Welcome to Columbia! On behalf of the Region 3 Steering Committee, I am pleased to welcome you to the 2008 National Academic Advising Association Region 3 Conference.

The 2008 Conference Program Committee has planned a great program of pre-conference workshops, engaging concurrent sessions and informative poster presentations addressing the theme, New Vistas in Advising. It is my sincere hope that you will make meaningful connections with your colleagues and learn useful information to take home with you. I encourage you to attend your state meeting and the Poster Session Happy Hour on Monday, and the closing lunch on Tuesday as they offer excellent opportunities to meet others from around your state and the region and share information, ideas, and strategies.

We take great pride in Region 3 in the relationships we have amongst those at our own institutions, in our home states and across the region. The Steering Committee members are always interested in hearing your ideas, concerns, and suggestions on how we can better serve our students and each other. Please don’t hesitate to contact any one of us personally to share your ideas! We are also interested in knowing who among us is interested in the many leadership opportunities with NACADA. The Steering Committee members are listed below, please seek them out during the conference and introduce yourself.

To first time NACADA conference attendees, we are pleased you are joining us! For those of you who have attended previous NACADA conferences, welcome back! We look forward to meeting you and working with you here in Columbia and in the future!

Sincerely,

David Goss, College of Charleston
Region 3 Chair

Region 3 Steering Committee

Janet Spence, University of Louisville, Kentucky State Liaison
Julie Galloway, Tennessee Technological University, Tennessee State Liaison
Harriet Hurt, University of South Carolina, South Carolina State Liaison
Bryant Hutson, University of North Carolina-Greensboro, North Carolina State Liaison
Michelle Duncan, Marshall University, West Virginia State Liaison
Ron Blankenship, College of Charleston, Communication Coordinator
Karen Thurmond, University of Memphis, Past Region Chair
Janina DeHart, Western Carolina University, 2007 Conference Chair
Art Farlowe, University of South Carolina, 2008 Conference Chair
Nora Allen, University of Louisville, Research Coordinator

Welcome to Columbia, South Carolina!!!

On behalf of the 2008 Region 3 Conference Planning Team, let me welcome you to the Palmetto State and the Capital City of Columbia. Those of us who live in Columbia find the city to be big enough to find plenty of exciting things to do, yet small enough to not get lost in the crowd. I am sure you will enjoy your time in Columbia’s Congaree Vista Entertainment District.

This NACADA regional conference is the perfect opportunity to meet new people and open your minds to “New Vistas in Advising”. It is my hope that something or someone will challenge you to look at something old as new again. The conference program committee has worked hard to provide an array of presentations that cover just about every area of advising. Our keynote speaker, Dr. Jenny Bloom, current NACADA President (and University of South Carolina professor) will open up many new vistas for us with her inspiring discussion of appreciative advising. I sincerely believe each participant will leave Columbia re-invigorated and ready to look for new and exciting challenges.

Many, many people have made this conference possible. Thanks are certainly not enough for the hard work they have put into making this conference dream a reality. I would like to thank each person who has assisted in planning this event.

Again, welcome to Columbia and enjoy!!!

Art Farlowe, University of South Carolina
Region 3 Conference Chair
There have been so many people involved in planning the Region 3 Conference. A word of thanks is not enough to adequately express what these individuals have meant to the success of this conference. Below is a list of people who have been key players in making this week possible:

**University of South Carolina:**
Anna McLeod  Harriet Hurt
Lauren Welch  Theresa Masters
Melissa Kupfer  Julie Holliday
Jim Clark  Karen Pettus
Dawn Hiller  Becky Duke
Veronica Rahim  Earleen Michaels

**College of Charleston:**
Myra Whittemore  David Goss

**Clemson University:**
Ken Weaver  Micky Ward

**Coker College:**
Robin Richardson

**University of Memphis:**
Karen Thurmond

**University of Louisville:**
Wendell Williams

A special thanks goes to Ken Weaver, Program Committee Chair, Lauren Welch, Event Committee Chair and Veronica Rahim, Program Scheduling Committee Chair. These individuals are tremendously talented and patient people. They have done an outstanding job in putting together a wonderful conference.

The biggest THANKS of all go to Harriet Hurt and Anna McLeod!!! Harriet and Anna are movers and shakers. Without their constant support, ideas, determination and organization this conference would not be possible.

The University of South Carolina has been instrumental in making the Region 3 conference come to life. Without the generosity of several departments at USC, we could not have provided the high quality accommodations you will enjoy in Columbia. Carolinians have been unbelievably kind in supporting our professional development. Through financial contributions and contributions of services and facilities, USC has contributed nearly $10,000 towards the conference. I want to thank the following people and areas for their generous support:

Dr. Mary Ann Fitzpatrick, College of Arts and Sciences
Dean Charles Bierbauer, College of Mass Communications and Information Studies
Dr. Davis Baird, South Carolina Honors College
Stuart Hunter, University 101 and Students in Transition

Dr. Chris Plyer, System Affairs and Extended University
Dr. Dennis Pruitt, Student Affairs and Academic Support
Raymond Harrison, Associate Athletics Director
Herbert Camp, Campus Recreation
Pierre D'Autel, School of Journalism and Mass Communications
Shawn Rourke, School of Journalism and Mass Communications
Dr. Gene Luna, Student Development and University Housing
Denise Welman, University Visitor's Center
USC Men's and Women's Basketball and Volleyball

Thank you for your continued support!!

Art Farlowe
Region 3 Conference Chair
Keynote Address
Jennifer L. Bloom, Ed.D.
Clinical Associate Professor/Director: Master of Higher Education &
Student Affairs Program
Department of Educational Leadership and Policies
University of South Carolina, Columbia

“The Appreciative Advising Revolution”

This session will focus on providing you with an overview of this exciting movement within the academic advising community called Appreciative Advising. The presentation is based on the soon to be released book, The Appreciative Advising Revolution, which the presenter has co-authored with Dr. Bryant Hutson and Dr. Yu He from the University of North Carolina at Greensboro. The six phases of Appreciative Advising – Disarm, Discover, Dream, Design, Deliver, and Don’t Settle – will be defined. You will learn specific Appreciative Advising behaviors and questions that you can immediately begin using to enhance and optimize your interactions with students. In addition, an overview of the exciting Appreciative Advising initiatives that are underway at the University of North Carolina at Greensboro will be highlighted. Come join the revolution!

About the Speaker
Jennifer L. Bloom is a Clinical Associate Professor and Director of the Master’s degree program in the Higher Education & Student Affairs Program housed in the Department of Educational Leadership and Policies at the University of South Carolina. Prior to her appointment at the University of South Carolina in August, 2007, she served as the Associate Dean for Student Affairs & the Medical Scholars Program at the University of Illinois, College of Medicine at Urbana-Champaign. She earned her doctorate in Higher Education Administration from the University of Illinois at Urbana-Champaign in 1995.

Dr. Bloom is the current elected President of the National Academic Advising Association (NACADA) for the 2007-08 term. Her research interests include appreciative advising, academic advising, career paths in higher education administration, leadership, and change management.

“New Vistas in Advising”
May 18 – 20, 2008

Conference Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, May 18</td>
<td>11:00am - 5:00pm</td>
<td>Registration &amp; Check In</td>
<td>Hilton Lobby</td>
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<td></td>
<td>1:00 - 4:00pm</td>
<td>Pre-Conference Workshops</td>
<td>Hilton Meeting Rooms</td>
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<tr>
<td></td>
<td>5:00 - 6:30pm</td>
<td>Opening Session &amp; Keynote Address:</td>
<td>Hilton Ballroom</td>
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<td>6:45 - 9:00pm</td>
<td>Welcome SC Barbeque &amp; Beach Party</td>
<td>USC Basketball Pavilion</td>
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<tr>
<td>Monday, May 19</td>
<td>8:00 - 9:00am</td>
<td>Registration &amp; Check In</td>
<td>Hilton Lobby</td>
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<td>7:00 - 8:00am</td>
<td>Continental Breakfast</td>
<td>Ruth Chris’ Restaurant</td>
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<td>8:00am - 12:30pm</td>
<td>Concurrent Sessions</td>
<td>Hilton Meeting Rooms</td>
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<td>12:30 - 1:30pm</td>
<td>Lunch</td>
<td>Columbia Convention Ctr</td>
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<td>1:45 - 3:35pm</td>
<td>Concurrent Sessions</td>
<td>Hilton Meeting Rooms</td>
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<td>4:15 - 5:30pm</td>
<td>Poster Sessions &amp; Cash Bar</td>
<td>Hilton Ballroom</td>
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<td>5:30pm</td>
<td>Happy Hour</td>
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<td>*Optional - Lake Murray Cruise</td>
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<td>*Optional - Dinner in the Vista, SC State Museum Tour</td>
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<td>Optional - Dinner on your own</td>
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<td>*Must have pre-registered for optional events</td>
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<tr>
<td>Tuesday, May 20</td>
<td>7:00 - 8:00am</td>
<td>Continental Breakfast</td>
<td>Ruth Chris’ Restaurant</td>
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<td></td>
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<td>Hilton Meeting Rooms</td>
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<tr>
<td></td>
<td>12:30 - 1:30pm</td>
<td>Closing Luncheon</td>
<td>Columbia Convention Ctr</td>
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New Directions for Advisors: Standing at the Intersection of Academic Advising and Career Exploration
Karen Petrus, University of South Carolina
1:00 - 3:00pm
PC1

Academic Advisors serve many roles in the lives of students. While advisors are not career counselors, they do assist students in making decisions related to career exploration. Career exploration is a progressive process of choosing education, training, and jobs that fit a student's interests and skills. Advisors assist students in understanding the relationship between their academic choices and career choices. While many students change their major several times (Virginia Gordon, 1995) most people benefit from having a thorough plan that includes their values, skills, and interests. John Gardner (1995) believes academic advisors should assist a student earlier in making appropriate major selection. This preconference workshop will help advisors develop a toolkit of resources they can use to assist students career exploration.

What's on the Horizon for Best Practices Advising?
Barbara Joyner, UNC - Wilmington and Lisa Keenan, Coastal Carolina University
1:00 - 3:00pm
Breakout Room II
PC2

The Assessment of an FYE Program: Proactive Evaluation Methods for Professional Advisors Advising and FYE professionals are faced with greater demands for accountability and increased pressure to provide evidence that their work has a positive impact. This trend combined with tighter budgets and more aggressive retention initiatives, formally evaluating your programs' impact is a necessary and challenging task. This workshop will focus on low-cost, practical techniques for effective and efficient evaluation planning, information collection, and data analysis of an FYE program. Surveys, interviews, use of institutional data, and other methods of evaluating program effectiveness and impact will be discussed. A demonstration of easy but powerful tips for efficient data organization and analysis will be conducted. Common evaluation pitfalls will also be shared. Participants are encouraged to bring evaluation ideas for group discussion and hands-on demonstrations.

The Assessment of a FYE Program: Proactive Evaluation Method
Brian Davis, Nanette Funderburk, Bryant Hutson, UNC - Greensboro
1:00 - 3:00pm
Breakout Room I
PC3 (Eligible for NBCC Credit)

Advising and FYE professionals are faced with greater demands for accountability and increased pressure to provide evidence that their work has a positive impact. This trend combined with tighter budgets and more aggressive retention initiatives, formally evaluating your programs' impact is a necessary and challenging task. This workshop will focus on low-cost, practical techniques for effective and efficient evaluation planning, information collection, and data analysis of an FYE program. Surveys, interviews, use of institutional data, and other methods of evaluating program effectiveness and impact will be discussed. A demonstration of easy but powerful tips for efficient data organization and analysis will be conducted. Common evaluation pitfalls will also be shared. Participants are encouraged to bring evaluation ideas for group discussion and hands-on demonstrations.

Understanding the Scholarship of Academic Advising: Advisors and Administrators Speak Out
Sarah Naylor, UNC-Chapel Hill
2:00 - 4:00pm
PC4 (Eligible for NBCC Credit)

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.

The T in “T Group” Stands for Transition: An Experience of Support without Stigma for First Generation Students
Roger Callanan and Courtney Simpson, North Carolina State University
2:00 - 4:00pm
Banquet Room II
PC5 (Eligible for NBCC Credit)

Those first in their family to attend college face unique challenges in their transition experience – especially at a large university. This workshop presents one institution's efforts to support students who are both “first gen” and low-income by providing a means for their challenges and victories to be shared. Drawing from advising, counseling and coaching theory and experience, Transition (“T”) Groups are facilitated as an effective and efficient means for successful connection to the institution and the college experience. T-Groups, based on communication, socialization, reflection and casework guidance are highly intensive, and engage students in a sustaining process of self-discovery and confident progress. Similarly, this workshop will be participative and empowering. Research and resources will be freely shared.

Region 3 Leadership Institute – Strom Thurmond Wellness Center (S30)
10:30am - 2:30pm
PC6

Participants in this extended preconference will be introduced to the concepts of transformational leadership as it applies to academic advising. The preconference will feature healthy lifestyle content for emerging and incumbent leaders. Participants will begin to grasp a vision for a healthier lifestyle and more productive working environment by the transformation of their thinking about leadership including issues of stress, nutrition, and a commitment to inspiring those around them.

NACADA Leaders: Hit the Deck Running (FREE)
3:00 - 4:00pm
Breakout Room I
PC7

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 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 with NACADA are welcome to attend to get an idea of how they might like to get involved.

First Time Attendee Orientation (FREE)
4:00 - 5:00pm
Breakout Room I
PC8

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.
Grin and Bear It: Contemplating Customer Service
Janina DeHart and Ron Blankenship, Western Carolina University
Governor's BdRm 8:00 - 9:00am

Ah, yes – Customer Service – the two words most likely to send eyes rolling across college campuses. Are students really “customers”? Is the “customer always right”? And, what about “service with a smile”? In this lively and interactive session, we will contemplate the customer service phenomenon as it relates to our roles as advisors and educators in higher education. Drawing from the research of Dr. Neal Raisman, the leading expert on customer service in higher education, and our own years of experience, we will offer information, insights, and practical advice for those on the continuum between “Learn on Me” and “Here’s a Quarter, Call Someone Who Cares.”

Working With Students - A Delicate Balance
Elizabeth Shuster and Carolyn Cannon, UNC - Chapel Hill
Carolina Wren 8:00 - 9:00am

Issues in campus politics come and go. Academic advising was recently a hot topic at UNCC-CH, addressed by the student newspaper and featured in student elections. These, in turn, brought increased scrutiny from parents, senior administrators, and university trustees. We share our experiences responding to student criticism and effectively incorporating student feedback to build stronger relationships with student government and other members of the university community. This necessitated gaining trust and consent from both advisors and students for a survey designed to identify areas of concern. Preliminary data indicate that a vocal minority of students had significant issues with advising, while the majority expressed satisfaction with the overall experience. We have used the results to constructively address student issues while clarifying the role of advisors on the campus.

From Dreams Deferred to New Vistas: Using Strengths-Based Methods in Alternatives Advising
Heerica Thomas, UNC - Charlotte
Breakout Rm 1 8:00 - 9:00am

From Dreams Deferred to New Vistas: Using Strengths-Based Methods in Alternatives Advising. This session will focus on how advisors might modify their approach to students who have been denied entry into selective majors. After the news is delivered, the advisor-advisee initial discussions often stress weaknesses or inadequacies in over-analyzing the reasons for not getting into a desired program. Conversely, strengths-based advising promotes an emphasis on the areas where the student has achieved success, using those discussions as a springboard for positive redirection of efforts, and encouraging student persistence versus stopping out when the “dream” major is not actualized. The student is directed toward self-evaluation and assessment of skills. The goal is student satisfaction and empowerment over reluctant acceptance and indecision. A PowerPoint presentation will be followed by review of case studies and questions/answers.

Writing for NACADA: The NACADA Journal, Academic Advising Today, and the Clearinghouse
Bath Darling, University of Tennessee
Banquet Rm 1 8:00 - 9:00am

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

At Risk: What Does It Really Mean?
Edith Davier, Deborah Allen, Angela Clark, Gina Mattingly, Tennessee Tech University
Banquet Rm 11 8:00 - 9:00am

We tend to classify at risk students as those students who have less than a 2.0 gpa or 2.3 gpa either coming out of high school or after the first year of college. However, as a new advisor you will find that your students/advisees face a multitude of problems and issues on a daily basis. The choices and decisions your students make today can affect a lifetime. How can you help them deal with these issues? We would like to present you with some situations and possible solutions of the typical freshman and maybe just a little bit more. Participants are encouraged to share work-related stories with others during an open mic segment.

Portfolio Perfection: New Age Connective Advising
Martha Barnett, Kendra Bolen, Michelle Duncan, Patricia Gallagher, Marshall University
Governor’s BdRm 9:10 - 10:00am

Expand your “connective” advising skills - discover new vistas to engage and motivate advisees. A portfolio provides meaningful engagement and helps students feel invested in their educational experience. The process involves direction, goal setting, reflection and collection, demonstrating growth over time. We begin with the first year experience and continue through their senior year and career planning. We invite you to “connect” with your advisees in the implementation of a web-based portfolio with a leading-edge WebCT Vista component. Explore the development process from a paper notebook through the present electronic format. This presentation can be “right-sized” to your institution and students, providing an ongoing and effective learning tool. Think “outside the box” and experience New Vistas in an Advising Portfolio!

Advising the Returning Veteran - Perspectives of the Student Veteran
Kenneth A. Weary, Clemson University
Yellow Jax 9:10 - 10:00am

The current “War on Terror” has placed unprecedented burdens on the Armed Forces of the United States. In particular the role of the National Guard and Reserve Units has proved to be particularly stressful. Within these service groups are individuals who have interrupted their education to respond to unit activation or deployment. Further, individuals are leaving the active service in larger numbers and many seek to use their educational benefits. However, the current conflict is not widely experienced by the general student population creating assimilation difficulties for some veterans. The impact of these factors are discussed and helpful lessons learned from the advising perspective are presented.

Perspectives on Prospectives: New Students on the Horizon
Elizabeth White-Hurst, Lauren Kozlak, Meredith Bellamy, University of South Carolina
Breakout Rm 1 9:10 - 10:00am

Choosing the right college can be a challenging undertaking for parents and students. As advisors, we can ease the anxiety by providing useful information. In our presentation, Perspectives on Prospectives: New Students on the Horizon, we will explore how to best provide timely information to parents and students when they visit campus. Objectives in this discussion will include: how to relate to the student and their parent(s), exchange ideas of the advisors’ roles in regards to prospective students, and increase awareness of opportunities to collaborate with campus partners. As the leader of campus visits, we will use our experiences at the Moore School of Business as the foundation for initiating a conversation with fellow advisors.

Students in Crisis: The Evolving Role of Academic Advisors on Campus
Art Farlowe and Karen Petts, University of South Carolina
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Can Advisors Help Prevent Future Teacher Dropout?
Lee Kem, Murray State University
Banquet Rm 11 9:10 - 10:00am

According to the National Education Association, about half of America’s teachers leave the profession within five years of graduation. The main issues seem to be lack of content knowledge, teacher dispositions, goodness of fit for the profession, and unrealistic expectations about the realities of the classroom. All of these can lead to
Concurrent Sessions
Monday, May 19, 2008

Grin and Bear It: Contemplating Customer Service
Janina Delhart and Ron Blankenship, Western Carolina University
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C1
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At Risk: What Does It Really Mean?
Edith Devier, Deborah Allen, Angela Clark, Gina Mattingly, Tennessee Tech University
Banquet Rm II 8:00 - 9:00am
C5
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Kenneth A. Weaver, Clemson University
Banquet Rm II 9:10 - 10:00am
Yellow Jax
C7 (Eligible for NBCC Credit)
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Can Advisors Help Prevent Future Teacher Dropout?
Lee Kern, Murray State University
Banquet Rm II 9:10 - 10:00am
C10
According to the National Education Association, about half of America’s teachers leave the profession within five years of graduation. The main issues seem to be lack of content knowledge, teacher dispositions, goodness of fit for the profession, and unrealistic expectations about the realities of the classroom. All of these can lead to
disappointment with the career choice and to burnout resulting in the dropout rate for teachers. What can advisors do to make a difference? This presentation will address the four areas of concern and offer suggestions about how the utilization of assessments and a reality check can be used to help students make better decisions in college and in the choice of a major and future career.

Adult Student Advancement Program: A Second-Chance Program for Adult Learners
Harriet Hurt, University of South Carolina
Governor’s BdRm 10:20 - 11:30am
C11

In the past it has been very difficult for adults whose early attempts at being a college student resulted in less-than-stellar academic records to return and complete their undergraduate degrees at the University of South Carolina. Seeing a need to address this concern, in 2005 the ASAP or Adult Student Advancement Program was established to provide a portal of entry for these adult learners. The program allows students up to 30 credit hours to establish the GPA necessary for transfer to a degree program, with advisement provided by the adult student services advising staff. We will discuss recruitment, admission, advisement, and eventual matriculation of our students, as well as success rates.

It Takes a University: Designing and Implementing a System of Academic Probation and Intervention in Support of Student Success and Retention
Demetriou Cynthia, Amy Schmitz-Schorski, Alice Dawson, UNC - Chapel Hill
Carolina BdRm 10:20 - 11:30am
C12 (Eligible for NBCC Credit)

The University of North Carolina at Chapel Hill recently made two monumental changes to its academic policies to support Student Success and Retention: creating a system of Academic Probation and raising standards for Good Academic Standing. UNC-Chapel Hill, the nation's first state university, was authorized by the N.C. Constitution in 1776 and chartered by the N.C. General Assembly in 1789 (the same year George Washington became president). In spring 2008, the first students in the history of University will be on Academic Probation. This presentation will examine the research, development and implementation of these significant changes. It will provide participants with a model of Academic Probation and Intervention at a large, research university.

First-Year Experience Course for Undeclared Students
Allen Barger, Austin Peay State University
Breakout Rm 1 10:20 - 11:30am
C13

Over 75% of all college students will change their majors at least once and many of these students arrive on our campuses without a declared major. These students will often declare majors based on parental pressure or to provide an answer to friends and family when asked what they are studying. The Career & Advisement Center at Austin Peay State University has taken the traditional First-Year Experience course (APSI 1000) at the university and designed a discipline specific version for Undeclared majors to explore major and career options. Join us for a look at how this course was designed, obtain ideas for designing your own version, and provide feedback on how to improve Austin Peay’s version of the course.

Economic Recession and Student Financial Instability: How Academic Advisors Can Help
Reed Turris, University of South Carolina
Breakout Rm II 10:20 - 11:30am
C14

The financial reality for students can be bleak as tuition and fees continue to rise. Unfortunately students often lack financial literacy skills and make poor decisions that negatively impact them for years to come. Drawing from our research and personal experience, this session will serve as an informative overview of the real challenges students face. Student loans, credit cards, the boom and bust generational generations, and the limiting of the American dream will all be discussed. As academic advisors it is important to help students graduate with a diploma, but it is also imperative for them to leave with a passing credit report. This session will provide you with ways to help students survive a financial crisis, find resources, and encourage financial literacy.

Becoming Probation Officers: Working with First-Year Students in Academic Trouble
Brianna Parker and Melissa Paschuck, Coastal Carolina University
Banquet Rm I 10:20 - 11:30am
C15

Academic advisors often become the leading point of support for students facing academic trouble as well as advocates for retention of all students. This session will describe how one university discovered the first step to squelching the long-term problem of retention and demonstrates how, with the creation of an academic skills program for students on probation, academic suspension can take a back seat to retention of first-year students. As ‘probation officers’, we need to arm our students with the transferable skills that will lead to success both inside and outside of the classroom. Through experiential learning, our first-year students can create success for themselves that surpasses which that they imagined. Any advisor interested in sample activities or new program ideas could benefit from this session.

Keynote Address Follow-Up
Jennifer Bloom, University of South Carolina
Banquet Rm II 10:20 - 11:30am
C16

Dr. Jennifer Bloom will provide a follow up to her Keynote Address, "The Appreciative Advising Revolution." Participants will have the opportunity to engage in discussion.

State Meetings – 11:40 am -12:20 pm
SC - Banquet I
NC - Banquet II
TN - Breakout I
KY - Breakout II
WV - Carolina Wren

NACADA Research
LUNCH – Columbia Convention Center 12:30 - 1:30pm
C17

C18

Advising Across the Ocean: Using Technology to Stay in Touch with Advises Studying Abroad
Anna McLeod, University of South Carolina
Yellow Jess 1:45 - 2:45pm

Study abroad continues to be a popular and important aspect of the undergraduate experience. With students heading to all corners of the globe, from England to China, Australia to South Africa, academically advising students who are away from your home campus may be challenging. Fortunately there are inexpensive (often free) technology options to assist you in staying connected with advisees. This presentation will highlight useful resources for virtual advisement, such as Skype, email, instant messaging, and Blackboard/WebCT. Some time will also be spent providing an overview of how to best support students’ study abroad experiences from pre-departure to campus return.

Seamless Transfer: C-STEP (The Carolina Student Transfer Excellence Program) as a model for Effective Community College/University Collaborative Advising
Stacy Edwards, Elizabeth Peatons, Dorothy Wood, UNC - Chapel Hill
Breakout Rm II 1:45 - 2:45pm
C19

The main objective of this presentation is to introduce academic advisors and administrators to the advising component of the Carolina Student Transfer Excellence Program, a partnership between a major public university – the University of North Carolina at Chapel Hill – and three community colleges. The program targets high-achieving students of low to moderate income from the three community colleges and guides them through the two-year process of achieving their Associate’s degree and subsequent transfer to UNC-Chapel Hill. A key aim of the program is to help students prepare for the academic and social challenges they will face when they move from the community college to the University through collaborative advising and the establishment of social networks.

Career Advising: Listening Skills And Internet Resources
Joe Tabor, Middle Tennessee State University
Breakout Rm I 1:45 - 2:45pm
C20

Career advising creates a figurative roadmap consisting of career development goals and routes the student may take to reach goals. It emphasizes information gathering, understanding the relationship between self and choice of major/career, and can be
facilitated by using the World Wide Web. Virginia Gordon’s 3-1 model will be discussed as a guide for career advising. This model appears in her 2006 book, “Career Advising: An Academic Advisor’s Guide.” The 3-1’s are inquiring (identifying questions, concerns and information needs); inform (guiding the student to useful information) and integrate (creating a bridge from information gathering to decision making). Communication skills and Web resources which support these activities will be reviewed. Supporting career advising practices and enhancing accountability for student and advisor will be discussed.

Roadblocks on the Downward Path Toward Suicide
Lee Kon, Murray State University
C21 (Eligible for NBCC Credit)
Banquet Rm II 1:45 - 2:45pm

Suicide is the third leading cause of death for individuals 15-24 and is the most preventable type of death. Stress and depression can lead to suicide. As advisors, we need to know how to recognize the signs of stress, depression, and suicide. Learning what to look for and then what to say and do at the stress and depression levels can create a roadblock on this downward path toward suicide. Participants will learn what to look for and how to use the 4L approach (look, listen, learn, and live) to provide early roadblocks at the stress and depression levels. Participants will also learn about situational, behavioral, and verbal clues of the individual considering suicide and how to ask questions and seek help to offer hope.

The First Semester Experience: Retooling Orientation & Advising to Promote New Student Success & Retention
Cathy Vaughan and Lori Johnson, Madisonville Community College
Carolina BdRm 2:55 – 3:55pm

In 2005 Madisonville Community College overturned 30 years of traditional advising practices by developing and implementing a retooled process of orienting new students. The desire was to nurture responsible decision-making in the student and encourage the student’s ownership in his/her own academic journey. Three key principles drove the strengthening institutions Title III grant project: establishing personal contact with students as soon as possible, creating advising/registration timeline that allowed such contact to take place, and focusing on student learning outcomes that promote problem solving. The MCC First Semester Experience Program Coordinator/Academic Counselor and a lead SME Advisor/Academic Counselor will highlight what has been accomplished and what has been learned over time.

The Foundation and Creation of the WKU Campus Advising Network (CAN)
Kevin Thomas and Jessica Staten, Western Kentucky University
Governor’s Bd Rm 2:35 - 3:35pm
C23

Looking to begin a campus-wide advising organization? Come hear about the Campus Advising Network at Western Kentucky University. This organization now in its fourth year of existence will focus on the success and failures since its inception. We will look at statistics and information provided by our campus to help your campus begin an organization that can provide so much to your campus advisors. During this session we will provide an insight to an organization which has united WKU faculty and professional staff advisors to focus on the mission of providing great advising for our students.

Using the Idea Exchange to Empower Your Dreams
William Johnson, UNC – Greensboro
Carolina Wren 2:55 - 3:55pm
C24

A concern in higher education is a lack of passion displayed by students and staff. Do you want to find ways to empower your students to follow their dreams? Do you want to find ways to empower you and your colleagues’ dreams? This presentation will provide participants with simple strategies to encourage you, your colleagues, and your students to identify and accomplish their dreams; the key to this process is answering three questions: (1) What do you REALLY want? (2) What’s keeping you from doing it? and (3) What are you going to do about it? This session is highly interactive; participants will be actively engaged in a process that focuses on using the help of others to start on the pursuit of one’s dreams.

Best Practice in Academic Advising: Transitioning from a Service Model to a Teaching-and-Learning Model of Advising
Dale Billinglsey, Nora Allen, Janet Spence, University of Louisville
Yellow Jess 2:35 - 3:35pm
C25

A concern in higher education is a lack of passion displayed by students and staff. Do you want to find ways to empower your students to follow their dreams? Do you want to find ways to empower you and your colleagues’ dreams? This presentation will provide participants with simple strategies to encourage you, your colleagues, and your students to identify and accomplish their dreams; the key to this process is answering three questions: (1) What do you REALLY want? (2) What’s keeping you from doing it? and (3) What are you going to do about it? This session is highly interactive; participants will be actively engaged in a process that focuses on using the help of others to start on the pursuit of one’s dreams.
Poster Sessions
Monday, May 19, 2008

Advising Liaisons – New Vistas in Campus Communication
Diane Bowers, Anne Mullrow, Margaret McIntosh, College of Charleston
Hilton Ballroom 4:15 - 5:30pm

The evolution of our Advising Center from part-time to full-time advisors over the past two years prompted a change in how our center communicates with the academic departments at the College. Each advisor has now been assigned as the liaison to a specific School at the College (e.g., School of Science and Math, School of Business, School of the Arts), and communicates directly with the Chairs of the departments within that School. This program has led to a more accurate and consistent flow of information between the academic advisors and the academic departments. It also allows for better coordination regarding orientation issues, such as transfer credit problems. Attendees will learn how we implemented this program, and the benefits that ensued.

The Changing View: Advising across Generations
Jennifer Alvaro, Emily Jastrow, Megan Lubsche, Jamie Rokida, University of Kentucky
Hilton Ballroom 4:15 - 5:30pm

When you were in college, did you dance the foxtrot, the hop, the hustle, the electric slide, the Macarena, or to the game “Dance Dance Revolution”? Why does this matter? Come find out how much your generation, age and life experience can affect your relationships with students, coworkers, and supervisors. This will be an interactive presentation. Information and bibliography about the four key generations will be provided.

Advising Students Affected by Relationship Violence
Stephanie Holmes, University of South Carolina
Hilton Ballroom 4:15 - 5:30pm

When you have a student who discloses to you that they are, or have been, in a violent relationship your role as an advisor is to support them and connect them to the proper resources on your campus. But, what if you do not know how to give this support? What if the student does not disclose this information to you, but you know something just is not right? This session will explore what relationship violence is and how prevalent it is on all of our respective campuses. We will also discuss how to notice these signs in your students and how you, as their advisor, can assist them through this difficult time in their lives.

Student Empowerment Model of Communication: Increasing Appropriate Involvement of Students and Parents in a Student Services Office
Bobby Duke, University of South Carolina
Hilton Ballroom 4:15 - 5:30pm

As professionals in a student services office for students with disabilities at a large university, inappropriate involvement of parents is a challenge. Parents of students with disabilities are often very involved in student matters, and students welcome this involvement and advocacy on their behalf. The nature of college is different and educating students and parents about this difference is difficult. Initial communications with students and parents set the tone for the overall relationship with our office. Using a prescriptive response method, we built communication systems centered around “scripts” that allowed us to encourage and “direct” the interaction of students and parents with our office. Our new approach has helped us increase the self-advocacy and involvement eligibility such as dealing with “Helicopter Parents”, the dynamics of the coach-athlete relationship, and being available to student athletes. Current literature and programs designed to educate advisors will be presented on handouts and power-point. Case studies on current and previous advisors’ experience working with student athletes will be shared. Finally, a self-assessment will be provided to participants which will lead into a Question and Answer period.

Concurrent Sessions
Tuesday, May 20, 2008

New Vistas in Faculty Advising: Early Preparation for Doctoral Students
Melissa Kappler, University of South Carolina
Governor’s Bd Rm 8:00 - 9:00am

New Vistas in Faculty Advising: Early Preparation for Doctoral Students Advising can be one of the most influential roles a faculty member has. Preparing for this role can be challenging for a new faculty member who has numerous demands on their time. This presentation will review the need for doctoral programs to incorporate academic advisor training into their current curriculum to better prepare students for their future roles as academic advisors. Suggestions will also be given to assist doctoral programs in implementing academic advisor training into their current curriculum. Participants will receive handouts which outline academic advisor training ideals for doctoral programs.

Advising and Academic Coaching
William Johnson, UNC – Greensboro
Carolina Wren 8:00 - 9:00am
C31

Coaching is the buzzword that’s being tossed around within and outside higher education. Academic Coaching is growing – and will eventually become an integral part of higher education. Why coaching? Because coaching can improve performance and enhance the quality of life! Are there any schools that would like that for their students? Ultimately, the goal of the coaching process should help students take greater responsibility for their lives and for their success! This session will provide participants various coaching “tools” that can be used with students; the presenter will share tools that can be used to get a better understanding of the coaching process and how they can be implemented with students. Participants will also take part in one or two different exercises to understand how coaching can work in their setting.

Preparing Incoming Students to Reach New Vistas of Success
Lee Kem, Murray State University
Banquet Rm II 8:00 - 9:00am
C32

What do students wish they had known before coming to college? What advice would they give to new incoming freshmen? Students in freshman orientation classes were surveyed to provide answers to these questions. The focus of this presentation will be presentation of the research and application of the findings. How can advisors, faculty advisors, and colleges utilize this information to develop more effective advising programs and offer programs to address the identified needs? This information is also helpful when preparing for NCATE or other accreditation reviews to identify how a program is meeting the needs of students.

Understanding Transgender X Students
Michelle Craycroft, North Carolina State University
Governor’s Bd Rm 9:10 - 10:10am
C33 (Eligible for NBCCT Credit)

Everyday we see new populations within the academic advising arena. This leads to a change in advising practices for advisor to become educated in order to best serve this ever-changing population of today’s student body. Transgender students many times will not complete their degrees due to the difficulty and fear associated with transitioning while in school. This session will look at resources to give students and other advisors, as well as other advisors, that protect the GLBTQ community, as well as some insight as to what a student can experience while transitioning during their education, be it the first time in an undergraduate degree or during their second or third attempt. It is important that we understand, teach, and become an ally for all student populations especially those in risk of not completing their education.

When Academics Is Not Enough: Providing Counseling to Students on Academic Probation
Jennifer Gouker, Jaqueline Dolter, Bryan Hutton, Robert Ross, UNC – Greensboro
Yellow Jess 9:10 - 10:10am
C24

Academic probationary students often face personal and developmental issues that complicate their academic performance. While often these situations are beyond the scope of a typical academic advisor’s training, programming that leverages partnerships
with counseling professionals can provide students with a holistic approach to academic recovery. UNC Greensboro’s Student Academic Services office’s Appreciative Advising-based SAS 100 program has partnered with one of the nation’s premier counseling training clinics. This collaboration provides a comprehensive model for promoting student academic achievement among at-risk students. This session features implementation, coordination, and outcomes of the program, as well as recommendations for creating similar partnerships on other campuses.

The Anatomy of Student Engagement
Nora Allen, University of Louisville
Breakout Rm I 9:10 - 10:10am
C35
What makes students tick? Why do they do the things they do? Why do our freshmen freak and our sophomores sink? How do you develop student learning outcomes when you don’t understand what is going on inside your student’s head? This session will explore the blood, guts and gory of student development theory. Join me as we dissect and demystify the psyche of the student. Participants will hear stories of the birth of a new student engagement theory and learn how to match learning outcomes with the characteristics of cognitive development.

Improving Student Advisement by Considering Student and Course Profiles
John Geras, University of South Carolina
Breakout Rm II 9:10 - 10:10am
C36 (Eligible for NBCC Credit)
This talk focuses on a new means of characterizing both courses and students to improve the student advisement process. Building upon the foundation of Bloom’s Taxonomy, we develop course profiles from the student perspective using traditional student course evaluation surveys. These profiles incorporate elements prior research has shown impacts learning. Student profiles can then be systematically inferred by using student’s prior academic performance in these profiled classes. The result is an individualized report of how each student learns best, and provides an indication of how well they will do in future courses. We report on a large test of this approach involving a diverse group of 2,700 undergraduates in four majors from a large southeastern university. This work was supported by a NACADA grant.

Micro Advising: Improving Rates of Retention and Graduation through the 'Embedded' Advisor Model
Jim Cowin and Abby Anderson, University of Kentucky
Breakout Rm I 9:10 - 10:10am
C37
In the summer of 2007, the University of Kentucky began 'embedding' professional academic advisors within individual college departments—each responsible for students from a specific major. Although the long-term consequences have yet to be realized, the immediate benefits of this realignment are apparent. Departmental advisors are recognized catalysts for student development, outstripping the strictures of their traditional roles by matching subject-specific expertise to university and community resources. The integration of professional advisors into academic departments has, however, come at a price. Embedded advisors run the risk of placing a barrier between faculty and student, thus acting as an impediment to retention initiatives. This presentation will discuss program implementation, but will also present a frank appraisal of this approach.

Advising Assessment Made Easy—Five Years Later
Lucy Robbins and Heidi Fischer, UNC – Greensboro
Banquet Rm II 9:10 - 10:10am
C38 (Eligible for NBCC Credit)
In 2003, three advising administrators presented findings on the assessment of advising in their academic unit. This presentation examined the varying results of advising surveys administered during the student's academic career and how these results encapsulated their overall advising experience. The presentation earned the Best of Region Award. Over the course of five years, a new staff continues to develop the assessment plan, while wrestling with some of the same issues. Should we use online or paper advising evaluations? Which is more important in the academic process, satisfaction or student learning outcomes? Should we assess during required peak advising or individual advising sessions? Come hear how our plan continues to evolve, including results from spring 2008, when we hope to close the loop on several student learning outcomes.

Looking within our own Vistas: Using Existing Institutional Technology and Resources
Steven Davis-Rosenbaum and Kathryn Cunningham, University of Kentucky
Carolina Banquet 10:20 - 11:20am
C39 (Eligible for NBCC Credit)
Today’s academic advisors struggle with a variety of technology available to communicate with students. With the pressure to use new technologies to promote better advising, advisors have turned to the newest technologies. Advisors are always behind the technology curve. University of Kentucky initiated two projects using Blackboard to work with advisors. The Advising Center partnered with the Teaching and Academic Support Center to train and assist advisors in developing innovative applications within an institution’s technology, and describes how it can assist advisors in promoting better student communication. We will describe our initiatives and provide insight on how to begin identifying institutional technology and form partnerships with departments not normally associated with academic advising.

The Academic Advising Center as HelpDesk: Advising the Student and their Extended Family
Mark Ashley, X. Maurice Allen, Samuel Hill, Leslie Winbush, Winston-Salem State University
Carolina Wren 10:20 - 11:00am
C40
What are the different ways that family members get involved in a student’s advisement, and how do we, as advisors, keep everyone’s focus on the student’s best interests? Student-centered advising is par for the course, but many students attend advising appointments accompanied by their parents, or even their extended family. Deriving from advising experience at Winston-Salem State University, an HSBCU and constituent institution of the University of North Carolina, this panel will offer an analysis of the different varieties of family interaction, as well as insights into how to manage advising meetings that include more than just the student. We will address the various challenges posed by “helicopter parents,” hands-off families, and the middle ground between.

A Unique Approach to Advising Transfer Students: Transfer Council
Mary Von Kaenel, Clemson University
Banquet Rm I 10:20 - 11:00am
C41
At Clemson University, transfer students created a student-initiated mechanism for change: the Transfer Council. Comprised of 30 transfer students, the council formed as a group dedicated to improving services to new transfer students. They identified key areas for improvement, including academic advising, transfer credit evaluation, and orientation for transfer students. This session will highlight the formation of the Transfer Council, including the timeline for development and the steps for implementation. The advising component will be discussed in relation to working with a group and the implications for larger group advising via the Transfer Council’s connection to Student Government and campus organizations.

Be a Healthy Advisor to Reach New Vistas
Lee Kem, Murray State University
Banquet Rm II 10:20 - 11:00am
C42
NACADA states that as advisors we are a model a healthy lifestyle for ourselves, the campus and the community. There are five major areas in which we can take care of ourselves and be healthy role models on campus and in the community. Advising is stressful and with ever increasing demands on time and expanding responsibilities, it is imperative that we learn to manage this area of life. The dreaded words of exercise and healthy eating must also be addressed. The other essential areas of a healthy individual are the mental, emotional, and spiritual aspects of life. This fun and interactive workshop will provide information and practical applications about how to become a healthier individual by promoting a healthy lifestyle.

Life Line or the End of the Line: Is the Exception Semester an Effective Retention Tool?
Marc McCaughen and Kathy Hinson, Appalachian State University
Carolina Banquet 11:30a - 12:30pm
C43
Appalachian State University offers one and two-year forgiveness policies to give suspended students a chance to re-enroll with GPA forgiven. Another option, the exception semester, gives qualified students one more probation semester before suspension. Is the exception semester a compassionate option? Is it best for students? Is it too little, too late; can it make the situation worse? We’ll examine how long these students are retained and whether they eventually graduate. We’ll compare that data with a method of dealing intrusively with students via a class in their last semester of probation and discuss whether an exception semester is good developmental advising practice. Participants will be invited to share similar policies and findings at their own institutions.
Creating an Affirmative Environment for Students Who Identify as Sexual Minorities
Omar Troutman, University of South Carolina
Carolina Wren 11:30am - 12:30pm
C44 (Eligible for NBCC Credit)

This presentation details specific measures that can be taken to increase the positive and accepting environment that is necessary for students for students who identify as LGBT to feel included instead of marginalized in the college environment. The utilization and search for campus resources to aid students and the advisement office as a whole will be covered.

A New View of Advising First-Year Students
Sarah Keeling, USC - Aiken
Breakout Rm I 11:30am - 12:30pm
C45

Now, more than ever, advisors are asked to do more with fewer resources. Connecting with students in their first year is vital to student success and retention. How can you increase the time spent with these first-year students without hiring more people? Come learn how our small campus recruits, trains, and maintains a group of volunteer faculty/staff First Year Advisors. Hear from a variety of higher education professionals who each go “above and beyond” to assist first-year students with their transition into college life. Along with hearing personal experiences, learn how to recruit, train, and maintain your own team of first year advisors. This concurrent session is panel style, but audience questions and feedback are welcome.

Title: Sharing Different Points of View: A Campus-Wide Collaboration
Susan Early and Susan Sherr, University of Kentucky
Banquet Rm II 11:30am - 12:30pm
C46

Do you wonder about the direction of advising on your campus? Are advising/registration programs heading in one direction and campus life programs in another? Is there a collision waiting to happen – or a group of silos not talking? The University of Kentucky faced this situation. The UK Advising Network took the initiative to plan and host “Making a Difference”; a campus-wide workshop to discuss the new student experience including recruitment, summer advising and registration, and the first year. The continuing impact of this collaborative workshop exceeded our expectations and motivated all units to evaluate their role and ways to improve programming. We will share our results and tips to help you bring your campus together around the first year student experience.

CLOSING LUNCHEON – 12:30 – 1:30pm – Columbia Convention Center
Special thanks to the following for their generous financial support:

University of South Carolina
   Campus Recreation
   College of Arts and Sciences
   College of Mass Communications
   and Information Studies
School of Journalism and Mass Communications
   South Carolina Honors College
   Student Affairs & Academic Support
   System Affairs & Extended University
   University 101 & National Resource Center
   USC Athletic Department
   USC Mens/Womens Basketball & Volleyball
See you next year in West Virginia

Michelle Duncan
2009 Conference Chair
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