Program Schedule

NACADA: The Global Community for Academic Advising
Northeast Region One
29th Annual Conference
Fairmont Queen Elizabeth, Montreal
March 20-22, 2013
## NACADA REGION ONE 2013 CONFERENCE-AT-A-GLANCE

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:00-10:00am</td>
<td>Pre-conference Registration</td>
<td>Registration Desk</td>
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<tr>
<td>8:00-4:00pm</td>
<td>Conference Registration; Unconference Presenter Sign-up</td>
<td>Registration Desk</td>
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<tr>
<td>10:00-12:00pm</td>
<td>Pre-conference Workshops</td>
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<tr>
<td></td>
<td>PC1 Engagement 2.0: A Dialectical Approach to Understanding Advising in Social Media</td>
<td>Hochelaga 1</td>
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<td></td>
<td>PC2 Leading without a GPS: A Supervisor’s Guide to Managing Staff</td>
<td>Peribonka</td>
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<td></td>
<td>PC3 Introduction to Developmental Advising and Learning</td>
<td>St. Maurice</td>
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<tr>
<td>12:15-1:15pm</td>
<td>Lunch on your own</td>
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<tr>
<td>1:15-1:15pm</td>
<td>PC4 Introduction to NACADA (First Time Attendee Orientation) Preregistration required. Includes lunch.</td>
<td>Saint-Francois</td>
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<tr>
<td>1:30-2:30pm</td>
<td>Session 1</td>
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<tr>
<td></td>
<td>1.1 New Professionals at Community Colleges</td>
<td>Hochelaga 1 LV</td>
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<td></td>
<td>1.3 Academic Jeopardy Programs: Creating, Assessing, Defending Initiatives</td>
<td>St. Maurice</td>
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<td>1.4 Living Beyond the Borders: Advising Off-campus and Commuter Students</td>
<td>Hochelaga 4</td>
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<td>1.5 Stranger in a Strange Land: The Arduous Journey of the Underserved Student</td>
<td>Hochelaga 5</td>
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<td>1.6 In My Office or Across Borders: How Consistent Information Impacts Completion Rates</td>
<td>Hochelaga 6</td>
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<td>1.7 Continuous Improvement for Higher Education: Your Passport to Efficient Processes!</td>
<td>Chaudière</td>
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<td>1.8 Enhancing Advising Through Assessment</td>
<td>Matapédia</td>
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<td>1.9 Is Your Network on Life Support?</td>
<td>Harricana</td>
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<td>2:15-3:15pm</td>
<td>Session 2</td>
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<td>2.1 I Want a Do-Over: Evaluating GPA Restart Policy and Its Effect on Student Satisfaction and Retention</td>
<td>Hochelaga 1 LV</td>
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<td>2.2 Academic Citizenship: A Community Approach to First-Year Student Success</td>
<td>Peribonka</td>
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<td>2.3 The Five Keys of Academic Advisors’ Training: Top Quality Advising Services in a Diverse Advising Community</td>
<td>St. Maurice</td>
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<td>2.4 Advising Across Classes: Creating Continuity Alphabetically</td>
<td>Hochelaga 4</td>
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<td>2.5 No Borders: Talking to Students About Money</td>
<td>Hochelaga 5</td>
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<td>2.6 Entering a New Land: Advising First-Year Students as a Graduate Assistant</td>
<td>Hochelaga 6</td>
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<td>2.7 Just in Case Freshmen Are NOT Omniscient</td>
<td>Chaudière</td>
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<td>2.8 Student Success: Top Ten Advising Strategies That Work!</td>
<td>Matapédia</td>
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<td>4:00-5:00pm</td>
<td>Session 3</td>
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<td></td>
<td>3.1 Peer Advising Roundtable</td>
<td>Hochelaga 1 LV</td>
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<td>3.2 Identifying and Supporting Students in Distress: Advisors as Campus Collaborators</td>
<td>Peribonka</td>
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<td>3.3 Questionnaire on Academic Advising at McGill University</td>
<td>St. Maurice</td>
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<td>3.4 A Research Approach for a Dissertation Topic on Adult Learners: The Epistemology of Persistence</td>
<td>Hochelaga 4</td>
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<td>3.5 From Frustrations to Foundations: Offering At-Risk First-Year Students a Comprehensive Program for Success</td>
<td>Hochelaga 5</td>
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<td>3.6 Helping Students Develop Their Personal Brand</td>
<td>Hochelaga 6</td>
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<td>3.7 Parlez-Vous Francais? Utilizing Campus Colleagues and Community Members to Speak the Same Language at Your Next Advising Event!</td>
<td>Chaudière</td>
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<tr>
<td>Time</td>
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<tr>
<td>3:45-4:15pm</td>
<td>Welcome</td>
<td>Reception hosted by Concordia University</td>
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<tr>
<td>7:30-8:00pm</td>
<td>Session 1</td>
<td>Duty to Degrees: Advising Those Who Serve</td>
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<tr>
<td>7:30-8:00pm</td>
<td>Session 2</td>
<td>Thinking Outside the Box for Student Success</td>
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<tr>
<td>7:30-9:00am</td>
<td>Session 3</td>
<td>Welcome to the National Office and Region Update</td>
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<tr>
<td>9:00-10:15am</td>
<td>Session 4</td>
<td>Academic Advising Excellence Awards Program</td>
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<tr>
<td>10:15-11:30am</td>
<td>Session 5</td>
<td>You Speak English Well. Where Are You From?</td>
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<td>10:15-11:30am</td>
<td>Session 6</td>
<td>Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA monographs, Books and Blogs</td>
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<tr>
<td>10:15-11:30am</td>
<td>Session 7</td>
<td>Advising Without Borders: Transforming Advising of Online Learners</td>
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<tr>
<td>10:15-11:30am</td>
<td>Session 8</td>
<td>Staff Meeting Mayhem</td>
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<td>10:15-11:30am</td>
<td>Session 9</td>
<td>Academic Alert: Building Alliances for Student Success</td>
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<td>10:15-11:30am</td>
<td>Session 10</td>
<td>Pants on Fire: Advising Students Who Lie to Themselves and Others</td>
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<tr>
<td>10:15-11:30am</td>
<td>Session 11</td>
<td>Peer Educators: Building Bridges to Promote Academic Success and Develop Life Skills in a Global Community</td>
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<td>10:15-11:30am</td>
<td>Session 12</td>
<td>Technology and Academic Advising: Where Have We Been These Past 25 Years?</td>
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<tr>
<td>11:30am-12:00pm</td>
<td>Session 13</td>
<td>Would an Online Academic Advising Training and Development Course Be a Good Fit for Your Campus?</td>
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<td>11:30am-12:00pm</td>
<td>Session 14</td>
<td>Mapping a Partnership: Faculty and Professional Staff Advising</td>
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<td>11:30am-12:00pm</td>
<td>Session 15</td>
<td>Why Are They Staring At Me Like I'm Speaking a Foreign Language?</td>
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<tr>
<td>11:30am-12:00pm</td>
<td>Session 16</td>
<td>Beyond Our Borders: Predicting Student Attrition</td>
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<tr>
<td>11:30am-12:00pm</td>
<td>Session 17</td>
<td>Freshman Interest Groups—Creating Modified, Major-Specific Learning Communities and Transition Seminars to Increase Retention</td>
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<tr>
<td>11:30am-12:00pm</td>
<td>Session 18</td>
<td>First-generation and Low-income Students: Breaking Down the Barriers</td>
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<tr>
<td>11:30am-12:00pm</td>
<td>Session 19</td>
<td>Creating Effective Programming to Engage and Empower Asian-American Students</td>
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<tr>
<td>11:30am-12:00pm</td>
<td>Session 20</td>
<td>Launching First-Year Students Well: A Partnership Between the Advising Center and Departmental Faculty</td>
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**Lunch (Included in conference fees):** Keynote address by Dr. Ollivier Dyens.

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>11:30am-12:00pm</td>
<td>Lunch</td>
<td>Lunch (Included in conference fees). Keynote address by Dr. Ollivier Dyens.</td>
<td>Marquette + Jolliet</td>
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<tr>
<td>1:00-2:00pm</td>
<td>Session 21</td>
<td>Poster Presentations</td>
<td>Hochelaga 1</td>
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<tr>
<td>1:00-2:00pm</td>
<td>Session 22</td>
<td>Mind the Gap! Bridging Majors2Careers</td>
<td>Hochelaga 1</td>
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<tr>
<td>1:00-2:00pm</td>
<td>Session 23</td>
<td>Seminars for Success: A Program for First-Year Students in Academic Jeopardy</td>
<td>Hochelaga 1</td>
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<tr>
<td>1:00-2:00pm</td>
<td>Session 24</td>
<td>Be Realistic: Effects of Downgrading Expectations on High-Achieving Students' Performance</td>
<td>Hochelaga 1</td>
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<tr>
<td>1:00-2:00pm</td>
<td>Session 25</td>
<td>Research on Internet-based Motivational Interventions with STEM Students</td>
<td>Hochelaga 1</td>
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<tr>
<td>1:00-2:00pm</td>
<td>Session 26</td>
<td>A Comparison of Transfer Advising Models: Individual vs. Group Advising Sessions in Relation to Retention</td>
<td>Hochelaga 1</td>
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<tr>
<td>1:00-2:00pm</td>
<td>Session 27</td>
<td>A Case Study: Advisement of Online Students Through a Creating Futures Process</td>
<td>Hochelaga 1</td>
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<td>2:15 - 3:15pm</td>
<td>Session 6</td>
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<td>6.2</td>
<td>Advising without Borders: Crossing the Frontier between Faculty and Professional Advising</td>
<td>Peribonka</td>
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<td>6.3</td>
<td>Advising Consultation Fair</td>
<td>St. Maurice</td>
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<td>6.4</td>
<td>Utilizing Assessment to Enhance Your Performance—And Your Reputation</td>
<td>Hochelaga 4</td>
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<td>6.5</td>
<td>Using Motivational Interviewing to Improve Performance with Academically At-risk Students</td>
<td>Hochelaga 5</td>
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<td>6.6</td>
<td>Conversation with Keynote</td>
<td>Hochelaga 6</td>
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<td>6.7</td>
<td>Helping Students Go from the Ds to the As</td>
<td>Chaudière</td>
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<tr>
<td>6.8</td>
<td>From Combat to the Classroom</td>
<td>Matapédia</td>
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<td>6.9</td>
<td>Conversation with NACADA Leadership and Executive Office Representative</td>
<td>Harricana</td>
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<tr>
<th>3:30 - 4:00pm</th>
<th>Unconference Introduction, Topics</th>
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<tr>
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<td>Introduction to Unconferences: What, Why, and How</td>
<td>St. Maurice</td>
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<tr>
<th>4:15 - 4:45pm</th>
<th>Unconference Session 1</th>
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<tr>
<td>U1.2</td>
<td>Hot topics to be announced</td>
<td>Peribonka</td>
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<td>U1.4</td>
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<td>U1.9</td>
<td>Hot topics to be announced</td>
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<tr>
<th>5:00 - 5:30pm</th>
<th>Unconference Session 2: Topics to be announced</th>
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<td>U2.1</td>
<td>Hot topics to be announced</td>
<td>Hochelaga 1</td>
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<td>U2.2</td>
<td>Hot topics to be announced</td>
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<td>U2.9</td>
<td>Hot topics to be announced</td>
<td>Harricana</td>
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6:00 - 7:00pm | Region One Steering Committee Meeting |  |
7:00pm | Dinner on your own. Graduate students will gather for group dinner at Winsted & Gavina's |  |
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<tr>
<th>Time</th>
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<tr>
<td>7:30-10:30am</td>
<td>Conference Registration and Evaluations</td>
<td>Registration Desk</td>
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<tr>
<td>8:00-9:00am</td>
<td>Session 2</td>
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<tr>
<td>7.1</td>
<td>Providing Study Abroad Advising for Engineering Students</td>
<td>Hochelaga 1</td>
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<td>7.2</td>
<td>Thinking about Getting a Doctorate?</td>
<td>Peribonka</td>
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<td>7.3</td>
<td>Summer Bridge Program: The Student Perspective</td>
<td>St. Maurice</td>
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<td>7.5</td>
<td>Meeting Students Where They Are: A Hybrid Approach to New Student Orientation</td>
<td>Hochelaga 5</td>
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<td>7.7</td>
<td>Just Breathe... Taking Care of Yourself So You Can Better Help Your Students</td>
<td>Chaudière</td>
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<td>7.8</td>
<td>Empowering Advisors: Leadership Development Program</td>
<td>Matapédia</td>
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<td>7.9</td>
<td>Advisee Character Building: An Inquiry Process to Uncover Their Magic</td>
<td>Harricana</td>
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<td>9:15-10:15am</td>
<td>Session 3</td>
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<td>8.1</td>
<td>Examination of the Relationship of Persistence and Personal Meaning in One's Learning</td>
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<td>8.2</td>
<td>Passport to Involvement and Professional Growth: NACADA's Emerging Leader Program</td>
<td>Peribonka</td>
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<td>8.3</td>
<td>Say What You Mean: Conversations Around LGBT Student-Athletes</td>
<td>St. Maurice</td>
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<td>8.5</td>
<td>Community College Students: Exposure and Retention Toward a Graduate Program</td>
<td>Hochelaga 5</td>
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<td>8.7</td>
<td>Taking the Advising Pulse at a Large University</td>
<td>Chaudière</td>
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<td>8.8</td>
<td>&quot;Houston, We Have a Problem&quot;: Advising First-Generation Students</td>
<td>Matapédia</td>
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<td>8.9</td>
<td>Working Across Borders: An Advising and Financial Aid Collaboration</td>
<td>Harricana</td>
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<tr>
<td>11:00-12:15pm</td>
<td>Luncheon (included in conference fee), Closing Keynote by DeAnn Harrington and State Book Give-aways</td>
<td>Marquette &quot;Joliet&quot;</td>
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<tr>
<td>12:45-1:45pm</td>
<td>Open Planning Meeting for 2014 Conference: Please join us</td>
<td>Peribonka</td>
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Libby Bischof  
University of Southern Maine  
ebischof@usm.maine.edu  
Re: editorial board
Chers conférenciers, chères conférencières.

On behalf of our dedicated Region One Conference and Steering Committees, I would like to welcome you to our 29th annual NACADA Region One conference — Advisors without Borders/Conseillers sans Frontières. I’m excited to be here in Montreal and look forward to hearing from you about how advisors are working as guides, liaisons, and diplomats for students, faculty, and staff in pursuing global strategies in academic advising. Our Region One conference offers a chance each year for advisors from our Region to re-connect, re-energize and re-commit to the fabulous work we do as 21st century educators.

None of this would be possible without the incredible work of our Region One team of diplomats. I want to recognize the members of the conference committee under the tireless leadership of Steve Viveiros and Autumn Grant from Bridgewater State University, for all the hard work dedication and passion that goes into putting on this conference. I also want to thank all of the institutions in our Region that allow our advisors the time and support to help us prepare for and present this conference. They give us our tireless volunteers who work to read and edit proposals, solicit donations, organize technology, collect evaluations, staff the registration table, stuff hundreds of bags and make sure that we grow advising globally by supporting each other locally. Without their work this conference would not be possible. They also give us our incredible presenters who help us highlight our global strategies with new ideas, valuable programs and amazing networking.

Similarly, without the same degree of volunteer help on the national level, NACADA would not be the global community that it is today. NACADA thrives on membership involvement in planning and running the annual conference, in commissions and interest groups, on committees and task forces, in writing and editing for journals and publications, and on involvement on all levels. I encourage each of you to seek out NACADA volunteers and leaders during the conference to chat about how you too can get more involved in this amazing organization.

I’d also like to thank each of you for attending our conference and bringing your perspectives and expertise to our gathering. Your engagement with academic advising means that you have the vision, the knowledge and the experience to help give academic advising the global perspective needed to address the new challenges of student support. You are truly our greatest asset, and we could not accomplish what we do without your support. Throughout this conference, I ask you to stay engaged and help us shape the future of NACADA and Region One.

Please enjoy the pre-conference workshops, concurrent sessions, presentations and activities at the conferences as well as the fabulous cultural and culinary amenities of our host city.

Bien cordialement,

Terri Downing, Franklin Pierce University
NACADA Region One Chair
NACADA 2013 Northeast Region One - Conference Committee

Northeast Region One Chair
Terri Downing - Franklin Pierce University

Conference Co-Chairs
Autumn Grant and Steve Viveiros - Bridgewater State University

Program Co-Chairs
Pat Halloran - Keene State College and Tracy Mendham - Franklin Pierce University

Evaluation Chair
Susan Kolls - Northeastern University

Registration Co-Chairs
Ana Frega Ketler - University of Massachusetts-Boston and Jennifer Fath - University of Vermont

2013 Conference Site Chair (QU)
Shoshana Kalfon - Concordia University

2014 Conference Site Chair (RI)
Jane Hannah – Johnson and Wales University

Awards and Scholarship Co-Chairs
Susan Moyer – Excelsior College and Vincent Kloskowski - Saint Joseph's College of Maine

Volunteer Co-Chairs
Donna Poyant and Mary Ellis – Bridgewater State University

Special Events Co-Chairs
Ann Traynor - University of Connecticut and Kevin Piskadlo – Stonehill College

Vendor Co-Chairs
Jennifer Drake-Deese and Phoebe Price - Keene State College

Committee Members
Dr. Iona Black - Yale University
Paulette Brower-Garrett - College of Staten Island
Katrina Campbell-Thompson - Courtland Community College
Mary Fraser - Central Maine Community College
Dorise Gruber - Boston University
Melissa Jenkins – Bentley College
Michael Mastrella - Schenectady County Community College
Karen McInnis - University of Massachusetts-Boston
Rachel Moody – University at Albany
Stephen Pepper – Massachusetts Institute of Technology
Amy Daubney Mei - University of Massachusetts-Boston
Gail Stubbs – UMass Boston
How to Use this Program

PC – 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.

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

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 20th
10am-12pm

Preconference Workshops – Registration Required

PC1 Engagement 2.0: A Dialectical Approach to Understanding Advising in Social Media ~ Preconference ~ Hochelaga
1
Art Esposito - Montclair State University
Both of NACADA’s most recent publications about technology in advising discuss social media tools (online social networks, podcasts, and blogs) mainly as means of “information delivery.” This use does not fully appreciate the relationship-building and engagement potential of these environments: the reason students use them in the first place! This workshop will be dialectical in two ways: by exploring the use of social media for engagement (dialogue) between student and advisor, and by using the resulting dialogue among pre-conference participants as contributions to the final outcomes and take-aways. This workshop is designed for participants with any comfort level in use of social media.
(TA)

PC2 Leading without a GPS: A Supervisor’s Guide to Managing Staff ~ Preconference ~ Peribonka
Rodney Moncor - University of Southern Maine
Have you set professional goals to challenge your staff or are they on auto-pilot? As a supervisor, it is important that you take the time to develop key skills to succeed as a leader and role model: you need to balance setting the course and motivating your staff. This pre-conference will utilize case studies to engage in discussion about: assessing staff members’ performance, motivating individuals and a team, recognizing your staff’s accomplishments, and setting team goals.
(AA, TD)

PC3 Introduction to Developmental Advising and Learning ~ Preconference ~ St. Maurice
Patrick Cate - Plymouth State University
This pre-conference session is designed for new advisors who would like to become more familiar with developmental advising and for more experienced advisors who would like to learn about the history and theories behind what we do. The workshop will start with an overview of the history of higher education, how advising has been a part of it, and which trends affect advising today. Next, we will explore theories and theorists who are often cited in advising literature and conversation. Finally, we will put our new concepts into practice by discussing case studies and video sessions. Get more out of the rest of the conference by learning about—or brushing up on—the history, theories, and concepts of advising!
(NP, TP) NBCC: AI, PO

12:15-1:15pm

PC4 Introduction to NACADA (First-time Attendee Orientation) Preregistration Required. Includes Lunch. ~ Saint
Francois
Peg Steele - NACADA Board of Directors Member
Marsha Miller - Assistant Director, NACADA Resources and Services
Terri Downing - Region Chair
Conference Chairs, NACADA Region One Leadership
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.

5:15-6:15pm

Welcome Reception ~ Marquette+Jolliet
Sponsored by Concordia University - Cash Bar
Join us for the official kick-off to the conference. Take some time to connect with fellow colleagues for some good conversation and networking prior to dinner.

Thursday, March 21st

7:30-9:00am

Continental Breakfast (included in conference fee) ~ Marquette+Jolliett

Academic Advising Excellence Awards Program with Welcome from the National Office and Region One Business Meeting--Brief Remarks from Region Chair ~ Marquette+Jolliet
This event will recognize and reward the incredible work of several advisors from Region One.

12:15-1:30pm

Lunch (included in conference fee).

Opening keynote address by Dr. Ollivier Dyens, “Advising: Crucial but Often Neglected” ~ Marquette+Jolliet

Ollivier Dyens is Vice-Provost, Teaching and Learning at Concordia University in Montreal, Canada. He is the founder and webmaster of Metal and Flesh (1998-2003), Continent X (http://www.continentx.uqam.ca/), and The Inhuman Condition (theinhumancondition.org), websites dedicated to the study of cyberculture. Ollivier Dyens has written eleven books, incluing La Condition inhumaine, essai sur l’effort technologique published in France by Flammarion and Metal and Flesh, The Evolution of Man, Technology Takes Over, published by MIT Press, whose French version (VLBÉditeur) was awarded Best Essay by the Société des Écrivains Canadiens. Among his other publications are Les murs des planètes, suivi de la cathédrale aveugle (VLB Éditeur), short-listed for the Revue Estuaire/Terrasses St-Denis prize for Poetry, Continent X, Vertige du Nouvel Occident (VLB Éditeur), long-listed for the prix Roberval, and The Profane Earth (Mansfield Press), long-listed for the ReLit Award. He has lectured in Europe, the United States and Canada. His digital artwork has been exhibited in Brazil, Canada, France, Venezuela, Germany, Argentina and the United States.

6:00-7:00pm

Region One Steering Committee Meeting ~ St. Maurice
Terri Downing - Region Chair

7:00pm

Graduate students gather for a group dinner at Wienstein and Gavino’s.
Friday, March 22\textsuperscript{nd}

11:00-12:15

\textbf{Brunch (included in conference fee). Closing Keynote and State Basket Give-aways \textemdash \textbf{Marquette+Jolliet}}
State Basket Giveaways at Closing Brunch Event on Friday! You have to be there to win!

\textbf{Closing Keynote Address: Devan Carrington \textemdash \textquote{Students without Borders}}

Devan Carrington is a graduate student at the University of Vermont pursuing a Master’s degree in Higher Education and Student Affairs. At UVM, Devan serves as the Program and Outreach Coordinator for the ALANA Student Center. Devan also holds a Bachelor’s Degree in Criminal Justice from Bridgewater State University.

Prior to his graduate studies, Devan was inspired during his undergraduate experience to pursue a career in student affairs. In his time at Bridgewater State University, Devan was a Student Orientation Coordinator, Family Orientation Leader and New Student Orientation Leader. His involvement also included serving as Senator in the Student Government Association and President of Men Integrated into Brotherhood (MIB), in addition to a wide variety of involvement across campus. He also worked in Student Center Operations and was a student staff member in the Career Services Office. His peer has shared that “the one word that comes to mind when I think of Devan is inspirational. He inspires others with his enthusiasm, sense of humor, intelligence, and drive. Devan’s attitude is infectious as he motivates others to set and achieve goals that they may not have ever dreamed possible.”

Through these experiences and the mentoring he received, Devan developed a true passion for supporting students through their college education. He is evidence that the advising and mentoring from faculty and higher education professionals affords many of our students the opportunity to go outside of their comfort zone, and at times, pay it forward to others through their service in our field.

12:45-1:45pm

\textbf{Open Planning Meeting for 2014 Conference: Please join us. \textemdash \textbf{Peribonka}}
Session Descriptions

Session 1
Wednesday, March 20th 1:30-2:30pm

1.1 New Professionals at Community Colleges ~ Roundtable ~ Hocelaga 1
Sarah Scheidel - Springfield Technical Community College
Rose Hill - Springfield Technical Community College
Kiyota Woods - Springfield Technical Community College
As the number of students attending community colleges continues to rise, the need for a talented pool of young student-services professionals has been heightened. According to the American Association of Community Colleges, these institutions are experiencing a higher than average number of retirees among their faculty and staff. This means that there will be an increased number of opportunities for new professionals to become future community college leaders. This round table discussion will address the challenges, rewards, perspectives, and career trajectories within the community college system. This will be accomplished through group discussion in which opinions, strategies, and creative ideas will be shared. Join us!
(2Y, NP)

1.3 Academic Jeopardy Programs: Creating, Assessing, Defending Initiatives ~ Concurrent ~ St. Maurice
Ana Frega - University of Massachusetts Boston
Rachel Puopolo - University of Massachusetts Boston
Some students in academic jeopardy are able to achieve good standing in one semester. However, others might need additional semesters, or require a leave of absence. Finally, some will discover life paths outside of college. As advisors, we readily guide students through these transitions, but may find ourselves at a loss when evaluating (and sometimes defending) the value of our work with students unable to achieve good standing in one semester. This session will present the components of UMass Boston’s Academic Standing Program, and focus on how we consider the effectiveness of intervention programs and defend their success in light of institutional demands for increased four-year graduation rates. We will use case studies to brainstorm assessment measures and possible definitions of programmatic success.
(AM, PD)

1.4 Living Beyond the Borders: Advising Off-campus and Commuter Students ~ Concurrent ~ Hocelaga 4
Wendy Brett - McGill University
Reaching undergraduate students not living in residence is difficult. Like many other higher-education campuses, McGill has high school and transfer students from community colleges and CEGEPs (General and Vocational College) choosing to live off-campus, often turning to supports off-campus. Students often maintain their support systems outside the campus and do not become aware of the services which exist to help them achieve both academic and non-academic success. While engagement does not guarantee high grades, awareness of supports in the educational community may allow students to succeed both in and out of the classroom. This presentation will explore the unique characteristics of these “non-resident” students and use discussion and examples to examine how advisors could facilitate their engagement more.
(DE, FA, LU, NP) NBCC: HR

12
1.5 Stranger in a Strange Land: The Arduous Journey of the Underserved Student 〜 Concurrent 〜 Hochelaga 5
Christine Michael - American International College and Union Institute & University
Virginia Wilkins - The Mentoring Institute
For first-generation and underserved student populations, the journey to successful completion of a college degree is like living in a foreign country where one is unfamiliar with language, customs, culture, dress and food. Without a local guide, such students may not successfully integrate into their new locale and come to feel “at home.” For many students in this demographic, it is not finances or academic preparation that dooms their college experience, but the lack of “cross cultural” navigational skills. Through the presentation of original research findings based on student interviews, and discussion, the presenters will attempt to answer the question: How does the college advisor turn this “disorienting dilemma” (Mezirow, 1990) into an experience that produces graduates able and confident in conquering new frontiers?
(FG, TD) NBCC: HR, SC

1.6 In My Office or Across Borders: How Consistent Information Impacts Completion Rates 〜 Concurrent 〜 Hochelaga 6
Tara Bradman - Genesee Community College
Katherine Collette - Genesee Community College
Genesee Community College is an “open enrollment” institution that boasts one of the top graduation rates in the country among community colleges. The GCC Academic Advisement Center has developed processes to deliver consistent and concise academic information, to identified specific student types, no matter the location of the student or the modality of communication. These initiatives assist students in creating realistic completion plans, that allow students to clearly understand, at the beginning of their GCC experience, what is required for successful graduation. The presentation will focus on initiatives pertaining to three specific groups of students: First Time Freshman, International Students, and Non-Traditional Students. Materials and technology used in delivering academic information will be reviewed.
(1Y, 2Y, ES, FG)

1.7 Continuous Improvement for Higher Education: Your Passport to Efficient Processes! 〜 Concurrent 〜 Chaudière
Kim-Marie Jenkins - University of Southern Maine
In this busy climate, does it ever feel like you’re unable to get ahead? Do antiquated processes at your institution take longer than they should? Most of us, including our students, are frustrated by documents that wait too long for signatures and questions that take too long to get answered.
We will share what Continuous Improvement Practitioners at our institution have done to achieve expediency in several of our processes. For example, by working together as a staff for two days, our office was able to shave months off the time it takes to certify a student’s degree!
You will leave with an understanding of continuous improvement, and specific ideas and steps you can take to initiate change.
(AA, AM, AS, TA)

1.8 Enhancing Advising Through Assessment 〜 Concurrent 〜 Matapédia
Janis Albright - University of Southern Maine
Elizabeth Higgins - University of Southern Maine
Is the word assessment being used on every campus meeting you attend? Do you wonder how you could "do" assessment to help students learn through the advising process? While attending this session you will learn what assessment is and how one campus uses it to identify gaps in student learning outcomes and program outcomes. We will discuss the what, why, and how of an assessment process and share some specific examples with common advising themes. You will leave with an understanding of how you can begin small steps to make real change in your own practice.

(AA, AS)

1.9 Is Your Network on Life Support? ~ Concurrent ~ Harricana
Jim Peacock - Kennebec Valley Community College
Have you met people at NACADA but never hear from them the rest of the year? Are you wondering how to find the time to network with those contacts? Are you on LinkedIn but unsure what to do with it?
This session will describe practical and structured tasks to keep your network alive. We will practice them and you will leave this session with new people in your network. Bring business cards and/or QR Codes for your contact information.
(Don’t know what QR codes are? Attend this session to find out.) Walk away from this session with a specific plan to keep your network alive.

(NP, TD)

Session 2

Wednesday, March 20th, 2:45-3:45

2.1 I Want a Do-Over: Evaluating GPA Restart Policy and Its Effect on Student Satisfaction and Retention ~
Roundtable ~ Hochelaga 1
Mary Ellis - Bridgewater State University
Donna Poyant - Bridgewater State University
This roundtable format will encourage dialogue as to what institutions are offering students in the area of GPA restart guidelines. Academically dismissed students are often faced with no-win situations regarding GPA repair. This can impact student success and satisfaction, especially with those majors requiring a minimum GPA. Currently, Bridgewater State University offers these returning students a comprehensive program to insure their academic success as they reach the goal of good standing and hopefully graduation. Running parallel to this program, research into the current Bridgewater State University GPA Restart Policy, as well as what other Massachusetts state schools are doing for this population, has encouraged the development of a new policy.

(AS, LA, PD, SC)

2.2 Academic Citizenship: A Community Approach to First-Year Student Success ~ Concurrent ~ Peribonka
Michael Lambert - Lesley University
Diep Luu - Lesley University
A successful first-year transition to college is essential to a student's academic engagement and overall experience on campus. While many factors contribute to first-year student success, what does it mean for students to be academic citizens, particularly within their new college community? Our first-year experience course, Transitions Seminar, is taught by academic advisors and incorporates the theme of academic citizenship. The presenters will examine a community approach to transitioning first-year students to college. Drawing a link between Transitions Seminar and the
advising process, this presentation explores how academic citizenship embedded in a first-year experience course can promote self-advocacy, student engagement, identity development, and ultimately the retention of first-year students. 
(1Y, AM, NP, UN)

2.3 The Five Keys of Academic Advisors’ Training: Top Quality Advising Services in a Diverse Advising Community ~ Concurrent ~ St. Maurice
Kanella Voudouris - McGill University
Lucia Chamanadjian - McGill University
Jason Carmichael - McGill University
Recognizing the need for a rigorous, formal training procedure for all academic advisors within the faculty, the Arts Academic Advising Steering Committee (AAASC) was established. Since 2008, AAASC has developed a series of formal training sessions for advisors. These sessions have improved the quality of advising. That said, AAASC faced challenges trying to train such a diverse group. In this workshop, we will provide an elaboration on the training programs we facilitated and have evolved into the “Five Keys of Academic Advisors’ Training.” After this workshop, attendees should be able to increase consistency of advising outcomes across the Faculty of Arts. Advisors will learn about diversity of advising approaches across faculty. We conclude our discussion with challenges and the lessons learned to ensure advising success.
(AA, TD)

2.4 Advising Across Classes: Creating Continuity Alphabetically ~ Concurrent ~ Hochelaga 4
Karen Garrett Gould - Tufts University
Jean Herbert - Tufts University
With the extended time students take to complete degrees, and the sense of shifting university affiliation, a different approach to advising is crucial. At Tufts University, we divided the undergraduate population into four relatively equal parts that were consistent within certain letter distributions. We call ourselves the alpha deans. Student academic progress is followed from their entrance into Tufts until their graduation. This presentation is designed to share our experience with participants who will be exposed to a number of triumphs and mishaps as we became a stronger team and better advising deans through the alpha dean model. The collaboration around staff and faculty is increased and we have seen a distinct increase in student appreciation of their deans through their responses on the senior survey. Satisfaction with the deans overall increased over 40% in the model’s first three years.
(AM)

2.5 No Borders: Talking to Students About Money ~ Concurrent ~ Hochelaga 5
Susan Kolls - Northeastern University
Financial decisions are essential to student success and retention but we often shy away from these subjects when advising students. Advisors sometimes are not confident about policy, may believe that advising and costs should be separate, or may trust the conversation will happen elsewhere. Academic decisions are made for a wide variety of reasons—but all have fiscal consequences for students, families and institutions.
(AC, EL)
2.6 Entering a New Land: Advising First-Year Students as a Graduate Assistant ~ Concurrent ~ Hochelaga 6
Ashley Tringale - Franklin Pierce University
The Center for Academic Excellence at our institution has created a supplemental advising program, for first-year academically at-risk students, over the past five years. The center developed a structured program for weekly, individual meetings with students to help them adjust to college academic life, and learn crucial organizational skills for their first semester. As a freshman I received supplemental advising through this program and found it extremely helpful in my academic success. In the fall of 2012, as a graduate assistant, I have taken over this program, successfully assisting academically at-risk students during their first year of college. In this session I will discuss how this program, and job experience, has been a learning experience for me, and how I have modified the program to fit my unique relationships with students.
(1Y, FG, NP, SC)

2.7 Just in Case Freshmen Are NOT Omniscient ~ Concurrent ~ Chaudière
Alana Linick Butler - University of Connecticut
Rebecca Taylor - University of Connecticut
Do you teach a First Year Experience (FYE) course? Are you thinking about teaching? We love this course. We know... we’re crazy. We’re taking some of our favorite workshop topics (stress management, dating violence/healthy relationships/social media influence, perception of alcohol use, LGBT vocab, ice breakers, etc.), and presenting a rapid-fire crash-course in FYE. Expect to leave this session with workshop ideas to bring back to your class on various topics, tips for presenting when the group seems disinterested, and plenty of interactive large- and small-group activities from Solo cups to snowball fights to fill up a portion of your semester.
(1Y, AM) NBCC: GD, HG

2.8 Student Success: Top Ten Advising Strategies That Work! ~ Concurrent ~ Matapédia
Helen Gorgas Goulding - University of Southern Maine
Lynsey Wood - University of Southern Maine
Did you ever wish you had more tools in your tool kit to help students achieve academic success? This program will focus on some of the issues and behaviors we most often observe especially in first-year students or students in academic recovery. We will share our top ten most successful academic success strategies. Participants will leave with concrete tools we have found to be most useful in helping students with time management, procrastination, reading, and general study habits. You will be able to practice some of these tools in this session in order to take them back to your campus to utilize effectively.
(1Y, AC, PD)

Session 3

Wednesday, March 20th, 4:00-5:00pm

3.1 Peer Advising Roundtable ~ Roundtable~ Hochelaga 1
Laurie Simpson - Westfield State University
Jennifer Goodyear - Westfield State University
Raymond Barrett - Westfield State University
Steven Kligerman - Westfield State University
Joshua Tamborella - Westfield State University
Emily Tobin - Westfield State University
Kaitlin Countryman - Westfield State University

The roundtable will examine the history of a highly successful peer advising program at a four-year state university located in Western Massachusetts. The program’s director and six peer advising veterans will share lessons learned over the eight years of this program’s existence. Experiences presented will ignite group discussion relative to successes and challenges of a peer advising program, peer advisor personal experiences with the program, peer advisor training challenges, dress-code, professionalism, and the impact participation as a peer advisor has on graduate school/career direction.

(AM, HI, PA, TD)

3.2 Identifying and Supporting Students in Distress: Advisors as Campus Collaborators ~ Concurrent ~ Peribonka
Fran Shumway - Cornell University
Melissa Bazley - Cornell University

In March 2010, following the deaths of six students, an “Inside Higher Ed” article asked if our institution was a “suicide school.” At the same time, many experts in college student mental health programs cited our programs as a model for other institutions nationally. Effective advising requires recognizing the student as a “whole person.” Identifying physical, emotional, and academic signs of distress can assist advising offices in partnering with other university units to create a support network for students in crisis. By sharing communication and training practices and engaging in discussion, it is our hope that participants will recognize ways that advisors can better support the whole student while acknowledging advisors’ limits.

(AC, HA, TD, TP) NBCC: CT, HR

3.3 Questionnaire on Academic Advising at McGill University ~ Concurrent ~ St. Maurice
Jane Everett - McGill University
Lina Di Genova - McGill University

The session will focus on the complexities of developing an accurate profile of academic advising at a large research-intensive institution with a hybrid model of advising. Professional advisors, professors, and administrators who perform academic advising duties were invited to complete a questionnaire. Respondents were asked to detail their job tasks, time on task, advising interactions with students, training, and their views on the state of advising in their program and at the University. We will present the lessons learned through the process from compiling the list of academic advisors to presenting and applying the results. The potential impact of our findings on the academic advising landscape at McGill will also be explored.

(AS, LA)

3.4 A Research Approach for a Dissertation Topic on Adult Learners: The Epistemology of Persistence ~ Concurrent ~ Hochelaga 4
Anne Harrington - Saint Anselm College

A dissertation, inspired by the researcher’s experience with persistence, evolved into a study designed to learn about the experience of stopping-out of higher education through the eyes of a sample of adult learners. This presentation is designed to provide a broad overview of the research process including the development of the research questions, the methodological decisions, the findings, interpretation, and implications. This study utilized one-on-one qualitative
interviews and one demographic questionnaire to explore the experience of stopping-out with 11 selected adult student participants enrolled in the Individualized Studies Program at Goddard College (VT).

(AG, TD)

3.5 From Frustrations to Foundations: Offering At-Risk First-Year Students a Comprehensive Program for Success ~ Concurrent ~ Hocelaga 5

Beth Ryan - Memorial University

Academic and career advisors, professors, teaching assistants and librarians at an open-admissions public university in Newfoundland, Canada are working collaboratively to help first-year students who are deemed to be at risk of academic failure. Through its First-Year Success Program, Memorial University is trying to create a strong foundation and develop a sense of community among our new students by offering them integrated career and academic planning, and giving them extra support through special courses, smaller classes, and additional instruction. In this session, you will learn about the central role that advising plays in the two-year pilot project and explore the learning outcomes that were developed for each stage of the advising process. We will explain how regular interaction between the teaching and advising teams has helped each group develop a greater understanding of the students' needs and how we might meet them, as well as discussing the lessons learned from the planning process and the first semester of the Program.

(1Y, AM)

3.6 Helping Students Develop Their Personal Brand ~ Concurrent ~ Hocelaga 6

Stephanie Santiago - New York University

Leah Guarino-Ramirez - New York University

How can academic advisors help students articulate the value of a liberal arts degree? How can we help them think creatively about their skills and accomplishments? This presentation is intended to provide academic advisors with ideas and resources to engage students in marketing their skill set and experience gained through a liberal arts curriculum. Focused on Liberal Arts students, we will look at two unique programs within a large urban university - a two year Liberal Arts program and the 4 year Global Liberal Studies major - as examples. Basic career research tools will be presented. The value of study abroad and other global experiences will be discussed. We will share how academic advisors can partner with Career Services professionals at their institutions.

(LA, LU, NP, TA) NBCC: LC

3.7 Parlez-Vous Francais? Utilizing Campus Colleagues and Community Members to Speak the Same Language at Your Next Advising Event! ~ Concurrent ~ Chaudière

Amber Packard - University at Buffalo

Jessica Dubickas - University at Buffalo

Learn how one advising office nearly doubled their attendance at a majors fair while staying mindful of a tight budget. Obtain recommendations about how our campus crossed departmental borders to produce a successful advising event. Our office explored techniques that allowed us to attract students across our large university without digging deeper into our pockets. Presenters will disseminate strategies and secrets from advising events hosted by the University at Buffalo, as well as provide tips on developing measurements that will provide your administrators with proof needed to continue funding your event. Attendees will leave the session armed with new ideas to do more with "un petit budget" for their next advising event.

(2Y, AM, AS, LU)
3.8 Duty to Degrees: Advising Those Who Serve  ~ Concurrent  ~ Matapédia  
Desiree Drindak - SUNY Empire State College  
Alice Slate - United States Coast Guard  
With an influx of veterans and service members attending college, it is important to understand the unique needs of military students. This session will focus on the value of American Council on Education recommended credits, as well as the new Joint Services Transcript (JST) which provides a uniform transcript for members of the US Army, Navy, Marines and Coast Guard. The session will highlight important tips for supporting these students as they return to college and will encourage discussion of best practices.  
(ML)  

3.9 Thinking Outside the Box for Student Success  ~ Concurrent  ~ Harricana  
Rodney Mondor - University of Southern Maine  
A 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 upon a holistic, longitudinal advising approach. Since the initial concept four years ago, our advising center has undergone a major overhaul, from working primarily with undeclared students to all undeclared and College of Arts, Humanities and Science majors, providing academic advising, career coaching and academic support under one roof. This session will provide a four-year perspective follow up report on of how USM restructured its student services. The process involved a review from an external NACADA consultant team, as well as faculty, staff, and students from various areas throughout the institution.  
(AA, TD)  

Session 4  

Thursday, March 21st, 9:15-10:15  

4.1 You Speak English Well. Where Are You From?  ~ Roundtable  ~ Hochelaga 1  
Jen Keene-Crouse - Salem State University  
Carmen Amado - Salem State University  
Remarks such as the one in the title are often spoken by well-intended people, but they are perceived as subtle insults that are offensive and considered a microaggression. “Microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults towards people” (Sue et al., 2007). Having a “did s/he just say that?” moment can sometimes catch us off guard. Our reactions or lack thereof can leave us feeling ineffective and subdued. As educators, it is our responsibility to be aware, have multicultural competence, and educate those around us. This roundtable discussion will provide a platform to discuss scenarios, reactions, and ways to address situations involving microaggressions based on race, gender, and sexual orientation.  
(MC, TD) NBCC: SC
4.2 Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA monographs, Books and Blogs ~ Concurrent ~ Peribonka
Marsha Miller - NACADA, Kansas State University
There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publication venues. While NACADA publishes webcasts, DVD-CDs, and pocket guides, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse, monographs/books, and the NACADA blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.
(TD)

4.3 Advising Without Borders: Transforming Advising of Online Learners ~ Concurrent ~ St. Maurice
Whitney Jorns - Northeastern University
Clara Lau - Northeastern University
Distance learning continues to grow in higher education. The needs of online learners differ from those of a traditional student, but are we changing our advising strategies as we work with this growing population? How do we ensure that our students will feel connected and engaged when we may only be able to communicate electronically? We will discuss the benefits and challenges of distance learning, and best practices for keeping our students optimally supported. At the end of the presentation, participants will be able to identify methods of communication for online learners; new and best practices in online learner advising; the benefits of an online orientation; and the successes and challenges of advisors in the field.
(DE, TA)

4.4 Staff Meeting Mayhem ~ Concurrent ~ Hochelaga 4
Susan Kolls - Northeastern University
Do you hold weekly or biweekly meetings with your staff? Are these meetings viewed as times for updates, facts and reporting, or are they opportunities for staff development? While facts are important, these meetings can have a great benefit of face-to-face time with your staff. In this presentation, we will examine the purpose of professional development time through sharing sample meeting agendas. Creative ways to improve staff performance, by sharing activities and exercises, will be provided to help you improve staff togetherness, attitude, and performance. This approach can have your advising team looking forward to the meetings.
(AA)

4.6 Academic Alert: Building Alliances for Student Success ~ Concurrent ~ Hochelaga 6
Katrina Campbell - Tompkins Cortland Community College
Students who get a rough start to the semester often give up because they feel that early damage can't be repaired. When intervention occurs as soon as poor habits are identified, there is a better chance of helping students get back on track. An effective Academic Alert system brings resources across the college together to support each student in achieving success. In this session, attendees will learn about how a community college built and revised an effective alert system which has led to greater success among students. The use of available internal technologies and collaboration of faculty and staff across many functional areas have been key features in the effectiveness of the system.
(1Y, 2Y, PD, TA)
4.7 Pants on Fire: Advising Students Who Lie to Themselves and Others ~ Concurrent ~ Chaudière
Katie McFaddin - Brandeis University
A student tells you his classes are going great, but his instructor called to report that he is failing. Another reports that she missed class last week because she was very sick when you saw her Tuesday playing frisbee in the quad. As advisors, we have all been lied to. Sometimes the lies are half-truths or exaggerations told by students looking to bolster their self-image. Other times they are a deliberate effort to deceive. Learning more about the psychology of lies, particularly the types of lies frequently used in academic settings, can inform our practice and help us better communicate with students who are not being truthful with themselves or others.

(AM, EL, PD, TD)

4.8 Peer Educators: Building Bridges to Promote Academic Success and Develop Life Skills in a Global Community ~ Concurrent ~ Matapédia
Kanella (Nellie) Voudouris - McGill University
Joan Butterworth - McGill University
Academic advising supports student outreach programs as it engages students in meaningful leadership opportunities on and off campus. Realizing one's leadership efficacy (experiencing how one can influence or impact a change in one's environment) allows students to truly engage in the university community and sets them on a path to becoming an engaged local/global citizen. Building peer educator programs where real needs exist such as with advising effectively reaches a larger percentage of the student population. It also promotes academic success and engagement, and communicates how socially responsible and collaborative infrastructures can effect change while empowering and involving stakeholders.

(PA) NBCC: SC

4.9 Technology and Academic Advising: Where Have We Been These Past 25 Years? ~ Concurrent ~ Harricana
George Steele - Private Consultant
For the past quarter-century technology has become an increasingly critical element in the delivery of academic advising in American higher education. To explore this phenomenon, this session will use as its primary source the themes and topics addressed, over the past 25 years, by those presentations designated as “technology,” at NACADA’s annual conferences. Multiple perspectives will be used to present themes found in the analysis. These include types of hardware and software; purposes of the selection of various technologies; and how technologies impacted delivery of advising. These findings will be compared to general patterns of IT innovation and adoption. Discussion will follow by comparing and contrasting technology used in the field of academic advising in the global community.

(TA, TP)
Session 5
Thursday, March 21st, 10:30-11:30

5.2 Would an Online Academic Advising Training and Development Course Be a Good Fit for Your Campus? ~ Concurrent ~ Peribonka
Theresa Fadden - Broome Community College
For many years, Broome Community College faculty members indicated feeling stressed about providing academic advising due to their lack of advising knowledge and skills and inability to stay abreast of updates, yet few faculty members participated in academic advising training sessions. Eight years ago, a faculty member suggested that an online tool may be a useful format for advisement training; today BCC has an online course that faculty can access at any time and is a key component of BCC faculty academic advisement training and development. Session participants will view the course to see what material was chosen, how the course was set up, and how ease of navigability was provided.
(TA, TD)

5.3 Mapping a Partnership: Faculty and Professional Staff Advising ~ Concurrent ~ St. Maurice
Pamela Edwards - University of Southern Maine
Elizabeth Bischof - University of Southern Maine
Elizabeth Higgins - University of Southern Maine
Learn how one institution focused on rebuilding their advising program so that it is grounded in trust, open communication, and knowledge. In 2011, a new model of shared advising was developed by faculty, professional advisors, and administrators who partnered to create a program focused on the student’s advising experience, student learning, capacity building, relationship building, and an institutional commitment to advising. This shared approach required open dialogue about the benefits and challenges of the current program and the vision for the future student advising experience. We will share an assessment of what is working and what is not from the faculty, professional advisor and administrative perspectives, and our efforts to expand the stakeholder group and deal with the challenges of resources and capacity.
(AA, AM, AS, FA)

5.4 Why Are They Staring At Me Like I’m Speaking a Foreign Language? Dealing with the Communication Breakdown ~ Concurrent ~ Hocelaga 4
Kevin Piskadlo - Stonehill College
Henrietta Genfi - Bentley University
Melissa Jenkins - Bentley University
Meghan Charbonneau - Bentley University
One of the most important components of an advising relationship is the ability for the advisor and the advisee to communicate effectively with each other. Though a seemingly simple concept, all of us have been the recipients of blank stares from students who don’t seem to understand what we are saying or repeated follow-up appointments and emails that address the same issue(s) over and over again. Sometimes it feels like we must be speaking a different language! In this interactive session, we will discuss common advising communication mishaps from both an advisor and advisee perspective and provide an opportunity for participants to identify strategies and best practices that will facilitate effective communication in their advising.
(TD) NBCC: HR
5.5 Beyond Our Borders: Predicting Student Attrition ~ Concurrent ~ Hochelaga 5
Jessica York - Fairfield University
Kristen Kobylenski - Fairfield University
The number of students who leave colleges and universities—voluntarily or involuntarily—continues to rise (Aud, et. al, 2011). Strategizing how to keep students within the borders of the university is a paramount concern. This presentation will provide an overview of Fairfield University's three-part Academic Warning System: Early Alerts, Midterm Estimates and Final Alerts. In addition, we use attrition modeling, a predictive statistical analysis of institutionalized data, that groups students in deciles based on their likeliness to not persist. This presentation will discuss how the aforementioned are integrated to create a targeted intervention for students who are most likely not to persist. In addition, this presentation will discuss how to track and advise at-risk students, as well as strategize how to implement such endeavors at your institution.

(1Y, AM, PD)

5.6 Freshman Interest Groups—Creating Modified, Major-Specific Learning Communities and Transition Seminars to Increase Retention ~ Concurrent ~ Hochelaga 6
Jennifer O'Flynn - University of Massachusetts Boston
Faced with huge enrollment growth and low retention and graduation rates, the University of Massachusetts Boston’s College of Science and Mathematics created the Freshman Success Community program. Learn how this model proved to be a successful means to increase students’ GPAs, keep them enrolled in STEM majors, and resulted in an 11% increase in retention over the general university population. Presenters will share design plans, development tools, and outcomes and will review how to implement similar, customized programs at other universities.

(1Y, LU)

5.7 First-generation and Low-income Students: Breaking Down the Barriers ~ Concurrent ~ Chaudière
Lauren DiMartino - New York Needs You
First-generation, low-income college students drop out of college five times more than their peers, or graduate to a salary that is 10% less than their peers. To successfully break the cycle of poverty, it’s important that more underserved youth graduate and successfully transition into careers with upward mobility. To help these students beat statistics and circumstance, New York Needs You formed the Fellows Program. This presentation outlines how the highly-selective, holistic mentorship program, with a structured career development curriculum, helped high-achieving, low income, first-generation college students achieve their college and career ambitions. With 96% of Fellows graduating college and 98% securing an internship (versus 73% and 27%, respectively), this presentation will address how to replicate similar programs in results in your institution.

(FG) NBCC: LC, SC

5.8 Creating Effective Programming to Engage and Empower Asian-American Students ~ Concurrent ~ Matapédia
Patricia Neilson - University of Massachusetts Boston
Jennifer Barone - University of Massachusetts Boston
Michael Mahan - University of Massachusetts Boston
This presentation is focused on sharing the process of creating a workshop series for Asian-American students. At UMass Boston the Asian American Student Success Program has collaborated with the Advising Center and Career Services to implement programming for Asian-American students. Programming explores the history of Asian Americans,
stereotypes, cultural values and assumptions related to career development, and skills related to networking and interviewing. Additionally, the Advising Center collaborates with AASSP to provide interventions for high-risk first generation immigrant and refugee populations. Our programming was developed to empower Asian-American students in their personal and professional lives. We would like to share our programs and discuss the importance of creating tailored workshops for Asian-American students with other professionals.

(FA, FG, LU, MC)

5.9 Launching First-Year Students Well: A Partnership Between the Advising Center and Departmental Faculty  
Concurrent  "Harricana"
Olympia Aliviotis - Farmingdale State College
Tanya Maurer - Farmingdale State College
Overwhelmed by growing numbers of incoming students who need advisement? Frustrated with the lack of available seats in freshman classes? Students unhappy with erratic schedules? At Farmingdale State College, the Advising Center partnered with overburdened academic departments and offered faculty the option of pre-registration for incoming freshmen. Via electronic survey and email, the Advising Center's pre-registration system allowed faculty time to work with continuing students while ensuring that freshmen needs were met. This system alleviated large numbers of students waiting around for the initial one-on-one advisement and provided freshmen schedules, required classes, and "prime times." Our presentation explains the process of collaborating with academic departments, creating a pre-registration survey and contacting incoming students.

(1Y, FA, TA)

Poster Presentations

Thursday, March 21st, 1:00-2:00 pm

P.1 Mind the Gap! Bridging Majors2Careers  "Poster  "Hochelaga 1"
Stacy Stewart - University of Southern Maine
Jennifer Hart - University of Southern Maine
Academic advisors work with students who are at different stages of their major exploration. One of our roles is to guide students in understanding how to connect a major with potential career options. The Student Success Center at USM has designed a comprehensive tool called Major2Career to assist students in bridging the gap between major exploration and career opportunities. Major2Career outcomes for students include tying a major to careers, narrowing interests, introducing university and local resources, as well as gaining an understanding that one major does not equal one job. Conference participants will learn the benefits of the Major2Career information sheets developed by a multi-disciplinary campus cohort, which was championed by the USM Provost, and will leave with a template to guide them in the process of creating their own Major2Career tool.

(UN) NBCC: LC

P.2 Seminars for Success: A Program for First-Year Students in Academic Jeopardy  "Poster  "Hochelaga 1"
Shoshana Kalfon - Concordia University
We all want our students to succeed but we understand how difficult that first year can be! Our students come from all over the world, with different demographic backgrounds, and with varied abilities to succeed in our institutions. As
advisors, we must find ways to cross their "borders" and dissolve them so that our students can be successful in their educational and professional pursuits. The Seminars for Success program was created to do just that—help our students succeed "sans frontieres." Conference attendees will be able to ask questions about the program, view the material used, see how students felt about the experience, and talk about which Seminar was considered to be the most fun to give and attend.

(1Y, PD) NBCC: SC

P.3 Be Realistic: Effects of Downgrading Expectations on High-Achieving Students' Performance ~ Poster ~ Hochelaga 1
Anna Sverdlik - McGill University
Nathan Hall - McGill University
Pre-medicine students are expected to successfully deal with academic stress and heightened competition while maintaining superior performance (Reaume & Ropp, 2005). As such, these students are at risk of overconfidence and the negative implications thereof for well-being and disengagement (Ruthig et al., 2008). Given the demonstrated benefits of prior studies in which advising students to downgrade expectations (Heckhausen, et al., 2010) corresponded with performance gains (Hall et al., 2006), the present study evaluated the longitudinal effects of a motivational program encouraging downgrading for pre-medicine students on cumulative GPA over two-years. Results revealed that students in the intervention condition experienced a decline in performance, as reflected by their GPA. Counselling implications for students in STEM degree programs are discussed.

(HA, HP, TD)

P.4 Research on Internet-based Motivational Interventions with STEM Students ~ Poster ~ Hochelaga 1
Kyle Hubbard - McGill University
Nathan Hall - McGill University
Joseph D'Intino - McGill University
Rebecca Maymon - McGill University
Students who attribute academic failure to uncontrollable characteristics or conditions, such as lack of ability, foster hopelessness and shame. Visit this poster session to learn about research that hopes to show that by changing those attributions, students in STEM disciplines will be better equipped to cope with the challenges of their demanding programs and will demonstrate greater motivation and achievement throughout their academic career.

(AC, DE)

P.5 A Comparison of Transfer Advising Models: Individual vs. Group Advising Sessions in Relation to Retention ~ Poster ~ Hochelaga 1
Christina Hale - Bridgewater State University
Ashley Murphy - Bridgewater State University
Bridgewater State University has traditionally used a group advising model as a method for educating new transfer students on university policies, advising procedures, and academic expectations. This past year, however, the university attempted an individualized advising model for transfer students. Students transferring to a four-year public institution typically have previous college experience; therefore, it became essential to evaluate the group advising technique and consider implementing a more focused and individualized concept to better serve the wide population of "non-traditional" transfer students.
In our poster presentation we will:

- Explain both group and individual advising models that the institution has utilized within the past few years.
- Explore advantages and disadvantages of both advising models for retention and overall student experience.
- Provide statistics regarding number of students attending either transfer student orientations, their first-semester academic experience, and retention.

(AM, TS)

P.6 A Case Study: Advisement of Online Students Through a Creating Futures Process ~ Poster ~ Hochelaga 1
Mary Wilhelm-Chapin - Utica College
A study of 72 Health Care Administration graduate students in four 8-week online semesters was conducted in 2012 to determine perceptual factors leading to student success. A pilot sample of 12 students will demonstrate the adaptability of the Creating Futures Model as a predictive tool of student motivation and engagement in their academic success. The presentation will provide clues to behavioral language used by students grouped accordingly: highly successful, marginal, and unsuccessful in their academic work. The interactive presentation will provide participants with an understanding of the Creating Futures Model and its application to advisement, recognition of the value of applied research as a transformational inquiry process, and a tool readily aligned and adaptable to existing advising approaches.

(AL, DE, HP)

Session 6

Thursday, March 21st, 2:15-3:15pm

6.2 Advising without Borders: Crossing the Frontier between Faculty and Professional Advising ~ Concurrent ~ Peribonka
Ana Frega - University of Massachusetts Boston
In many colleges and universities, faculty and professional advisors share advising responsibilities, and a dichotomy often arises between the two: faculty may feel overburdened and professional advisors often feel underappreciated. This session will consider the following questions: How do we help faculty understand and embrace advising? What are reasonable expectations to place on faculty advisors? How can the campus community help enhance faculty advising? How can faculty advising support professional advising and how do we reconcile differences between the two? To better inform our discussion, we will review the history and evolution of faculty responsibilities. Attendees will learn of proven, successful initiatives toward a collaborative model, and brainstorm ways to apply them at their own institutions.

(AM, FA)

6.3 Advising Consultation Fair ~ Concurrent ~ St. Maurice
Robyn Wiltshire - McGill University
Sam Gregory - McGill University
McGill's bi-annual Consultation Fairs offer a unique opportunity to bring together students, faculty, and administrative staff to consider, discuss, and make recommendations about issues of concern in student life and learning.

The Consultation Fair on Advising (October 2012) focused on relevant and timely themes in academic advising and graduate supervision discussed at individual tables in three timed sessions.
Common recommendations included the development of an advising roadmap, the need for enhanced/comprehensive pre-arrival advising, timely and accurate web-based information, targeted peer advising or “buddy” programs for entering students, wide-ranging early-alert programs, the development of how-to videos, potential automation of basic advising functions, increased visibility/approachability of advisers, and additional recommendations related to McGill’s advising structure.

The progress of all recorded action items/recommendations will be tracked online for one year.

(AS, FA, LA, PA)

6.4 Utilizing Assessment to Enhance Your Performance—And Your Reputation ~ Concurrent ~ Hochelaga 4
Monique Rinere - Columbia University
Michael Dunn - Columbia University
Monica Avitsur - Columbia University
Assessment of academic advising is an instructive and innovative way to ensure high-quality services and support for students. The Center for Student Advising at Columbia University uses assessment to inform advising conversations, create programmatic themes, and drive professional development. The Center engaged in a multi-year assessment project that sharpened our services and transformed the perception of advising on campus. Assessment can have vastly positive outcomes for students, advisors, and the campus community. Join us for a discussion of how the assessment cycle can be utilized to strengthen services and improve the perception of advising on campus, using Columbia as an example.

(AS)

6.5 Using Motivational Interviewing to Improve Performance with Academically At-risk Students ~ Concurrent ~ Hochelaga 5
Dawn DeBiase - Fairfield University
Probationary students often erect impermeable borders, forbidding our access, leaving us feeling like unwelcomed visitors in a foreign country. Motivational Interviewing, a communication style with evidence-based success in eliciting positive change with challenging populations, can be effectively used with probationary students. Combining theory, research, and practice, this presentation highlights Miller and Rollnick’s four principles of Motivational Interviewing (Expressing Empathy, Developing Discrepancy, Rolling With Resistance, and Supporting Self-Efficacy) and demonstrates their utility to our intervention with probationary students. Feel like you’re carrying an “expired passport,” precluding your effective work with probationary students, leaving you frustrated by impenetrable boundaries? This session’s participants will gain access to a fresh perspective and theoretical insights, leaving with hands-on, applicable techniques.

(PD) NBCC: CT, HR

6.6 Conversation with Keynote ~ Concurrent ~ Hochelaga 6
Ollivier Dyens - Concordia University

6.7 Helping Students Go from the Ds to the As ~ Concurrent ~ Chaudière
Kimeta Straker - University of Connecticut
Students enter college with dreams of graduation and accepting the degree they have worked so hard to achieve. Unfortunately, college doesn’t occur in a vacuum and there are obstacles students may have to overcome to achieve their goals. Many of these obstacles include the four Ds for academic difficulty. Join us in identifying those Ds (sneak peek: one D is death) and learn how we can we help move students to the four As of academic achievement and onto earning their degrees. In this session, we will discuss how to help our students understand that barriers may be inevitable but they can overcome and earn their degrees. Participants in this session will have opportunities to share and collaborate with their colleagues through activities and discussion.

(1Y, FG) NBCC: CT, HR

6.8 From Combat to the Classroom ~ Concurrent ~ Matapédia
Christine Guarnieri - Eastern Connecticut State University
Despite the availability of resources intended to assist veterans with obtaining a college degree, thousands of veterans return home to face a new challenge within the proverbial ivy covered halls of academia. Navigating campuses can overwhelm and discourage the most capable and seasoned veterans. How can advisors help veterans navigate the college obstacle course? This presentation will discuss barriers to veterans’ success and ways to help them navigate the campus, based on the experiences of veterans, discuss ways that campuses can better accommodate veterans as nontraditional students both inside and outside of the classroom, and understand the specific role of advisors in providing support and promoting an inclusive campus climate for veterans. Learn how Eastern Connecticut State University addresses the needs of veterans and fosters their success.

(ML)

6.9 Conversation with NACADA Leadership and Executive Office Representative ~ Concurrent ~ Harricana
Peg Steele - NACADA Board of Directors Member
Marsha Miller - Assistant Director, NACADA Resources and Services
Terri Downing - Region Chair
This informal discussion will provide a forum for attendees to visit with NACADA Leaders regarding the Association’s many initiatives and programs, leadership opportunities, and will give participants an opportunity to provide feedback and ask questions.

UNCONFERENCE SESSIONS

Thursday, March 22nd, 3:30-4:00pm

U0 Introduction to Unconferences ~ St. Maurice
Steve Viveiros - Bridgewater State University, Bristol Community College
Unconferences are participant-driven meetings. Anyone can present, and session topics are chosen by attendees at the beginning of the event. Thus, as an alternative to the top-down, advance organization that structures the rest of the Region One Conference, the unconference will arise organically from the needs and interests of members at the time we meet. These two short sessions will often be open discussions, but other formats are welcome as well. Please join us for what promises to be an unstructured, unpredictable, and rewarding way to learn, teach, and collaborate about topics that engage you and your fellow NACADA members!
Thursday, March 22nd 4:15-5:15pm

Unconference Session 1: Hot topics chosen by participants. Please come present or listen—no preregistration necessary.

U1.1 ~ Hochelaga 1
U1.2 ~ Peribonka
U1.4 ~ Hochelaga 4
U1.5 ~ Hochelaga 5
U1.6 ~ Hochelaga 6
U1.7 ~ Chaudière
U1.8 ~ Matapédia
U1.9 ~ Harricana

Thursday, March 22nd 5:30-6:00pm

Unconference Session 2: Hot topics as above. Last chance to say you were there for the very first Region One unconference sessions!

U2.1 ~ Hochelaga 1
U2.2 ~ Peribonka
U2.4 ~ Hochelaga 4
U2.5 ~ Hochelaga 5
U2.6 ~ Hochelaga 6
U2.7 ~ Chaudière
U2.8 ~ Matapédia
U2.9 ~ Harricana

Session 7

Friday, March 22nd, 8:00-9:00am

7.1 Providing Study Abroad Advising for Engineering Students ~ Roundtable ~ Hochelaga 1
Melissa Bazley - Cornell University

Typically, engineering curriculums are very prescribed in nature with many prerequisite courses making a semester of study abroad challenging to execute. Yet, engineering is a global field, and one in which having the cross-cultural and language skills gained from such an experience is valuable. According to the most recent US data, engineering students represented only 4.7% of all US study abroad students in 2007-2008.

The purpose of this round table discussion will be to provide an opportunity for advisors who work with engineering students to share best practices related to advising engineering students who want to study abroad. Participants will
identify and share programs that their students have successfully incorporated into their curriculums and discuss international alternatives to study abroad.

(AC)

7.2 Thinking about Getting a Doctorate? ~ Panel ~ Peribonka
Elizabeth Higgins - University of Southern Maine
Kimberly Nolan - Northeastern University
Adam Duggan - Anna Maria College
Is getting your doctorate on your bucket list? Have you explored programs but are unsure if expectations and reality will collide? Come to this session to see how you can become a scholar and balance your job and life too. Participants will learn the level of work to expect, benefits of being in a program, what to consider when exploring, and how to start the application process. A professor and current doctoral students from Northeastern University will share their thoughts on how to succeed.

(AA, FA, NP, TD)

7.3 Summer Bridge Program: The Student Perspective ~ Concurrent ~ St. Maurice
Robert Mack - Tufts University
Ikenna Achiolonu - Tufts University
What are effective strategies for building a positive group dynamic? What resources are necessary to prepare students from various educational backgrounds for the rigor of college academics? How does conditionality impact advising within a summer bridge program? In this session, presenters will touch on all of these questions and more as we present the Bridge to Liberal Arts Success at Tufts (BLAST) program. This session, led by program staff and four student participants, focuses on how we went from zero to Bridge in a one-year period with emphasis on the student experience. Based on program assessments and evaluations to date, student experiences will focus on conditional acceptance, joining and forming a cohort, academic rigor, fall transition to campus, and being the "other."

(1Y, HS) NBCC: GD, HP

7.5 Meeting Students Where They Are: A Hybrid Approach to New Student Orientation ~ Concurrent ~ Hocelaga 5
Jacqueline Klein - New York University
The purpose of an orientation program is for new students to learn about institutional and program expectations so they can be academically and personally successful (Miller & Pope, 2012). An increasingly diverse student population coupled with students' reliance on online sources for information requires a new approach (Junco & Cole-Avent, 2008; Nahornia, 2012). Is it time for your institution to move away from a traditional face-to-face orientation model to a hybrid model? How can you ensure a quality service with the use of technological components? This presentation will provide an example of a hybrid orientation model that was successfully implemented at a large private four-year university.

(HP, LU)
7.7 Just Breathe... Taking Care of Yourself So You Can Better Help Your Students ~ Concurrent ~ Chaudière
Stephanie Currie - Niagara University
Everyone has stress on the job. How we react to those stressors is the key not only to our workplace satisfaction, but also how effectively we work with our students. In this presentation participants will learn to recognize how their minds and bodies react to tension; and the implications stress can have. Research on how stress affects the body will be reviewed, in addition to one's ability to perform on the job. Transferable skills for the students we work with will also be discussed.
The presenter will review deep breathing exercises, office yoga (simple stretches you can do at your desk), and meditation. Participants will leave this presentation with a "tool box" of knowledge and activities to take back to the office, in addition to feeling calmer, refreshed and focused.

(AA, AG, FA, TD) NBCC: HR

7.8 Empowering Advisors: Leadership Development Program ~ Concurrent ~ Matapédia
Johanne Houle - McGill University
Ruth Kuzaitis - McGill University
Jane Reichman Van Toch - McGill University
In January 2011, acting on recommendations from McGill University Principal’s Task Force on Student Life and Learning, the research-intensive university launched an Academic Advising stream in its highly innovative Leadership Development Program. The interactive program introduced learning triads and adopted a semester-format: "core courses" shared with participants from supervisory and change agent streams, specialized advising "stream courses" and several electives to enhance development. The student-centric initiative has generated rich learnings across the University that impact on students and teams. As Academic Advisors enhance confidence through self-awareness, interpersonal effectiveness, and systems thinking, their influencing and intervention skills are making an even greater difference with students and the organization at large. Academic Advisors are expanding the definition of leadership and ensuring that students remain at the center of what we do.

(AM, LU, TD)

7.9 Advisee Character Building: An Inquiry Process to Uncover Their Magic ~ Concurrent ~ Harricana
Dr. Dana Hart - Utica College
Mary Wilhelm-Chapin - Utica College
A Character Building model and exploratory process was created from an applied research meta-analysis of 165 journal articles on behavior change. A small research team discovered seven behavior domains that potentially could provide clues to an individual’s academic success. A pilot study engaging graduate students with a behavioral inquiry process provided the researchers with an understanding of the importance of internal voices and resulting perceptions that guide one's behaviors. The interactive session will provide advisors and managers with an understanding of the role of character building in framing student success. Participants will also learn a framework and process to aid advisee awareness of factors influencing their beliefs and action in behavior change and growth, learn an inquiry process to experiment with tangible questions and prompts.

(AG, DE) NBCC: CT

Session 8
8.1 Examination of the Relationship of Persistence and Personal Meaning in One's Learning ~ Roundtable ~
Hochelaga 1
Anne Harrington - Saint Anselm College
A dissertation that looked at persistence within higher education evolved into examining adult learning and development perspective through a sample of adult student stop-outs. This presentation reports on the broader implications of the study suggesting that societal mandates dictating more credentials are negatively affecting the persistence of students who need to find personal meaning in their learning. A discussion of an apparent sharp divide between learning and education will be explored regarding the connection between persistence and having personal meaning in one's learning.
(TD, TP)

8.2 Passport to Involvement and Professional Growth: NACADA's Emerging Leader Program ~ Panel ~ Peribonka
Wanda Reyes-Dowse - Manchester Community College
Rodney Mondor - University of Southern Maine
Ana Frega - University of Massachusetts Boston
Autumn Grant - Bridgewater State University
Gail Stepino - University of New Hampshire
Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you interested in advancing your professional skills? If you answered yes to any of these questions, then NACADA's Emerging Leader Program (ELP) may be for you! The ELP program was established to help increase diversity in NACADA's membership. It has paired leaders with mentors, helping to shape NACADA's mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get your own passport for involvement and growth!
(NP, TD)

8.3 Say What You Mean: Conversations Around LGBT Student-Athletes ~ Concurrent ~ St. Maurice
Alana Linick Butler - University of Connecticut
"That's not what I meant." How many times have you heard someone say that? How can we educate others to use appropriate language in the academic centers, locker rooms, and other areas of campus? How do we challenge students when they use inappropriate language? What is appropriate language? As advisors we often need to step outside our comfort zone and re-educate ourselves in order to reach our students effectively. Let's discuss together the issues on our campuses, the challenges for advisors across the region, what we are hearing on our campuses, and how we can communicate with those around us in an effort to promote an inclusive and safe atmosphere for all members of our campus communities.
(LG, SA) NBCC: LC, SC

8.5 Community College Students: Exposure and Retention Toward a Graduate Program ~ Concurrent ~ Hochelaga 5
Dr. Iona Black - IM/Yale Medical School
Too often it appears that community college students, especially in the Northeast area of the United States, have not participated in various programs that typically have four-year and research institution undergraduates as participants.
The following questions have come up: Why are they absent? What is the importance of exposure to the career? What is the role of varying tier mentoring toward retention toward a selected goal? Discussion will focus on the positive result of North Shore Community College students' participation in three programs: Summer Medical Dental Education Program (SMDEP) at Yale University, and the interest session of the Biomedical Sciences Career Program (BSCP) and New England Science Symposium (NESS). As part of the presentation, there will be a presentation of some preliminary results and discussion of what is done at other institutions.

(SC, TD)

8.7 Taking the Advising Pulse at a Large University ~ Concurrent ~ Chaudière
KD Maynard - University of Massachusetts Amherst
Pamela Marsh-Williams - University of Massachusetts Amherst
Imagine working at a large university, and being charged with figuring out what's working well and what's not, regarding academic advising. Your mission is to identify best practices to emulate and to make concrete recommendations about areas that need improvement. Of course, you can immediately jump in with changes to improve your area but how do you determine what's best for all? How can you make the process inclusive and a "teachable moment" for everyone involved? We're happy to share how we are setting out on that journey and hope to hear from participants about similar efforts on other campuses.
(LU)

8.8 "Houston, We Have a Problem": Advising First-Generation Students ~ Concurrent ~ Matapédia
Dr. Deb Kalikow-Pluck - University of Southern Maine
Courtney Breslin - University of Southern Maine
Do you hear first-generation college students asking what planet have they landed on? How can we advise and support first-generation students as they navigate the culture shock and "unknown" territory of higher education? Join our session to explore practical strategies to help first-generation students understand the customs and language of this "foreign" culture and make a successful transition. Participants will take away interactive tools to implement in their own programs.
(FG)

8.9 Working Across Borders: An Advising and Financial Aid Collaboration ~ Concurrent ~ Harricana
Gail Stubb - University of Massachusetts Boston
Donna Poyant - Bridgewater State University
Due to recent changes in Federal financial aid regulations around satisfactory academic progress (SAP), advisors have increasingly been called on to interpret policies for students in an attempt to help them retain their financial aid eligibility. At UMass Boston, a successful collaboration was formed between the Office of Financial Aid and the University Advising Center to present group workshops on, “Achieving Satisfactory Academic Progress” along with developing individual academic plans to get students back on track toward graduation. This session will give an overview of our program, provide strategies for disseminating important information to large numbers of students, and discuss the benefits and challenges of joining forces with another division within the university with the goal of promoting student success.
(TD)
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3.5 From Frustrations to Foundations: Offering At-Risk First-Year Students a Comprehensive Program for Success
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7.2 Thinking about Getting a Doctorate?
7.7 Just Breathe... Taking Care of Yourself So You Can Better Help Your Students
PC2 Leading without a GPS: A Supervisor’s Guide to Managing Staff

(AC) Advising and Academic Coaching
2.5 No Borders: Talking to Students About Money
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3.2 Identifying and Supporting Students in Distress: Advisors as Campus Collaborators
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(AG) Advising Graduate and Professional Students
3.4 A Research Approach for a Dissertation Topic on Adult Learners: The Epistemology of Persistence
7.7 Just Breathe... Taking Care of Yourself So You Can Better Help Your Students
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(SA) Advising Student Athletes
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(SC) Small Colleges & Universities
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5.9 Launching First-Year Students Well: A Partnership Between the Advising Center and Departmental Faculty
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(TD) Advisor Training and Development
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(UN) Undecided/Exploratory Students
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P.1 Mind the Gap! Bridging Majors2Careers
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.

(AI) Appraisal of Individuals
PC3 Introduction to Developmental Advising and Learning

(CT) Counseling Theory
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(GD) Group Dynamics: Processing and Counseling
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(HG) Human Growth and Development
2.7 Just in Case Freshmen Are NOT Omniscient

(HR) The Helping Relationship
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7.7 Just Breathe... Taking Care of Yourself So You Can Better Help Your Students

(LC) Lifestyle and Career Development
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P.1 Mind the Gap! Bridging Majors2Careers

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(SC) Social and Cultural Foundations
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# Awards and Recognition in Region One

## 2012 - NACADA Individual Awards

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<th>Award Recipient</th>
<th>Institution</th>
<th>Award Category</th>
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<tbody>
<tr>
<td>Erin Churchill</td>
<td>University of New England</td>
<td>Assessment Institute Scholarship – Winner</td>
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<tr>
<td>Stacy Straaberg Finfrock</td>
<td>Boston College</td>
<td>Graduate Student Regional Conference Scholarship Region 1 - Winner</td>
</tr>
<tr>
<td>Wanda Reyes-Dawes</td>
<td>Manchester Community College</td>
<td>Administrators’ Institute Scholarship - Winner</td>
</tr>
<tr>
<td>Laurie Nelson</td>
<td>Brandeis University</td>
<td>Administrators’ Institute Scholarship - Winner</td>
</tr>
<tr>
<td>Jennifer Varney</td>
<td>Southern New Hampshire University</td>
<td>CIG Service Award-Advising Specific Populations I - Winner</td>
</tr>
<tr>
<td>Wanda Reyes-Dawes</td>
<td>Manchester Community College</td>
<td>Assessment Institute Scholarship - Winner</td>
</tr>
<tr>
<td>Sarah Mesick</td>
<td>Excelsior College</td>
<td>Outstanding New Advisor – Primary Advising Role - Winner</td>
</tr>
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## 2012 - NACADA Region 1 Awards

<table>
<thead>
<tr>
<th>Award Recipient</th>
<th>Institution</th>
<th>Award Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethel Hill</td>
<td>University of Maine-Orono, Orono, ME</td>
<td>Region 1 Advising Excellence Award Winner</td>
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<tr>
<td>Melissa Jenkins</td>
<td>Bentley University, Waltham, MA</td>
<td>Region 1 Advising Excellence Award Winner</td>
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<tr>
<td>Kelly Nemeth</td>
<td>University of Connecticut, Storrs, CT</td>
<td>Region 1 Advising Excellence Award Winner</td>
</tr>
<tr>
<td>MaryAnne Purtill</td>
<td>Plymouth State University, Plymouth, NH</td>
<td>Region 1 Advising Excellence Award Winner</td>
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<tr>
<td>Rendesia Scott</td>
<td>SUNY- New Paltz, New Paltz, NY</td>
<td>Region 1 Advising Excellence Award Winner</td>
</tr>
<tr>
<td>Carol White</td>
<td>Eastern Connecticut State University, Willimantic, CT</td>
<td>Region 1 Advising Excellence Award Winner</td>
</tr>
<tr>
<td>Joanna Chang</td>
<td>Massachusetts College of Pharmacy &amp; Health Science, Boston, MA</td>
<td>Region 1 Advising Excellence Award Winner</td>
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<tr>
<td>Jennifer Hart</td>
<td>University of Southern Maine, Portland, ME</td>
<td>Region 1 Advising Excellence Award Winner</td>
</tr>
<tr>
<td>Brandon Huggon</td>
<td>Massachusetts College of Pharmacy &amp; Health Science, Boston, MA</td>
<td>Region 1 Advising Excellence Award Winner</td>
</tr>
<tr>
<td>Kristen O'Neill</td>
<td>University of Maine-Orono, Orono, ME</td>
<td>Region 1 Advising Excellence Award Winner</td>
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<tr>
<td>Rachel Puopolo</td>
<td>University of Massachusetts-Boston, Boston, MA</td>
<td>Region 1 Advising Excellence Award Winner</td>
</tr>
<tr>
<td>Danielle Robert-Massey</td>
<td>Laboure College, Dorchester, MA</td>
<td>Region 1 Advising Excellence Award Winner</td>
</tr>
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**2012 Best of Region Award**

Kevin Piskadlo, Henrietta Genfi, and Melissa Jenkins of Bentley University

**Presentation:** Everything is Great...Now Let’s Ruin it! Working with Self-Sabotaging Students
# Steering Committee

(Region Liaisons are also members of the Steering Committee)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Term on Committee</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Terri Downing</td>
<td>Region Chair (2011-2013)</td>
<td>2011-2015</td>
<td>Franklin Pierce University</td>
</tr>
<tr>
<td>Susan Moyer</td>
<td>Past Region Chair (2009-2011)</td>
<td>2009-2013</td>
<td>Excelsior College</td>
</tr>
<tr>
<td>Susan Kolls</td>
<td>Past Conference Chair (2011 &amp; 2012)</td>
<td>2010-2013</td>
<td>Northeastern University</td>
</tr>
<tr>
<td>Steve Viveiros</td>
<td>Conference Co-Chair (2012 &amp; 2013)</td>
<td>2011-2014</td>
<td>Bridgewater State University</td>
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<tr>
<td>Autumn Grant</td>
<td>Conference Co-Chair (2013 &amp; 2014)</td>
<td>2012-2015</td>
<td>Bridgewater State University</td>
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<tr>
<td>Gail Stubbs</td>
<td>Site Selection Chair</td>
<td>2012-2014</td>
<td>University of Massachusetts – Boston</td>
</tr>
<tr>
<td>Mary Fraser</td>
<td>Communication &amp; Membership Chair</td>
<td>2010-2013</td>
<td>Central Maine Community College</td>
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<tr>
<td>Susan Moyer</td>
<td>Awards &amp; Recognition Chair</td>
<td>2012-2014</td>
<td>Excelsior College</td>
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<tr>
<td>Vince Kloskowski</td>
<td>Awards &amp; Recognition Chair</td>
<td>2013-2015</td>
<td>Saint Joseph's College of Maine</td>
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<tr>
<td>Steve Viveiros</td>
<td>Budget Chair</td>
<td>2009-2013</td>
<td>Bridgewater State University</td>
</tr>
<tr>
<td>Kevin Piskadlo</td>
<td>Budget Chair</td>
<td>2013-2015</td>
<td>Stonehill College</td>
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<tr>
<td>Lucy Doheny</td>
<td>Canada Liaison – Quebec</td>
<td>2012-2014</td>
<td>Champlain College-Lennoxville</td>
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<tr>
<td>Wanda Reyes-Dawes</td>
<td>Connecticut Liaison</td>
<td>2012-2014</td>
<td>Manchester Community College</td>
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<tr>
<td>Vince Kloskowski</td>
<td>Maine Liaison</td>
<td>2011-2013</td>
<td>Saint Joseph's College of Maine</td>
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<td>Mary Fraser</td>
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<td>2011-2013</td>
<td>Bridgewater State University</td>
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<tr>
<td>Brian Koslowski</td>
<td>Massachusetts Liaison</td>
<td>2013-2015</td>
<td>Brandeis University</td>
</tr>
<tr>
<td>Patrick Cate</td>
<td>New Hampshire Liaison</td>
<td>2012-2014</td>
<td>Plymouth State University</td>
</tr>
<tr>
<td>Erik Colon</td>
<td>New York Liaison - East</td>
<td>2012-2014</td>
<td>SUNY Binghamton</td>
</tr>
<tr>
<td>Jillian Reading</td>
<td>New York Liaison - West</td>
<td>2011-2013</td>
<td>SUNY Buffalo</td>
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On behalf of NACADA Northeast Region One, the Conference Committee would like to extend our gratitude to the following individuals or institutions who contributed vital work and/or donations to help make this conference possible.

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