a plan and subsequently changed millions of lives. By examining some great historical servant leaders, professionals in higher education can learn much about their own role as advisors. A strong commitment to serving as a compass instead of a crutch to those who seek our counsel is essential in teaching students to become independent learners, thinkers, and doers. Their growth begins at our doorstep. An advisor’s contribution to the campus community is a dynamic one; one full of hope and promise for the future. This topic presentation on creating servant leaders will consider various definitions of serving, evaluate the intrinsic and extrinsic value of serving, analyze the obligations attached to servant leadership, explore the idea that advising is a calling, and share best practices. (TP)

4.8 From Transformative Learning Theory to a Transformative Advising Practice
Ezekiel Kimball - The Pennsylvania State University
Charles River Room - West

Cranton describes transformative learning theory (TLT) as “a process by which previously uncritically assimilated assumptions, beliefs, values, and perspectives are questioned and thereby become more open, permeable, and better validated.” Although TLT represents a significant expansion of our traditional understanding of adult learning, it has not yet become a normative component of student affairs practice. In this presentation, we will discuss the growing body of literature related to transformative learning theory in adult education and explore its ethical and pedagogical implications. We will contextualize advising and student affairs practice within the larger theoretical narrative of adult education and, in so doing, suggest both practical and theoretical findings that will resonate within the daily work of academic advisors. Participants will be asked to consider their own advising
practices in light of transformative learning theory, and together we will make substantive recommendations for policy and practice related to student persistence. (AL, TP)

POSTER SESSIONS
Thursday, March 11, 1:30pm-2:30pm

P.1 RAPID REGISTRATION - A Comprehensive Approach to New Student Advising and Registration
David Dow - Bunker Hill Community College
Grand Ballroom Foyer

Bunker Hill Community College's Advising Center staff has transformed our new student advising and registration process by providing a detailed overview of the new process called, "Rapid Registration." This new initiative changed an unstructured intake system to one that is streamlined and thorough. Through this poster presentation, we will address how to successfully implement a new advising and registration system for new students, strategies on how to impart what every new college student needs to know without overwhelming them, and tools for making new students self-sufficient. (1Y, FG)

P.2 Success Coaching - A Holistic Appreciative Advising Approach
Amanda Teker and Francisco Perez - Bunker Hill Community College
Grand Ballroom Foyer

At Bunker Hill Community College (BHCC), we believe in challenging and supporting students. Through success coaching, we have engaged a holistic appreciative advising approach to encourage our students to achieve interdependence, increased self-confidence, and academic and personal success. BHCC is unique in that it has connected Learning Community Seminars with success coaching, therefore achieving the holistic appreciative advising approach that involves frequent and regularly scheduled contacts, particularly during the first year. (AC, AP)

P.3 L.U.C.Y. - Linking Undergraduate Curriculum to You
Phillip Hogue, Sharon Ricks and Lirie Pervizaj - Baruch College - CUNY
Grand Ballroom Foyer

This review of the web based 'Virtual' Advisor, LUCY, shows how a computer animated presentation enhances the information available to the students. By removing this curriculum piece from the Orientation session, there was a plan to shorten the Orientation session and reduce the 'Information Overload' that occurred during that initial session. The poster reviews the development and planning as well as the costs associated with this animation production. (TA, HA)

P.4 Collaborative Caseloads for Millennials: To Be or Not to Be
Lianna Scull - LIM College
Grand Ballroom Foyer

For millennial students, connectivity and interpersonal authenticity play a role in student retention. Research has shown that individualized attention and guidance is key to millennial students' satisfaction. Based on the perceived importance of these factors, our institution (small, specialized 4-year institution) made the decision to break down the student body into major specific caseloads. Students were, for the first time in the institution's history, assigned to individual academic advisors. One year later, student financial services counselors were also individually assigned to the entire study body by major. Students would not only be encouraged to build
relationships with their advisors/counselors, but that relationship would also be fostered interdepartmentally between the respective staff members.

This poster session will address the question: Is it possible that individualized and collaborative advisor/counselor caseloads positively impact student satisfaction, specifically in a population of students who ultimately choose to leave? (TP, AM)

P.5 At-Risk Student Tracking: An Integrative and Developmental Approach in a Small College Setting
Eric McCurdy, Rebecca Chobot-Wieferich and Jocelyn Townshend - Boston Architectural College
Grand Ballroom Foyer

The staff of the advising department at the Boston Architectural College hopes to bring insight to the area of at-risk student tracking with a glimpse into a developing at-risk student tracking program. The current at-risk tracking system at the BAC is still being defined and solidified as part of the institutional policy and is a unique perspective on the creation and implementation of an at-risk student tracking system. The goal of this presentation will be to highlight some of the questions that have arisen in the past when determining the direction for our at-risk tracking committee, as well as to bring up some current questions regarding the future of said committee. The brief history of the committee will be discussed, and key points of action and decision in this history will be pointed out and explained. Methods for reaching critical directional decisions will be elaborated upon, and institutional policy integration will be included as a discussion topic. (PD, SC)

P.6 Everything Is Fine, Now Let’s Ruin It! How to Work with The Self-Sabotaging Student
Henrietta Genji and Jen Keene-Crouse - Bentley University
Grand Ballroom Foyer

“John, you were doing so well, why didn’t you hand in your paper?” Sound familiar? This could be an example of a self-sabotaging student. This interactive program will examine 7 key behaviors for identifying a potential “self-sabotaging” student. Additionally, advisers will gain tools to help this student combat the negative behaviors that lead to sabotaging. Advisers will also learn how to spot the signs/behaviors that may indicate a proclivity for self-sabotaging by using Terry Levine’s 7 Signs of Self-Sabotaging Behaviors as a model. This poster presentation will give the audience tools to both help the student avoid self-sabotage as well as confront the actions and behaviors that lead to self-sabotage. (AC)

P.7 Early Intervention for Academic Success: A One-on-One Approach to Semester Organization
Bethany Ortenzi - Bridgewater State College
Christyn Carey - University of Massachusetts, Boston
Grand Ballroom Foyer

There is often a discrepancy between students’ perceptions of the importance of organization and what actually makes for a successful semester of college. At Bridgewater State College, advisors use Semester-At-A-Glance meetings to help students plan weekly and semester-long goals. Advisors work in a structured, one-on-one meeting with students to examine potential challenges to semester success and collaboratively create a plan to maximize organization and preparation. These meetings help students identify their strengths and weaknesses, enabling advisors to connect students with appropriate on and off-campus resources that address their needs. This poster session will highlight the strategies utilized by advisors at Bridgewater State College to help students get organized and plan their semester right at the beginning. Handouts will be available for interested participants. (AC, AM)
P.8 FOCUSing on Student Success: Connecting Academic & Career Advising Through Assessment
Cindy Firestein - Bridgewater State College, Wheaton College
Grand Ballroom Foyer

By utilizing FOCUS, advisors guide students through the process of choosing a major that fits their individual interest while allowing them to discover their true career passions. Making a positive connection between academic and career advising is a way to center on students' needs to help them achieve overall success. Holistic advising at colleges and universities requires caring individuals who strive to further enhance the educational experience by promoting not only academic, but also career and personal development. Both academic and career advisors build positive rapport with students and guide them through assessment tools such as FOCUS, which allows students to learn about themselves, explore major possibilities, and focus on helping students discover their unique passions. (UN, CP)

P.9 Models of Success
Jennifer Barone and Eric Miller - Massachusetts College of Pharmacy and Health Sciences
Grand Ballroom Foyer

The Models of Success program was created and developed at Massachusetts College of Pharmacy and Health Sciences to support and encourage student academic and emotional resiliency. Models of Success is a joint effort between the Academic Resource Center and Counseling Services. On campus Models of Success disseminated success stories and resources with posters and a website. This program will detail goals and objectives of Models of Success including how Models of Success fosters and promotes individual models of success, encourages help-seeking behaviors, improves awareness of institutional support, and improves resiliency, flexibility, and access to a range of options. Participants will be able to view the posters, hear student stories and feedback received, learn about the website, and share ideas with each other in an interactive discussion. (AC, AM)

P.10 Eliciting Motivation From Within: Enhancing Performance With Academically At-Risk College Students
Dawn Quintiliani, LICSW - Fairfield University
Grand Ballroom Foyer

Working with students on academic probation is often challenging for both the academic administrator and the student. The experience can feel coercive, punitive, and/or intrusive for the student, which can result in resistance and the persistence of academic difficulties. On the other hand, the interaction can provide a unique opportunity for collaboration, student empowerment, and success. The academic administrator can play an essential role in assessing and cultivating students' motivation to make significant behavioral changes to augment the probability of academic improvement. This poster session will describe the work of the presenter with twenty college students on academic probation during the fall, 2009 semester. The presentation will discuss Motivational Interviewing and its applicability to enhancing academic performance, identify specific techniques that increase the likelihood of academic improvement and review possible instruments/tools. Also, the presentation will discuss the importance of collaborative work with faculty and campus resources to support student success. (AC, PD)

Thursday, March 11, 2:30pm-3:45pm

5.1 Building an Advising Brand: Establishing Relationships with First-Year Students Utilizing Technology
Lisa Enright, Marie Cloutier and Kelly Glowacki - Rivier College
Commonwealth Ballroom - Salon 2

It can be difficult to establish your advising identity especially to first-year students before they ask, "What is an academic advisor? Why do I need one? How can an advisor help me?" Creating an advising relationship with
students before they move onto campus is just the beginning. With all of the technology available—Facebook, Twitter, E-mail, IM, and texting, it’s hard to know what communication channel works best when reaching out to new students. This concurrent presentation will discuss some of the challenges facing academic support offices as they attempt to “get the word out” to first year students. We will share own multi-faceted communication campaign as a springboard for discussion to help spark marketing and branding development for participants to implement on their individual campuses. Attention will be given to the pros and cons for using various communication channels, tools, and methods when building communication campaigns of their own. (1Y, TA)

5.2 Academic Intervention: A Team Approach  
*Katrina Campbell* - Tompkins Cortland Community College  
Commonwealth Ballroom - Salon 1

Helping students who are placed on academic probation is a team effort. In this session, you will learn about how our college's Intervention Team model has helped to increase retention rates among this student population. The Intervention Team is a true collaboration among offices; it consists of staff of the Student Success and Advisement Services office, the Counseling, Career, and Transfer Services office, and members of the Faculty, along with support from Academic Records and Enrollment Services staff. Over the course of several years, the system has been tweaked to address emerging issues, such as changes in campus demographics. Attendees will receive samples of the documentation used in the intervention process, along with materials used for intervention advisor training, and will get ideas for building their own Intervention Team. (PD, SS)

5.3 A Dose of Reality: Empowering Students (and Others) to Thrive on Campus, on the Job, and in Reality  
*Susan Kolis and Kate Kleeber* - Northeastern University  
Grand Ballroom - Salon B & C

Academic advisors and administrators encounter teachable moments every day. Our challenge is often translating those moments into quantitative material that a student, faculty, coworker or colleague can understand and retain. Our job is to provide individuals with the tools necessary to triumph over a particular situation, and carry that lesson with them. Examples from the cultural phenomenon of reality television can easily be employed to establish a common interest and a translatable lesson on topics such as teamwork, problem-solving, and group dynamics. We plan to show how we use our enjoyment of this medium to help instruct and empower our students, our colleagues, and ourselves. Join us for a fun, reality-filled session that draws lessons from the shared experience of reality TV and extends those lessons into advising sessions, staff meetings, the classroom, and beyond. (TD, TP)

5.4 We Are Family; I've Got All My Advisees with Me!  
*Alison Black, Roger (Rod) Crafts and Joanne C. Pratt, Ph.D.* - Franklin W. Olin College of Engineering  
Commonwealth Ballroom - Salon 3

Do you have an advising family? An extended advising family? How about a sibb? What does all of this mean? Come to this session to learn about Olin College’s unique approach to advising, centered around the concept of “family.” The system involves faculty, students, staff, and peer mentors. Olin is a small, new college that has graduated four classes of students; we had the privilege of designing the advising system from the ground up, and we want to share our concepts (including our background, philosophy, and implementation) with you. Almost any size and type of institution can integrate the “family” model into advising; come find out how! We will also share relevant research that supports the family concept, as well as practical tips to get started. (AA, SC)
5.5 Welcome Home: Creating a Supportive Environment for Military Veterans on Campus  
Amy MacMannis-Freeland - Bridgewater State College  
Grand Ballroom - Salon F & G

The number of military veterans who choose to attend college this year is expected to rise by approximately 30% thanks to the best educational benefits package available since post-WWII. It is the obligation of administrators, advisors, faculty, and professional staff to provide a veteran-friendly environment, including creating veteran-friendly policies and procedures, conducting outreach, and providing specific points of contact in each of the functional areas of the institution. Campus officials should be aware of the needs of this population, accommodate accordingly, and increase efforts to create a welcoming environment for this population of students, who have experiences quite unlike their peers.

This presentation will focus on identifying the needs of Post 9/11 Operation Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF) veterans as they enter and transition to the college environment. Discussion and activities will encourage participants to identify ways in which we can improve outreach and education, ease and accessibility of information, community connection, processes and programming as well as increase points of contact. Participants will be invited to discuss initiatives and programming as we examine the unique needs of this student population. (ML, AL)

5.6 Advising Transfer Students: Strategies for Success  
Jessica Petriello and Ashley Reichenbach - University of Connecticut, Storrs Campus  
Commonwealth Ballroom - Salon 4

Undergraduate transfer students at four-year institutions are a large and growing population who have experiences, needs, and expectations that are different than native students. In addition, transfer students often face psychological, academic, and environmental challenges during the adjustment to the culture of a new institution.

The main objective of this presentation is to provide advisors with recommendations for facilitating transfer student success during their adjustment process. Participants will be provided with an overview of characteristics, needs, and challenges of this diverse and growing group of students. Research findings and best practices will be offered to support recommended techniques for facilitating the success of transfer students. Relevant bibliographic material and examples will be shared with audience members. Objectives will be met through presentation and collaborative discussion. (TS, AL)

5.7 The Three Year Solution? Perspectives from Peer Advisors and Professionals  
Ellen L. Hopkins and Neil P. Buffet - Stony Brook University  
Ashley O. Aluko, Justine Chirichella, Melissa Klott and Ann Marie Levy - Stony Brook University - Peer Advisors  
Charles River Room - East

This interactive session will focus on the pros and cons of “The Three-Year Solution” that some say is the reformation of higher education that benefits schools, students, and their parents. Under the current climate of financial challenges to higher education, is the option to earn a bachelor’s degree in three years viable one? Areas of needed discussion include whether the implementation helps schools to have a competitive advantage, whether this alternative in the students’ best interest, and whether taking 20 credits a semester rather than 15 makes fiscal sense. Our discussion will explore these issues as well as student development topics, like expedited major selection and some loss of participation in extracurricular activities. Come hear peer advisors, as well as professionals, share their thoughts and join in on our discussion. (AA, TP)
5.8 Changing the College Advising Model
Suzanne Franck CSJ, Ph.D - St. Joseph’s College
Charles River Room - West

Recent research has shown that student retention percentages rise when students enjoy a positive and accurate mentoring relationship with an advisor. The ongoing connection of an advisor to an advisee helps to establish rapport and insight into the students’ educational goals. Advisors are then better prepared to assist students in selecting courses in support of degree completion. To better facilitate this process, St. Joseph’s College implemented an E-Advising process. E-Advising, as implemented by St. Joseph’s, has several components that provide the ability to make for a more accurate, informed, and student responsible process. An advisor initially meets with their advisee. Students are then able to enter proposed courses (long range) drawing from a prescribed list of required courses to satisfy core requirements and their chosen major. The advisor is notified by email so that they can review the student education plan and approve, delete, or add courses. Students are only able to register for approved courses, reducing errors by students.

This presentation will include discussion of the climate of the campus regarding change, the process of training advisors (faculty and staff) and students, and the role of the facilitator and trainer of E-Advising. It will also address the role of Institutional Technology Staff and the Registrar in making a successful transition. (TA, TD, FC, FA)

Thursday, March 11, 4:00pm-5:15pm

6.1 The Audience, the Medium, the Message: A Look at the Role of a Designated Communications Advisor
Lawrence F. Greenfield and Ashley Brisco - Binghamton University
Commonwealth Ballroom - Salon 2

What is advising without communication? Connecting with faculty, staff, and students is an integral part of successful academic advising. But how often is external communication overlooked? This presentation will address the advantages of having a designated communications position in an advising office, as well as the challenges and potential pitfalls associated with the role. It will also describe successful outreach efforts that arts & sciences advising at Binghamton University has incorporated in working with faculty, staff, and students. These efforts include a presentation series called, “Liberal Arts to...”, a “Question of the Month” online resource, an admissions blog, an “Ask An Advisor” e-mail resource, the creation of an advising Facebook page, and much more. The role of communication officer can be used not only as a positive contribution to an advising office but also as an outlet for supporting an entry-level advising professional. (AA, TA)

6.2 Integrating Co-Curricular Engagement into Academic Advising
Brandy Nelson and Mark McDonald - University of Connecticut
Commonwealth Ballroom - Salon 1

Students are obsessively concerned with choosing a major that will get them a job. In this decision, they balance their own passion and interests, the stress of parental/peer influence, and fear of economic times. As we know, our own direction came from the experiences we engaged in, the guidance of a mentor, situations that enlightened and galvanized our perception, or a time when we stepped out of our comfort zone. Enticing students to engage in and value these experiences in their first two years is not easy but necessary to develop a well integrated plan, and the potential to be a viable job candidate at graduation. We will look at tools implemented by an advising office and Residential Life to facilitate engagement in the co-curricular learning environment. Participants will leave with tools they can integrate into their advising plans and knowledge to better empower students to engage in their college experience. (1Y, UN)
6.3 Best Practices in Advising Students in Online Degree Programs
Carol Gravel - Franklin Pierce University
Grand Ballroom - Salon B & C

It is estimated that by the end of 2009, 10% of the college students in the United States will be enrolled in online degree programs. While the number of students enrolled in online degree programs has increased, the dropout rate among these students is higher than the dropout rate of traditional on-campus students. Dropout rates have reached as high as 50%. Academic advising is one of the least commonly offered student services for online students. This presentation will provide participants with current research on what approaches to advising and advising staffing models have been found to be effective in addressing the needs of this growing population of students. This information will serve as a springboard for discussion regarding best practices. (DE, AL)

6.4 Not “Just Fashionably Late”: Developing a Comprehensive Plan for Advising January-Admit Students
Patrick Dickson - Brandeis University
Commonwealth Ballroom - Salon 3

With the expanded influence of enrollment management practices and the continued imbalance between study abroad participation in the fall and spring semesters on most campuses, an increasing number of higher education institutions have turned to admitting new, first year students in January as a way to maximize use of campus resources. This presentation will discuss unique patterns of advising issues which emerged from within the midyear population; how the University approached assessment of the program in its early years; and how improvements have been made and measured. Workshop attendees will also have the opportunity to learn about the development of a coordinated effort across Brandeis’ administration to develop a successful academic and social program for the midyear class. (1Y, AA)

6.5 Learning Disabled Identity Development: Best Practices for Supporting a Positive Academic Self-Concept
Peter Falion - Landmark College
Grand Ballroom - Salon F & G

This interactive workshop will provide participants with the opportunity to explore some of the difficulties college students encounter developing an LD identity. Through a short presentation of the literature and small group discussions, participants will identify relevant stages of student social identity development and consider best practices that can contribute to supporting a positive academic self-concept among LD college students. (SD, TP)

6.6 Building a Campus-Wide Sophomore Year Experience
Jennifer Kim - Brandeis University
Commonwealth Ballroom - Salon 4

In 2005, Brandeis University established the Sophomore Year Experience (SYE) program. The program members represent offices around the campus who work closely with the sophomore class. Our objective is to offer targeted programs and initiatives to the sophomore class to help reinforce class identity and provide a one-stop service where they can access class-specific resources. The programs and initiatives are continuously shaped by qualitative and quantitative data specifically through focus groups and surveys taken by the sophomore class. The presentation will offer an overview of how SYE is built at Brandeis, our programs and initiatives, the results to our surveys, and how we have translated sophomore feedback into practice. Best practices, as well as challenges the SYE program have faced and continue to confront, will be discussed. Discussion about sophomore class needs and initiatives established at other institutions will be encouraged. (AA)
6.7 A Conversation with NACADA Leadership & Executive Office Representative
Susan Kolls and Elizabeth Higgins, NACADA Board of Directors
Charlie Nutt, NACADA Executive Director
Susan Moyer, Region 1 Chair
Charles River Room - East

This informal discussion is to provide a forum for attendees to visit with NACADA Leaders regarding the Association’s many initiatives and programs and to give participants an opportunity to provide feedback and ask questions. (TP)

6.8 Students in Distress: Using Myers-Briggs Type to Open Dialogue
Allison Kaplan and Jennifer Barone - Massachusetts College of Pharmacy and Health Sciences
Charles River Room - West

Using the basics of the Myers-Briggs Type Indicator can provide an opening for discussion with students who are struggling academically about their study habits and preferences. We will provide an overview of the 4 dimensions of Type and the potential implications for each preference on learning inside and outside the classroom, including information about the patterns/profiles of our student population and the impact on programming decisions and interventions. Methods to help students determine their type will be discussed. Participants will have the opportunity to assess their own preferences through activities and questions and will leave with practical strategies for using Type on their campuses. (TP)

Friday, March 12, 7:45am-9:00am

7.1 Welcoming Veteran Students
James McCarthy and Caroline Necheles - University of Massachusetts, Boston
Commonwealth Ballroom - Salon 2

The on-going military engagements and the 2009 G.I. Bill will inevitably bring new veterans to our campuses in greater numbers. Many will transition directly from active duty into the classroom following prolonged deployments and acquired disabilities. They will face challenges of adjustment on many levels and sit among students of comparable age but vastly different experience. This session will explore strategies for making our campuses welcoming, safe, and productive environments for veterans. Presenters will share both the experience of being a veteran in college and an overview of the issues confronting veterans from an advisor’s perspective. Participants will also learn about the types of resources and interventions that can meet the needs of these students. How we serve our veterans is a excellent opportunity to express our collective gratitude beyond just saying, “Thank you for your service.” (ML, LU)

7.2 How to Develop and Mentor New Peer Advisors
Melissa Woglom and Linda Reid - University of Massachusetts, Amherst
Commonwealth Ballroom - Salon 1

Peer advising is a practical and creative method for providing supplemental advising that enhances the services performed by professional and faculty advisors. Effective training is an important (and sometimes challenging!) part of a successful peer advising program. We have found a combination of theory, practical experience, and mentoring has led to more prepared student staff. In this session, we will share our peer advisor training model, highlighting training techniques and curriculum that can be adapted for use in any academic department or institution. (PA, TD)
7.3 Thinking Outside the Box: Using Assessment to Introduce Major and Career Exploration

_Kelly Kuehn-Gentry and Morisa Lo Bianco - Long Island University_

_Grand Ballroom - Salon B & C_

At Long Island University, many students choose majors because of potential income or assumed status that comes along with a career, particularly in the Health Sciences. In an effort to open students’ eyes to different majors, especially those outside of the Health Sciences, and show how those majors translate into the professional world, we created a workshop that is a blend of Assessment, Major Exploration, and Career Awareness. Our goal: For students to see that education and career are not linear, but rather a series of events that can take them to a multitude of places. During this session, we will describe this workshop in detail, have participants complete workshop activities, and discuss how to adapt the workshop at other institutions. (HP, UN)

7.4 Stone Soup: Nourishing Advising on Limited Resources

_Dorise Gruber and Amelia Catone - Boston University School of Management_

_Charles River Room - West_

In light of the economic recession over the past two years, many of us as professionals have been faced with hiring freezes, budget cuts, and tightened belts. Embracing these changes is the first step toward positive developments. In this presentation, we offer tools to assess the effectiveness of your department’s current use of time and resources, providing complementary strategies for improving the quality of advising without compromising employee well-being. Our focus will be on the way we as advisors communicate crucial information to large populations of students, specifically freshmen, internal transfers, and study abroad applicants, ensuring that our interactions are both developmentally sensitive and conducive to future relationship-building. From on-duty advising and individual appointments to information sessions and classroom visits, we will help advisors to discern the best way to meet the needs of each population. (AS, LU)

7.5 The Care and Feeding of Faculty Advisors

_Sarah Dangelonio - Franklin Pierce University_

_Commonwealth Ballroom - Salon 3_

Have you ever wondered how you could encourage your faculty to become better faculty advisors? Have you ever wondered if there were any strategies you could use to help them improve? to care more? As a faculty advisor with 20 years of experience, this session will offer tips, ideas, and time for discussion and interaction as we explore how to "train," "groom" and "encourage" your faculty to exceed your expectations. Participants will leave with strategies for helping faculty become better advisors regardless of their current level of proficiency. (FA, SC)

_Friday, March 12, 9:15am-10:30am_

8.1 Put Your Students on the MAP!

_Amy Daubney Mei and Andrea Goggin - University of Massachusetts, Boston_

_Commonwealth Ballroom - Salon 2_

The College of Management at UMass Boston founds its students faced with a challenge upon graduation: lack of professional demeanor, confidence, and know-how during the job search process. In response, the Management Achievement Program (MAP) was created in 2006. Learn how this required, co-curricular program was designed and implemented and how it is marketed and managed for 1750 business students, the majority of whom are first generation students. Feedback from various stakeholders will be discussed, as well as some challenges.
encountered and solutions. Participants will learn how they can bring a program like this to their campus to benefit students in a multitude of ways. (AB, FG)

8.2 Technology Matters! Using Online Courseware to Enhance Advising Services
Michael Prutsman and Beth Braxton - Adirondack Community College
Commonwealth Ballroom - Salon 1

With increasing numbers of online and commuter students, advising professionals need to find ways to provide outstanding advising services to all students. This is especially true in the community colleges. At Adirondack Community College (ACC), online courseware (Angel) supplements our advising efforts. This program is designed to prepare students for their initial advising appointment and introduces them to how advisement works at ACC. Students can also take advantage of our Online Advisement Center on Angel as a 24/7 resource center with streaming audio/visual tutorials, documents, discussion boards, and e-mail capabilities. Diagnostics can also be put in to see how students are interacting with the resources. We feel this service has a great deal of potential and, when coupled with our in-person services, strengthens our overall advisement system.

Participants will have an opportunity to see how we are currently using the online courseware and discuss our goals for future programming. Participants will share their own experiences and best practices of using technology to strengthen advising services. Altogether, the concepts gathered from the interactive session should be considered for application at home institutions. (TA, 2Y)

8.3 Decision Making in the College Experience
Stacy Stewart and Kim-Marie Jenkins - University of Southern Maine
Grand Ballroom - Salon B & C

Academic advisors work with students who are at different levels in their decision making process. One of our roles is to assist students in understanding how to make informed decisions. Sometimes it is not always clear how to appropriately support students in developing this important life skill.

Participants will learn the benefits and differences of two distinct decision making models that will allow them to assist students with the academic and career decision making process. This session will review the types of decision makers on our college campuses, moving students toward sound decision making and use case studies and group discussion to highlight strategies for success. The implications of personality types and preferences will be discussed in relation to career and academic decisions. Participants will leave with an understanding of decision making as well as tools that will help them guide students. (UN, TD)

8.4 Students with Disabilities: Striving for Universal Success
LaDonna Bridges - Framingham State College
Commonwealth Ballroom - Salon 3

Students with disabilities — learning, psychiatric, physical — are entering college in greater numbers. Nonetheless, this population is considered at-risk and therefore has the propensity to impact an institution’s retention efforts. Advisors can play a significant role in the success of a student with disabilities. The objective of this program will be to demonstrate the intersection between advising and disability services, to inform advisors about disability trends and legislation, and to introduce advisors to the concept of "universal design" in higher education. (SD, TD, NP)
8.5 Pre-empting Probation: Advising At-Risk Students
_Liz Smith-Freedman, Donte Garland and Maxine Little - Massachusetts College of Pharmacy and Health Sciences_
Grand Ballroom - Salon F & G

Working with students to correct the mistakes that got them placed on probation can be challenging. In the Fall of 2008, Massachusetts College of Pharmacy and Health Sciences sought to remedy this situation by attempting to prevent students from being placed on probation in the first place. In collaboration with the academic dean, advising staff worked with instructors of first-semester courses to reach out to struggling students. As a result of this intervention, we were able to both decrease the number of students on probation and increase our retention rates for first-year students.

We will share our pro-active model for determining at-risk students, review essential skills that can help students become more successful, demonstrate ways in which advisors can work with faculty, and discuss potential roadblocks and ways to circumvent them. We will also share significant data on the success of our formerly at-risk students. We will speak about how we have continued to refine our methodology and track our results with subsequent classes. (PD, AA)

8.6 Reaching Millennials: Best Practices for Academic Advising
_Heather Fishman and Rachel Reiser - Babson College_
Commonwealth Ballroom - Salon 4

In this dynamic session, the presenters will share current research on the demographics and psychographics of the Millennial Generation. Drawing on the work of Strauss and Howe, coupled with research conducted by the presenters, this session will provide an analysis of the implications for working with Millennial students in an academic advising context.

Following this brief presentation, the presenters will lead a directed discussion during which participants will share tactics and strategies for capturing the attention of Millennial students and effectively engaging them in one-on-one advising sessions.

During this interactive session, the focus will be on information exchange where participants will share and learn best practices from their peers. (TD)

8.7 Initial Advisement of Academically Underprepared Students: A Hot Topic at Two-Year Colleges
_Katrina Campbell - Tompkins Cortland Community College_
Charles River Room - East

This session will encourage discussion of policies and processes used in advising first-year students who are academically underprepared. The facilitator will lead preliminary discussion and then guide small group discussion about how two-year institutions work with this population. Participants will then return to the large group to share observations and best practices. The session will stimulate discussion regarding use of placement testing, basic skills requirements for courses, and how to engage and retain students who require developmental coursework. (1Y, 2Y)
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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.

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6.7 A Conversation with NACADA Leadership & Executive Office Representative
Awards and Recognition in Region One

2009 Best of Region Award

Patrick Cate, Plymouth State University

Presentation: “Addicted to Undeclared: A New Way of Approaching Undeclared Students”

2009 NACADA Awards

Sharon Tavernier, SUNY - Canton, Canton, New York
Jillian Reading, SUNY - University at Buffalo, Buffalo, New York
Alex B. Citurs, Eastern Connecticut State University, Willimantic, Connecticut
Susan Ames, Le Moyne College, Syracuse, New York
Lisa Moison, Fitchburg State College, Fitchburg Massachusetts
Katerine Rodriguez Pais, University of Albany, Albany, New York

Assessment Institute Scholarship Winner
Graduate Student Regional Conference Scholarship Winner
Outstanding Advising - Faculty Category - Certificate of Merit
Outstanding Institutional Advising Program - Certificate of Merit
Outstanding New Advisor - Primary Role Category - Winner
Outstanding New Advisor - Primary Role Category - Certificate of Merit

2009 Region One Academic Advising Excellence Award Winners

Amelia Coleman, University of Vermont, Burlington, VT
Teresa Goyette, University of Massachusetts Boston, Boston, MA
Judy Hartling, Springfield College, Springfield, MA
Andrea Hauck, University of Maine, Orono, ME
Michelle Jones, Binghamton University SUNY, Binghamton, NY
Jill Seymour, Binghamton University SUNY, Binghamton, NY
Kristen Swaney, University at Albany, Albany, NY
Dominick Varney, University of Maine, Orono, ME
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