THE CONCEPT MODEL OF ADVISING: FROM THEORY TO PRACTICE

APRIL 16 - 18, 2008
Sheraton Station Square Hotel, Pittsburgh, PA
Dear Conference Participants,

Welcome to Pittsburgh! We are glad you can join us for NACADA's 23rd annual Mid-Atlantic Regional Conference. We return to the Sheraton Station Square Hotel, the site of the region's 1997 and 2003 conferences. Our hope is that you will pursue the professional enrichment opportunities we have to offer this year, and will enjoy this fabulous facility and its riverfront location.

A bonus to this year's conference is the inclusion of our peers from the United Kingdom, since this is also NACADA's first hosting of the International Conference on Personal Tutoring and Academic Advising. This is the second year that NACADA has worked with the Higher Education Academy and a variety of higher education professionals from across the UK in sponsoring this international conference. Last year, the conference was held in Edinburgh, Scotland and attended by over 20 NACADA members. Here in Pittsburgh, we have six concurrent sessions presented by our international guests, as well as an evening keynote address by Dr. Paula Hixenbaugh of the University of Westminster.

Our conference committee has planned a stimulating program addressing the theme, "The Concept Model of Advising: From Theory to Practice." NACADA's Concept Model was established in 2006 and states that "Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising)." NACADA's complete statement on the Concept Model is printed below on pages 6-7.

We are also excited to have Dr. Jane Pizzolato of the University of Pittsburgh present Thursday's luncheon keynote. Jane has researched and written extensively on the subject of student self-authorship.

We hope you have a chance to explore and enjoy some of the local sites of Pittsburgh. Adjacent to the hotel is the Station Square complex with more than 30 shops, clubs, and restaurants. Nearby is the Monongahela Incline that will carry you to the top of Mount Washington for a spectacular view of the city. Visit the conference's hospitality table for maps, listings, recommendations, and coupons.

We are very grateful for the hard work and support given by our colleagues at the conference's co-hosting institutions—Carnegie Mellon University and the University of Pittsburgh. We also thank Region Chair Sandy Waters and the NACADA National Associate Director Diane Matteson, for their guidance and support.

Sincerely,

Steve Pajewski, Babs Mowery, and Sean Bridgen
Conference Co-Chairs
General Information

NACADA
The National Academic Advising Association (NACADA) promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consultants Bureau, an Awards Program, and funding for Research related to academic advising.

NACADA has evolved from the first National Conference on Academic Advising in 1977 and now has over 10,000 members representing all 50 states, Puerto Rico, Canada and other countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

The Mid-Atlantic Region consists of the states of Delaware, Maryland, New Jersey, Pennsylvania, Virginia, as well as the District of Columbia (Washington D.C.). The Region’s Steering Committee includes a chairperson, and a representative from each state to promote NACADA and academic advising within the region and state. Please contact any individual on the Committee for more information regarding state and/or regional information.

Conference Co-hosts
Carnegie Mellon University is a national research university of about 10,000 and 4,000 faculty, research, and administrative staff. The institution was founded in 1900 in Pittsburgh by industrialist Andrew Carnegie, who wrote the time-honored words “My heart is in the work,” when he donated the funds to create Carnegie Technical Schools. Carnegie’s vision was to open a vocational training school for the sons and daughters of working-class citizens of Pittsburgh. When the school was renamed Carnegie Institute of Technology in 1912, it took an important step in its transition into one of the nation’s leading private research universities. In 1967, Carnegie Tech merged with the Mellon Institute to form Carnegie Mellon University.

The University of Pittsburgh, founded in 1787 as the Pittsburgh Academy, is one of the oldest institutions of higher education in the country. Today, the University of Pittsburgh system consists of its 132-acre main campus, located in the Oakland section of Pittsburgh, and regional campuses in Bradford, Greensburg, Johnstown, and Titusville. It is recognized as one of the top public research universities, serving more than 34,000 students through the programs of 15 undergraduate, graduate, and professional schools.

Conference Registration
The registration table is located in the Ballroom foyer. The conference staff will be available to assist you during the following times:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Wednesday, April 16</td>
<td>10:30 am – 7:00 pm</td>
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<tr>
<td>Thursday, April 17</td>
<td>7:30 am – 5:00 pm</td>
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<tr>
<td>Friday, April 18</td>
<td>7:30 am – 12:00 pm</td>
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Message Board
A conference message board is located near the conference registration table. Please check the board periodically for important general or personal messages.

Member Career Services
Looking for a new position? Do you have an available position at your institution? In a continuing effort to provide viable services to NACADA members, a table is set aside in the registration area to display available positions for perusal. Resumes for those positions will also be collected. Additionally, on-site interviews for candidates during the conference can be arranged if information is received at the registration table on the first day of the conference.

Community Service Project
As a local community service project, this year’s Conference Committee will be collecting stuffed animal/mascot dolls with school names on them from attendees. These will be donated to the young patients at the Children’s Hospital of Pittsburgh on behalf of NACADA. We’re collecting them at the conference registration table. If you school does not offer stuffed animals/mascot dolls with your school name, we’d be glad to accept these alternative items for the Hospital’s patients: card games, stickers, blank note cards, coloring books, Crayola markers/pencils/crayons.
Door prizes
In keeping with the Regional Conference tradition, we will have an assortment of great gift items to give away to our conference participants. Prizes include mugs, tee shirts, dinners at Station Square restaurants, and tickets to the Funny Bone Comedy Club. We will also give away a complimentary registration to NACADA's 2008 National Conference in Chicago (October 1-4) and a set of NACADA publications.

Welcome Reception
Please join us on Wednesday night (April 16) for some music, dancing, refreshments, and snacks. We'll be in the Reflections Room, overlooking the Monongahela River and downtown Pittsburgh. We'll also be giving out some of our door prizes!

Evening Keynote & Conversation
We wrap up Thursday with our second conference keynote address, followed by some relaxing live jazz, refreshments, and snacks. Once again we'll be in the Reflections Room, and giving out more door prizes of gifts and dinners. This is a good opportunity to chat with colleagues about what you've been hearing at the conference so far.

The Best of Region Award
Every year each of the NACADA regions select a presentation from its regional conference to be highlighted in the next National Conference Program. You can vote for your favorite concurrent session before leaving on Friday. This year's Best of Region award winner will receive $500 to travel to the 2008 National Conference in Chicago in October. The final selection will be based on conference attendees' input, the number of people who attended the session, and availability of the presenter(s) to attend the National Conference. The recipients will be notified in May. Don't forget to cast your vote!

State Meetings
The NACADA State Representatives will be conducting meetings for their respective states on Thursday afternoon; 4:30 to 5:00 pm. Please attend yours! The reps will discuss upcoming events, give out door prizes, and ask for your feedback. NACADA non-members are invited.

School Spirit
If you brought a shirt or pin with your school name on it, feel free to wear it on Friday—our School Spirit Day!

Tour of Pittsburgh
If you arrive for the conference early, you can tour our host city, Pittsburgh, on the morning of Wednesday, April 16, from 11:00 am to about 12:30 pm. The tour is aboard one of "Molly's Trolleys," a small bus designed to look like an old-fashioned streetcar. The trolley will take you through historic city neighborhoods and will visit the campuses of the two conference host institutions, Carnegie Mellon University and the University of Pittsburgh. You will also have a chance to ride one of the city's cable car inclines to the top of Mount Washington, overlooking downtown. The "Molly" tour costs $19.00, to be paid in advance with your conference registration. Space is limited, but on-site registration is possible on a space-available basis.

Hotel Facilities
The Sheraton Station Square has a Business Center on the first floor (across from the Gift Shop). Several personal computers and a printer are available. The hotel also has free wireless access to the Internet throughout the facility 24 hours a day.

Parking
Self-parking is available at the hotel at the rate of $16.00 per 24 hours (and can only be paid in cash). A parking garage across the street from the hotel charges $15/day. A third option is to park at another lot adjacent to the hotel's lot for $6/day.

Station Square
One of the tables in the registration area will display promotional information on local restaurants and clubs. The Station Square complex is adjacent to the hotel. Here are some of the attractions:

- Buca di Beppi Italian Restaurant
- Kiku of Japan Restaurant
- Grand Concourse Restaurant
- Hard Rock Café
- Sesame Inn Chinese Restaurant
- Horse & Carriage Rides
- The Monongahela Incline Cable Car
- Gateway Clipper Fleet Cruises
General Information

Mid-Atlantic Region Leadership

Steering Committee, 2007-08

Chair
Sandra Waters
Old Dominion University
(term ends October 2008)

Delaware Liaison
Carolyn Quinci
University of Delaware
(term ends April 2008)

District of Columbia Liaison
Kate Buffett
American University

Maryland Liaison
Bill Elliott
Harford Community College
(term ends April 2008)
Karen Law
Univ. Maryland, Baltimore County
(term begins April 2008)

New Jersey Liaison
Linda Bradbury
Kean University

Pennsylvania East Liaison
Kristen diNovi
Temple University

Pennsylvania West Liaison
Tammy Russell
Lock Haven Univ. of Pennsylvania
(term begins April 2008)

Virginia Liaison
Kimberly Brown
Virginia Tech
(term ends April 2008)
JoAnn Credle
Northern Virginia Comm. College
(term begins April 2008)

Site Selection Liaison
Michael Martin
Hagerstown Comm. College
(term ends April 2008)
Richard Brungard
Penn State University
(term begins April 2008)

Membership Liaison
Janine Warnas
Temple University

Career Member Services Representative & Awards Coordinator
Kathie Sindt
Johns Hopkins University
(term as Region Chair begins October 2008)

Mentoring Program
Bruce Norris
West Chester University

Positions currently open:
Delaware Liaison

2008 Conference Committee Members

Co-Chairs
Steve Pajewski
Carnegie Mellon University
Babs Mowery
University of Pittsburgh
Sean Bridgen
Penn State-New Kensington

Hospitality & Entertainment
Liz Adams, Babs Mowery
University of Pittsburgh

Conference Schedule & Program
Steve Pajewski
Carnegie Mellon University

Registration & Audio/Visual
Babs Mowery, Cheryl Paul
University of Pittsburgh

Evaluations
Deborah Gerhardt
Carnegie Mellon University

Signage
Christine Berliner
University of Pittsburgh
Mid-Atlantic Region Leadership (continued)

Region Members with leadership positions at the National level, 2007-08.

Joanne Damminger, Rowan University; Finance Committee Chair, 2008-10.
Jayne Drake, Temple University; Vice President, 2008-09; Board of Directors Member, 2007-10; Advisor Training Video Advisory Board Chair.
Justin Fithian, Temple University; Peer Advising & Mentoring Interest Group Co-Chair.
Susan Fread, Lehigh Carbon Community College; Awards Committee Chair, 2007-09.
Peter Hagen, Richard Stockton College of NJ; Research Committee Chair.
Ruth Hussey, Penn State University; Administrative Division Representative, 2006-08.
Betsy McCalla-Wriggins, Rowan University; Annual Conference Advisory Board Chair, 2006-08.
Terry Musser, Penn State University; Board of Directors Member, 2006-09.
Steve Pajewski, Carnegie Mellon University; Advising in Interdisciplinary Programs Potential Interest Group Chair.
Marion Schwartz, Penn State University; Advising High-Achieving Students Interest Group Co-Chair.
Eric White, Penn State University; History of Academic Advising Potential Interest Group Chair; Sustainability Task Force Chair.
Jermaine Williams, Temple University; Membership Committee Chair, 2006-08.
Naomi Wright, New Jersey City University; Assessment of Advising Commission Chair, 2006-08.

Upcoming Events

2008 New Jersey State Drive-In Conference
(NACADA-sponsored)
“EZ Pass to Success: Streamlining the Advisement Process.” Friday, May 9, 2008;
William Paterson University, Wayne, NJ.
Contact information: Linda Bradbury, Kean University

2008 Eastern Pennsylvania State Drive-In Conference
(NACADA-sponsored)
Friday, November 7, 2008;
Lehigh Carbon Community College.
Contact information: Kristen diNovi, Temple University (dnovi@temple.edu)

2008 NACADA National Conference
“Taking Advising to New Heights.” October 1-4, 2008; Hyatt Regency Chicago, Chicago, IL
http://www.nacada.ksu.edu/AnnualConf/2008/index.htm

2009 Mid-Atlantic Regional Conference
The 2009 Mid-Atlantic Regional Conference will be held in Delaware. Date and hotel information will be available soon; check the NACADA Region 2 website periodically for more information.
General Information

NACADA’s Concept of Academic Advising Statement
Below is a complete copy of NACADA’s Concept Model statement to be used as a reference throughout the conference.

INTRODUCTION
The National Academic Advising Association Board of Directors endorses three documents that champion the educational role of academic advising in a diverse world.

The three documents are:
1. Concept of Academic Advising
   (http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-advising-introduction.htm);
2. Statement of Core Values
   (http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm);
3. Council for the Advancement of Standards in Higher Education Standards and Guidelines for Academic Advising
   (http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/CAS.htm).

These sets of guiding principles affirm the role of academic advising in higher education, thereby supporting institutional mission, while at the same time, anticipating the needs of 21st-century students, academic advisors, and institutions. They can be used for a variety of purposes including professional development of academic advisors and program assessment. They also can be used when implementing a new advising program or revising a current one. Academic advising is carried out by a vast array of individuals, including faculty and staff members. These guiding principles are intended for use by all who advise.

These documents support all categories of institutions with every type of advising delivery system. Intentionally, they do not address every detail and nuance of academic advising. Rather they should be used as starting points and references for a discussion of academic advising, providing the framework for a coherent approach to implementing a well-functioning academic advising program that would meet any specified institutional goals.

PREAMBLE
Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

THE CURRICULUM OF ACADEMIC ADVISING
Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution’s mission, culture and expectations; the meaning, value, and interrelationship of the institution’s curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

THE PEDAGOGY OF ACADEMIC ADVISING
Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

Continued on next page...
NACADA’s Concept of Academic Advising Statement (continued)

STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING
The student learning outcomes of academic advising are guided by an institution’s mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values;
- use complex information from various sources to set goals, reach decisions, and achieve those goals;
- assume responsibility for meeting academic program requirements;
- articulate the meaning of higher education and the intent of the institution’s curriculum;
- cultivate the intellectual habits that lead to a lifetime of learning;
- behave as citizens who engage in the wider world around them.

SUMMARY
Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students’ educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.

CITATION

The Mellon Institute’s Greek-style colonnade at Carnegie Mellon University.
# Conference Schedule at a Glance

## Wednesday, April 16 At-A-Glance

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<th>Time</th>
<th>Location</th>
<th>Event</th>
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<tr>
<td>10:30 am - 7:00 pm</td>
<td>Ballroom Foyer</td>
<td>Conference Registration/Information/Hospitality</td>
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<tr>
<td>11:00 am - 12:30 pm</td>
<td>Hotel Front Door</td>
<td>Guided tour of city of Pittsburgh</td>
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<td>2:00 - 6:00 pm</td>
<td>Grand Station III</td>
<td>Pre-conference Workshops</td>
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<tr>
<td>2:00 - 5:00 pm</td>
<td>Grand Station IV</td>
<td>W-1 Web 2.0 is for Millennials: An Introduction to Online Applications as Advising Tools</td>
<td>AT, TA</td>
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<tr>
<td>2:00 - 5:00 pm</td>
<td>Pointview</td>
<td>W-2 The Assessment Piece of the Concept of Advising: A Primer on Assessment of Advising</td>
<td>AA, AS</td>
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<tr>
<td>2:00 - 5:00 pm</td>
<td>Grand Station V</td>
<td>W-3 Applying Theory to Pedagogy: What Advisors are Doing</td>
<td>AT, CR, TP</td>
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<tr>
<td>2:00 - 4:00 pm</td>
<td>Stooles Ferry</td>
<td>W-4 Global Advising: Electronic Advising for Incoming Freshmen</td>
<td>AM, 1Y, HS, TA</td>
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<tr>
<td>2:00 - 5:00 pm</td>
<td>Haselton I</td>
<td>W-5 Integrating Career Advising in Academic Advising: You Can Do It, Too!</td>
<td>CP</td>
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<tr>
<td>5:00 - 6:00 pm</td>
<td>Edenberg</td>
<td>W-6 Research Committee: Conducting Research in Academic Advising</td>
<td>CR</td>
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<tr>
<td>4:00 - 6:00 pm</td>
<td>Haselton II</td>
<td>W-7 NACADA Leaders: Hit the Deck Running</td>
<td>TD</td>
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<tr>
<td>5:00 - 6:00 pm</td>
<td>Waterfront</td>
<td>Emerging Leaders Mentoring Program Reception (by invitation)</td>
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<td>5:00 - 6:00 pm</td>
<td>Stooles Ferry</td>
<td>First-time Attendee NACADA Orientation</td>
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<td>7:00 - 9:00 pm</td>
<td>Reflections</td>
<td>Dinner on your own</td>
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<tr>
<td>7:00 - 9:00 pm</td>
<td>Reflections</td>
<td>Opening reception with refreshments, music, and prizes</td>
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## Thursday, April 17 At-A-Glance

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<tr>
<th>Time</th>
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<th>Event</th>
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<tr>
<td>7:30 am - 5:00 pm</td>
<td>Ballroom Foyer</td>
<td>Conference Registration/Information/Hospitality</td>
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<tr>
<td>7:30 - 8:30 am</td>
<td>Grand Station III</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:30 - 9:45 am</td>
<td>Edenberg</td>
<td>C1 Residential Advising - An Holistic Approach</td>
<td>1Y, FG, RT</td>
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<td></td>
<td>Ellwood III</td>
<td>C2 Peer Advisors: A Supplement to—not Substitute for—Professional Advisors</td>
<td>AM, 1Y, PA</td>
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<td>Grand Station III</td>
<td>C3 Effective Advising Strategies for Academically At-Risk Students</td>
<td>AT, RT</td>
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<td>Grand Station IV</td>
<td>C4 First Impressions: Decision Theory and Student Choices</td>
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<td></td>
<td>Haselton I</td>
<td>C5 A Concept of Academic Advising for Graduate and Professional Students</td>
<td>AG</td>
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<td>Haselton II</td>
<td>C6 Advising Reconsidered: Lessons in Organizing a College Campus in Order to Achieve Student Success</td>
<td>AM, SC, 2Y</td>
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<td></td>
<td>Pointview</td>
<td>C7 The Power of Group Communication for First Year Students</td>
<td>AT, 1Y, HS</td>
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<td>Stooles Ferry</td>
<td>C8 Advising as Teaching—In Theory and In Practice</td>
<td>AT, TP</td>
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<tr>
<td>10:00 - 11:15 am</td>
<td>Edenberg</td>
<td>C9 Peer 2 Peer: Mentors Building Bridges Toward Student Success</td>
<td>1Y, PA</td>
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<td>Ellwood III</td>
<td>C10 Reinventing the Group Advising Model: Montgomery College's eMAP</td>
<td>AT</td>
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<td>Grand Station III</td>
<td>C11 How to Make Every Student a Rhodes or Fulbright Scholar</td>
<td>AC, HA</td>
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<td>Grand Station IV</td>
<td>C12 A Conversation about Race</td>
<td>MC</td>
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<td>Haselton I</td>
<td>C13 Restructuring &quot;One Size Fits All&quot; Advising Models to Promote Persistence</td>
<td>AB, EM, EN, LA, RT, AM</td>
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<td>Haselton II</td>
<td>C14 Distinguishing Personal Counselling From Advising/Mentorship</td>
<td>AT</td>
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<td>Pointview</td>
<td>C15 Explore, Experience, Engage: Major/Career Exploration with a Twist</td>
<td>CP, UN</td>
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<td>Stooles Ferry</td>
<td>C16 Organic Advising: Responding to the Needs and Expectations of Students as They Arise Naturally in the Advising Process</td>
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<tr>
<td>11:00 am – 12:00 pm</td>
<td>Ballroom Foyer &amp; 2nd Floor Foyer</td>
<td>C17 I Didn’t Get Into My Major! Now What Do I Do?</td>
<td>AT, UN</td>
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<td>C18 Beyond the Office: A Collaborative Approach to</td>
<td>AM, AT,</td>
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<td>Metacurricular Advising</td>
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<td>C19 Academic Advising: Yes, But Who is Learning from</td>
<td>AT, TD</td>
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<td>Whom?</td>
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<td>C20 Rethinking Student Support - Apples for Teachers and</td>
<td>AM, RT</td>
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<td>C21 Developing and Implementing a Peer Advising Program</td>
<td>PA</td>
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<td>C22 Advisor Speak: It’s What You Say and How You Say It</td>
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<td>C23 “What’s That Course About?” Learning About the</td>
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<td>Curriculum with Course Syllabi</td>
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<td>C24 Virtual Compared to Traditional Academic Advising</td>
<td>1Y, TA</td>
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<td>Satisfaction Rates and Views of First-Year College</td>
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<td>Students</td>
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<td>1:00 - 2:45 pm</td>
<td>Grand Station III Lunch Program and Keynote Address</td>
<td>C25 Tutoring the Social Work Student: Three Models</td>
<td>AM</td>
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<td>Debated.</td>
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<td>C26 Engaging Our Students in the Advisement Process</td>
<td>AT, TA</td>
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<td>Through the Use of Technology</td>
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<td>C27 The World is Flat: Updating Our Advising Curriculum to</td>
<td>FC</td>
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<td>Respond to the Global Marketplace</td>
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<td>C28 Graduate Students Serving as Mentors for First-Year</td>
<td>1Y, PD</td>
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<td>Students in Academic Difficulty</td>
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<td>C29 Student Self-Authorship, Learning Partnerships, and Being</td>
<td>DA, SS</td>
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<td>Good Company: A Conversation with Dr. Jane Pizzolato</td>
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<td>The Virginia Tech Tragedy One Year Later: Sharing and</td>
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<td>Learning with Advising Colleagues</td>
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<td>C30 Advising Student-Athletes: Suiting up for Major</td>
<td>SA</td>
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<td>Exploration and NCAA Regulations</td>
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<td>C31 Understanding the Scholarship of Academic Advising:</td>
<td>AA, CR</td>
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<td>Advisors and Administrators Speak Out</td>
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<tr>
<td>4:30 - 5:00 pm</td>
<td>Stoops Ferry</td>
<td>State Meetings</td>
<td>Delaware</td>
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<td>Haselton I</td>
<td>District of Columbia</td>
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<td>Ellwood I/II</td>
<td>Maryland</td>
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<td>Grand Station IV</td>
<td>New Jersey</td>
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<td>Grand Station III</td>
<td>Pennsylvania</td>
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<td>Pointview</td>
<td>Virginia</td>
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<tr>
<td>5:30 – 7:00 pm</td>
<td>Admiral/Reflection</td>
<td>Evening Keynote &amp; Conversation Reception</td>
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<tr>
<td>7:00 pm</td>
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<td>Dinner on your own</td>
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## Conference Schedule at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Description</th>
<th>Tracks</th>
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<tbody>
<tr>
<td>8:00 - 9:00 am</td>
<td>Ballroom Foyer &amp; 2nd Floor Foyer</td>
<td>Continental Breakfast</td>
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<tr>
<td>9:00 - 10:15 am</td>
<td>Edenberg</td>
<td>C32 NACADA’s Concept of Academic Advising Meets the Edinburgh Scenarios</td>
<td>AA, TA</td>
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<td></td>
<td>Ellwood I/II</td>
<td>C33 Teaching Students How to Fish: Infusing Critical Thinking Strategies to Help Students Advise Themselves</td>
<td>AT, DA</td>
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<td>Grand Station III</td>
<td>C34 Engaging Your Audience</td>
<td>AT</td>
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<td>Grand Station IV</td>
<td>C35 Recognition and Rewards for Academic Advisors - In Theory and In Practice</td>
<td>AA, TD, FA</td>
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<tr>
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<td>Haselton I</td>
<td>C36 Hitting the Road: A Collaborative Living Learning Community Designed to Help Undecided First-Year Students Map Their Own Success</td>
<td>CP, 1Y, UN</td>
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<tr>
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<td>Haselton II</td>
<td>R2 Current Issues in Univ. Counseling in the Czech Republic</td>
<td>AT, DA</td>
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<tr>
<td></td>
<td>Pointview</td>
<td>C37 Effectively Navigating Degree Completion. Distance Education, and Life Experience Credit for Adult Students</td>
<td>AL, DE, RT</td>
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<tr>
<td></td>
<td>Stoops Ferry</td>
<td>C38 Advising from Within: Making a Difference for Students on the Brink!</td>
<td>DA</td>
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<tr>
<td>10:30 - 11:45 am</td>
<td>Edenberg</td>
<td>C39 Student Response to Instant Messaging as a Teaching and Advising Tool</td>
<td>AT, TA</td>
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<td>Ellwood I/II</td>
<td>C40 The Advising Cafe: Shared Reading as a Forum for Professional Development</td>
<td>TD</td>
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<td>Grand Station III</td>
<td>C41 PASS: Integrated Student Support within an Academic School</td>
<td>AM, 1Y, PD</td>
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<td>Grand Station IV</td>
<td>C42 Innovative Ways to Engage Undeclared Students in the Exploration Process</td>
<td>DA, 1Y, UN, CP</td>
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<td>Haselton I</td>
<td>C43 Picture Accountability Partnerships</td>
<td>AT, DA</td>
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<td>Haselton II</td>
<td>C44 NACADA Update and Feedback Session</td>
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<td>Pointview</td>
<td>C45 Helping Outsiders Become Insiders: A Research-based Model to Support the Integration of International Students</td>
<td>AM, ES, MC</td>
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<td>Stoops Ferry</td>
<td>C46 Four-Year to Two-Year Seamless Transitions through &quot;Co-Enrollment&quot; Advising Credit for Adult Students</td>
<td>AL, TS</td>
</tr>
<tr>
<td>12:00 - 1:15 pm</td>
<td>Reflections</td>
<td>C47 Closing Plenary Session: &quot;The NACADA Concept of Academic Advising in Relation to Personal Tutoring&quot; (Includes light buffet)</td>
<td>AM, AT, TP</td>
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<tr>
<td>1:15 pm</td>
<td>Conference Ends</td>
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**Key to Topical Tracks in the Conference At-A-Glance**
Topical tracks are listed after session titles in the Conference At-A-Glance section. A separate index by track appears in the back of this program.

- **1Y**: First-year Students
- **2Y**: Two-Year Colleges
- **AA**: Advising Administration
- **AB**: Advising Business Majors
- **AC**: Academic Coaching
- **AG**: Advising Graduate/Professional Students
- **AL**: Advising Adult Learners
- **AM**: Advising Models
- **AS**: Assessment of Advising
- **AT**: Advising Techniques & Programs
- **CP**: Advising & Career Planning
- **CR**: Conducting Advising Research
- **DA**: Developmental Advising
- **DE**: Distance Education Advising
- **EM**: Advising Education Majors
- **EN**: Engineering/Science Advising
- **ES**: ESL/International Student Advising
- **FA**: Faculty Advising
- **FC**: Facilitating Change in Advising
- **FG**: First-Generation College Student Advising
- **HA**: Advising High Achieving Students
- **HS**: High School to College Advising
- **LA**: Liberal Arts Advising
- **MC**: Multicultural Concerns
- **PA**: Peer Advising & Mentoring
- **PD**: Probation/Dismissal/Reinstatement Issues
- **RT**: Retention
- **SA**: Advising Student Athletes
- **SC**: Small Colleges & Universities
- **SS**: Academic Affairs/Student Services Collaboration
- **TA**: Technology in Advising
- **TD**: Advising Training/Development
- **TP**: Theory & Philosophy of Advising
- **TS**: Advising Transfer Students
- **UN**: Undecided/Exploratory Students

**Hotel checkout is 12:00 p.m.**
Wednesday, April 16

10:30 am – 7:00 pm
Ballroom Foyer
Conference Registration/Hospitality/Information

11:00 am – 12:30 pm
Guided tour of the city of Pittsburgh
(meet near hotel front door at 10:45 am)

The views of conference session presenters may not necessarily represent the views of NACADA.

Preconference W-1
2:00 – 6:00 pm
Grand Station III
Web 2.0 is for Millennials: An Introduction to Online Applications as Advising Tools
George Steele, The Ohio Learning Network
Karen Thurmond, University of Memphis
Terry Musser, Penn State University
Arthur Esposito, Virginia Commonwealth University

Web 2.0—or, the Internet's second generation of applications and networks—has a penchant for user-created content (think YouTube, Wikis and Facebook). Arguably, letting users (our students in this case) reflect back on information we "push" out to them is as central to good advising and academic success as is reaching out to, forging a good rapport, and establishing a strong advisor/advisee relationship with them—all things we can accomplish by embracing web-based applications. With the recent surge in popularity of on-line social networks such as Facebook and Myspace, and the seeming omnipresence of text messaging, ethical and legal issues arise when considering the use of these Web 2.0 applications in contacting advisees. In this session, we will discuss the possible benefits of on-line networks such as Facebook, Blackboard, Instant Messaging and podcasts to the advising process. Participants will join in live, on-line demonstrations and will be encouraged to share their own uses of these Web 2.0 technologies.

Please note: This workshop has two sections. The first two hours will be group discussion; the second two hours will be a hands-on work session in which attendees will explore and use online tools. To participate in the work session, attendees must bring their own laptop computer with a web browser for wireless internet access. Since this is a four-hour session, we will provide a snack break.

Topic areas: Advising Techniques & Programs, Technology in Advising

Preconference W-2
2:00 – 5:00 pm
Grand Station IV
The Assessment Piece of the Concept of Advising: A Primer on Assessment of Advising
Rich Robbins, Cornell University
Susan Campbell, University of Southern Maine
Tom Crites, Richard Stockton College of New Jersey
Charlie Nutt, Kansas State University

Why assess academic advising? What does it involve? What am I getting myself into? Anyone contemplating the initiation of an assessment program for academic advising has these and many more questions. However, in today's higher education climate of learning outcomes and accountability, most of us will—sooner or later—be involved in the assessment of academic advising. This presentation will offer reasons for conducting assessment of academic advising, a comparison of evaluation versus assessment, and the general terminology used and processes involved. While time does not allow for a detailed look at the entire assessment process, this session will serve as a primer for the assessment of academic advising and as a good foundation to build upon via attending other presentations involving assessment during this conference and in the future.

Topic areas: Advising Administration, Assessment of Advising
Wednesday Pre-conference Sessions

Preconference W-3 2:00 – 5:00 pm
Pointview
Applying Theory to Pedagogy: What Advisors are Doing
Jamie McClintock, University of the Sciences in Philadelphia

The Concept of Academic Advising adopted by NACADA cites the influence of a variety of theories on
the curriculum, or content, of advising. The document does not link theory to pedagogy. However, through
an exploratory qualitative study utilizing advisors as subjects, I discovered that theories adopted by advisors
guide their selection of pedagogy employed in interactions with students, especially regarding the
facilitation of those interactions. I will describe the empirical study I conducted including problem
statement, relevant literature, methods, and results. The results of the study include all influences that advisors
identified as impacting their practice, both theoretical and other. Audience members will have the
opportunity to critique these theories as well as to evaluate the usefulness of applying them to advising.

Topic areas: Advising Techniques & Programs, Conducting Advising Research, Theory & Philosophy

Preconference W-4 2:00 – 5:00 pm
Grand Station V
Global Advising: Electronic Advising for Incoming Freshmen
Michelle Rodriguez, Kathie Sindi, Johns Hopkins Univ.

Advising a population located around the world presents many challenges. We needed an advising
model that allowed incoming freshmen to register from their home during the summer, while also introducing
our expected learning outcomes of advising. Taking advantage of technological trends and resources, we
developed an electronic advising system that complements our printed resources. The electronic
system features the use of videos, online student profiles, IM advising, and email. We will discuss the
timeline for the creation of our system and its gradual implementation. In addition, the relationship between
each component and our learning outcomes will be presented. Join us as we demonstrate our incoming
freshman advising experience.

Topic areas: Advising Models, First-year Students, High School to College Advising, Technology in Advising

Preconference W-5 2:00 – 4:00 pm
Stoops Ferry
Integrating Career Advising in Academic Advising: You Can Do It Too!
Joanne Damminger, Rowan University

Career advising, the integration of career discussion in the advising process, is an integral part of academic
advising. Many of the outcomes, advisor skills and student responsibilities are the same or overlapping.
Therefore, effective career advising allows advisors to use and expand their current skills for the extended
benefit of advisees. This session will discuss the definition of career advising and related career
counseling theories. It will explain the rationale for integrating career and academic advising and learning
outcomes for students. Practical suggestions for utilizing career advising will be shared as well as data
from a 2007 Career Advising Survey. The presenter will use role-playing and case studies to apply theory
to practice. Time will be allotted for questions and colleague sharing.

Topic areas: Advising & Career Planning

Preconference W-6 2:00 – 5:00 pm
Haselton I
Research Committee Presentation:
Conducting Research in Academic Advising
Janet Schuelenberg, Joshua Smith, Brent Hurley
Penn State University

This workshop facilitated by members of the NACADA Research Committee serves as an introduction to the
research process in academic advising. Topics include defining research as scholarly inquiry, identifying
inquiry questions, selecting appropriate methodology, conducting literature reviews, and finding support for
your inquiry process. Additionally, participants will discuss potential the NACADA Research Grants
including the guidelines for a NACADA grant proposal and the criteria by which they are judged. Participants
will better understand the value of scholarship in advising, explore inquiry topics of interest, and review
the NACADA Research Call for Proposals.

Topic areas: Conducting Advising Research
Wednesday Pre-conference Sessions

Preconference W-7  
5:00 – 6:00 pm
Edenberg
NACADA Leaders: Hit the Deck Running
Charlie Nutt, Kansas State University

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

Topic areas: Advising Training/Development

Preconference W-8  
4:00 – 6:00 pm
Haselton II
Writing for NACADA: The NACADA Journal, Academic Advising Today, and the Clearinghouse
Tom Grites, Richard Stockton College of New Jersey

There are many opportunities to write for NACADA. Authors from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in the NACADA publications. While NACADA publishes books, video/dvd/cds, and brochures, the primary focus in this session will be to describe the purpose, content, writing guidelines, and accepted process for the three resources noted above, as well as other means to develop your publication skills. Whatever your interests in professional writing include, and irrespective of what publication experience you have, this session will assist you in developing your publication opportunities within NACADA.

Topic areas: Advising Training/Development, Conducting Advising Research

Waterfront Room  
5:00 – 6:00 pm
Emerging Leaders Mentoring Program Reception
Host: Bruce Norris, West Chester University
Light buffet and refreshments. By invitation only.

The Emerging Leaders Mentoring Program in Region 2 combines the strengths of seasoned advisors with the needs of new advisors. This reception brings both groups together for furthering professional mentoring relationships.

Reflections Room  
5:00 – 6:00 pm
First-Time Attendee NACADA Orientation
Sandy Waters, Old Dominion University
Jayne Drake, Temple University

The purpose of this session is for new NACADA members and new conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will be provided an overview of NACADA and the benefits of membership, including professional development opportunities, quality publications, and additional networking opportunities. The session will be interactive with multiple opportunities for participants to network, learn and meet new friends and colleagues.

Reflections Room  
7:00 – 9:00 pm
Opening Reception

Come join us for dancing (we have a DJ), food, refreshments, networking, and catching up with Region 2 colleagues. Every conference attendee has one refreshment ticket good for one complimentary serving of wine or beer. The soft drinks are free.

Wednesday evening
Dinner on your own.
Thursday Morning Sessions

Thursday, April 17

7:30 am – 5:00 pm
Ballroom Foyer
Conference Registration/Hospitality/Information

7:30 am – 8:30 am
Grand Station I/II
Continental Breakfast

Concurrent 1 8:30 – 9:45 a.m.
Edenberg
Residential Advising – An Holistic Approach
Penny Robinson, University of Leeds (UK)

Making friends, tackling unfamiliar subjects, independent learning – these are all challenging for freshers, especially those without a family history of higher education. At Leeds, residential Wardens (academics) offer pastoral support and promote student leadership skills via residence committees, organizing social, cultural and sporting activities. With a thorough knowledge of the Leeds support services and academic regulations, they advise students in difficulty and arrange security and health advisory sessions. As they are not from a student’s teaching department, residents feel confident about discussing academic problems with them, and they give confidential, objective advice, aiding student retention, particularly during the initial weeks of the session. Leeds aims in its residences for a synergy between pastoral care, social life and community building, and Wardens play a key role here.

Topic areas: First-year Students, First-Generation College Student Advising, Retention

Concurrent 2 8:30 – 9:45 a.m.
Ellwood I/II
Peer Advisors: A Supplement to—not Substitute for—Professional Advisors
Mary Beth Favorite, Carla Cummings, Nykki Yeager, University of Pittsburgh

Over the past seven years, the School of Arts and Sciences Advising Center at the University of Pittsburgh has implemented a peer advising program, including a 2-credit, Spring Term internship followed by summer employment during freshman orientation. This program has benefited the Advising Center, the incoming freshmen and their families, and the peer advisors. The details of peer advisor programs will vary from school to school, but certain components are essential to developing a successful peer advising program. Based on our experiences, we will discuss key aspects to consider when designing a peer advising program. Also, we will discuss specific contributions that peer advisors have made to our advising program especially their help in designing and implementing our new online orientation for freshmen.

Topic areas: Advising Model’s, First-year Students, Peer Advising & Mentoring

Concurrent 3 8:30 – 9:45 a.m.
Grand Station III
Effective Advising Strategies for Academically At-Risk Students
Mitchell Levy
Suffolk Co. Community College – Grant Campus
Marlin Thomas, Iona College

The presenters will discuss the Iona College Second Chance Program, a comprehensive retention initiative for students who had been academically dismissed. Students who completed the program attained significant post-intervention increases in academic performance and educational satisfaction. Participants will discuss case examples and learn how to address the critical advising issues, which enhance student retention and persistence.

Topic areas: Advising Techniques & Programs, Retention
Thursday Morning Sessions

Concurrent 4 8:30 – 9:45 a.m.
Grand Station IV
First Impressions: Decision Theory and Student Choices
Marion Schwartz, Penn State University

Among decision-making theorists, two competing schools have emerged to assess the choices we make under conditions of uncertainty. On the one hand, Daniel Kahneman argues that our first impressions are tainted with sloppy, prejudiced thinking. On the other, Gerd Gigerenzer claims that first impressions can be efficient and accurate. Thinkers on each side have generated a large body of experimental evidence. How can we apply this research to the academic decisions that our students make? This presentation will introduce the two schools of thought, discuss how they have been appeared in popular literature, and then apply them to student cases.

Topic areas: Developmental Advising

Concurrent 5 8:30 – 9:45 a.m.
Haselon I
A Concept of Academic Advising for Graduate and Professional Students
Joyce Buck, Penn State University

Are you an academic advisor for graduate or professional students, or the advisor of undergraduate students eager to further their educations? Come and discuss the NACADA concept of academic advising in light of the goals of graduate and professional programs. This roundtable will examine the current NACADA statement in light of academic advising in postbaccalaureate education. Participants will be provided mission and policy statements from institutions in the Mid-Atlantic region and statements on the goals of professional education from one professional association. Participants will be asked to examine the notions of curriculum, pedagogy and learning outcomes in academic advising in postbaccalaureate education. Everyone should leave the sessions with ideas for further conversations about the nature of academic advising after undergraduate school.

Topic areas: Advising Graduate/Professional Students

Concurrent 6 8:30 – 9:45 a.m.
Haselon II
Advising Reconsidered: Lessons in Organizing a College Campus in Order to Achieve Student Success
Thomas Hollins, Jr.
J. Sargeant Reynolds Community College

One of the major findings of the Community College Survey of Student Engagement was students' lack of use of advising services. Knowing that advising is an integral part of student learning and success in college, many community colleges have grappled with the development and/or revision of advising models. This presentation examines one community college's experience with examining and revising its advising practices and its processes for revising its model in order to increase student success. Participants will develop strategies on how to organize and manage special committees/task forces in order to redefine advising at their institution.

Topic areas: Advising Models, Small Colleges & Universities, Two-Year Colleges

Concurrent 7 8:30 – 9:45 a.m.
Pointview
The Power of Group Communication for First Year Students
Kim Herbert, Terri Matthews
Old Dominion University

Advisors often find it difficult to communicate the differences between high school and college to first year students. The Old Dominion University College of Sciences used a group approach to facilitate discussion amongst first-year students regarding academic and transitional challenges. Although it was facilitated by an advisor, we found that the students helped each other and the power of the group was evident. During this presentation, we intend to share facilitation techniques with the audience and discuss the effectiveness of group communication. An exercise will occur so the audience can experience the powerfulness of group communication for themselves. Participants will leave with a group communication starter kit to help them implement this on their own campuses.

Topic areas: Advising Techniques & Programs, First-Year Students, High School to College Advising
Thursday Morning Sessions

**Concurrent 8**
Stoops Ferry
**Advising as Teaching – In Theory and In Practice**
*Jayne Drake, Temple University*
*Susan Campbell, University of Southern Maine*

The concept of advising as teaching offers us a frame through which to view advising as critical to students' academic and personal development and success. It places the role of an advisor squarely within the role of a teacher. In this session, we will come to understand that when done right and well, advising, like teaching, is a shared and reciprocal responsibility between students and advisors/teachers. We will take a close look at the advising syllabus and how it can clarify the expectations and responsibilities of advisors and students in the advising as teaching equation; discuss how advisors guide students in identifying realistic academic and career goals; and share specific, practical tips for making the most of our time with students.

**Topic areas:** Advising Techniques & Programs, Theory & Philosophy of Advising

**Concurrent 9**
**Eenberg**
**Peer 2 Peer: Mentors Building Bridges Toward Student Success**
*Therese Lovegreen, Jennie Kelly, Virginia Tech*

This presentation provides a model for advisors, administrators, and instructors who are interested in developing a successful peer mentor program. The peer mentor model was implemented by advisors of the University Studies major at Virginia Tech to support curriculum, pedagogy, and learning outcomes for its First Year Experience classes designed for exploratory students. The presenters will share theory, experiences, and assessment tools to offer guidelines for practice. We will explore how you can implement and manage this program with little or no special funding. Participants will learn how to recruit, interview candidates, facilitate peer mentor/instructor relationships, utilize technology to save time, and evaluate the program. Join us as we describe our model and discuss the value and benefits.

**Topic areas:** First-year Students, Peer Advising & Mentoring

**Concurrent 10**
**Ellwood I/II**
**Reinventing the Group Advising Model: Montgomery College's eMAP**
*Tim Kirkner, Julie Levinson, Jamin Bartolomeo, Montgomery College*

Do you ever struggle with keeping students engaged during orientation, advising or other mandatory programs? At Montgomery College we decided that it was time to use technology to better meet the needs of our students. The Counseling departments from our three campuses collaborated to develop an electronic advising tool to provide an online alternative to our mandatory advising program for first time students. During this presentation, participants will: 1) see the finished product; 2) hear about how the content was developed and the technology selected; 3) learn about some of the challenges dealt with along the way; and 4) leave with some ideas that will help you launch a similar project on your own campus.

**Topic areas:** Advising Techniques & Programs

**Concurrent 11**
**Grand Station III**
**How to Make Every Student a Rhodes or Fulbright Scholar**
*Nancy Miller, Univ. Maryland, Baltimore County*
*Judith Zang, Carnegie Mellon University*

In this session two academic advisors who have successfully recruited, coached, and supported applicants for the most prestigious national and international fellowships will share techniques that general academic advisors can use to help students maximize their college experience and strive for excellence. The presenters will draw on case studies of actual students who developed a portfolio of accomplishments throughout their undergraduate years and then used the scholarship application process to assess academic and personal strengths and clarify lifetime goals. Participants will learn how many of the benefits of participating in prestigious scholarship competitions can be shared with students who are seeking not the Rhodes, Truman, or Goldwater Scholarships, but a summer internship, research on campus, or admission to professional school.

**Topic areas:** Academic Coaching, Advising High Achieving Students
Thursday Morning Sessions

Concurrent 12
10:00 – 11:15 a.m.
Grand Station IV

A Conversation About Race
Carlton Scott, Carla Cummings, Jennifer Stapel
University of Pittsburgh

This session is for those who are interested in having an open and honest discussion about race and its impact on higher education and society at large. Participants will be encouraged to share their views, opinions, and expertise on the subject of race.

Topic areas: Multicultural Concerns

Concurrent 13
10:00 – 11:15 a.m.
Haselton I

Restructuring “One Size Fits All” Advising Models to Promote Persistence
Tammy Russell
Lock Haven University of Pennsylvania

Do you use semester-by-semester advising models to help students prepare for entrance and graduation from a major? Does this “one size fits all” approach work for all of your students? This session will focus on the realities of academically under-prepared students as they encounter advising models designed for high school honors students and non first-generation college students. We will review relevant research and discuss strategies to help the academically under-prepared consider a more appropriate semester schedule plan that matches their learning style strengths and academic interests. This discussion will relate to both math/science intensive majors as well as Business/Education/Liberal Arts related majors.

Topic areas: Advising Models, Advising Business Majors, Advising Education Majors, Engineering/Science Advising, Liberal Arts Advising, Retention

Concurrent 14
10:00 – 11:15 a.m.
Haselton II

Distinguishing Personal Counseling From Advising/Mentorship
Steven McHugh, Tera Veerman; Centenary College

While advising and mentorship are practiced in many diverse ways, their goals are clear and focused toward the development of the student. Nevertheless, it is common to find students attempting to transition an advising/mentorship session into personal counseling session. These transitions include many of the typical challenges students traditionally deal with. Most of the issues, although highly relevant to the student, are self-correcting events with short durations. However rare, but possible, students use expressions that suggest the possibility of a harmful frame of mind. Clearly, many topics raised by students are better suited for trained counseling professionals. This session offers beneficial, current, engaging, and relevant information for Advising/Mentorship meetings.

Topic areas: Advising Techniques & Programs

Concurrent 15
10:00 – 11:15 a.m.
Pointview

Explore, Experience, Engage:
Major/Career Exploration with a Twist
G. Thompson, Old Dominion University

Working with students who are puzzled about their future, or making choices about their majors, careers, or graduate school? Are you trying to figure out how to reach this generation? Using technology, discussion and an interactive exchange participants in this session will see how the Center for Major Exploration and the Career Management Center have partnered to create a class that incorporates the best of both worlds. Come away with useful information about how to help students exercise their options, define goals and develop strategies to achieve those goals by making use of an interactive course structure while keeping it relevant, making it fun and adding in the “wow” that they don’t necessarily get in other classes.

Topic areas: Advising & Career Planning, Undecided/Exploratory Students
Thursday Morning Sessions

Concurrent 16  10:00 – 11:15 a.m.
Stoops Ferry
Organic Advising: Responding to the Needs and Expectations of Students as They Arise Naturally in the Advising Process
Barbara Mellix, Steve Feinert; University of Pittsburgh

Success breeds success; it is even truer that success breeds the expectation of, and demand for, better success. This is certainly true of academic advising. Advising professionals use technologies and advising theories to create increasingly effective programs for student development. As a result, students and academic institutions, as well as advisors, have increased their expectations of advising. Students, parents, and institutions want proof that advising achieves valued outcomes. They also expect a cutting-edge approach to advising that includes commonsense use of technology. This presentation will show how the Arts and Sciences Advising Center at the University of Pittsburgh uses organic advising to meet goals and expectation while helping students education.

Topic areas: Advising Techniques & Programs

Concurrent 18  11:30 a.m. – 12:45 p.m.
Ellwood I/II
Beyond the Office: A Collaborative Approach to Metacurricular Advising
Eric Grotzinger, John Hannan, Renee Starek, Amy Burkert, Adriane Schneider, Karen Stump, John Mackey, Kunal Ghosh; Carnegie Mellon University

Effective advising requires a multifaceted approach that is responsive to the increasingly complex needs of today’s student population. The Mellon College of Science at Carnegie Mellon University established a Committee for Undergraduate Affairs (CUA), which has evolved into a dynamic collaboration of faculty advisors, student affairs professionals and career consultants. CUA has extended traditional advising practices into a variety of realms, including innovative coursework in the classroom and laboratory, programs and events throughout the year for students and their parents, and holistic support mechanisms that foster student success in academic, personal and professional arenas. This presentation will describe our model, provide an overview of core initiatives, and offer participants an opportunity to explore how partnerships on their campuses could be leveraged to accomplish similar goals.

Topic areas: Advising Models, Advising Techniques & Programs, Academic Affairs/Student Services Collaboration
Concurrent 19  11:30 a.m. – 12:45 p.m.
Grand Station III
Academic Advising: Yes, But Who is Learning from Whom?
Ivan Moore, Cal Weatherald
Sheffield Hallam University (UK)

Academic advising is often seen as a one-way process. The advisor advises the student, who is often seen as being 'deficient' in some way – in information, in understanding or in skill. However, it is not always accepted that students who seek out learning support or advice are actually taking responsibility for their learning or that they can provide us with useful insights into how we can improve the ways in which we can support them. In this session, we will blend the outcomes of an investigation into perspectives and learning behaviours of autonomous learners with participants' own experiences to identify how we can learn from them and use the student voice to inform and improve our practice in learner support.

**Topic areas:** Advising Techniques & Programs, Advising Training/Development

Concurrent 20  11:30 a.m. – 12:45 p.m.
Grand Station IV
Rethinking Student Support – Apples for Teachers and Students
Sue Fergy, Kingston University and St. George's, University of London (UK)

Diverse students, large groups, complex academic and professional programme, the need to promote independence, imperatives to improve retention and a commitment to enhance the student experience are factors that inspired the creation of a new model of student support in a UK university. Augmenting and utilising facilitation skills, Faculty worked with small groups of students to support their integration into academia and professional practice through peer-assisted learning. In this session, the development and implementation of the model will be briefly shared. However, the main focus will be on its evaluation with students (n = 73) and staff (n = 20). Staff and student perceptions were positive, in particular, students believed they were enabled to develop critical thinking skills and were less anxious.

**Topic areas:** Advising Models, Retention

**Thursday Morning Sessions**

Concurrent 21  11:30 a.m. – 12:45 p.m.
Haselton I
Developing and Implementing a Peer Advising Program
Justin Fithian, Temple University

This presentation will be a group discussion/roundtable for people interested in both starting and/or enhancing peer advising programs at institutions of various sizes. We will discuss strategies that have been both successful and others that haven't fared so well. We will discuss the pitfalls of trying to start a new peer advising program and bring up the best practices of those that are flourishing. Bring your questions and ideas and let's hear what others have to say about the topic.

**Topic areas:** Peer Advising & Mentoring

Concurrent 22  11:30 a.m. – 12:45 p.m.
Haselton II
Advisor Speak: It’s What You Say and How You Say It
Janine Warnes, Temple University

Are you mindful of how you greet your advisees? Do you wonder how your words affect your students’ responses and actions? Do you notice positive or negative feedback from them after an advising session? Here’s an advisor’s perspective on the “Advisor Speak.” Come learn what works, what doesn’t work, and participate in a discussion on what advisors could do better in their verbal and written communication with their advisees.

**Topic areas:** Advising Techniques & Programs

The Hall of Architecture, Carnegie Museum
Thursday Morning Sessions

Concurrent 23  11:30 a.m. – 12:45 p.m.
Pointview
“What’s That Course About?”
Learning About the Curriculum with Course Syllabi
Mark Rohland, Temple University

Many students know little about courses when they register, yet judicious course selection is crucial to academic achievement. Course syllabi are one tool that students and advisors can use to learn more about courses during orientation, major exploration, and registration. This session describes the use of electronic syllabi to help students navigate curriculum, suggests benefits of this technique, and engages participants in discussion of syllabi. A major benefit of the technique is clarification of student interests and aptitudes. Participants will review syllabi and discuss using them to explore curricular issues with new and advanced students. When students seem unable to choose a direction, investigating course syllabi with advisors can furnish them with a useful learning tool.

Topic areas: Advising Techniques & Programs

Concurrent 24  11:30 a.m. – 12:45 p.m.
Stoops Ferry
Virtual Compared to Traditional Academic Advising Satisfaction Rates and Views of First-Year College Students
Pam Golubski, Carnegie Mellon University

This year-long, May 2007 to March 2008, research study compared virtual/online to traditional/in person academic advising in terms of first-year student satisfaction ratings, given exposure to the two methods, at different times during college. The research questions addressed: Is there a significant difference associated with first-year student satisfaction ratings on virtual compared to traditional methods of academic advising? What are the first-year students’ impressions of the academic advising processes? How do first-year students evaluate the effectiveness of virtual compared to traditional academic advising? Do students prefer virtual to traditional academic advising during their first year at college? Lastly, what suggestions do students have regarding the two advising methods?

Topic areas: First-year Students, Technology in Advising
Thursday Afternoon/Evening Sessions

Concurrent 26
3:00 – 4:15 p.m.
Ellwood I/II
Engaging Our Students in the Advisement Process Through the Use of Technology
Annette Salovich, Connie Laughner-Ramirez
Slippery Rock University

This interactive presentation will show how technology can be utilized to facilitate the advisement and registration process. The Department of Academic Services coordinates the advisement process at Slippery Rock University. SRU advisors instruct students about academic policies, academic requirements and how to plan and schedule their courses. A demonstration on Blackboard will illustrate how information can be made available to advisors and advisees so they may become engaged participants in the advisement and registration process. An academic advisor resource site plus examples of specific faculty advisement pages for their own advisees will be demonstrated. Handouts will be given. The presentation will be followed by a question and answer period, as well as a sharing of ideas from attendees.

Topic areas: Advising Techniques & Programs, Technology in Advising

Concurrent 27
3:00 – 4:15 p.m.
Grand Station III
The World is Flat: Updating Our Advising Curriculum to Respond to the Global Marketplace
Justina Grubor, American University

In his book The World is Flat, Thomas L. Friedman argues that today’s global marketplace requires a different set of transferable skills than a decade ago. Through presentation and group discussion this session will identify what the workplace of tomorrow looks like, explain why academic advisors need to update our advising curriculum to respond to employers emerging demands, and explore how advisors can help students master the knowledge and skills they will need to succeed in a flat world.

Topic areas: Facilitating Change in Advising
Thursday Afternoon Sessions

Concurrent 28 3:00 – 4:15 p.m.
Grand Station IV
Graduate Students Serving as Mentors for First-Year Students in Academic Difficulty
Catherine Butler, Morgan Morrison, Sandy Waters
Old Dominion University

In an effort to assist first-year students in academic difficulty despite limited resources, the University implemented the Graduate Mentor Program in which graduate students served as peer mentors to first-year students placed on academic warning. This poster reviews the qualitative responses of the graduate mentors surveyed about the program, suggests potential program improvements, and discusses future implications. The program was beneficial for both the first-year students and the graduate mentors. First-year students benefited from the individualized attention and persistent advising that helps students improve their academic success, while graduate students gained first-hand experience in advising, preparing them for a future in higher education.

Topic areas: First-year Students, Probation/Dismissal/Reinstatement Issues

Concurrent R1 3:00 – 4:15 p.m.
Haselton II
The Virginia Tech Tragedy One Year Later: Sharing and Learning with Advising Colleagues
Theresa Lovegreen, Matt Giglio, Jenni Kelly, Courtney Carey, Justin Marmor; Virginia Tech

On April 16, 2007 the Virginia Tech community experienced the largest shooting in United States history. In this session, academic advisors from the University Studies Academic Advising Center at Virginia Tech will facilitate a discussion of how the tragedy impacted students, faculty, and the advising process. As educators, academic advisors are on the front lines when it comes supporting the students on a campus during and after a crisis. The horrific events of last April changed some aspects of higher education forever, and we can learn from each other through our interaction and application of theory. Please join us in a heartfelt and informative discussion of the effects of the campus tragedy on our advising, our students, our personal lives, and how we continue to prevail.

Topic areas: Advising Training/Development

Concurrent 29 3:00 – 4:15 p.m.
Haselton I
Student Self-Authorship, Learning Partnerships, and Being Good Company: A Conversation with Dr. Jane Pizzolato

Join Dr. Pizzolato in a follow-up discussion of her luncheon keynote address. Her topics include Baxter Magolda’s Learning Partnerships Model, student self-authorship, and their application to the Concept Model of Advising. This in an informal session, so feel free to come with your questions and comments.

Topic areas: Developmental Advising, Academic Affairs/Student Services Collaboration

Concurrent 30 3:00 – 4:15 p.m.
Pointview
Advising Student-Athletes: Suing up for Major Exploration and NCAA Regulations
Kimberly Miller, Janel Gehring
Temple University

Being a student-athlete is a unique and demanding experience. In this presentation, we will review the NCAA eligibility regulations and discuss how these requirements influence major selection among student-athletes. We will also discuss the various constituents across campus that are invested in the success of student-athletes and how these constituents influence the academic choices of student-athletes. Finally, we will discuss how we, as academic advisors, can assist student-athletes in maintaining direction in their academic goals.

Topic areas: Advising Student Athletes
Concurrent 31
Stoops Ferry
Understanding the Scholarship of Academic Advising: Advisors and Administrators Speak Out
Brent Hurley, Janet Schulenberg, Joshua Smith
Penn State University

Expanding our understanding of the processes and impact of academic advising on advisors, students and student learning is essential to the profession and the future of NACADA. Members of the research committee of NACADA are conducting an important study of advisor and administrator definitions, uses, and perceptions of the role of research in advising. The study is being piloted at the 2008 Regional Conferences as a concurrent session. Please consider lending your voice to this important study. During the session research committee members will facilitate a focus group discussion, followed by a description of the ways in which the research committee cultivates scholarship in the field.

Topic areas: Advising Administration, Conducting Advising Research

4:30 – 5:00 p.m.
State Meetings
The state meeting is our opportunity as colleagues to informally discuss issues and topics that affect our state, network with one another, hear about what’s up and coming in our state, learn how to get more involved in NACADA, stay informed, and to generate ideas for the upcoming years. We welcome new and continuing members. Please join us!

Delaware
Stoops Ferry Room
Carolyn Quinci, Liaison

District of Columbia
Haselton I Room
Kate Bruffett, Liaison

Maryland
Ellwood I/II Room
Bill Elliott, Liaison

New Jersey
Grand Station IV Room
Linda Bradbury, Liaison

Pennsylvania
Grand Station III Room
Kristen diNovi, Tammy Russell, Liaisons

Virginia
Pointview Room
JoAnn Credle, Liaison

Admiral/Reflections Room 5:30 – 7:00 pm
Evening Keynote & Conversation
Join us for our evening keynote followed by a conference networking reception. Mingle and chat, have some light snacks, and enjoy some live jazz.

Keynote Address
“The Concept of Advising: From Theory to Practice—the United Kingdom Context”
Dr. Paula Hixenbaugh, Professor, Department of Psychology, University of Westminster, London

In the United Kingdom, the government has had a target of 50% participation of 18 - 30 year-olds in higher education by 2010, and it is well on the way to achieving this with a current participation rate of 43%. The UK lacks a national organization devoted to those interested in Personal Tutoring and the field remains fragmented. Dr. Hixenbaugh will address the social and political context in which advising/tutoring takes place in the UK. She will discuss some of the research conducted at the University of Westminster over the last three years, which is helping to inform policy and practice.

Thursday evening
Dinner on your own.
Friday Morning Sessions

Friday, April 18
8:00 am – 9:00 am
Continental Breakfast - Ballroom Foyer and Second Floor Foyer

Concurrent 32 9:00 – 10:15 a.m.
Edenburg
NACADA’s Concept of Academic Advising Meets the Edinburgh Scenarios
George Steele, The Ohio Learning Network

This concurrent session will ask: How will NACADA’s Concept of Advising be defined in a higher educational environment that has unequal adoption of technology? Elements of NACADA’s Concept of Advising include: curricula, pedagogy, and learning outcomes. To demonstrate the distinctive differences in adoption and use of technology in higher education, the Edinburgh Scenarios will be highlighted to identify four possible technology futures. These four possible futures identified by the Edinburgh Scenarios will provide the framework to describe how NACADA’s Concept of Advising might evolve and be redefined. Implications for advisors and NACADA will be discussed.

Topic areas: Advising Administration, Technology in Advising

Concurrent 33 9:00 – 10:15 a.m.
Ellwood I/II
Teaching Students How to Fish: Infusing Critical Thinking Strategies to Help Students Advise Themselves
Carl Moore, Barbara Lopez, Temple University

Want to be more helpful when advising but don’t have the time? Do you find the same students coming back for similar advice? Utilizing cognitive development is one way we could remedy this issue. Fostering the development of critical thinking in students can not only be the key to student success, but our ability to serve them as well. This interactive session will provide ways seamless ways to incorporate student development into your advising practices.

Topic areas: Advising Techniques & Programs, Developmental Advising

Concurrent 34 9:00 – 10:15 a.m.
Grand Station III
Engaging Your Audience
Lynne Orr, Denise Pignato
William Paterson University

Learn quick tips on how to engage your audience and enhance your public speaking skills. Discover how to be a more dynamic presenter. Become more motivated, brainstorm about potential ideas, and introduce your “A” (Artistic) creativity into your workshops.

Topic areas: Advising Techniques & Programs

Concurrent 35 9:00 – 10:15 a.m.
Grand Station IV
Recognition and Rewards for Academic Advisors – In Theory and In Practice
Jayne Drake, Temple University
Susan Campbell, University of Southern Maine

Developing a strategy for recognizing and rewarding excellence in professional and faculty advising seems easy enough. It is often a quick, easy, and powerful statement for advising administrators to make no matter what fiscal constraints they are working with. It is a straightforward way for an institution to trumpet that it values the contributions of those whose work is central to the institution’s mission of the seamless navigation of students from freshman orientation through and beyond graduation. This session will look at how reward strategies used in the corporate sector have practical application to the academy (that’s the theory), then view the results of a national NACADA survey which measures professional and faculty advisors’ thoughts and attitudes about their work (that’s the practice).

Topic areas: Advising Administration, Advising Training/Development, Faculty Advising
Concurrent 36  9:00 – 10:15 a.m.
Haselton I
Hitting the Road: A Collaborative Living Learning Community Designed to Help Undecided First-Year Students Map Their Own Success
Linda Lantaiff, Vera Brancato, Kathy Hartman, Gail Craig; Kutztown University

Undecided first-year students hit the road to discover purpose and meaning in college and work, in a unique living learning community that combines a common living arrangement, an introductory speech course, career assessments, major exploration activities, and a social network to help them map their own success at Kutztown University and beyond. Students create their own “Road Trip” multimedia presentation: an interview with an inspirational individual working in a field of interest using Apple’s iMovie. Highlights of both the development of this unique living learning community and the outcomes based on student assessment will be presented.

Topic areas: Advising & Career Planning, First-year Students, Undecided/Exploratory Students

Concurrent 37  9:00 – 10:15 a.m.
Pointview
Effectively Navigating Degree Completion, Distance Education, and Life Experience Credit for Adult Students
Todd Sibben, Thomas Edison State College

This presentation offers information on distance education, degree completion planning, the assessment of prior learning and issues that tend to be of concern to the non-traditional or adult student, but not unique to that population. Through the presentation and a group exercise, attendees will gain a greater understanding and appreciation of options available to students in contemporary higher education. Additionally there will be place for participants to collaborate and offer thoughts on how some of these alternative programs can be implemented on your own campus. No previous knowledge of distance or non-traditional education is needed. All that is required is willingness to consider that this presentation may offer new options that address enrollment, retention, satisfaction and motivation.

Topic areas: Advising Adult Learners, Distance Education Advising, Retention

Concurrent R2  9:00 – 10:15 a.m.
Haselton II
Current Issues in University Counseling in the Czech Republic
Kateřina Juklová, University of Hradec Kralove Bohumila Vozenilkova, South-Bohemian University

The main goal of the paper is to acquaint the audience with current conditions of university counseling services in the Czech Republic. The first part of the presentation brings a brief outline of university counseling’s historical development. Following will be an analysis of the current state of university counseling services, including contemporary topical trends and objectives of engaged professionals. The presentation conclusion focuses on selected current problems and issues related to university counseling, including associations, statutes, ethical code of counselors, and counseling services and barriers.

Topic areas: Advising Techniques & Models, Developmental Advising

Concurrent 38  9:00 – 10:15 a.m.
Stoops Ferry
Advising from Within: Making a Difference for Students on the Brink!
Kelly Austin, University of Pittsburgh at Greensburg

Higher education increasingly improves one's upward mobility and subsequently their understanding of valued social norms and lifelong career opportunities. Many students enter college under prepared resulting from a K-12 education system that stratifies students based on ethnicity, socioeconomic background and social status. Using a critical emancipatory perspective, or stated otherwise, an understanding that systems have the capacity to show favor to certain demographics, can guide advisors in their practice and increase the likelihood of persistence through graduation for students. It is hoped that participants will reflect on issues of social reproduction (societal systems designed to maintain the status quo),
Friday Morning Sessions

stratification of education based on socioeconomic status, human agency (power of the human spirit to persevere against challenges and obstacles), and the transformative impact schooling and education can have on individual cultural capital. Higher education is a central component for upwards mobility in an increasingly globalized, and thus an ultra competitive world. This program will discuss the implications of advising from a critical perspective and the added value it provides for students in need.

**Topic areas:** Developmental Advising

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**Concurrent 39**  
10:30 – 11:45 a.m.  
Edenberg

**Student Response to Instant Messaging as a Teaching and Advising Tool**

*Matt Giglio, Courtney Carey; Virginia Tech*

Instant messaging is an extremely popular form of communication for college students. However, faculty members are not quickly adopting this technology as an additional point of contact with their students. This roundtable presentation will discuss some research about students’ reaction to using instant messaging with their instructors. Benefits and disadvantages of using the technology will also be addressed. Finally, strategies for using instant messaging with students will be recommended.

**Topic areas:** Advising Techniques & Programs, Technology in Advising

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**Concurrent 40**  
10:30 – 11:45 a.m.  
Ellwood I/II

**The Advising Café: Shared Reading as a Forum for Professional Development**

*Maren Larson, Gabriella Bermudez*  
Penn State University

What have you been reading lately? Reading plays a vital role in our professional development as advisers, but how many of us have time to read as part of our professional work? This session will explore the many benefits of shared reading, and allow time for participants to discuss what they are reading (or not). And, as a way to put theory into practice, we’ll read and briefly discuss the document that is the theme of our conference...NACADA’s “Concept of Advising” Statement found at:


Participants will leave our session with a better understanding of the value of shared reading, and with a selected Bibliography of readings that could be used as a reference to begin their own “Advising Café.”

**Topic areas:** Advising Training/Development

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*Entrance to Hammerschlag Hall at Carnegie Mellon University.*
Concurrent 41  
10:30 – 11:45 a.m.
Grand Station III
PASS: Integrated Student Support within an Academic School
Sue Robbins, Oxford Brookes University (UK)

The Personal and Academic Support System (PASS) of the School of Life Sciences is being developed to settle and support all first year students. There are three strands under the umbrella of PASS: (1) PASS Tutorial Programme: Proactive personal tutoring that builds tutor-tutee relationships while delivering study skills instruction. First year students meet with their tutor every 2-3 weeks in subject-specific groups that help build cohort identity. Students presenting with non-academic problems are referred to the School Head of Student Support; (2) PASS Resit Support: individualised support for students who fail modules but are awarded resits; (3) PASS Intervention with students who have multiple fails from semester 1 assessments. Students are mentored, held accountable and given guidance throughout semester 2 to help them turn round their performance.

**Topic areas:** Advising Models, First-year Students, Probation/Dismissal/Reinstatement Issues

Concurrent 42  
10:30 – 11:45 a.m.
Grand Station IV
Innovative Ways to Engage Undeclared Students in the Exploration Process
Joanne Damminger, Rowan University

The first year of college is one of uncertainty and adjustment. All students can benefit by learning more about themselves and applying their awareness to course selection, major choice and future career plans. This is especially true of undeclared students who often do not know where to start and hesitate to invest time in their own self-assessment. The purpose of this session is to share ways for students to learn about themselves and majors in enjoyable venues. Ideas will include a first-year living/learning community, learning pattern awareness, and exploring majors and careers through videos and career games. Come see career advising at its best and discuss embedding major exploration into the curriculum to achieve outcomes needed for successful progression to the sophomore year and beyond.

**Topic areas:** Developmental Advising, First-year Students, Undecided Students, Advising & Career Planning

Concurrent 43  
10:30 – 11:45 a.m.
Haselton I
Picture Accountability Partnerships
Brian Yates, Lisa Taylor, Liberty University

Millennial students demand the need for connections. This presentation will provide one method that a higher education institution utilized to help further develop connections between its at-risk students and the university through the use of picture frames. Students need a committed accountability partner or mentor at times to help them through their academic struggles. In the chaos of life, mentors need encouragement and support too as we all want to see our students be successful. The presentation will share not only success stories but struggles that other institutions may commonly face. Solutions to implementation problems will be provided so that a replicated program, if instituted, will strengthen the connections between the school and its academically struggling students.

**Topic areas:** Advising Techniques & Programs, Developmental Advising
Friday Morning Sessions

Concurrent 44  
10:30 – 11:45 a.m.
Haselton II
NACADA Update and Feedback Session
NACADA Board Members

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

Topic areas: Advising Training/Development

Concurrent 45  
10:30 – 11:45 a.m.
Pointview
Helping Outsiders Become Insiders: A Research-based Model to Support the Integration of International Students
Daphne Hampton, Martina McLaughlin, David Bird
University of the Arts, London (UK)

This session illustrates how our institution operationalised the findings of a research project of 2006-7 investigating the international student experience at University of the Arts London (UK). This research was based on interviewing 141 first-year students across the university from 6 regional groups: Japan, South Korea, India, Taiwan, Hong Kong and the USA - in their own languages. Also interviewed were 21 British students to help make comparisons. After outlining the research we will explore key strategies that we have developed including developing a specific model to enhance personal

Topic areas: Advising Models, ESL/International Student Advising, Multicultural Concerns

Concurrent 46  
10:30 – 11:45 a.m.
Stoops Ferry
Four-Year to Two-Year Seamless Transitions through "Co-Enrollment" Advising Experience Credit for Adult Students
Jobila Williams, College of William and Mary
Michael Bruno, Thomas Nelson Community College

What resources and structure does your institution provide students to help overcome the difficulties of the transfer experience? Academic advisors play a vital role in the successful transition of transfer students through teaching and mentoring. It is critical that advisors recognize the special needs of transfer students including the difficulties of the social and academic transition process, as well as complexities of understanding articulation agreements and course equivalencies. Our institution sought to increase outreach efforts with the Virginia Community College System and established a concurrent enrollment program to address some of the issues faced by our transfer student population. This presentation will review the accomplishments and lessons-learned of "Co-enrollment", as well as provide helpful strategies to use at your institution outlined through the concepts of advising.

Topic areas: Advising Adult Learners, Advising Transfer Students

Heinz Chapel, on the campus of the University of Pittsburgh
Reflections Room 12:00 – 1:15 p.m.
Conference Closing Plenary Session

The NACADA Concept of Academic Advising in Relation to Personal Tutoring

This concluding session is designed as an open discussion on ideas and information presented at this conference and current issues regarding academic advising. This includes an opportunity to ask questions, and we encourage active participation by all present. Of particular interest is what has been learned and where we need to go from here.

Session description:
Academic advising in the United States emerged from the duties of university teachers in the 1870s. Over the subsequent 130 years, these duties became the responsibility of additional university professionals—academic advisors. Recently, to describe academic advising and to guide the field, NACADA adopted the statement, “The Concept of Academic Advising.” The statement has already influenced the field, for instance, by being the theme of this international conference. Members of the NACADA task force who wrote the statement will reflect what we learned in concurrent session, compare and contrast US and UK ideas, describe uses of the concept in the US and will lead a discussion of where we go from here with international cooperation.

Panelists:
Joyce Buck, Penn State University
Eric White, Penn State University
Ruth Darling, University of Tennessee, Knoxville
Peter Hagen, Richard Stockton College of New Jersey

We’ll be serving a light buffet with refreshments at this session.

Topic areas: Advising Models, Advising Techniques & Programs, Theory & Philosophy of Advising

Conference Ends 1:15 p.m.
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C15 Explore, Experience, Engage: Major/Career Exploration with a Twist
C36 Hitting the Road: A Collaborative Living Learning Community Designed to Help Undecided First-Year Students Map Their Own Success
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C32 NACADA's Concept of Academic Advising Meets the Edinburgh Scenarios
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C38 Four-Year to Two-Year Seamless Transitions through "Co-Enrollment" Advising Credit for Adult Students

Advising Business Majors (AB)
C13 Restructuring "One Size Fits All" Advising Models to Promote Persistence

Advising Education Majors (EM)
C13 Restructuring "One Size Fits All" Advising Models to Promote Persistence

Advising Graduate/Professional Students (AG)
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Advising High Achieving Students (HA)
C11 How to Make Every Student a Rhodes or Fulbright Scholar

Advising Models (AM)
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Carnegie Mellon’s Hammerschlag Hall, with Pitt’s Cathedral of Learning in background.
NBCC Approved Credit

NACADA is an approved by the National Board for Certified Counselors (NBCC) for offering continuing education units (CEUs) for National Certified Counselors. Sessions noted for CEU contact hours are listed below. Applicants for NBCC credit may obtain a monitoring form at the conference registration area at any time. Complete the form using the following list of sessions approved for CEU contact hours. Return the form to the registration area to be signed by a designated Executive Office staff member.

Preconference Workshops with NBCC credit:

W-1  Web 2.0 is for Millennials...(four hours)
W-2  The Assessment Piece of the Concept of Advising: A Primer on Assessment of Advising (three hours)
W-3  Applying Theory to Pedagogy: What Advisors are Doing (three hours)
W-4  Global Advising: Electronic Advising for Incoming Freshmen (three hours)
W-5  Integrating Career Advising in Academic Advising: You Can Do it, too! (two hours)
W-6  NACADA Research Committee: Conducting Research in Academic Advising (three hours)
W-7  NACADA Leaders (one hour)
W-8  Writing for NACADA (two hours)

Concurrent Sessions with NBCC credit (all 1.25 hours):

C1  Residential Advising - An Holistic Approach
C2  Peer Advisors: A Supplement to Not Substitute for Professional Advisors
C3  Effective Advising Strategies for Academically At-Risk Students
C4  First Impressions: Decision Theory and Student Choices
C5  A Concept of Academic Advising for Graduate and Professional Students
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C7  The Power of Group Communication for First Year Students
C8  Advising as Teaching--In Theory and In Practice
C9  Peer 2 Peer: Mentors Building Bridges Toward Student Success
C10  Reinventing the Group Advising Model: Montgomery College’s eMAP
C11  How to Make Every Student a Rhodes...
C12  A Conversation about Race
C13  Restructuring “One Size Fits All” Advising Models to Promote Persistence
C14  Distinguishing Personal Counseling From Advising/Mentorship
C15  Explore, Experience, Engage: Major/Career Exploration with a Twist
C16  Organic Advising: Responding to the Needs and Expectations of Students as They Arise Naturally in the Advising Process
C17  I Didn’t Get Into My Major! Now What Do I Do?
C18  Beyond the Office: A Collaborative Approach to Metacurricular Advising
C19  Academic Advising: Yes, but Who is Learning from Whom?
C20  Rethinking Student Support - Apples for Teachers and Students
C21  Developing and Implementing a Peer Advising Program
C22  Advisor Speak: It’s What You Say and How You Say It
C23  “What’s That Course About?” Learning About the Curriculum With Course Syllabi
C24  Virtual/On-Line Compared to Traditional/In-Person Academic Advising Satisfaction Rates and Views of First-Year College Students
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C28  Graduate Students Serving as Mentors for First-Year Students in Academic Difficulty
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  Evening Keynote Address

Pittsburgh's oldest bridge, the Smithfield Street Bridge, near Station Square.
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- Energy - Excitement - Passion
- New to NAUTA - 11,000 Members!
- Involvement in many levels -
- Research / Eth / International

Past Presidents
- Tom Yots
- Eric White
- Ruth Daily
- Sue Campbell

Dr. Gayle Dike
Larry Mumby
Red Esther
Sue Campbell

- Research Students in regard to
  Their Cultural Identity

- Validate Students as Learners
- Situate Learning in Students' Experiences
- Define Learning as Mutually Constructed Meaning
- Family as Contest for Development
- Engage Them in Their World
Shared Read at Conference

- Blog - Diversity
- Virtually

Evening Open Discussion

AAT Contact

- Paula Hixenbury - research on e-mentoring program
- Kurt Gundling - American University Parent Portal
- Jane Pizzolato - Pittsburgh - "On Being Good Company"
- Carlford Scott, Carla Cummes, Jennifer Stapel - Pittsburgh - A Conversation about Race

Possible Keynote for Annual?