Teamwork Makes the Dream Work: Be a Key Player in Student Success!
Teamwork Makes the Dream Work: Be a Key Player in Student Success!

**CONFERENCE OVERVIEW**

**Wednesday, May 18, 2011**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 a.m. - 6:00 p.m.</td>
<td>Registration &amp; Check-In @ Mezzanine</td>
</tr>
<tr>
<td>1:00 - 4:00 p.m.</td>
<td>Pre-Conference Workshops (Sequoyah 3, Salon A, Salon B)</td>
</tr>
<tr>
<td>4:00 - 5:00 p.m.</td>
<td>Introduction to NACADA for new conference attendees</td>
</tr>
<tr>
<td>5:15 - 6:30 p.m.</td>
<td>Opening Session &amp; Keynote Address @ Cherokee Ballroom</td>
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<tr>
<td>6:45 p.m.</td>
<td>Busses Depart for Neyland Stadium (walking groups available)</td>
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<tr>
<td>6:45 - 9:30 p.m.</td>
<td>Welcome Reception @ Neyland Stadium East Club Skybox</td>
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*Reception sponsored by College of Business Administration, The University of Tennessee East Club Skybox courtesy of Tennessee Athletics*

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<tr>
<th>Time</th>
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<tr>
<td>8:15 - 9:30 p.m.</td>
<td>Shuttle service available from Neyland Stadium to Hilton</td>
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**Thursday, May 19, 2011**

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>7:00 a.m. - 12:00 p.m.</td>
<td>Registration &amp; Check-In @ Mezzanine</td>
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<tr>
<td>7:00 - 8:00 a.m.</td>
<td>Continental Breakfast @ Mezzanine</td>
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<tr>
<td>8:00 - 9:00 a.m.</td>
<td>Concurrent Session #1</td>
</tr>
<tr>
<td>9:10 - 10:10 a.m.</td>
<td>Concurrent Session #2</td>
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<tr>
<td>10:20 - 11:20 a.m.</td>
<td>Concurrent Session #3</td>
</tr>
<tr>
<td>11:30 a.m. - 12:30 p.m.</td>
<td>Lunch and Business Meeting @ Cherokee Ballroom</td>
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<tr>
<td>12:30 - 1:15 p.m.</td>
<td>State Meetings</td>
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<tr>
<td></td>
<td>North Carolina @ Sequoyah 3</td>
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<td></td>
<td>South Carolina @ Sequoyah 1</td>
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<td>Tennessee @ Salon A</td>
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<td>West Virginia @ Sequoyah 2</td>
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<td>Kentucky @ Salon B</td>
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<tr>
<td>1:00 - 3:30 p.m.</td>
<td>Drink Break @ Mezzanine</td>
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*Sponsored by College of Social Work, The University of Tennessee*

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>1:15 - 2:00 p.m.</td>
<td>Poster Sessions @ Mezzanine</td>
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<tr>
<td>2:10 - 3:10 p.m.</td>
<td>Concurrent Session #4</td>
</tr>
<tr>
<td>3:20 - 4:20 p.m.</td>
<td>Concurrent Session #5</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Dinner and Social Events (On Your Own; see p. 34 for ideas)</td>
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**Friday, May 20, 2011**

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>7:00 - 8:00 a.m.</td>
<td>Full Breakfast Buffet @ Mezzanine</td>
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<tr>
<td>8:00 - 9:00 a.m.</td>
<td>Concurrent Session #6</td>
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<tr>
<td>9:10 - 10:10 a.m.</td>
<td>Concurrent Session #7</td>
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<tr>
<td>10:20 - 11:20 a.m.</td>
<td>Concurrent Session #8</td>
</tr>
<tr>
<td>11:30 a.m. - 1:00 p.m.</td>
<td>Closing Session &amp; Boxed Lunch @ Cherokee Ballroom</td>
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WELCOME TO THE VOLUNTEER STATE!

How appropriate that we should celebrate our conference theme of “Teamwork Makes the Dream Work” in the Volunteer State of Tennessee. Having been a history major I knew Tennessee earned the nickname of the Volunteer State due to the large number of volunteer soldiers the state sent to fight in the War of 1812. These young soldiers went off to fight without thinking of themselves. They used teamwork and their natural abilities to win against overwhelming odds against a superior opponent. While we know academic advising is not a life and death struggle like war, we do have some things in common with those early volunteers. We often do not think of ourselves as we give everything we have to help another person. Often we are facing overwhelming odds and more times than not we come out victorious. Everyday we go to work with the goal of helping someone achieve a dream. And we certainly need to use all our team-building skills to do our work! When we put our skills to use we help make a dream work for our students! Over the next few days I encourage us all to remember the many ways we are similar to the early Tennessee Volunteers. I hope you see your dedication to your students and your unselfishness as a reflection of the finest our profession has to offer.

This will be my last Region 3 conference as region chair. It has been a pleasure to work with so many great people during the last two years. I know we have the most fun region in NACADA!! Please join me in congratulating Pam Stephens on her election as Region 3 Chair. We are very fortunate to have Pam in this position.

I hope to talk to all of you over the next few days. Please look me up and say hi!!!

Go Gamecocks!!

Art Farlowe
Region 3 Chair
University of South Carolina
On behalf of the Conference Planning Committee, it is my absolute pleasure to welcome you to Knoxville and the Volunteer State of Tennessee!

In these tough economic times and days of institutions tightening their fiscal belts, it is important to focus on collaborative efforts and be reminded of the significance of working together for the betterment of student success. I hope that you’ll take advantage of the opportunities the regional conference provides to network with colleagues from across the region, enhance your repertoire of advising skills, and engage in thoughtful discussion about strategies used to make the greatest impact on students.

The conference planning committee has done a fantastic job in preparing an agenda that is engaging and diverse. While striving to provide immense opportunities for professional development, the agenda also includes ample opportunity to enjoy each other’s company and have an overall great time! I’d like to recognize the efforts of and thank all conference volunteers and the members serving on both the Region Steering Committee and Conference Planning Committee, as the success of the conference is truly indebted to these individuals. They have worked together to create a wonderful conference!

I hope that you enjoy your time in Knoxville and take advantage of walking around the downtown area and Market Square. And most importantly, I hope that you continue to strive to keep making the dream work for your students!

With gratitude,

Brian Russell, The University of Tennessee
Region 3 Conference Chair
KEYNOTE SPEAKER

Derek Dooley may own a rival’s pedigree, but to Tennessee fans he felt just like one of their own when the Vols introduced him as the school’s 22nd head coach in January 2010. Dooley, 42, came to UT after three seasons as head coach at Louisiana Tech, where he also served as athletics director since March 2008. He was the only athletics director serving as head football coach on the major college level. In Dooley’s first season at the helm of the Tennessee football program, the Vols finished 6-7, winning all four games in November and playing North Carolina in the Franklin American Mortgage Music City Bowl.

Dooley never accepted the predetermined path to success. He played his college football at Virginia, turning down scholarship offers elsewhere to walk on and later earn his own scholarship from Cavaliers head coach George Welsh. As a wide receiver, Dooley earned that scholarship after his second season and went on to help the Cavaliers to three bowl appearances and the 1989 Atlantic Coast Conference championship. In 1990, he was named first team Academic All-ACC and helped Virginia to a Sugar Bowl bid against Tennessee.

During his UVA career, Dooley caught 41 passes for 604 yards and three touchdowns. His level of play was such in the 1990 season that he was invited to and participated in the Senior Bowl. He graduated that year with a bachelor’s degree in government and foreign affairs, and then went on to earn his law degree from the University of Georgia in 1994. After a successful start to the legal profession, Dooley switched gears and returned to his love of football. Four short years later, he latched onto the staff of Nick Saban at LSU and moved into the fast lane of the SEC. After five successful seasons that included two SEC titles, the 2003 national championship, Dooley moved with Saban to the NFL’s Miami Dolphins.

But rather than remain in that comfort zone, Dooley again chose his own path toward success – a path that returned him to the state of Louisiana. Dooley was named to his first head coaching position by Louisiana Tech in December 2006, and immediately began laying the foundation for future success. Included in his 23-26 overall record was an 8-5 mark in 2008 highlighted by the school’s first postseason victory in 30 years at the Independence Bowl. Tech finished second in the WAC that season and played in a bowl game for only the third time since joining the major college ranks in 1989. For his efforts, the Louisiana Sports Writers’ Association named him 2008 Coach of the Year.

Dooley is married to Dr. Allison Jeffers Dooley, an OB/GYN and Fort Worth, Texas, native. They have two sons, John Taylor (12) and Peyton (9), and a daughter, Julianna (7).
Wednesday, May 18, 2011

It Takes a Team to Achieve the Dream: Remedial and Developmental Education Advising
Room Location: Sequoyah 3
1:00 p.m. - 4:00 p.m.
Presenter: Casey Shadix
Institution: University of Kentucky

With a greater number of students entering colleges and universities from every imaginable background, it is critical that academic advising professionals are aware of who their students are and the perspective they bring. Academic advising is a partnership of trust and understanding between a student and his/her advisor. To ensure advisors have the tools to offer students every chance at success, this presentation will introduce a student development framework lens to understand remedial/developmental education and its participants. Come and learn how education policy and structure can be supportive toward student development and advising practice.

Academic Burnout and Student Vigor: Theoretical and Practical Perspectives
Room Location: Salon B
1:00 p.m. - 4:00 p.m.
Presenter: Norman Crumpacker
Institution: Mount Olive College

The “Academic Burnout and Student Vigor: Theoretical and Practical Perspectives” program offers theoretical and research-based insights into (a) the nature of the burnout phenomena and its causes, (b) instruments that may be used to gauge student stress, burnout and vigor (c) intervention strategies that may be employed to circumvent burnout, (d) the relationship between burnout and vigor (burnout’s conceptual opposite), and (e) an overview of the vigor construct. In addition to a theoretical foundation, the presenter shares statistics that reveal the devastating consequences of stress as well as research methodologies and findings that explore the relationships between (a) student burnout, nine dimensions of student stress (five categories of stress and four reactions to stress) and demographic variables and (b) academic performance vis-à-vis the extent to which students experience a sense of vigor.
Wednesday, May 18, 2011

Beyond Student Satisfaction: Evaluating Customer Service Principles from an Advisor’s Perspective
Room Location: Salon A
1:00 p.m. - 4:00 p.m.
Presenter: Janina DeHart
Institution: Western Carolina University

Presenter: Ron Blankenship
Institution: Walden University

In the last several years, the topic of customer service has become an increasingly hot topic on college campuses. We, as advisors and educators, are reminded that this is an important aspect of our jobs and, ultimately, student satisfaction. However, we often grapple with the appropriateness of labeling students as “customers.” And, we may question the use of applying traditional business-based customer service approaches in responding to our students’ individual needs. This lively and interactive session will address this phenomenon and its potential impact on retention. Participants will have the opportunity to discuss and learn student-centered strategies that can be used on their own campuses.

Region 3 Steering Committee

<table>
<thead>
<tr>
<th>Art Farlowe</th>
<th>Chair, Region 3</th>
<th>University of South Carolina</th>
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<tr>
<td>Harriett Hurt</td>
<td>South Carolina Liaison</td>
<td>University of South Carolina</td>
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<tr>
<td>Roxanna McGraw</td>
<td>North Carolina Liaison</td>
<td>North Carolina State University</td>
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<tr>
<td>Jennifer Jones</td>
<td>West Virginia Liaison</td>
<td>West Virginia University</td>
</tr>
<tr>
<td>Brian Russell</td>
<td>Tennessee Liaison</td>
<td>University of Tennessee - Knoxville</td>
</tr>
<tr>
<td>Nora Allen-Scobie</td>
<td>Research Coordinator</td>
<td>University of Louisville</td>
</tr>
<tr>
<td>Megan Larabell</td>
<td>Awards Coordinator</td>
<td>Eastern Kentucky University</td>
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<tr>
<td>Jessica Staten</td>
<td>Awards Coordinator</td>
<td>Western Kentucky University</td>
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<tr>
<td>Kevin Thomas</td>
<td>2010 Conference Chair</td>
<td>Western Kentucky University</td>
</tr>
<tr>
<td>Brian Russell</td>
<td>2011 Conference Chair</td>
<td>University of Tennessee Knoxville</td>
</tr>
<tr>
<td>Suanne Early</td>
<td>Awards Committee / State Representative</td>
<td>University of Kentucky</td>
</tr>
<tr>
<td>Chris Huebner</td>
<td>Communications Chair</td>
<td>University of South Carolina-Columbia</td>
</tr>
<tr>
<td>Christy Walker</td>
<td>Professionals Liaison</td>
<td>University of North Carolina - Chapel Hill</td>
</tr>
<tr>
<td>Sue Spaulding</td>
<td>2012 Conference Chair</td>
<td>University of North Carolina - Charlotte</td>
</tr>
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Thursday, May 19, 2011 from 8:00 - 9:00 AM

Striving to Make Academic Advising a Part of Every Employee’s, “Other Duties as Assigned”
Room Location: Hiwassee
Presenter: Kathy Coleman
Institution: Northeast State Community College

This presentation will share with participants how one community college completely redesigned their new student orientation process to provide one-on-one advising, conduct an intake interview, and provide individualized follow-up with every new student through an orientation program which cross-trains faculty across academic disciplines, administrators, and staff from throughout the campus as new student advisors. Each new student participates in an intake interview whereby advisors obtain information on the specific needs of the student so that individualized follow-up advisement can take place after the semester has begun when the student is more receptive to the information. To implement this program, the college had to think outside the box and cross-train faculty and staff from throughout the college.

It's not your first rodeo, but... Advising transfer students
Room Location: Sequoyah 3
Presenter: Rebecca Diemer, Holly Rodden, Jessica Green
Institution: The University of Tennessee, Knoxville

Transfer students never fit into a neat and clean package. They come in all shapes and sizes from many different institutions, at a variety of ages, and with an assortment of life experiences. Not only that, but the number of students who transfer from one institution to another continues to increase nationally.

In this session, presenters will address the special needs of transfer students, ways to re-direct unlikely academic plans, and best practices for helping transfers make a smooth transition. The session will also facilitate discussion among new and veteran advisors about how the advising profession can work as a team to assist Transfers in evolving from “transfer” student to successful and active students on a college campus.

This symbol denotes sessions that have been approved for continuing education credit by the National Board of Certified Counselors (NBCC). This organization approves certain professional development activities (such as sessions at our conferences) for continuing education units for counselors.
Thursday, May 19, 2011 from 8:00 - 9:00 AM

First Generation Scholars: Team work to make their dreams work!
Room Location: Salon A
Presenters: Matthew DeFiandell  
Institution: University of Kentucky
Nationally, FGCS are less likely to graduate than their peers who have at least one parent with a college education. Learn how one large, public, research university has partnered with a national foundation to become a model center for first generation student success. The holistic approach provides academic, financial, peer and social resources to ensure student success and retention. Hear how first generation faculty are engaged and developing a living learning community to support incoming FGCS. View the assessment results, meet program staff as well as hear from students in the program.

Identifying the Factors of Academic Advising Leading to High Student Satisfaction and Increased Retention
Room Location: Salon B
Presenters: Edward De Julio, Jon Christiansen  
Institution: Clemson University
The purpose of this study is to identify the factors contributing to student satisfaction during academic advising. Two very important concepts from previous literature guide this research. This first concept is that student satisfaction is positively related to retention. The second concept is that strong academic advising is positively related to student satisfaction. Using Astin’s Developmental Theory of Involvement, for higher education, student involvement is key to academic success. This research study has two guiding questions: During academic advising, what are the driving factors of student satisfaction and to what level does each factor impact overall student satisfaction? To answer these inquiries, the researchers will analyze the satisfaction levels of first-year undergraduate students.

Teaming up for Exploratory (Undeclared) Students
Roundtable Session
Room Location: Great Smoky Center
Presenters: Londa Holder  
Institution: Western Kentucky University
This roundtable discussion will be an opportunity to share your experiences with advising Exploratory (Undeclared) students. The intent is for everyone to share what they are currently doing and their ideas for the future. We should all walk away from this discussion with ways to improve what we are currently offering our students and new initiatives to implement as well. Topics will include (but will hopefully be expanded) Majors and Minors Fairs, Learning Communities, Classes, Online Resources, Newsletters, Workshops, Peer Mentoring Programs, and more!
Thursday, May 19, 2011 from 9:10 – 10:10 AM

Strategies to Bring Faculty into the Advising Huddle...Break!
Room Location: Sequoyah 3
   Presenter: Catherine Anderson
   Institution: The University of Tennessee, Knoxville

A common goal among many advising administrators remains incorporating faculty into the advising community and ensuring faculty and their department view advising majors as an important function of their University and departmental commitment. Because advising staff often serves as a resource to faculty and supports their work with undergraduate students, we are often challenged with providing adequate and continued training of faculty as departmental advisors. Consequently, staff in the College of Arts and Sciences Advising Services has implemented several innovative and cost effective approaches to support and train faculty advisors. This presentation will introduce attendees to past and current strategies we have implemented to support and prepare faculty in their role as advisor and to communicate the importance of advising majors within the department.

An Advisor’s Approach to Group Advising with At-Risk Students
Room Location: Hiwassee
   Presenter: Jake Bolen
   Institution: Marshall University

This session is to present the planning and successful first-semester implementation of an advisor taught class for the specific student population of at-risk students. Even more so than typical freshmen, conditionally admitted, at-risk students need a thorough, in-depth introduction to the university environment, resources and opportunities available to them as they learn to navigate college life. This class has helped us to meet with our advisees once per week in the first semester to answer any of their questions and help them to overcome any problems that may be standing in the way of their success. We will also be addressing concerns or changes that we will be making in future classes.

Voices from Abroad: A Collegial Conversation on Advising International Students
Roundtable Session
Room Location: Great Smoky Center
   Presenters: Julie Galloway, Melissa Creek
   Institution: Tennessee Technological University

Advising international students brings its own challenges and rewards. Join colleagues to share your best practices, insights and effective methods of providing international student support as an adviser. Discussion points may include international transfer credits, advising/orientation, embassy relations, faculty interaction and expectations, academic assessments and general cultural challenges.
Thursday, May 19, 2011 from 9:10 – 10:10 AM

Learning as a Community: A Collaborative Approach to Building Better Advising
Room Location: Salon A
Presenters: Ron Kates, Michelle Blackwell, Cheryl Hitchcock, Paula Calahan, Michelle Boyer-Pennington
Institution: Middle Tennessee State University

Presenter: Gary Winton
Institution: Motlow State University

This AY, a group of MTSU faculty and administrators, and a Motlow College administrator, participated in a University Learning Community focusing on identifying practices and methodologies to improve advising on the campus—and by extension increase student retention. In this panel ULC participants will share impressions of the community-building process, discuss outcomes of advising-based projects, and reflect on how the opportunity to research, learn, and discuss has paid dividends in best practices and policy decisions. Fitting securely within the conference theme of teamwork as a means of promoting student success, the members of this panel will address how learning as a community has enabled each participant to gain a better understanding of and appreciation for how we approach and deliver advising services to students.

"Welcome, We are so glad you are here! An orientation session for parents and students that works."
Room Location: Salon B
Presenters: Art Farlowe, Theresa Masters
Institution: University of South Carolina

Ever wonder how to make orientation more enjoyable for not only the parents/students, but yourself? If you said "YES" then come see how the School of Journalism and Mass Comm at the University of South Carolina does orientation. Imagine yourself as a new Gamecock parent. We will present our orientation session through the use of music, videos and humor. You will receive the same handouts and the same answers that we give at orientation. You might even leave with some new ideas on how to perk up your orientation speech!

Special Thanks To:

THE UNIVERSITY of TENNESSEE UT
KNOXVILLE
COLLEGE of BUSINESS ADMINISTRATION

For Your Financial Contribution!
Thursday, May 19, 2011 from 10:20 - 11:20 AM

Academic Coaches: Trained for Teamwork
Room Location: Salon A
Presenters: Doug Renalds, Anton Recce, Tiffany Hedges, Stella Bridgeman-Prince
Institution: The University of Tennessee, Knoxville

Does your team rely upon academic coaches to improve the performance of your students? Are you looking for creative ways to train and use them? In 'Academic Coaches: Trained for Teamwork' we explore the University of Tennessee Student Success Center's training and use of graduate assistants who serve as academic coaches. Cross-trained for effectiveness in all areas, coaches also fulfill designated roles within specific programs. Supplemental Instruction coaches work with faculty and SI leaders to improve student performance in selected courses. UT LEAD coaches provide support for selected at-risk students. Academic Support coaches boost study skills and provide policy clarification for all UT undergraduates, particularly students facing academic probation or dismissal. The basis of quality work . . . and teamwork . . . is training!

The Real-Life “Social Network”: Promoting Teamwork Among Advising Professionals
Panel Discussion
Room Location: Salon B
Presenters: Ryan Sallee, Matthew Deffendall, Suanne Early, Zach Fuqua, Emily Sallee
Institution: University of Kentucky

Come see how teamwork really does make the dream work for advisors at our institution. We will examine the history, development, structure, and programming of our campus advising network. Recent research about the Network's role in fostering teamwork among advisors will be highlighted, and participants will have the opportunity to see some materials from Network activities. The session will also feature an opportunity for discussion with the panelists.

Student Self Reflection: Getting Probation Students Back on Track
Room Location: Hiwassee
Presenter: Mark Hanselman
Institution: West Virginia University

Recognizing the need for study skills intervention with freshman students on probation, West Virginia University implemented an online study skills course. This course utilized student self recognition of skill deficiencies and suggested strategies for the students to employ for a two week period. At the end of the two week period, these students then reviewed the strategies and reflected on what was helpful for them and what was not. Students were tracked over a two year period. Data analysis shows that students who did well in the class showed a remarkable improvement in Overall GPA not only in the present semester but over the two year period. There will a template of the course along with samples of course content, case studies and student reviews of the course.
Thursday, May 19, 2011 from 10:20 - 11:20 AM

The Accidental Teammate, or How Academic Advisors Really Do Work in Financial Aid
Room Location: Great Smoky Center
Presenter: Susan L. Brown
Institution: Sinclair Community College

Presenter: Theresa Hitchcock
Institution: Indiana University

Academic advising deals with all types of student concerns, from academic, social, and personal to even financial. In order to assist students through the educational journey, academic advisors must be willing to handle tough issues, including finances. Whether your job responsibilities include financial counseling, or you just want to learn more about ways to help students through the financial struggles of college, this session is for you. Two academic advisors who work with financial-aid issues both informally and formally will discuss how they assist students and incorporate financial discussions into their advising sessions. There will be plenty of time for questions and shared strategies.

Building a Dream Team: Giving Students the Resources to Succeed
Room Location: Sequoyah 3

Presenters: Jennifer Kennedy, Jessica Jordan, Michelle Barbour, Sarah Craiger
Institution: Marshall University

Do you ever hear students complain about being given the run-around, being bounced from one office to the next? Or do they say their friends gave them information that you know is incorrect? Let us tell you what we did to remedy the situation. As a retention strategy, our institution implemented a resource center to provide outreach to identified at-risk students, as well as assist all students with their common needs including general advising, major selection, skill-building workshops, career counseling and more. Our resource specialists will discuss the first-year progress in this new retention initiative.

Special Thanks To:

THE UNIVERSITY of TENNESSEE UT
KNOXVILLE
COLLEGE of COMMUNICATION & INFORMATION

For Your Financial Contribution!
Thursday, May 19, 2011

Preparation Your Students for Graduate Programs in the Biomedical Sciences: A Framework for Success

Mezzanine: 1:15 p.m. - 2:00 p.m.
Presenter: Jason Mitchell
Institution: University of Kentucky

Do you advise science majors who all think they need to go to medical school? Would some of them actually prefer medical research but don’t know all the options? Do you know those options? Spend an hour learning how to help your students identify appropriate programs, prepare a strong application, survive the personal interviews, and finance their graduate education. Learn what we have found to best predict success as a research scientist and gain knowledge of the culture of a medical research laboratory. Meet some of these students through their profiles (no names, of course!) which illustrate successful and not-so-successful endeavors.

Resolve to Finish: A retention initiative focused on the completion of adult and non-traditional student baccalaureate degrees at UNC Charlotte

Mezzanine: 1:15 p.m. - 2:00 p.m.
Presenter: Kelly Moore
Institution: University of North Carolina Charlotte

Most often retention initiatives focus on a student’s first few years within a college or university. At UNC Charlotte, the 49er Finish Program recaptures seniors who stopped out for over one academic year. However, their path toward post secondary completion contains numerous obstacles. Their return is complicated by new degree requirements, increased familial responsibility, personal issues, or confusion about the readmission process. These obstacles prevent them from achieving a life-long personal goal. This session will highlight a graduation initiative at UNC Charlotte, which in 5 years has assisted almost 400 students in obtaining their degree and engage participants in a discussion to disseminate ideas, which could transfer to their home institution.

Special Thanks To:

THE UNIVERSITY of TENNESSEE
KNOXVILLE
COLLEGE of EDUCATION, HEALTH, & HUMAN SCIENCES

For Your Financial Contribution!
Thursday, May 19, 2011

New Student Orientations at the Urban Center of Gateway Community & Technical College
Mezzanine: 1:15 p.m. - 2:00 p.m.

Presenters: Heather Abbott, LaCrystal Green
Institution: Gateway Community & Technical College

A hands-on approach to supporting our new students through the process of college admissions is the first step to empowering our students to continue their college education through to their career field, and ensures success and confidence in their abilities as college students and contributing members of the community. The Urban Center of Gateway Community & Technical College provides incoming students with a “one-stop shop” approach to college admissions and orientation to college life and their network of student support services.

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Advising overload? How we advise when over recommended ratios
Mezzanine: 1:15 p.m. - 2:00 p.m.

Presenters: Janeen Putman, Jessica Pellrey
Institution: Clemson University

This presentation will provide information about how the Engineering and Science Advising Center at Clemson University advises with an increasing number of students but the same advising staff. It will explain 3 internal methods used to help generate ideas and brainstorm what could work for others through our historical perspective. The student population for this advising center has continued to increase raising ratios and ending at about 500:1 in the fall semester. Within each of the past 4 years, the advising plan of action has been different from the last. This information will be shared, discussed, and will help others brainstorm methods that would be effective for them as well. This presentation is designed to generate ideas, suggestions, and procedures for other advising centers facing increased student to advisor ratios.

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Special Thanks For Your Financial Contribution!

Tennessee Athletics
Thursday, May 19, 2011

Co-Creation of Value in the Student/Advisor Relationship
Mezzanine: 1:15 p.m. - 2:00 p.m.

Presenters: Kelly Ellenburg, David Schumann
Institution: The University of Tennessee, Knoxville

Co-creation of value is a popular business model based on the premise that significant value can evolve through an active partnership between customer and firm. This model can be applied in numerous ways to higher education, including the context of academic advising. In such a setting, advisor and student hold a shared responsibility for the creation and achievement of the student’s vision, and take on complementary roles in achieving it through strategies that create value for the student. This poster describes the theory behind the model, as well as the benefits to students, advisors, faculty, and institutions. It identifies ways that advisors can affect institutional changes to offer students more ownership over their education, and integrate the model into their units.

Retaining Students through Learning Communities
Mezzanine: 1:15 p.m. - 2:00 p.m.

Presenter: Nancy Stubblefield
Institution: Middle Tennessee State University

College students are being admitted with two or more prescribed classes. To retain these students, we must think of creative ways to motivate them to stay in college by helping them succeed. This poster session will allow participants to vote and explore new ideas for learning communities. Some examples are listed below:

Algebra and Chemistry: Students who might qualify for this pairing include: pre-medical students and science majors.

Remedial Math and College Algebra: Pairing recommended for non-traditional students who need a refresher in basic math to succeed in Algebra.

Basic Reading and Writing: Pairing will allow students who are enrolled in basic reading to reinforce these skills in their writing course.

Tennessee History and Chemistry: Incorporates history topics such as earthquakes and atomic bomb development with science discussions.
Thursday, May 19, 2011

THE ADVISEMENT DREAM
Mezzanine: 1:15 p.m. - 2:00 p.m.
Presenter: Dawn Hiller
Institution: University of South Carolina

How do we make advisement a dream and not a nightmare?

How to make students desire the dream?

How to prevent the NIGHTMARE?

We will look at web based application that is being used by over 8000 students and faculty to make the dream and prevent the nightmare.

Participants will pretend to be advisees and advisors before looking at this tool and after looking at this tool to see exactly how helpful it can be.

You will read some comments received from students and faculty on how this makes the dream so pleasant.

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25th Annual NACADA Summer Institute
June 26 - July 1, 2011 - Colorado Springs, CO
July 31 - August 5, 2011 - New Orleans, LA

The Most Comprehensive Consideration of Academic Advising Available!

Whether you are an administrator, advisor, faculty advisor or a member of a team who is responsible for student success at your institution, our Summer Institutes are tailored to your needs. The Institutes utilize an effective integration of expert group presentations with small group discussions, workshops, topical sessions, and individual consultations led by skilled practitioners. Since 1987, many professionals have benefited from the NACADA Institute's participative, action-oriented and in-depth exploration of the relationship between quality academic advising and student success.

REGISTER TODAY! Wesley R. Habley Summer Institute Scholarships are available. Apply before May 2, 2011

www.nacada.ksu.edu/Events/SummerInst/index.htm

Registration discounts are available until
June 3rd for Colorado Springs & July 9th for New Orleans
Thursday, May 19, 2011 from 2:10 – 3:10 PM

Creating the Dream Team: The Development of a First-Year Business Living Learning Community
Room Location: Salon B

Presenters: Kim Campbell, Mark Willoughby
Institution: The University of Tennessee, Knoxville

Venture Living Learning Community was launched in fall 2009 to create an engaging first-year experience that enhances academic support and retention endeavors, as well as foster a sense of community within the College of Business Administration at the University of Tennessee. From the outset, planning and implementation of all program components have involved a team process among departments, faculty, and staff on campus, as well as local community partners. Now in its second year, Venture has proven to be a high-impact program that is continually evolving to meet the needs of a diverse student population. Presenters will highlight the collaborative relationships that have been essential to the program’s success and will share data regarding the assessment of learning outcomes and student satisfaction.

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Is Virtual Virtually the Same? An Exploration of Student and Advisor Perceptions Toward E-Advising
Room Location: Hiwassee

Presenters: Marlene Blankenburg, Lindsey Godwin
Institution: Morehead State University

Taking advantage of the many communicative technologies available today, universities are increasingly exploring various electronic methods of advising. Come explore the perspectives of both advisors and students regarding what developmental and prescriptive elements of the advising relationship are potentially gained and lost through e-advising. Presenters will share the details of their study with 163 undergraduate students and 53 advisors from a public university. Results suggest that while students and advisors like the convenience of e-advising, they retain a strong desire for maintaining developmental aspects of the advising relationship. Taking these findings - and other research into consideration - you will be invited to share your ideas, experiences, and best practices regarding the usage of e-advising tools.
Thursday, May 19, 2011 from 2:10 – 3:10 PM

Talk'n Bout My Generation.
Room Location: Great Smoky Center
Presenter: Nora Scobie
Institution: University of Louisville

For the first time in history, we will see as many as four generations working in and attending institutions of higher education. It goes without saying that we prepare ourselves to encounter and appreciate people from different backgrounds and cultures but does the same hold true for generational differences? How would you handle reporting to a supervisor that is a generation younger than you? How do you relate to students who could be your grandparents? Can you traverse the generational divide? This session will explore the events and characteristics that define various generations. Participants will have the opportunity to discuss differences in values, skills, expectations, and ethics. The differences (and your reactions to those differences) may surprise and enlighten you.

A Conversation with NACADA Leadership & Executive Office Representative
Room Location: Sequoyah 1
Presenter: Joshua Smith, NACADA Board of Directors
Presenter: Diane Matteison, NACADA Executive Office Rep
Presenter: Rhonda Baker, NACADA Executive Office Rep

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

NACADA
National Academic Advising Association

Region 3 Award Winners:

NC Faculty - Dr. Craig Eilbacher - Guilford College, Greensboro, NC
KY Primary - Tia Johnson - University of Louisville, Louisville, KY
KY Faculty - Dr. Tamara Yohannes - University of Louisville, Louisville, KY
TN Primary - Amy Keeling - Roane State Community College, Harriman, TN
TN Faculty - Tracie L. Burke - Christian Brothers University, Memphis, TN
Thursday, May 19, 2011 from 2:10 - 3:10 PM

Making Forward Progress: A Playbook for Exploratory Students
Room Location: Sequoyah 3

Presenters: Danita Turpin, Suanne Early
Institution: University of Kentucky

Teams of students enter college without a declared major for a variety of reasons: not giving much thought to major selection, too many ideas to narrow it down to one, difficulty in making a decision, and not meeting the requirements for a major of choice.

Most colleges and universities offer resources to help students explore majors. However, these resources often go untouched or underutilized. This presentation will discuss how a one-hour pass/fail course provides the structure and coaching to take our exploratory students to the playoffs.

We will share the specifics of the course, including our recruiting techniques, use of cheerleaders and fans, selection of the coaching staff, and our wins and losses. Participants will be invited to share their game plans.

Advising with Altitude!
NACADA 35TH ANNUAL CONFERENCE
COLORADO CONVENTION CENTER, DENVER, COLORADO

October 2-5, 2011

Over 400 workshops, concurrents, discussions, and posters showcasing critical issues plus new innovative academic advising strategies. Attend sessions from a wide range of session topics.

For more details visit: www.nacada.ksu.edu

Sponsored By: NACADA, National Academic Advising Association
Hosted By: NACADA Region 10
Advising vs. Advice-Giving: Identifying, Avoiding, and Helping Students Reframe Their Expectations Surrounding This Common Issue
Room Location: Salon A
Presenter: Dawn Sizemore Traynor
Institution: University of South Carolina

As a result of budget cuts, larger advisement loads, and greater departmental responsibilities, it may begin to seem preferable and even necessary to revert to simply dispensing advice to students in order to make the best use of our time. In fact, many students have begun to expect their advisement appointment to only consist of finding out what courses they need to take. Advising vs. Advice-Giving: Identifying, Avoiding, and Helping Students Reframe Their Expectations Surrounding This Common Issue explores these expectations and presents methods for consistently choosing to advise rather than give advice. Participants will leave this session able to distinguish between advising and advice-giving, and will have the opportunity to interact with colleagues and the presenter to brainstorm responses to common student reactions to appointments that focus more on advising than advice.

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Advisors are Responsible

for themselves and their professional practices
for involving others
to their educational community
to higher education
to their institutions

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.
Thursday, May 19, 2011 from 3:20 - 4:20 PM

Advising Diversification – A Triad Model
Room Location: Salon B

Presenters: Patsy Krech, Peggy Quinn
Institution: The University of Memphis

Today's students face the challenge of using effective advising options to confirm programs of study, assess internship and career opportunities, build reference networks, and create a timely plan for graduation. To embrace these challenges and confront issues of heavy advising loads and misguided students, advisors seek options designed to meet advising needs. A departmental advisor and a college academic advisor have teamed together to develop materials and a triad model to enhance the advising process and build stronger partnerships. Interactive discussion will address advisor and advisee etiquette, advising sessions, follow-up, and evaluative methods. Participants will share experiences about their current advising practices and initiatives. Guidelines for effective advising, the triad model, outcomes for targeted and structured advising options, and strategies to build effective advising partnerships will be provided.

Implementing a Sophomore-Year Experience: Considerations and Future Directions
Room Location: Sequoyah 3

Presenters: Betsy Gullett, Tammi Brown, Penny Beasley
Institution: The University of Tennessee, Knoxville

While the majority of colleges and universities offer several initiatives aimed at improving first-year student success and retention, programming for second-year students has not been as prevalent. Fortunately, though, more institutions are beginning to offer programs designed to assist sophomore students. This presentation will discuss the importance of such initiatives and will describe the development of programming aimed at improving sophomore student success within the College of Business Administration at the University of Tennessee. Following an overview of these initiatives and discussion of the success of the programs, presenters will encourage discussion of best practices when advising sophomore students and implementing programs aimed at this specific student population.

Special Thanks To:

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KNOXVILLE
COLLEGE of ARCHITECTURE & DESIGN

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Thursday, May 19, 2011 from 3:20 - 4:20 PM

The Dream Team - Intuitive Advising at work
Room Location: Salon A
Presenter: Samuel Hill
Institution: Winston Salem State University

With the new trend of student need moving to a more unique and individualized approach, it is up to the advisor to ensure that each student feels connected and important. Intuitive advising is a new model of advising that is closely based upon Narrative Therapy. In each advising experience, students become the story teller of his/her own autobiography. Giving students the ability to become experts on their own life, the advisors can then assist students to dispute their predetermined abilities, aptitudes, and worth. Once a student can change his/her story, they can then envision changing the outcomes of their own lives. When hope and belief is introduced this way, it becomes a powerful motivator.

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First Generation Interest Group
Roundtable Session
Room Location: Great Smoky Center
Presenter: Matthew Defiendall
Institution: University of Kentucky

Want diversity? Then define what a First-Generation College Student looks like. Some are 18 years old; many are in their 30's. Some are high achievers, some are returning to higher education, some are tired of dead-end jobs, and some are fresh out of high school and away from home for the first time. Being the first in the family to do anything is a heady, exciting, scary proposition; but entering the confusing arena of a college education is a complex venture best not undertaken alone. One thing is clear - these students need the help of a good advisor!

Come join the First-Generation College Student Interest Group as we explore the issues and answers best suited for these students. We will also share advising syllabus and other tools used with this population.
Thursday, May 19, 2011 from 3:20 – 4:20 PM

You Have a Staff Vacancy- Now What?
Panel Discussion
Room Location: Hiwassee
Presenters: Helen Mulhern Halasz, Art Farlowe
Institution: University of South Carolina

Presenter: Kristin Goodenow
Institution: Clemson University

The search for excellent employees involves more than resumes, interviews, and reference checks. Come prepared to share your thoughts and experiences during this interactive presentation. Understanding staffing issues and concepts will help you identify how to attract good people and keep them. Whether you’re hiring new advisers or reshuffling responsibilities with existing staff due to budget cuts, a staffing plan will help focus recruitment, selection and retention strategies. We will discuss the theory and practice of hiring staff, focusing on academic advisers but applicable to all employee levels. Optimizing your advising center’s effectiveness with the best people will benefit your organization and the students you serve!
Colleges & Universities Representing Region 3

Campbell University College of Pharmacy & Health Sciences
Clemson University
Dyersburg State Community College
Florida Gulf Coast University
Gateway Community & Technical College
Indiana University
Marshall University
Martin Methodist College
Middle Tennessee State University
Morehead State University
Motlow State Community College
Mount Olive College
Murray State University
North Carolina State University
Northeast State Community College
Sinclair Community College
Tennessee Technological University
The University of Memphis
The University of North Carolina at Chapel Hill
The University of Tennessee, Knoxville
University of Kentucky
University of Louisville
University of North Carolina at Charlotte
University of South Carolina
Walden University
West Virginia University
Western Carolina University
Western Kentucky University
Winston Salem State University
Friday, May 20, 2011 from 8:00 – 9:00 AM

Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs
Room Location: Great Smoky Center
   Presenter: Ruth Darling
   Institution: The University of Tennessee, Knoxville

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

The “A” Team
Room Location: Sequoyah 3
   Presenter: Ben Littlepage
   Institution: Dyersburg State Community College

   Presenter: Lee Kem
   Institution: Murray State University

Is your institution interested in training a group of faculty advisors more extensively? If so, learn how to create your own “A” Team. Faculty advisors at a small community college participated in a Master Advisor Training program in May 2010. This research-based presentation will discussion what knowledge, skills and reflections were retained and applied to their advising practices six months after the training. Learn about framework used for the training and how the advising practices of program graduates have evolved since then. Most importantly, attendees will develop the framework needed to launch a faculty advisor training program at their institution.

Teaming Up to Help Freshmen Succeed
Room Location: Salon A
   Presenters: Edith Duvier, Deborah Allen, Angela Clark, Gina Mattingly
   Institution: Tennessee Technological University

Would teaching styles make a difference in Freshman retention rates? Our First Year Experience course was re-invented to see if using a Psychosocial or an Academic teaching style would affect retention rates for Freshmen. Standard lesson plans were developed to maintain consistency of teaching styles in each course. The following year, each team of instructors switched teaching styles and taught courses using the opposite style. What we discovered may surprise you!
Friday, May 20, 2011 from 8:00 – 9:00 AM

Breaking Through Barriers: Using teamwork to help students achieve their dreams
Room Location: Hiwassee
Presenter: Amanda Hodges
Institution: The University of North Carolina at Chapel Hill

Presenter: CarolAnn Popovich
Institution: Florida Gulf Coast University

Today, perhaps more than ever before, students are entering post-secondary education ill-prepared on a variety of levels. As academic advisors working with students transitioning from high school to college, it is important to be aware of the many challenges facing these students and find ways to provide support and encouragement to help them persist through the challenges in order to achieve their dreams. This presentation will address five main barriers to student success identified in the literature and discuss, as a group, ways in which we as advisors can work as a team with stakeholders to help our most susceptible students beat the odds and rise above their challenges.

Transformational Leadership: How Leading with Mālama Can Help Meet the Emotional Needs of Advisers
Room Location: Salon B
Presenters: Roxanna McGraw, Keri Bowman
Institution: North Carolina State University

How do we meet the emotional needs of advisers as our colleges and universities struggle through the economic downturn? Presenters will illustrate how they use transformational leadership to create positive change, enhance motivation and morale, and empower team members so they can be at their best to serve students. This workshop will demonstrate how to connect your staff’s sense of identity to the mission of the unit and challenge members to take greater ownership. Participants will also learn about leading with mālama philosophy taken from the teachings of Dr. George Kanahele, author of Kū Kanaka, and how one particular unit embraces the value of caring, compassion and stewardship. Participants will walk away with practical applications and cross-cultural insight.

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Friday, May 20, 2011 from 9:10 - 10:10 AM

Caring for the Caregivers: Strategies to overcome the effects of job burnout.
Room Location: Salon B
Presenter: Chris Huebner
Institution: University of South Carolina

Advisors are expected to assist in creating an educational experience that aids in navigating departmental policy and course work, as well as to strengthen the bond students have to their institution. Most of us have a students first, ourselves second mentality. What we sometimes fail to account for is our own well-being. In high-volume offices burnout is a consequence. The question this presentation seeks to address is: “How can I optimize my abilities at work to create ways to remain engaged?” We look at purposefully and fulfilling engagement as the remedy to burnout. Attendees can expect to walk away with an understanding of burnout and its consequences, as well as, strategies to create engagement opportunities and personal anecdotes to combat burnout.

HOT TOPIC: Region 3, Who are our students?
Room Location: Sequoyah 3
Presenter: Nora Scobie
Institution: University of Louisville

Join your colleagues for a lively discussion about student characteristics in our region. We will share the results of our Snapshot Survey with you and explore issues that impact our unique student populations. Whether you are from a two-year, four-year, public, or private institution, we offer something for everyone.

Hindsight is 20/20-Foresight is priceless; Utilizing senior feedback and minute papers to motivate and guide pre-majors in group advising sessions.
Room Location: Salon A
Presenters: Nikki Loy, Andrea Weber
Institution: West Virginia University

This presentation will review the process of gathering and utilizing senior feedback to organize a pre-major group advising session. We will also review the development, use, and implementation of minute papers to further increase the quality of (and potential for retention of vital information) in a group advising session. The purpose of this presentation is to discuss and demonstrate the importance of collecting and utilizing graduating senior advice for group advising sessions with pre-major undergraduate students thereby assisting undergraduates in achieving better vision for their final years in college and beyond.
Friday, May 20, 2011 from 9:10 - 10:10 AM

Reframing Academic Standards Policies to Facilitate Student Success
Room Location: Hiwassee
  Presenters: Jacqueline Faulkner, Shawn A. Boyd
  Institution: The University of Memphis

It has been suggested that a hallmark of great institutions is establishing high expectations for students and providing the support necessary to achieve them. This interactive session will focus on the policy changes for The University of Memphis that has resulted in stellar retention growth of at-risk students. In Fall 2008, an Academic Status & Retention Policy was adopted to intervene early for at-risk students. Policy elements include: a change in the minimum cumulative GPA, consideration of semester GPA, creation of Academic Warning status, and development of mandatory probation class. Additional components require that students returning from academic suspension participate in weekly intrusive counseling. Attendees will learn about the concrete steps involved in implementation of this policy and the positive quantitative results that the University has witnessed.

The Ultimate Team Player: The Small College and University Faculty Advisor Roundtable
Room Location: Great Smoky Center
  Presenter: Tim Wilson
  Institution: Martin Methodist College

The importance of faculty advising at small colleges and universities and its relationship to teaching will be discussed. Anecdotal evidence, insights, and best practices will be drawn upon in a round table discussion of ways faculty members can become true advisors rather than schedulers.

Academic Advising Consultants and Speakers Service

The NACADA Academic Advising Consultants and Speakers Service (AACSS) can provide institutions assistance in two different ways.

First, the NACADA AACSS is designed to provide assistance to colleges and universities in the review, establishment, development, or reorganization of advising services. The AACSS can provide institutions with individual or a team of consultants to provide a comprehensive and in-depth evaluation and audit of the advising services across the campus or of an advising unit. The consultant or team will conduct an on-site study of the advising program which depending on the university or department can take two to three days. After the review the team will provide both an oral and written report for the institution if requested. The reports will discuss the strengths and challenges found as well as provide a comprehensive set of recommendations that focus on improvements for the advising services on the campus.
Friday, May 20, 2011 from 10:20 – 11:20 AM

The Tennessee Education Lottery Scholarship Program and Helping Students Keep the Hope Scholarship
Room Location: Hiwassee
   Presenter: Tyler Henson, Becca Seul
   Institution: Middle Tennessee State University
Administrators at colleges across Tennessee are struggling to find ways to retain and graduate more students in accordance with new state laws. As tuition and fees increase annually, students are concerned more than ever about paying for college. The Tennessee Education Lottery Scholarship (TELS) program is a constant for both higher education institutions and students across the state, and it could provide part of the answer to raising retention rates while helping students pay for their education. This session will provide an overview of the TELS program and will highlight factors that relate to the retention of the Hope Scholarship, as well as programs designed to increase retention. Bring your ideas and experiences with you for a discussion on the Hope Scholarship!

“Peers Advising Peers: How to Train Undergraduate Students to be Academic Advisors”
Room Location: Salon A
   Presenter: Kimberly Yeomans
   Institution: University of South Carolina
How can we train undergraduate students to be successful academic advisors to their peers? By facilitating training on such topics as ethical leadership, effective feedback and communication, and best practice advising strategies, advisor-trainers help undergraduate students become equipped with tools needed to become successful peer advisors. By allowing undergraduate students to work in a peer advising setting, institutions can provide high-quality training that focuses on transferable skills while fostering students’ interest in the advising profession. The presenter will provide suggestions and materials for training your undergraduate students to be peer academic advisors.

Score Big in your New Digs: Bridging the Gap between New and Experienced Advisors Roundtable
Room Location: Great Smoky Center
   Presenters: Sara Potts, Carly Fletcher
   Institution: University of North Carolina at Charlotte
Did you feel intimidated? Left out? Unsure of whether you would ever feel like an equal? You may have experienced these emotions first hand when you were the “newbie” in your advising office. If so, travel with us back to the time when you began the acclimation process into the advising profession. In doing this, we will learn strategies of how to adapt in a more efficient way during the training process as a new advisor, learn the importance of being hired for your diverse qualities and skills and how to put them into action, and finally how to incorporate new ideas and practices in an established advising office.
Friday, May 20, 2011 from 10:20 - 11:20 AM

Mentoring for Success: Utilization of a Multi-Pronged Intervention Strategy
Room Location: Salon B

Presenters: Brenda Blackman, William Moore
Institution: Campbell University College of Pharmacy & Health Sciences

The Campbell University College of Pharmacy & Health Sciences has developed a pilot program to enhance the undergraduate experience for its pre-pharmacy students. The program utilizes a diversification strategy to mentor students identified for the program. All students are served by a Pre-Pharmacy Coordinator who handles the academic advisement and course scheduling processes. The Pre-Pharmacy Coordinator also serves as the advisor for the Pre-Pharmacy Club. College of Pharmacy faculty members, student pharmacists and corporate partners have been selected and have agreed to serve as mentors for the pre-pharmacy students. These mentors work closely with the Pre-Pharmacy Coordinator, Associate Dean for Student Affairs & Admissions and the Vice President for Health Programs to facilitate a model for academic success and professional development for the mentees.

"AIM'ing for Success
Room Location: Sequoyah 3

Presenters: Kathryn Adamchik, Eddie Bobbitt, Veronica Wooten
Institution: University of Louisville

The use of critical thinking in the college classroom is expected of students by their faculty, yet advisors often struggle to entice students to think critically about their academic plans. The Academic Intervention Model (AIM) developed by the advising staff at the University of Louisville sought to inject critical thinking into their advising practice. The primary objective of AIM was to develop an intrusive advising intervention program geared towards students placed on academic warning. Participants hoped to help students further develop their critical thinking skills so that they might be able to identify and address those factors that impact their academic performance. It was believed that armed with this knowledge and these skills the students would be able to make the choices and changes that would positively impact their academic progress.

Special Thanks To:

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Thank You 2011 Region 3 Conference Presenters!!

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# 2010 NACADA National Awards
## Region 3

### 2010 – NACADA Individual Awards

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<td>Administrators' Institute Scholarship - Winner</td>
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<td>Betsy Alexieff</td>
<td>North Carolina State University</td>
<td>Outstanding Advising - Primary Role Category - Certificate of Merit</td>
</tr>
<tr>
<td>Matthew Church</td>
<td>University of Louisville</td>
<td>Outstanding Advising - Primary Role Category - Certificate of Merit</td>
</tr>
<tr>
<td>Suanne Early</td>
<td>University of Kentucky</td>
<td>Outstanding Advising - Primary Role Category - Certificate of Merit</td>
</tr>
<tr>
<td>Elizabeth Jordan</td>
<td>The University of North Carolina</td>
<td>Outstanding Advising - Faculty Category - Winner</td>
</tr>
<tr>
<td>Pamela Beattie</td>
<td>University of Louisville</td>
<td>Outstanding Advising - Faculty Category - Certificate of Merit</td>
</tr>
<tr>
<td>Candace Vick</td>
<td>North Carolina State University</td>
<td>Outstanding Advising - Faculty Category - Certificate of Merit</td>
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<tr>
<td>Dawn Windham</td>
<td>Florence-Darlington Technical College</td>
<td>Outstanding Advising - Faculty Category - Certificate of Merit</td>
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<tr>
<td>Karen Young</td>
<td>North Carolina State University</td>
<td>Outstanding Advising - Administrator Category - Certificate of Merit</td>
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<tr>
<td>Glynis Cowell</td>
<td>The University of North Carolina</td>
<td>Outstanding New Advisor - Faculty Category - Winner</td>
</tr>
<tr>
<td>Elizabeth Cox</td>
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<td>Outstanding New Advisor - Primary Role Category - Certificate of Merit</td>
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<tr>
<td>Jennifer Ellis</td>
<td>University of Kentucky</td>
<td>Outstanding New Advisor - Primary Role Category - Certificate of Merit</td>
</tr>
<tr>
<td>Amanda Hodges</td>
<td>East Carolina University</td>
<td>Graduate Student Regional Conference Scholarship - Winner</td>
</tr>
<tr>
<td>Aaron Vaught</td>
<td>University of Kentucky</td>
<td>Graduate Student Regional Conference Scholarship - Winner</td>
</tr>
<tr>
<td>Amanda Hodges</td>
<td>East Carolina University</td>
<td>NACADA Scholarship - Winner</td>
</tr>
<tr>
<td>Jamie Reynolds</td>
<td>Kent State University</td>
<td>Student Research - Winner -- Case Study Analysis of Reinstated Students' Experiences in the Learning to Establish Academic Priorities (LEAP) Reinstatement Intervention Program</td>
</tr>
</tbody>
</table>

### NACADA Leaders from Region 3

<table>
<thead>
<tr>
<th>Leader</th>
<th>Institution</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Farlowe</td>
<td>University of South Carolina</td>
<td>Mid-South Region 3 Chair, 2009-2011</td>
</tr>
<tr>
<td>Nora Allen Scobie</td>
<td>University of Louisville</td>
<td>Advisor Training &amp; Development Commission Chair, 2009-2011</td>
</tr>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>Small Colleges &amp; Universities Commission Chair, 2010-2012</td>
</tr>
<tr>
<td>Lisa Keenan</td>
<td>University of North Carolina</td>
<td>Advising Veterans, Military Students &amp; Family Members Interest Group Chair</td>
</tr>
<tr>
<td>Bryant Hutson</td>
<td>University of North Carolina</td>
<td>Appreciative Advising Interest Group Chair</td>
</tr>
</tbody>
</table>

### NACADA Leaders from Region 3--- Elected February 2011

<table>
<thead>
<tr>
<th>Leader</th>
<th>Institution</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Spence</td>
<td>University of Louisville</td>
<td>Commission &amp; Interest Group Division Representative, 2011-2013</td>
</tr>
<tr>
<td>Pamela Stephens</td>
<td>Fairmont State University</td>
<td>Region 3 Chair, 2011-2013</td>
</tr>
<tr>
<td>Nora Allen Scobie</td>
<td>University of Louisville</td>
<td>Professional Development Committee, 2011-2013</td>
</tr>
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</table>
Thank you to the Conference Planning Committee & Volunteer Readers

<table>
<thead>
<tr>
<th>Catherine Anderson</th>
<th>University of Tennessee, Knoxville</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nikita Ashford</td>
<td>Southwest Tennessee Community College</td>
</tr>
<tr>
<td>Keri Bowman</td>
<td>North Carolina State University</td>
</tr>
<tr>
<td>George Drinnon</td>
<td>University of Tennessee, Knoxville</td>
</tr>
<tr>
<td>Tyler Henson</td>
<td>Middle Tennessee State University</td>
</tr>
<tr>
<td>Julie Longmire</td>
<td>Lincoln Memorial University</td>
</tr>
<tr>
<td>Jennifer Martin</td>
<td>University of Tennessee, Knoxville</td>
</tr>
<tr>
<td>Katie McCoy</td>
<td>University of Tennessee, Knoxville</td>
</tr>
<tr>
<td>Gary Peterman</td>
<td>University of Tennessee, Knoxville</td>
</tr>
<tr>
<td>Brian Russell</td>
<td>University of Tennessee, Knoxville</td>
</tr>
<tr>
<td>Rebecca Seul</td>
<td>Middle Tennessee State University</td>
</tr>
<tr>
<td>Laura Stetler</td>
<td>University of Tennessee, Knoxville</td>
</tr>
<tr>
<td>Olympia Stewart</td>
<td>Murray State University</td>
</tr>
<tr>
<td>Jamia Stokes</td>
<td>University of Tennessee, Knoxville</td>
</tr>
<tr>
<td>Ben Sugg</td>
<td>Pellissippi State Community College</td>
</tr>
<tr>
<td>Fernandez West</td>
<td>University of Tennessee, Knoxville</td>
</tr>
</tbody>
</table>
Sport 4 Peace
(www.sport4peace.org)

Who We Are:

Sport 4 Peace, a division of Global Sports Partners, is dedicated to improving the quality and availability of sporting opportunities for girls and women around the world. Our desire is to promote a holistic and healthy lifestyle through exercise, education and the inherent social interaction promoted by sport. S4P is comprised of women who volunteer their time, resources, and skills on a short-term basis.

International Work:

Internationally we aspire to communicate a spirit of solidarity through the agency of sport. By way of sports development, training, education, and exchange, S4P has developed meaningful and lasting relationships with women throughout the Middle East, North Africa, and Asia. Sport in its purest form provides opportunities for dialogue, camaraderie, and the exchange of ideas. We believe the qualities of sport generate incalculable possibilities for women who desire to live in a more peaceful world.

International Services:

In cooperation with Global Sports Partners and per the request of governments, sports federations, and/or educational institutions, we provide female athletes, coaches, and teams to meet the needs of our valuable partners.

Work in the U.S.:

Nationally we seek to train volunteers and to educate young girls and women about the lives of our counterparts around the world. The staff of S4P encourages volunteers to participate in our local sport camps, clinics and lectures in order to learn about various cultures and people groups. Ultimately, we strive to enhance accurate and relevant knowledge concerning sport as a tool for promoting peace, dialogue and an improved quality of life for all women of the world, regardless of ethnicity, class, religion, politics or culture.

Our Experience:

Although the methodology of our work is broad, the message remains the same: S4P, in cooperation with Global Sports Partners, is committed to partnering with local organizations, federations and governments who wish to provide quality sport opportunities for girls and women, especially for those who have traditionally been excluded from participating.
# Restaurant Suggestions in Downtown Knoxville

## Market Square

<table>
<thead>
<tr>
<th>Café 4</th>
<th>La Costa</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Market Square, 37902</td>
<td>31 Market Square, 37902</td>
</tr>
<tr>
<td>865-544-4144</td>
<td>865-566-0275</td>
</tr>
<tr>
<td>cafe4ms.com</td>
<td>lacostaonmarketsquare.com</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tomato Head</th>
<th>Oodles Uncorked</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Market Square, 37902</td>
<td>18 Market Square, 37902</td>
</tr>
<tr>
<td>865-637-4067</td>
<td>865-521-0600</td>
</tr>
<tr>
<td>thetomatohead.com</td>
<td>oodlesuncorked.com</td>
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</table>

<table>
<thead>
<tr>
<th>Trio Café</th>
<th>Soccer Taco</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Market Square, 37902</td>
<td>9 Market Square, 37902</td>
</tr>
<tr>
<td>865-246-2270</td>
<td>865-544-4471</td>
</tr>
<tr>
<td>trio-cafe.net</td>
<td>soccertaco.com</td>
</tr>
</tbody>
</table>

## Gay Street

<table>
<thead>
<tr>
<th>Nama Sushi Bar</th>
<th>Downtown Grill and Brewery</th>
</tr>
</thead>
<tbody>
<tr>
<td>135 Gay Street, 37902</td>
<td>424 S. Gay Street, 37902</td>
</tr>
<tr>
<td>865-633-8539</td>
<td>865-633-8111</td>
</tr>
<tr>
<td>namasushibar.com</td>
<td>downtownbrewery.com</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coolato Gelato</th>
<th>The French Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>524 S. Gay Street, 37902</td>
<td>526 S. Gay Street, 37902</td>
</tr>
<tr>
<td>865-971-5449</td>
<td>865-540-4372</td>
</tr>
<tr>
<td>coolatogelato.com</td>
<td>thefrenchmarketknoxville.com</td>
</tr>
</tbody>
</table>

## Close to Downtown

<table>
<thead>
<tr>
<th>Crown and Goose (Located in the Old City)</th>
<th>Barley’s Taproom and Pizzeria (Located in the Old City)</th>
</tr>
</thead>
<tbody>
<tr>
<td>123 S. Central Street, 37902</td>
<td>200 E. Jackson Avenue, 37902</td>
</tr>
<tr>
<td>865-524-2100</td>
<td>865-521-0092</td>
</tr>
<tr>
<td>thecrownandgoose.com</td>
<td>barleysknoxville.com</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Callhouns on the River</th>
<th>Chesapeake’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>400 Neyland Drive, 37902</td>
<td>500 Henley Street, 37902</td>
</tr>
<tr>
<td>865-673-3355</td>
<td>865-673-3433</td>
</tr>
<tr>
<td>coppercellar.com</td>
<td>coppercellar.com</td>
</tr>
</tbody>
</table>

## Close to Campus

<table>
<thead>
<tr>
<th>Copper Cellar</th>
<th>Sunspot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1807 Cumberland Avenue, 37916</td>
<td>1909 Cumberland Avenue, 37916</td>
</tr>
<tr>
<td>865-673-3411</td>
<td>865-637-4663</td>
</tr>
<tr>
<td>coppercellar.com</td>
<td>sunspotrestaurant.com</td>
</tr>
</tbody>
</table>
Map of Downtown Knoxville
Restaurant Guide
NACADA Region 3 Conference
April 26 - 28, 2012
Charlotte, North Carolina

Academic Advising:
Pit Stops to Academic Success

Build strategies for success
Adjust your plan
Refuel your knowledge

Come join us for education, sharing and fun.

Want to get involved?  Check out our WIKI at
http://Region32012.wikia.com

Sue Spaulding, 2012 Conference Chair, sspauldi@uncc.edu
University of North Carolina, Charlotte
Special Thanks to Knoxville Tourism & Sports Corporation