Beyond Normal: Expanding Your Advising Potential
Table of Contents

Welcome from Region V & 2011 Conference Chair ....................................................... page 4 – 5

About NACADA ................................................................................................................ page 6

Great Lakes Region V Steering Committee ..................................................................... page 7

Keynote Speaker Profile ................................................................................................. page 8

Special Events at the Conference .................................................................................... page 9

Region V Awards ............................................................................................................. .page 10

Schedule at a Glance ....................................................................................................... page 12 – 17

Hotel Map ....................................................................................................................... .page 18

Preconference Sessions ................................................................................................. page 20 – 21

Session Descriptions .................................................................................................... page 22 – 42

Conference Registration Times

Sunday, April 17 ................................................................................................................ 10 am to 6 pm

Monday, April 18 ............................................................................................................. 7 am to 5 pm

Tuesday, April 19 ............................................................................................................. 7 am to 11 am
Welcome to Bloomington-Normal, Illinois! On behalf of the Great Lakes Region V Steering Committee I am pleased to welcome you to the 2011 Annual Region Conference. I know that as our institutions and students face a changing economy that these types of experiences hold a greater value as we come together to share ideas, make connections, and renew our commitment to this profession.

The conference planning committee, under the leadership of Mark Vegter, Illinois State University, have planned a fabulous program of pre-conference workshops, keynote speakers, and engaging concurrent sessions addressing the theme of Beyond Normal: Expanding Your Advising Potential. During these next few days together, I hope that you make valuable connections with your colleagues and learn wonderful new things to take back to your campus. I encourage you to attend your state or province meeting to facilitate these connections with those colleagues that are closest to you as we share the impacts of reduced funding, changing demographics, and the continued emphasis on retention and time to graduation.

To the first time attendees, I am thrilled that you have joined us! I recommend that you take a few minutes to think about what you want to get out of these few days, then go through the program and decide which sessions will help you get there. With so many informative and diverse sessions, making a plan can help you stay focused and get the most out of the conference. You should also plan to attend the NACADA First Time Attendees session to connect with NACADA leaders and other first-time attendees and kick off your conference with fun 'get to know you' activities. Also take advantage of the social opportunities such as the opening reception and dinner activities to get to know some new friends and colleagues.

NACADA takes great pride in being an organization that thrives on member involvement. If you are interested in getting more involved in the organization at the regional level then please connect with me, or another member of the steering committee, to explore opportunities that you may be interested in.

So no matter if you are a returning member of this region, or a first-time attendee I look forward to meeting you here during our time together in Bloomington-Normal and in the future!

Best regards,

Jennifer L. McCaul
Great Lakes Region V Chair
Grand Valley State University
mccaulj@gvsu.edu
Dear Colleagues,

On behalf of the 2011 NACADA Great Lakes Region V Conference Planning Committee, I would like to send you a warm welcome! With over 300 Professional Academic Advisors, Faculty Advisors and Advising Administrators attending this conference we hope to create an experience which will further develop and enrich advising on our campuses.

This year’s conference theme, Beyond Normal, can be used as an opportunity to look at how we approach advising, build on our individual and collective strengths in advising while addressing new trends and needs within the profession. The opportunities for learning and engagement available at the conference should further develop our advising skills while also providing insight on those “beyond normal” advising experiences. Throughout the next few days the conference offers sessions to share new ideas, models of advising, program initiatives and time to network with colleagues within the region to enhance one’s advising practices.

The conference planning committee has included “beyond normal” opportunities to accomplish these goals. During the Welcome Reception multiple Commission and Interest Groups will be represented allowing advisors the option to network with individuals who share similar goals and interests within the region. We have selected an excellent Common Reading concerning the direction of our profession in the next 10 years. After enjoying our fantastic keynote, conference sessions, and dinner with your peers we have reserved the Historic Normal Theatre for an 8:30 showing of “Waiting for Superman”. While enjoying $1.00 concessions in a historic theatre environment, the movie is a great opportunity to unwind with new and old friends after a long day of attending conference sessions.

We are delighted to be hosting the 2011 Region V Conference in Uptown Normal Illinois and look forward to an exciting conference which will enable us all to expand our advising potential.

Sincerely,

Mark Vegter
2011 Region V Conference Chair
Illinois State University
mavegte@ilstu.edu
About NACADA

The NATIONAL ACADEMIC ADVISING ASSOCIATION promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

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

NACADA functions with volunteer leadership with support from the NACADA Executive Office. Members have full voting rights and elect the national board of directors as well as other leaders within the organization. NACADA is designated by the IRS as a 501(c)3 non-profit educational association incorporated in Kansas.

NACADA Vision and Mission Statements

NACADA is the leader within the global education community for the theory, delivery, application and advancement of academic advising to enhance student learning and development.

NACADA Mission and Strategic Goals:

Strategic Goal 1: Address the academic advising needs of higher education globally
Strategic Goal 2: Advance the body of knowledge of academic advising
Strategic Goal 3: Champion the educational role of academic advising to enhance student learning and development in a diverse world
Strategic Goal 4: Educate university and college decision makers about the role of quality academic advising in higher education
Strategic Goal 5: Ensure the effectiveness of the NACADA organization

DIVERSITY

NACADA defines diversity from a very broad perspective, which includes diversity in regard to ethnicity, gender, gender identity, and sexual orientation as well as diversity in regard to institutional type, size, and employment position. Involvement in the association also is viewed broadly including leadership at many levels (within the division units, at the division level, at the Council level, at the Board of Directors level, and with the various work groups, ad hoc committees, Advisory Boards, and task forces), serving on the Consultants’ Bureau, writing for the NACADA Journal, the NACADA Advising News, and the NACADA Clearinghouse, or presenting at state, allied member, regional, and national conferences.

Notice of Nondiscrimination

NACADA does not discriminate on the basis of age, race, creed, gender, sexual orientation, national origin, disability or marital status.
Region V Leadership

Region V Chair (2009 – 2011)
Jennifer McCaul, Grand Valley State University

2011 Region V Conference Chair
Mark Vegter, Illinois State University

2012 Region V Conference Chairs
Jennifer Hodges, University of Akron
Nancy Roadruck, University of Akron

Region V Steering Committee
Lynn Freeman, Past Region Chair
Mark Vegter, 2011 Region V Conference Chair
Cara Wetzel, Indiana State Representative
Shannon Burton, Michigan State Representative
Bernadette Citano, Ohio State Representative
Heather Doyle, Ontario Province Representative
Diana Maki, Wisconsin State Representative
Teri Farr-Behnke, Illinois State Representative

Great Lakes – Great Leaders and Mentors:
Class of 2009 Leaders
Kerri Fuller, Illinois State University
Jayna N. Brown, Clark State Community College

2009 Mentors
Jo Stewart, Brock University
Anita Carter, Wayne State University

Class of 2010 Leaders
Jeanette Berger, University of Akron
Corban Sanchez, DePaul University

2010 Mentors
Nancy Roadruck, University of Akron
Shannon Burton, Michigan State University
Dr. Allen Goben serves as President of Heartland Community College in Normal, IL and has been honored as a Distinguished Graduate of The University of Texas at Austin – Community College Leadership Program. He recently served as President of Hazard Community and Technical College (HCTC) in Kentucky. HCTC was honored as one of the Best Places to Work in Kentucky 2010, reflecting a positive and team-based environment, and further honored in the Chronicle of Higher Education as one of the Chronicle’s Best Colleges to Work For 2010. In the past three years this teamwork fueled outstanding improvement in student success; the College’s fall to fall credential-seeking student retention increased by more than 21%.

Dr. Goben has devoted nearly twenty-five years to collaborative leadership and learning excellence as a faculty member, coach, college recruiter, counselor, and administrator. Previous career experience includes work as a Senior Executive, Higher Education Development in the Education Practice for SAS Institute, the world’s largest privately held software company. Prior educational administration duties include work as a college’s Executive Vice President, as a Dean of Academic Affairs/Workforce Development, and leadership of student services operations as a Counselor for Advanced Technologies. Dr. Goben’s classroom teaching experience includes history, geography, social studies, communications, and human relations. He has served as a master presenter and keynote speaker for colleges, businesses, leadership training programs, and faculty/staff development institutes in several states — enhancing Collaboration Power through a focus on leadership, learning styles, and communication training.

A first generation college student who began his post-secondary educational journey at Indian Hills Community College in his home state of Iowa, Dr. Goben eventually completed a bachelor’s degree in History from Iowa State University, a master’s degree in School Counseling from Drake University, and a doctoral degree in Educational Administration from The University of Texas at Austin, Community College Leadership Program (Ed.D., 2003). Dr. Goben and wife Kelly reside in McLean County, Illinois with three daughters: Natalie, Riley, and Halley.
Afternoon Get Together
Are you a new member to NACADA? Please plan to join NACADA leaders on Sunday afternoon at 5:00 PM on April 17 in the Beaufort Room for a casual get-together so you can meet the movers and shakers in NACADA, learn more about the organization, what it means to be a member, and how YOU can get involved and take on a leadership role.

Evening Cocktails
Who doesn't like a party? Come and join us along with your NACADA colleagues for a Normal Illinois Welcome in Redbird C & D at 6:00 pm, Sunday, April 17! Surprises, appetizers, and cocktails await you so kick back after your long journey and connect with your colleagues.

Commission and Interest Groups are a vital part of NACADA and provide support and networking opportunities to our members. Be sure to stop by one of the CIG tables during the Opening Reception to see how you can get involved!

Lunch With A Message
Thought a luncheon and keynote would be boring! Think again…while lunching on delicious food from the Marriott, you will be inspired and moved by Dr. Allen Goben, President, Heartland Community College, Normal, IL. Plan to attend this session on Monday, Redbird C & D.

Common Reading Experience
What could be more invigorating and inspiring than sharing your ideas and thoughts with colleagues? Plan to take part in the Common Reading Experience scheduled for Monday at 5:00 pm in Redbird B. Fresh from the Research Symposium, Illinois State faculty member Wendy Troxel, will lead a spirited discussion based on the article by Don Carlton from Indiana University titled “Academic Advising in 2019.” This article promises to provide a basis for a useful and invigorating talk.

Experience Revitalized Uptown Normal
Whether you’re planning on dinner on your own or with members of your CIG, Uptown Normal offers a great variety of options for dinner and shopping. Please take a look in your “goodie bag” for more information and coupons.

Special Showing of “Waiting for Superman”
Our Hospitality committee has really outdone themselves. This year, we have a very special event for conference participants. The Historic Normal Theatre (adjacent to the Marriott Hotel and Convention Center) is hosting a private showing for conference participants of “Waiting for Superman”. This controversial and thought provoking film will provide viewers “a deeply personal exploration of the current state of public education in the US.” The theatre will open at 8:00 pm on Monday evening and the film begins promptly at 8:30. We will look forward to seeing you there!

Writer’s Cramp?
Relax with a soothing ‘hand massage’ — courtesy of the students from the Massage Therapy Program at Lincoln College, Normal. Students will be on hand to wrap up your conference with a complimentary hand massage. It’s a great way to finish your conference with happy hands!
## Region 5 Awards

### Outstanding Advising

**Administrator Category**

| Certificate of Merit | Patrick Bennett | Oakland University – Rochester, Michigan |

**Primary Role Category**

<table>
<thead>
<tr>
<th>Winner</th>
<th>Shannon Burton</th>
<th>Michigan State University – East Lansing, Michigan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Merit</td>
<td>Dianne Fullenwilder-Bracey</td>
<td>Western Illinois University – Macomb, Illinois</td>
</tr>
<tr>
<td>Certificate of Merit</td>
<td>Sharon Kraebber</td>
<td>Purdue University – West Lafayette, Indiana</td>
</tr>
</tbody>
</table>

**Faculty Role Category**

<table>
<thead>
<tr>
<th>Winner</th>
<th>Harold Evensen</th>
<th>University of Wisconsin-Platteville – Platteville, Wisconsin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Merit</td>
<td>Peter Hoff</td>
<td>University of Wisconsin-Whitewater – Whitewater, Wisconsin</td>
</tr>
</tbody>
</table>

### Outstanding New Advisor

**Primary Role Category**

<table>
<thead>
<tr>
<th>Winner</th>
<th>Samantha Walters</th>
<th>Indiana University Purdue University Indianapolis – Indianapolis, Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Merit</td>
<td>Lindsey Oliver</td>
<td>Oakland University – Rochester, Michigan</td>
</tr>
<tr>
<td>Certificate of Merit</td>
<td>Kirkshinta Turnipseed</td>
<td>University of Illinois – Urbana-Champaign, Illinois</td>
</tr>
<tr>
<td>Certificate of Merit</td>
<td>Sarah Seitz</td>
<td>University of Wisconsin-Whitewater – Whitewater, Wisconsin</td>
</tr>
<tr>
<td>Certificate of Merit</td>
<td>Jennifer Kotowski</td>
<td>University of Illinois – Urbana-Champaign, Illinois</td>
</tr>
<tr>
<td>Certificate of Merit</td>
<td>Chandra Holloway</td>
<td>Purdue University – West Lafayette, Indiana</td>
</tr>
</tbody>
</table>
### Awards

#### Outstanding Institutional Advising Program

<table>
<thead>
<tr>
<th>Winner – Students Taking Academic Responsibility (STAR)</th>
<th>Chris Maroldo</th>
<th>Indiana University Purdue University Indianapolis – Indianapolis, Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winner – Academic Success Program</td>
<td>Barry Wolf</td>
<td>Albion College – Albion, Michigan</td>
</tr>
<tr>
<td>Certificate of Merit – College of Nursing – Advising</td>
<td>Rita Klein</td>
<td>The University of Akron – Akron, Ohio</td>
</tr>
</tbody>
</table>

#### Others

<table>
<thead>
<tr>
<th>NACADA Scholarship – Winner</th>
<th>Theresa Hitchcock</th>
<th>Indiana University Bloomington – Bloomington, Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators' Institute Scholarship – Winner</td>
<td>Cynthia Mako-Robinson</td>
<td>The University of Akron – Akron, Ohio</td>
</tr>
<tr>
<td>Advising Technology Innovation – Certificate of Merit – MCLS Advising System</td>
<td>Luis Hermosilla &amp; Faculty</td>
<td>Kent State University – Kent, Ohio</td>
</tr>
<tr>
<td>Assessment Institute Scholarship – Winner</td>
<td>Joyce Hunter</td>
<td>Queen's University at Kingston – Kingston, Ontario, Canada</td>
</tr>
<tr>
<td>Assessment Institute Scholarship – Winner</td>
<td>Scott Roberts</td>
<td>The University of Akron – Akron, Ohio</td>
</tr>
<tr>
<td>Graduate Student Regional Conference Scholarship – Winner</td>
<td>Sarah Brainard</td>
<td>The University of Akron – Akron, Ohio</td>
</tr>
<tr>
<td>Graduate Student Regional Conference Scholarship</td>
<td>Jennifer Hughes</td>
<td>Grand Valley State University – Allendale, Michigan</td>
</tr>
<tr>
<td>Graduate Student Regional Conference Scholarship – Winner</td>
<td>Kelly McDonell</td>
<td>Grand Valley State University – Allendale, Michigan</td>
</tr>
<tr>
<td>Individual Scholarship of $250</td>
<td>Nicole Gettman</td>
<td>Youngstown State University – Youngstown, Ohio</td>
</tr>
<tr>
<td>Professional Development Grant of $500</td>
<td>Kelly Conkle</td>
<td>Lourdes College – Sylvania, Ohio</td>
</tr>
<tr>
<td>State/Province Allied Organization Grant of $500</td>
<td>Jo Stewart</td>
<td>Brock University – St. Catharines, Ontario, Canada</td>
</tr>
<tr>
<td>Great Lakes Emerging Leader Award of $500</td>
<td>Corban Sanchez</td>
<td>DePaul University – Chicago, Illinois</td>
</tr>
<tr>
<td>Great Lakes Mentor Award (paired with Corban)</td>
<td>Shannon Burton</td>
<td>Michigan State University – East Lansing, Michigan</td>
</tr>
<tr>
<td>Great Lakes Emerging Leader Award of $500</td>
<td>Jeannette Berger</td>
<td>University of Akron – Medina, Ohio</td>
</tr>
<tr>
<td>Great Lakes Mentor Award (paired with Jeannette)</td>
<td>Nancy Roadruck</td>
<td>University of Akron – Akron, Ohio</td>
</tr>
</tbody>
</table>
# Daily Schedule - Sunday

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Presenter(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 pm - 5:00 pm</td>
<td>Safe Zone Training for Today’s Academic Advisors</td>
<td>Mandy Metzger, University of Wisconsin - Parkside</td>
<td>Fell B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jeffrey Galligan, Madison Area Technical College</td>
<td></td>
</tr>
<tr>
<td>1:00 pm - 3:00 pm</td>
<td>An Advisor’s Challenge: Helping Undeclared Probationary Students Get Back on Track</td>
<td>Susan Aufderheide, Purdue University</td>
<td>Stevenson 408</td>
</tr>
<tr>
<td>3:00 pm - 5:00 pm</td>
<td>Assessment 101: The Basics</td>
<td>Assessment 101: The Basics</td>
<td>Fell A</td>
</tr>
<tr>
<td>5:00 pm - 5:50 pm</td>
<td>NACADA Orientation for First-Time Attendees</td>
<td>Lead by NACADA Leaders</td>
<td>Redbird F</td>
</tr>
<tr>
<td>6:00 pm - 7:30 pm</td>
<td>Welcome Reception</td>
<td>Formal remarks at 6:30 pm</td>
<td>Redbird C &amp; D</td>
</tr>
</tbody>
</table>
### Daily Schedule

**Monday, April 18, 2011**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
</table>
| 7:30 am - 8:50 am | Hot Breakfast Buffet  
  NACADA Highlights and Plenary Session | Redbird C & D |
| 9:00 am - 9:50 am | State/Province Meetings  
  Wisconsin  
  Illinois  
  Indiana  
  Ohio  
  Michigan  
  Ontario | Redbird A  
  Redbird B  
  Redbird E  
  Redbird F  
  Redbird G  
  Beaufort  |
| 10:00 am - 10:50 am | C1 Breaking the Norm: Establishing a Campus-Wide Support Structure for Academic Advising  
  Raz Steward, Illinois State University  
  Kathy Schmidt, Illinois State University  
  Jennifer Hutchinson-Frobish, Illinois State University | Redbird A  |
| 10:00 am - 10:50 am | C2 Does size matter? Large Online Classes and the Traditional Student  
  Liliana Mina, University of Wisconsin-Milwaukee | Redbird E  |
| 10:00 am - 10:50 am | C3 Advising with Pizzazz! Unique ways to Connect and Build Student Relationships  
  Yolanda Cooper, University of Cincinnati | Redbird F  |
| 10:00 am - 10:50 am | C4 To Poke or Not To Poke? The Ethics of Advisors’ Use of Social Media  
  Adam Duberstein, Ohio Dominican University (via Skype) | Redbird G  |
| 10:00 am - 10:50 am | C5 Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs  
  Joshua Smith, Indiana University-Purdue University Indianapolis | Fell A  |
| 10:00 am - 10:50 am | C6 A Fresh Approach: Integrating Advising and Career Services  
  Molly Thornbladh, Eastern Michigan University  
  Alicia Apperson, Eastern Michigan University | Fell B  |
| 10:00 am - 10:50 am | C7 Beyond Safe Zone Training: Integrating Openness Into the World  
  Mandy Metzger, University of Wisconsin-Parkside  
  Jeffrey Galligan, Madison Area Technical College | Fell C  |
## Daily Schedule

### Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 am -</td>
<td><strong>Advising Beyond the Norm: Exposing First and Second Year Students to Majors and Careers through Externships</strong>&lt;br&gt;Geralyn Heystek, Western Michigan University&lt;br&gt;Jessie Wagner, Western Michigan University</td>
</tr>
<tr>
<td>11:50 am</td>
<td><strong>The &quot;Grief Sticked&quot; Transfer Graduate Student: Using Kubler-Ross' Stages of Grief as a Framework for Effective Academic Advising</strong>&lt;br&gt;Nikiah Barnes, DePaul University&lt;br&gt;Roxanne Padash, DePaul University</td>
</tr>
<tr>
<td></td>
<td><strong>Mindset, Belief, and Attitude; How Can Your &quot;MBA&quot; Take You from Being a Normal Advisor to a Rockstar?</strong>&lt;br&gt;Jeannette Berger, The University of Akron – Medina County University Center&lt;br&gt;Nancy Roadruck, The University of Akron</td>
</tr>
<tr>
<td></td>
<td><strong>Transcending Normal: Enriching the Experience of The Mobile Student through Strengthened Articulation Agreements</strong>&lt;br&gt;Craig McGill, University of Nebraska-Lincoln&lt;br&gt;Mark Vegter, Illinois State University</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Advising: Behind the Scenes. Best of OHAAA</strong>&lt;br&gt;Shamon Miller, Wright State University&lt;br&gt;Tracy McMillian-Stokes, Wright State University</td>
</tr>
<tr>
<td></td>
<td><strong>Beyond Normal: Advising as a Course Syllabus</strong>&lt;br&gt;Richard Valencia, Truman College</td>
</tr>
<tr>
<td></td>
<td><strong>&quot;Normal Again?&quot; Thinking About Identity After Buffy and Butler</strong>&lt;br&gt;Christy Carlson, Trent University</td>
</tr>
<tr>
<td></td>
<td><strong>Stranger in a Strange Land: Learning to Speak the Language of Our Academic Disciplines</strong>&lt;br&gt;Shannon Burton, Michigan State University</td>
</tr>
<tr>
<td>12:00 pm -</td>
<td><strong>Beyond Degree Requirements: Enhancing Student Learning With an Advising Syllabus</strong>&lt;br&gt;Tiffany Borne, Illinois State University&lt;br&gt;Janet Claus, Illinois State University&lt;br&gt;Nancy Fewkes, Illinois State University&lt;br&gt;Grace Johns, Illinois State University&lt;br&gt;Lisa Lawless, Illinois State University&lt;br&gt;Heidi Vercichio, Illinois State University</td>
</tr>
<tr>
<td>1:50 pm</td>
<td><strong>Advising Tools to Support Student Success</strong>&lt;br&gt;Christine Robinson, Western Michigan University&lt;br&gt;Bette Ludwig, Western Michigan University</td>
</tr>
</tbody>
</table>

**Lunch & Keynote Speaker**

### 2:00 pm - 2:50 pm

**Beyond Degree Requirements: Enhancing Student Learning With an Advising Syllabus**

**Advising Tools to Support Student Success**
# Conference at a Glance

## Daily Schedule Monday

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Presenter</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>C19</td>
<td>Beyond Normal: Mentoring That Works</td>
<td>Mara Freeman, University of Illinois</td>
<td>Redbird F</td>
</tr>
<tr>
<td>C20</td>
<td>Let’s Try Something New — Doing More with Less!</td>
<td>Teresa D’Urso, University of Illinois</td>
<td>Redbird G</td>
</tr>
<tr>
<td>C21</td>
<td>Getting Grades Back to Normal: A Probation Program for Students in Biology</td>
<td>Tina Knox, University of Illinois, Urbana-Champaign, Jennifer Brandyberry, University of Illinois, Urbana-Champaign</td>
<td>Fell A</td>
</tr>
<tr>
<td>C22</td>
<td>The Art of Compromise: The Need for Early Faculty Advising</td>
<td>Tony Thomas, Ivy Tech Community College – Northwest</td>
<td>Fell B</td>
</tr>
<tr>
<td>C23</td>
<td>Double the Pleasure Double the Fun — Understanding Dual Enrollment Programs</td>
<td>Monica Womack, Stark State College</td>
<td>Fell C</td>
</tr>
<tr>
<td></td>
<td><strong>3:00 pm – 3:50 pm</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C24</td>
<td>Advising First Generation Latino Students</td>
<td>Samantha O’Donnell, Moraine Valley Community College</td>
<td>Redbird A</td>
</tr>
<tr>
<td>C25</td>
<td>Beyond Traditional Advising: Creating an Advising Curriculum for First-Year Students</td>
<td>Diana Maki, University of Wisconsin at Madison, Randy Gentile, University Wisconsin at Madison</td>
<td>Redbird B</td>
</tr>
<tr>
<td>C26</td>
<td>Cultivating A Culture of Inquiry: Advisor Learning Communities</td>
<td>Ruth Montz, The University of Akron, Bernadette Citano, The University of Akron</td>
<td>Redbird E</td>
</tr>
<tr>
<td>C27</td>
<td>Giving Students an Edge — Creating a Developmental Academic and Career Advising 4-Year Plan</td>
<td>Kristin Roosevelt, University of Wisconsin-Milwaukee, Christine Wolf, University of Wisconsin-Milwaukee, Kristin George, University of Wisconsin-Milwaukee, Andrea Wrench, University of Wisconsin-Milwaukee</td>
<td>Redbird F</td>
</tr>
<tr>
<td>C28</td>
<td>Online New Student Orientation: How to Make It a Virtual and Interactive Experience.</td>
<td>Jayna Brown, Clark State Community College, Cassi Stewart, Clark State Community College</td>
<td>Redbird G</td>
</tr>
<tr>
<td>C29</td>
<td>Emotional Intelligence: Beyond Advising — Retaining Nursing Students in the Profession</td>
<td>Dr. Ezra C. Holston, Illinois State University, Janeen Mollenhauer, Illinois State University</td>
<td>Fell A</td>
</tr>
<tr>
<td>C30</td>
<td>From Normal to Extraordinary — Define and Create Your Advising Career</td>
<td>Kim Clexton, Wayne State University</td>
<td>Fell B</td>
</tr>
</tbody>
</table>
### Daily Schedule

**Monday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am - 9:20 am</td>
<td>Hot Breakfast, Business Meeting and Closing Remarks</td>
<td></td>
<td>Redbird C &amp; D</td>
</tr>
<tr>
<td>9:30 am - 10:20 am</td>
<td>“Advising as Teaching” in Challenging Times: Maintaining Our Professional Identity While “Doing More with Less”</td>
<td>Stacey Heisler, Grand Rapids Community College, Jill Woller-Sullivan, Grand Rapids Community College</td>
<td>Redbird A</td>
</tr>
<tr>
<td>9:30 am - 10:20 am</td>
<td>Advisor on Call — Nothing is Normal Here!</td>
<td>Wendi Whitman, Illinois State University, Dustin Smith, Illinois State University</td>
<td>Redbird B</td>
</tr>
<tr>
<td>3:00 pm - 5:00 pm</td>
<td>Common Reading Experience Discussion Lead by Wendy Troxel, Illinois State University</td>
<td></td>
<td>Redbird B</td>
</tr>
<tr>
<td>10:30 am - 11:20 am</td>
<td>The Academic Success Program: A New Intervention Model that Doubles the Retention Rate of Students on Academic Probation</td>
<td>Barry Wolf, Albion College</td>
<td>Fell C</td>
</tr>
<tr>
<td>10:30 am - 11:20 am</td>
<td>Advisors’ Perceptions of Helicopter Parents: Myths v. Realities</td>
<td>Julian Parrott, University of Illinois</td>
<td>Redbird A</td>
</tr>
<tr>
<td>10:30 am - 11:20 am</td>
<td>The “Me” in Team — The Impact of Self-Efficacy On Advisors and the Workplace</td>
<td>Melissa Macciaro, DePaul University, Corban Sanchez, DePaul University</td>
<td>Redbird E</td>
</tr>
<tr>
<td>10:30 am - 11:20 am</td>
<td>Technology AND Advising?</td>
<td>Cara Wetzel, Purdue University, Gay Barnett, Purdue University, Jamie Schoen-Walsh, Purdue University</td>
<td>Redbird F</td>
</tr>
<tr>
<td>10:30 am - 11:20 am</td>
<td>Our Offices, Ourselves: The Importance of Office Environment and Self-Disclosure in Advising Relationships</td>
<td>Sarah Van Nostrand, DePaul University, Tim Mazurek, DePaul University</td>
<td>Redbird G</td>
</tr>
<tr>
<td>10:30 am - 11:20 am</td>
<td>Helping 2nd Year Students Navigate Preparation for Graduate School in the Sciences</td>
<td>Jonelle Golding, Michigan State University</td>
<td>Fell A</td>
</tr>
<tr>
<td>10:30 am - 11:20 am</td>
<td>Beyond the Dichotomy: Understanding Variation in Sex and Its Implications for Higher Education</td>
<td>Anthony Helms, Western Michigan University</td>
<td>Fell B</td>
</tr>
<tr>
<td>10:30 am - 11:20 am</td>
<td>Advising Students on Academic Probation: Theory to Practice</td>
<td>BriAnne Nichols, Illinois State University</td>
<td>Fell C</td>
</tr>
</tbody>
</table>

---

**Tuesday, April 19, 2011**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am - 9:20 am</td>
<td>Hot Breakfast, Business Meeting and Closing Remarks</td>
<td></td>
<td>Redbird C &amp; D</td>
</tr>
<tr>
<td>9:30 am - 10:20 am</td>
<td>“Advising as Teaching” in Challenging Times: Maintaining Our Professional Identity While “Doing More with Less”</td>
<td>Stacey Heisler, Grand Rapids Community College, Jill Woller-Sullivan, Grand Rapids Community College</td>
<td>Redbird A</td>
</tr>
<tr>
<td>9:30 am - 10:20 am</td>
<td>Advisor on Call — Nothing is Normal Here!</td>
<td>Wendi Whitman, Illinois State University, Dustin Smith, Illinois State University</td>
<td>Redbird B</td>
</tr>
</tbody>
</table>

---

**Region 5 NACADA Conference, Normal, IL**
### Conference at a Glance

#### Daily Schedule Tuesday

<table>
<thead>
<tr>
<th>Session Code</th>
<th>Title</th>
<th>Presenters</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>C41</td>
<td>Compassion Fatigue: Causes &amp; Solutions</td>
<td>Joshua Morrison, Indiana University Purdue University Indianapolis</td>
<td>Redbird E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nancy Hashimoto, DePaul University</td>
<td>Redbird F</td>
</tr>
<tr>
<td>C42</td>
<td>Change Happens: Playing the Game Without Being Played</td>
<td>Corban Sanchez, DePaul University Nicole Ide, DePaul University Sandra Tanksley, DePaul University</td>
<td>Redbird F</td>
</tr>
<tr>
<td>C43</td>
<td>Going “Beyond Normal” with Group Advising</td>
<td>Heather Zike, University of Illinois Megan Tucker-Zwilling, University of Illinois Merissa Jones, University of Illinois</td>
<td>Redbird G</td>
</tr>
<tr>
<td>C44</td>
<td>Beyond Normal: Serving Those Who Serve Our Country</td>
<td>Helen Roy, DePaul University Mandi Wittmus, DePaul University</td>
<td>Fell A</td>
</tr>
<tr>
<td>C45</td>
<td>Ab “normal” Advising — Using Small Groups to Effectively Reach Students</td>
<td>Kathy Schmidt, Illinois State University Maureen Smith, Illinois State University Nancy Baldoni, Illinois State University</td>
<td>Fell B</td>
</tr>
<tr>
<td>C46</td>
<td>Beyond Assessment: Telling Your Unit’s Advising Story</td>
<td>Michael &quot;Brody&quot; Broshears, University of Southern Indiana</td>
<td>Fell C</td>
</tr>
</tbody>
</table>

### 10:30 am – 11:20 am

<table>
<thead>
<tr>
<th>Session Code</th>
<th>Title</th>
<th>Presenters</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>C47</td>
<td>Thinking Institutionally — A Holistic Approach to Advising</td>
<td>Lynnae Selberg, Ferris State University Julie Rudolph, Ferris State University</td>
<td>Redbird A</td>
</tr>
<tr>
<td>C48</td>
<td>Reframing Questioning Techniques So It’s Not a Normal Everyday Appointment</td>
<td>Bernadette Citano, The University of Akron Jeanette Berger, The University of Akron – Medina County University Center</td>
<td>Redbird B</td>
</tr>
<tr>
<td>C49</td>
<td>The Next Step in the Evolution of Higher Education: The 2+2 model and its benefits for faculty, staff and students</td>
<td>Anthony Helms, Western Michigan University Ezra Bell, Kalamazoo Valley Community College Jessica Hutchinson, Western Michigan University Myia McQuirter, Western Michigan University</td>
<td>Redbird E</td>
</tr>
<tr>
<td>C50</td>
<td>Mind Over Money</td>
<td>Theresa Hitchcock, Indiana University</td>
<td>Redbird F</td>
</tr>
<tr>
<td>C51</td>
<td>It’s the Little Things: Stepping Stone Advising</td>
<td>Brittany Bontekoe, Ivy Tech Community College – Northwest Tony Thomas, Ivy Tech Community College – Northwest</td>
<td>Redbird G</td>
</tr>
<tr>
<td>C52</td>
<td>You Inc.: Advising Students to Pursue Their Passion Through the Power of Personal Branding</td>
<td>Richard Kane, Illinois State University Melissa Moody, Illinois State University</td>
<td>Fell A</td>
</tr>
<tr>
<td>C53</td>
<td>The 7 Habits of Highly Effective Advisors</td>
<td>Michele Aurand, Western Illinois University Ember Keithley, Western Illinois University</td>
<td>Fell B</td>
</tr>
</tbody>
</table>
UNDERGRADUATE
Help your students complete their degree with an online Independent Study course.

GRADUATE
25 degree programs
10 certificate programs
10 educational endorsement programs

Visit with Bob Mathiasen at our exhibit and learn about the 100-year tradition of extended/distance education UNL will bring to the Big Ten Conference.

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

Join us for
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!
www.nacada.ksu.edu/Events/SummerInst/index.htm

Wesley R. Habley Summer Institute Scholarships are available. Apply before May 2, 2011.
www.nacada.ksu.edu/programs/Awards/SIScholarship.htm

Registration discounts are available until
June 3rd for Colorado Springs & July 9th for New Orleans
Sunday April 17

1:00p - 5:00p
Fell B
PC1. Safe Zone Training for Today’s Academic Advisors

Abstract: Does your campus have a Safe Zone Program? Do you want to learn about the Lesbian, Gay, Bisexual, and Transgender (LGBT) community and have questions on how to better serve your LGBT students? Please join us in a Safe Zone Training. We will provide you with understanding and awareness of LGBT issues, offer activities to participate in including role playing to address real-life scenarios which we face as Academic Advisors and offer information and resources to take back to your campus.

Mandy Metzger, University of Wisconsin - Parkside
Jeffrey Galligan, Madison Area Technical College

1:00p – 3:00p
Stevenson Hall, Rm 408
PC2. An Advisor’s Challenge: Helping Undeclared Probationary Students Get Back on Track

What is the most effective method of efficiently and effectively assisting undeclared probation students get back on track when their career and major interests are as diverse as the students themselves? This session will outline an on-line program designed to enable undeclared probation students to examine what caused them to be placed on academic probation and to make changes in their current academic strategies such that they can experience future academic success. This on-line probation program is designed to allow students to take an active role in effectively integrating academic, personal and social concerns into their overall academic goals and strategies. Group discussion will stimulate thinking and provide ideas about working with undeclared probation students to at your own institution.

Susan Aufderheide, Purdue University

3:00p – 5:00p
Fell A
PC4. Assessment 101: The Basics

In this tough financial climate, we need to know if our programs and services are effective. The only way to get this information is by assessment. Many people in our profession are intimidated by that word and think they are not equipped to do assessment. This session will introduce the principles of assessment in a basic, easy-to-understand manner. Real-world examples and materials will be provided to illustrate the concepts and guide the participants in the process.

Anita Carter, Wayne State University
Session Descriptions

Sunday April 17

5:00p – 5:50p
Beaufort
NACADA Orientation for First-Time Attendees

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

Lead by NACADA Leaders

6:00p – 7:30p
Redbird C & D
Welcome Reception

Who doesn’t like a party? Come and join us along with 300 of your friends for a Normal Illinois Welcome in Redbird C and D at 6:00 pm, Sunday, April 17! Surprises, appetizers, and cocktails await you so kick back after your long journey and connect with your colleagues. Hot appetizers and cash bar.

Formal remarks at 6:30 pm by Dr. Al Bowman, Illinois State University president.

Be sure to stop by the Commission and Interest Group tables for more information on getting involved. Represented will be:

Advising Students with Disabilities
Engineering & Science Majors
Theory and Philosophy of Advising
LGBTQ Concerns
Business Majors
Advising Adult Learners
Peer Advisors
Two Year Colleges
MultiCultural Concerns

Special thanks to Lindsay Eickhorst, Heartland Community College, for organizing the Commission and Interest group information tables.
Monday April 18

7:30a – 8:50a
Redbird C & D
Hot Breakfast Buffet

NACADA highlights and plenary session.

State/Province Meetings
9:00a – 9:50a

Redbird A Wisconsin
Redbird B Illinois
Redbird E Indiana
Redbird F Ohio
Redbird G Michigan
Beaufort Ontario

10:00a – 10:50a
Redbird A
C1. “Breaking the Norm: Establishing a Campus-Wide Support Structure for Academic Advising”

Would you like to hear how a large university with a distributed advising structure implemented a way for all advisors campus-wide to meet for professional development? This session will describe how Illinois State University went from advisors having no formal or recognized committees on campus to the development of an Academic Advising Advisory Council (AAAC) that represents all advisors campus-wide. This session will also describe the committees that were established through AAAC with our focus being on the Professional Development and Training (PDT) committee. The PDT’s goal is to engage advisors and constituents in the professional development process by providing a forum for professional growth and the development of cross-campus relationships.

Raz Steward, Illinois State University
Kathy Schmidt, Illinois State University
Jennifer Hutchinson-Frobish, Illinois State University

10:00a – 10:50a
Redbird E
C2. Does size matter? Large Online Classes and the Traditional Student

This study examined the nature of traditional-aged college student involvement in four large online classes. The research revealed that a traditional-aged college student in the online environment was multidimensional in form and process. Involvement in the online learning setting depended in considerable part on the following connection: 1) the connection between students’ academic preparation relevant to the subject, 2) the students’ sense of the significance of the class, 3) the students’ degree of self-efficacy and 4) the impact of student-student and student-faculty interactions.

Liliana Mina, University of Wisconsin - Milwaukee
C3. Advising with Pizzazz! Unique ways to Connect and Build Student Relationships

Want to advise with "pizzazz"? Want to know the students you advise? Students want to feel connected with peers and advisors. Research suggests if students feel a sense of belonging to campus, retention increases. Therefore, many institutions create and implement innovative programs for students and advisors.

This session will demonstrate innovative programming the University of Cincinnati (UC) uses during orientation and throughout the first year to increase student retention. One strategy is our "talk show" format that captures students' attention and engagement. We will examine our award winning Cultural Competence workshops that "jazzes up" diversity training for advisors which better connects them with our diverse student body. Time will be allotted for participants to share experiences and innovative programs at their home institutions.

Yolanda Cooper, University of Cincinnati

C4. To Poke or Not To Poke? The Ethics of Advisors' Use of Social Media

Student and institutional use of social media has grown consistently since the 2004 introduction of Facebook on college campuses across the globe. During this roundtable discussion, advisors will share with one another strategies for the ethical use of social media with their students and among each other. Issues surrounding higher education law, advisor professionalism, and the ways in which social media can be used for advising purposes will all be discussed. Additionally, participants will examine case studies that deal with contemporary concerns raised by student and advisor citizenship in the emerging world of social media. Participants should leave the session with ideas about how they can ethically use social media as a force for student advising.

Adam Duberstein, Ohio Dominican University (via Skype)

C5. Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs

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.

Joshua Smith, Indiana University-Purdue University Indianapolis
C6. A Fresh Approach: Integrating Advising and Career Services

In an effort to provide more convenient student services the Academic Advising and Career Services Offices have combined physically to form the University Advising & Career Development Center (UACDC). The offices have been merged for seven months. While staff relations have prospered, defining how to operate both offices as one is an ongoing process. Our goal is to present how the UACDC has proceeded with the merger and to spark discussion among our peers about its future. This presentation will first provide a general overview of the merger and developmental team building implemented as the merger took place. Next, we will identify pros and cons of merging offices. Finally, we will define answering the question, "where does academic advising end, and career advising begin?"

Molly Thornbladh, Eastern Michigan University  
Alicia Apperson, Eastern Michigan University

C7. Beyond Safe Zone Training: Integrating Openness into the World

Does your institution have a Safe Zone Program? If it does, please come and discuss what you learned from going through the Training Program and what you feel you need to integrate openness into your work and personal life. If your institution does not have a Safe Zone Program, please come and learn about the program, find out what our colleagues have learned, and take information about the program back to your campus to integrate openness into your community. We will discuss objectives and outcomes of Safe Zone Trainings, what different populations take from the trainings and how to better serve our students per the information we learn about ourselves and our LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) students.

Mandy Metzger, University of Wisconsin - Parkside  
Jeffrey Galligan, Madison Area Technical College

C8. Advising Beyond the Norm: Exposing First and Second Year Students to Majors and Careers through Externships

The Business Externship Program (BEP), a collegiate job shadow opportunity, is an innovative approach to combining academic and career advising that goes beyond the normal way of exposing students to potential majors and careers. The BEP was developed to help first and second year students build on their education, explore a profession, and prepare for a future career. The program allows students to observe corporate culture and occupations that relate to their interests and abilities. By participating, students will be better prepared to select an academic major and pursue internship and career pathways. Participants will receive an overview of the development and logistics of a co-curricular program that can be adapted by 2 and 4-year colleges.

Geralyn Heystek, Western Michigan University  
Jessie Wagner, Western Michigan University
11:00a – 11:50a
Redbird B
C9. The “Grief Stricken” Transfer Graduate Student: Using Kubler-Ross’ Stages of Grief as a Framework for Effective Academic Advising

Although there is substantial literature on advising undergraduate transfer students, there has been significantly less exploration on advising specific to transfer graduate students. This population of students often face unique advising challenges when they shift institutions, and strategies used for undergraduate students may not be as effective for the nuanced graduate population.

Using Elisabeth Kubler-Ross’ Five Stages of Grief as a framework, our presentation will provide both new and seasoned advisors with an understanding of the distinct experience of transfer graduate students, common advisor faux pas, and insight on how to effectively address advising needs. Attendees will be better prepared to meet the academic and emotional needs of a grief stricken transfer student.

Nikiah Barnes, DePaul University
Roxanne Padash, DePaul University

11:00a – 11:50a
Redbird E
C10. Mindset, Belief, and Attitude: How Can Your “MBA” Take You from Being a Normal Advisor to a Rockstar?

How do your mindset, beliefs, and attitudes impact your job as an academic advisor? How do you stay centered and resilient during tough times in your department? Many times, we have the tendency to focus on the negative. In reality, we need to focus our energy on the positive. Relationships thrive when there is an appreciative eye, when people look for and recognize the best in one another and encourage each other to be better. Our profession is built upon relationships, not only with students, but with faculty members, fellow advisors, and administration.

This session will reveal how our attitudes and behaviors affect our academic advising methods, and develop better strategies for keeping a positive perspective.

Jeanette Berger, The University of Akron – Medina County University Center
Nancy Roadruck, The University of Akron
According to Adelman (2006) almost 60% of students have attended at least two institutions. In varied ways, this leads to a multi-dimensional collegiate experience, different than those who attend just one school. While there is ample literature on the challenges of transfer students—transfer shock, timely graduation, retention rates, academic and social preparedness—very little literature attempts to synthesize the experience students have once they transfer and assess the role of academic advising in this experience. Through consideration of quantitative data, experiences of presenters, and student development theory, this presentation will examine the unique developmental issues transfer students encounter, raise questions about our role in their success, as well as offer some best practices, with a particular emphasis on strengthened articulation agreements.

Craig McGill, University of Nebraska-Lincoln
Mark Vegter, Illinois State University

What do your students think academic advisors do? Join this panel as they discuss the different aspects of their jobs and how they do more than just "find classes" for students. Topics addressed: student perceptions of academic advisors, teaching college success courses, partnering with other campus departments, working with special populations, and exploring other duties as assigned.

Shamon Milner, Wright State University
Tracy McMillan-Stokes, Wright State University

Accrediting agencies and legislators are pushing higher education for greater "measures of success." Show me the numbers! What is our retention, graduation, or transfer rate? Who can be blamed for the failure? Advising will be scrutinized closely and be asked to re-tool our processes to meet the new reality.

Supplement the advising process and meet those demands with a carefully designed “Success” syllabus that establishes quantifiable learning objectives. You can provide new college students with skills that can be measured, and that eases the pressure on advising staff by making the student more proactive in developing their educational plan.

This session, presented by a college advisor, will be a hands on approach to incorporating advising into a course syllabus.

Richard Valencia, Truman College
Session Descriptions

Monday April 18

11:00a – 11:50a
Fell B
C14. “Normal Again?” Thinking About Identity After Buffy and Butler

Student development theory has provided us with certain ways of understanding the challenges of identity formation. This presentation asks what it would mean to think about our students’ negotiation of identity issues through other theoretical lenses. I begin by arguing that the television series *Buffy the Vampire Slayer* offers a nuanced illustration of what happens when one is forced to recognize the instability of identity and the necessity of continually reconstituting one’s sense of self. I then discuss the way these notions of identity have been taken up in the philosophical work of Judith Butler and in narrative theories from the field of counseling. Finally, as a group, we will explore the implications of these ideas for academic advising by discussing case studies.

Christy Carlson, Trent University

11:00a – 11:50a
Fell C
C15. Stranger in a Strange Land: Learning to Speak the Language of our Academic Disciplines

In many instances, professional advisors work in situations where they must be generalists whether it be in an undergraduate division or in a undecided or exploratory student environment. However, many professional advisors are embedded within specific academic disciplines. For these advisors, not understanding the language of the discipline and of the faculty can often build a wall to collaboration and potential opportunities, especially if the advisor does not have a background in that discipline. This session will provide a strategic plan for “learning the language” of a discipline, as well as provide practical ways for advisors to share their pedagogical knowledge of student development in a meaningful way with their faculty peers.

Shannon Burton, Michigan State University

12:00p – 1:50p
Redbird C & D
Lunch & Keynote Speaker

And you thought a luncheon and keynote would be boring! Think again…while lunching on delicious food from the Marriott, you will be inspired and moved by our keynote speaker, Dr. Allen Goben, President of Heartland Community College in Normal, IL.
2:00p – 2:50p
Redbird A
C16. Beyond Degree Requirements: Enhancing Student Learning With an Advising Syllabus

If we believe that everything within the educational enterprise possesses a “teachable moment,” academic advising offers many. “Viewing academic advising as an educational process moves it from a paradigm of teaching that focuses on information or inputs to a paradigm of learning that focuses on outcomes for student learning” (Campbell and Nutt, 2008).

This “paradigm of learning” inspired Illinois State advisors to develop advising syllabus templates—one for incoming freshmen students and one for transfer students. These templates are designed with core learning outcomes and features that may be adapted to fit the unique advising needs of students across departments and schools.

Tiffany Borne, Illinois State University
Janet Claus, Illinois State University
Nancy Fewkes, Illinois State University
Grace Johns, Illinois State University
Lisa Lawless, Illinois State University
Heidi Verticchio, Illinois State University

2:00p – 2:50p
Redbird E
C18. Advising Tools to Support Student Success

Advising has enough challenges of its own, and advisors need to have the proper tools in place in order to be efficient and proficient in their careers. Students also need to have tools available to them which are clear and which promote ownership of their academic journey, as well as empower them towards self-sufficiency as they progress towards graduation. In this session, we will help advisors explore what is working and what needs improvement in regards to advising tools in their offices. Examples of transfer guides, curriculum guides, checklists and other tools for success will be offered. Advisors will work in small groups to create action plans to take back to their schools with goals of creating new tools which will help them succeed in their roles with students.

Christine Robinson, Western Michigan University
Bette Ludwig, Western Michigan University
2:00p – 2:50p  
Redbird F  

Transitioning from high school to college can be a daunting experience leaving students feeling overwhelmed and isolated. This session will look at ways to help students acclimate to the college environment by using a peer mentor. A peer mentor supports the student and connects them to resources and programs that ease the transition from high school to college. Examples of the Graduate Counselor Program at the University of Illinois will be shared to show how peer mentors can provide substantive services for first-year students to help them through the transition.

Mara Freeman, University of Illinois

2:00p – 2:50p  
Redbird G  
C20. Let’s Try Something New – Doing More with Less!

Overwhelmed with budget cuts and staff reductions – but still juggling a huge advising load?

Then reach out and grab what’s right in front of you – technology and students!

Why not utilize technology and student resources to maximize your advising capacity. At the University of Illinois at Urbana/Champaign’s College of Business we have revitalized our advising structure. We have incorporated peer advising with a virtual advisor blackboard website to address the needs of our freshmen and sophomores. Learn the why, how, and now of this advising by teaching style model with assessment results.

Teresa D’Urso, University of Illinois
C21. Getting grades back to Normal: A Probation Program for Students in Biology

For students in challenging math or science curricula, wherein many courses lay the foundation for the next, one weak semester can have a damaging affect on subsequent coursework, often leading to a downward spiral in academic performance. We have adopted a probation program designed to engage students early and often during their probation semester. Our approach defines a developmental strategy for intervention and entails mandatory student participation, student-driven problem solving and goal setting, ongoing progress assessment and an exploration of challenges and campus resources. During our presentation we will outline strategies used to identify at risk students and review steps taken to get them back on the road to success. We will guide participants through the program and share copies of all materials.

Tina Knox, University of Illinois, Urbana-Champaign
Jennifer Brandyberry, University of Illinois, Urbana-Champaign

C22. The Art of Compromise: The Need for Early Faculty Advising

This interactive presentation is a facilitated discussion and allows open dialogue between advisors from various educational backgrounds, all levels and sizes of institutional levels, different advising models, and varying views on how best to advise a student towards student success. Using previous and current theories and practices, facilitation between moderator and audience will fuel thought-provoking ideas about advising concepts and constructs. Using audience experiences in advising and observation of faculty advising, discussion will focus on how the development of a connection between the student and the advisor is crucial to the student’s persistence in achieving academic, professional, and personal goals.

Tony Thomas, Ivy Tech Community College - Northwest

C23. Double the Pleasure, Double the Fun — Understanding Dual Enrollment Programs

According to the U.S. Department of Education, National Center for Education Statistics (2005) dual enrollment initiatives are providing high school students benefits such as savings in time and money, a wider range of rigorous academic and technical courses and enhancing admission in college. Nancy Hoffman (2003) stated that this area of education belonged to an exclusive group of small privileged young people from well funded public school districts. However, dual enrollment programs are changing and becoming more common with a wider variety of students participating (Hoffman, Vargas, & Santos, 2008). The increased participation in these programs is spreading across the country. Just about every state has a framework of high schools and universities or community colleges working together in a system with dual enrollment (Burns & Lewis, 2000).

Monica Womack, Stark State College
3:00p – 3:50p
Redbird A
C24. Advising First Generation Latino Students

The U.S. Census Bureau reports 15.8% of the population is of Hispanic or Latino decent. By the year 2050, Hispanic or Latino Americans will comprise roughly 30% of the population. The Hispanic population has grown faster than the U.S. population as a whole, growing 57.9% between the years 1990 and 2000 (U.S. Census Bureau). Yet, the same growth is not seen in college completion of this group. Academic advising plays a critical role in the retention and completion rates of Hispanic students. Providing resources and access to financial and academic information about higher education to our unique and diverse Hispanic populations can help improve retention and persistence.

Samantha O’Donnell, Moraine Valley Community College

3:00p – 3:50p
Redbird B
C25. Beyond Traditional Advising: Creating an Advising Curriculum for First-Year Students

Advising students in their first year can feel like a tug of war. In our first contacts we feel the tug between wanting to give information that is developmentally appropriate and the pull of wanting to tell them everything, just in case they don’t come back. How often do we overload them with so much information that they lose confidence in us and never come back? In this session we will describe a year long process of assessment, program development, and program implementation that resulted in an “arc of advising programming” for first-year students from orientation through their first year. Participants will leave with details about the process through which it was created and engage in discussion of the early successes and challenges.

Diana Maki, University of Wisconsin at Madison
Randy Gentile, University of Wisconsin at Madison

3:00p – 3:50p
Redbird E
C26. Cultivating A Culture of Inquiry: Advisor Learning Communities

Academic advising, a component of teaching and learning, is central to our institutional mission. There is a growing body of evidence that links high quality academic advising to higher levels of student engagement and learning. Professional advising learning communities provide a rationale for adopting an approach to teaching and learning that intentionally targets high-impact academic advising and mentoring initiatives designed to enhance student access, transformation and success.

This presentation will look at the importance of cultivating a culture of inquiry among advisors. The role of advisor learning communities in the creation of challenging and supportive teaching and learning environments will be examined. Current research and literature will be discussed. Additionally, examples of the steps taken by a public 4-year institution to cultivate a culture of inquiry through advisor learning communities will be shared.

Ruth Montz, The University of Akron
Bernadette Citano, The University of Akron
### Monday April 18

**3:00p – 3:50p**

**Redbird F**

**C27. Giving Students an Edge—Creating a Developmental Academic and Career Advising 4-Year Plan**

This "how to" session will detail the motivation and process of creating a comprehensive 4-year plan for students. Our plan, the “Lubar EDGE” (Educational Guide to Excellence), guides students step by step through all 4 years of college, combining both academic and career advising as equal partners in a rewarding and successful experience at the Lubar School of Business. Attendees can expect to learn how to build or revamp a 4-year plan through discussing what to consider before you begin; how the EDGE is also a recruitment and retention tool; what materials to include; and what format(s) are right for you. The EDGE can easily be adapted for any major or population, so please join us!

**Kristin Roosevelt**, University of Wisconsin-Milwaukee  
**Christine Wolf**, University of Wisconsin-Milwaukee  
**Kristin George**, University of Wisconsin-Milwaukee  
**Andrea Wrench**, University of Wisconsin-Milwaukee

**3:00p – 3:50p**

**Redbird G**

**C28. Online New Student Orientation: How to Make It a Virtual and Interactive Experience.**

Having trouble accommodating the increase in enrollment numbers? Have you witnessed an increase in new students wanting to take online courses? If so, consider taking a small step towards online advising by creating an online New Student Orientation. This presentation will illustrate how one community college planned, designed and implemented an online orientation. In addition, you will experience the actual orientation from a student’s perspective then discuss the benefits and challenges involved with servicing distance students.

**Jayna Brown**, Clark State Community College  
**Cassi Stewart**, Clark State Community College

**3:00p – 3:50p**

**Fell A**

**C29. Emotional Intelligence: Beyond Advising — Retaining Nursing Students in the Profession**

Effective advising and emotional intelligence (EI) development can address the escalating nursing shortage and stop students from leaving nursing programs. Currently, this loss exceeds 25% of enrolled nursing students, which is reversible with EI. Advisors’ facilitation of EI will enhance nursing students’ coping behaviors, targeting the stress and emotional challenges associated with a nursing curriculum. Consequently, advisors can respond to the educational and psychological needs of students beyond the traditional classroom.

The objectives of this session are to: (1) provide a conceptual understanding of EI, (2) discuss the significance of developing EI in nursing students during their educational training, (3) demonstrate EI’s development over a 2-year period, compared to academic performance, and (4) recognize significance of conceptualizing about EI’s inclusion into advising before application.

**Dr. Ezra C. Holston**, Illinois State University  
**Janeen Mollenhauer**, Illinois State University
From Normal to Extraordinary — Define and Create Your Advising Career

Advising in higher education is often a horizontal career track. Promotions are defined in pay scales with limited opportunity for advancement. Benefits are often quite generous, but are they enough to sustain motivation and innovation beyond our early days as advisors?

"Normal," for many advisors, is frequently limited to navigating students through curriculum. It’s no wonder many get bored and start to “phone it in” for their students.

Your participation in this conference suggests you are interested in continuing to be intrinsically motivated and are mindful of perfecting your delivery and engagement with students. In this session, we will apply motivation and self-discovery tools to help you determine what you need to be as fresh (or more), as you approach retirement, as you were when you began your advising career.

Kim Clexton, Wayne State University

The Academic Success Program: A New Intervention Model that Doubles the Retention Rate of Students on Academic Probation

This presentation will take an in depth look at the structure and focus of an effective academic success program at a small liberal arts college. We will introduce a new intervention model and a unique method of delivery for students who are struggling academically. This specific retention program incorporates a theory-based course for credit, study sessions, and academic advising to address the needs of students who are on academic probation. The program also utilizes a unique model that focuses on student effort and ambivalence (rather than study skills). We will introduce participants to all aspects of the program including development, program structure and format, materials, results, challenges, and opportunities for improvement.

Barry Wolf, Albion College
4:00p – 4:50p  
Redbird A  
C32. Advisors’ Perceptions of Helicopter Parents: Myths v. Realities

There is much debate in academic advising literature and conferences and in the popular media over the influence exerted by “helicopter” involved parents on students and colleges. There is a broad consensus that parental involvement has increased to levels not previously witnessed on college campuses and it can be argued, therefore, that the past ten years have seen a change in the relationship between students, their parents, and the students’ academic advisors. Current research on parental involvement is in its infancy and we have met greater parental involvement with some trepidation. This presentation presents the surprising case study results from investigating advisors’ experiences and perceptions of parental involvement. It offers a research based, accessible, and tangible understanding of the influential and complex environment created by the confluence of students, parents, and advisors.

Julian Parrott, University of Illinois

4:00p – 4:50p  
Redbird E  
C33. The “Me” in Team — The Impact of Self-Efficacy on Advisors and the Work Place

Many advisors may say that we chose our field because we wanted to help others and make a positive difference in the lives of college students. Why then, do we sometimes start to feel burnt out, frustrated, or cantankerous with students or colleagues in our chosen profession? Research based on the role of self-efficacy for teachers and counselors suggest that low self-efficacy may play a role in these feelings. This presentation will briefly discuss some of the research on self-efficacy and discuss strategies related to personal care and office culture for how advisors could work to increase their advising self-efficacy. As a result of attending, advising professionals will also have the opportunity to explore their behavior in the work place and how they may be perceived by others.

Melissa Macciaro, DePaul University  
Corban Sanchez, DePaul University

4:00p – 4:50p  
Redbird F  
C34. Technology AND Advising?

Technology has been the buzz world for the past decade. The growth of types and availability of technologies continuously explodes exponentially. How is a person ever to get a handle on what to use, when to use it, let alone how to use it?

On our campus we decided to take time and figure out if technology and advising can coexist. Come hear how we are learning technology and finding ways to use it in advising.

Session participants will learn about our path to take what we’ve learned at conferences and actually start implementing the ideas. Participants will be inspired to embrace and learn technology. Participants will be introduced to learning paths to technology and develop a plan to implement the use of a new technology in an advising environment.

Cara Wetzel, Purdue University  
Gay Barnett, Purdue University  
Jamie Schoenbeck-Walsh, Purdue University
**Session Descriptions**

**Monday April 18**

**4:00p – 4:50p**  
Redbird G  
C35. Our Offices, Ourselves: The Importance of Office Environment and Self-Disclosure in Advising Relationships

As academic advisors, we often ask students to reveal personal information about themselves, their aspirations, and their fears; and yet our advisees know little about us.

In our work with undeclared first-year students, we have found that advisor self-disclosure is important in building relationships and facilitating productive advising sessions. Often, self-disclosure is verbal, but our office spaces also reveal important information about our backgrounds and interests, and serve as tools for facilitating meaningful conversations with students.

This interactive workshop will provide you with strategies for evaluating your workspace and the role it plays in your advising practice. We will offer suggestions for using your office to express yourself and create a space that is welcoming and maximizes productive advising conversations.

**Sarah Van Nostrand**, DePaul University  
**Tim Mazurek**, DePaul University

**4:00p – 4:50p**  
Fell A  
C36. Helping 2nd Year Students Navigate Preparation for Graduate School in the Sciences

Lyman Briggs College, a residential college for science students at Michigan State University, received a grant from the National Science Foundation to encourage students to pursue careers in the STEM fields outside of health professions. Based on interviews with 29 first-year students over 2 semesters regarding their academic and career goals, a semester-long seminar was created to assist in the development of skills necessary for success in choosing and entering graduate programs in the sciences. This session seeks to share some of the primary student concerns we encountered in the interviews and in the seminar itself, as well as an assessment and review of the students in their subsequent semesters and the impact the seminar had on their goals.

**Jonelle Golding**, Michigan State University
Beyond the Dichotomy: Understanding Variation in Sex and its Implications for Higher Education

The determination of biological sex for individuals born ‘intersex’ carries with it severe consequences for that person’s life. Unfortunately, this has not changed much over the past 2000 years since the first scholarly inquiry into this topic. The external appearance of genitalia has been the primary indicator of sex identification throughout human history and a strong case can be made that even academia functions with a distinct misunderstanding of human biological sex. This presentation critiques the traditional male:female dichotomy, offers two new alternate views of human sex identification, and discusses how this should impact both how higher education is structured and how we view, support and advise our students.

Anthony Helms, Western Michigan University

Advising Students on Academic Probation: Theory to Practice

The main objective of this presentation is to discuss strategies to assist students who are on first time or continued academic probation. These students face unique career development challenges as well as managing the stress of possible dismissal from their major and the institution. Recent literature and research suggests that academic advising plays a critical role in retention of students on academic probation. Recent information will be shared about Illinois State University’s retention program: “Project Success” — my role in advising students, and facilitating discussion through a group advising program called “Club Success.”

BriAnne Nichols, Illinois State University

Common Reading Experience

What could be more invigorating and inspiring than sharing your ideas and thoughts with colleagues? Plan to take part in the Common Reading Experience scheduled for Monday at 5:00 pm in Redbird B. Fresh from the Research Symposium, Illinois State faculty member Wendy Troxel, will lead a spirited discussion based on the article by Don Carlton from Indiana University titled “Academic Advising in 2019.” This article promises to provide a basis for a useful and invigorating talk.

Special Showing of “Waiting for Superman”

Our Hospitality committee has really outdone themselves. This year, we have a very special event for conference participants. The historic Normal Theatre (adjacent to the Marriott Hotel and Convention Center) is hosting a private showing of “Waiting for Superman.” This controversial and thought provoking film will provide viewers a deeply personal exploration of the current state of public education in the US. The theatre will open at 8:00 pm on Monday evening and the film begins promptly at 8:30. We look forward to seeing you there!
8:00a – 9:20a
Redbird C & D
Hot Breakfast, Business Meeting and Region V Closing Remarks

9:30a – 10:20a
Redbird A

With a rapid growth in enrollment and increasing numbers of under prepared students in particular, academic advisors can easily become overwhelmed. This presentation will focus on the ways to practice self care and maintain a healthy mental presence, while presenting a voice as stakeholders in the ever-shifting and adapting institutional, strategic process. This session will use both quantitative and qualitative data to illustrate both the numbers and the voices of those who strive to maintain a presence of “advising as teaching” in an increasingly consumer driven educational economy. From the “micro to the macro,” examples will be shared from one 18K, urban community college that has experienced an unprecedented cultural shift as a result of many interrelated factors within recent years.

Stacey Heisler, Grand Rapids Community College
Jill Woller-Sullivan, Grand Rapids Community College

9:30a – 10:20a
Redbird B
C40. Advisor on Call — Nothing is normal here!

Serving undecided students can be a daunting task because you never know what to expect! However, undeclared students are present on every collegiate campus. This interactive round table will address questions in serving undecided students, as well as present a successful program at Illinois State University. Assessment data, forms and specific information will be provided for our innovative program “Advisor On Call.” Advisor and administrator viewpoints will be shared with the goal that participants will learn from others best practices and pitfalls. So bring your knowledge, experience and wisdom from a new advisor or a seasoned professional, and learn how the work each of us does can be beyond normal.

Wendi Whitman, Illinois State University
Dustin Smith, Illinois State University
Tuesday April 19

9:30a – 10:20a
Redbird E
C41. Compassion Fatigue: Causes & Solutions

Feeling burned out? Unable to fully “tune in” to the students you advise and the colleagues you work with? These could be signs of Compassion Fatigue, a form of emotional burnout that can happen to advisors and human services professionals.

This session focuses on the causes and solutions to Compassion Fatigue, and will equip advisors and advising administrators with tactics to identify and address this issue. Participants will be able to recognize when they are experiencing Compassion Fatigue, develop self-care strategies, and be able to implement them in their work lives.

Joshua Morrison, Indiana University Purdue University Indianapolis

9:30a – 10:20a
Redbird F
C42. Change Happens: Playing the Game Without Being Played

You’ve probably heard that change is the only constant. That’s little reassurance for those of us that are continually impacted by significant changes. When it comes to change, turnover, and transitioning we can rightfully say that we’ve been there, done that. But not all change is terrible, in fact, often times for things to get better they need to change. Join us as we discuss change management theory and discover the secrets of how the DePaul University School of Education advising office has transitioned through new leadership, practices, policies, and procedures over the past year. Advising administrators, advisors, and support staff will share their perspectives and ask participants to reflect on their own experiences.

Nancy Hashimoto, DePaul University
Corban Sanchez, DePaul University
Nicole Ide, DePaul University
Sandra Tanksley, DePaul University

9:30a – 10:20a
Redbird G
C43. Going “Beyond Normal” with Group Advising

We have tried going “Beyond Normal” with group advising for our students. Why? We have less staff and more students to work with. The “normal” advising of working with students one-on-one just wasn’t going to work anymore. Let us share with you how you could develop a group setting for advising your students. We will discuss the development, struggles of change, and the pros and cons of changing to a group setting.

Heather Zike, University of Illinois
Megan Tucker-Zwilling, University of Illinois
Merissa Jones, University of Illinois
C44. Beyond Normal: Serving Those Who Serve Our Country

Military and veteran students experience things in service that civilians can only imagine. Furthermore, choosing to transition from combat to campus can be a complex process. Our goal is to help advisors relate to these students’ sometimes involved and challenging situations by creating environments in which military and veteran students feel they are supported throughout this adjustment. We will examine this population’s unique needs, have a brief discussion on how Schlossberg’s Transition Theory can shape our understanding of them, and suggest advising strategies that will best serve these students. Military and veteran students need a place where their distinctive needs are met so they can feel fully prepared to take this next step; where better to start than in their academic advisor’s office?

Helen Roy, DePaul University
Mandi Wittmus, DePaul University

C45. Ab “normal” Advising — Using Small Groups to Effectively Reach Students

Working with a large advising population presents unique challenges for both advisor and student. This presentation will describe two large colleges’ attempt to move students from an interdependent first-year model of advising to a second-year collaborative, more autonomous departmental model of advisement. At Illinois State University the Colleges of Education and Business utilize small Sophomore Group Meetings to effectively engage students in the advising process. We will share the background, development, content and results of our experiences.

Kathy Schmidt, Illinois State University
Maureen Smith, Illinois State University
Nancy Baldoni, Illinois State University

C46. Beyond Assessment: Telling Your Unit’s Advising Story

How we measure the success of our advising programs is critical to the stakeholders we serve. One step that is often overlooked is what to do with the knowledge we obtain once the assessment process is complete. In this session, participants will get a quick overview of tools they can use to assess/evaluate their advising units. Ideas for how to effectively share the advising unit’s story will also be presented. Finally, participants will get an opportunity to share some of their successes and frustrations with the assessment and story-telling process. Whether you are restructuring, re-organizing, or just looking at marketing your services better to the campus community, this session is for you.

Michael “Brody” Broshears, University of Southern Indiana
**Session Descriptions**

**Tuesday April 19**

**10:30a – 11:20**  
Redbird A  
C47. Thinking Institutionally — A Holistic Approach to Advising

Advising is a daunting and time-consuming task that requires a thorough knowledge of your institutional policies, procedures, graduation requirements as well as programmatic information, and how to utilize this to help guide students towards success. As advisors, we are seen as the person who has all the answers, and the time, to help students who find themselves in situations they don’t know how to handle. Ferris State University has worked hard over the past few years to develop resources to better support our advisors and provide valuable opportunities to enhance student success. Through numerous cross-institutional initiatives and partnerships, we have seen increases in student retention, persistence and graduation. Participants will leave this session with ideas and specific program information that can be adapted for their institutional needs.

Lynnae Selberg, Ferris State University  
Julie Rudolph, Ferris State University

**10:30a – 11:20**  
Redbird B  
C48. Reframing Questioning Techniques So It’s Not a ‘Normal’ Everyday Appointment

Oh, that Millennial Generation! What about students who struggle to get accepted into a program? Sometimes students just don’t get it. As advisers, we feel like we may be ‘talking to a wall’ when we meet students who have academic difficulty. It’s easy to give up on these students, but can they be reached to have that “aha” moment? This presentation will discuss questioning techniques to challenge students to reframe their points of view. One such technique to be emphasized is the use of behavioral based interviewing. Join this session to learn how this technique typically used in the job interviewing process is translated into advising.

Bernadette Citano, The University of Akron  
Jeanette Berger, The University of Akron – Medina County University Center

**10:30a – 11:20**  
Redbird E  
C49. The Next Step in the Evolution of Higher Education: The 2+2 Model and Its Benefits for Faculty, Staff and Students

Many factors have contributed to the current status of the relationships between community colleges and four-year universities nationwide. Some of these factors include the increased funding for community colleges from state and federal resources, the delayed maturity of current college students, the increased cost of obtaining a bachelor’s degree, an increased awareness on behalf of students of the cost of education, and our society’s ability to obtain complex information almost instantly. Present circumstances have now created the opportunity for both of these institutions to finally return to what they do best. This presentation discusses the growth and justification of the 2+2 model, its effects on those involved, and the key role advisors should be playing.

Anthony Helms, Western Michigan University  
Ezra Bell, Kalamazoo Valley Community College  
Jessica Hutchinson, Western Michigan University  
Myia McQuirter, Western Michigan University
The current economic situation has created unique challenges for colleges and universities across the country. Budgets are tight and more students than ever are reaching out for campus services. Money is also a major obstacle to student success in college. Helping students develop strategies for overcoming financial obstacles is a very important aspect of academic advising. Academic advisors can provide their students with many valuable tips and strategies to making through the financial issues of college. However, many advisors may not be comfortable talking about finances. This session would give advisors some practical information to use when discussing financial obstacles with students. The tips offered in this session are free or low cost ideas that will help increase student persistence while staying within the tight departmental budget. The session will be interactive, informative and fun.

Theresa Hitchcock, Indiana University

Finding a student’s motivation to enter college, to persist, and to reach their own academic success is vital for both the student and the advisor. Once the stimulus of the motivation is known, it is easier for both to build on it and helps develop the intrinsic and longitudinal motivation that will ultimately lead to satisfaction in the student’s academic and life goals.

This presentation will illustrate the need for an advisor to uncover the motivational factors of a student in order to assist in the development of the student’s academic and life goals. Audience interaction through questions posed by the presenters and incorporation of audience experiences, will be utilized to evoke discussion on how to enhance student motivation and uncover its influence on other student success issues.

Brittany Bontekoe, Ivy Tech Community College - Northwest
Tony Thomas, Ivy Tech Community College - Northwest
You Inc.: Advising Students to Pursue Their Passion Through the Power of Personal Branding

Personal branding authority Dan Schawbel summarizes this revolutionary concept as the process by which students differentiate themselves and stand out from the crowd by identifying and articulating their unique value proposition, whether professional or personal, and then leverage it across platforms with a consistent message and image to achieve a specific goal. By leveraging the reach of social networks and blogs, students from any major are advised to pursue their passion and display their talents in a way never before possible. Personal branding enables students to work toward recognition as experts in their niche, establish reputation, credibility and rapport with thought leaders in their field, reverse the roles of recruitment to advance their careers, and build self-confidence.

Richard Kane, Illinois State University
Melissa Moody, Illinois State University

The 7 Habits of Highly Effective Advisors

Academic Advising can be tough with large caseloads, changing major and graduation requirements, and not enough support staff. Many of us work with a wide range of students, from millennials to non-traditional, who have very different needs and expectations. How can a good advisor be expected to keep up and still utilize best practices when advising students? In this session we will explore how we can use the teachings of Stephen R. Covey’s, “7 Habits of Highly Effective People” in our personal and professional lives. This will be an interactive session highlighting advisor experiences and seeking new ways to make us all stronger, more effective advisors. Come ready to learn, have some fun, and perhaps share a story or two with the group.

Michele Aurand, Western Illinois University
Ember Keithley, Western Illinois University
Next Year

We want to thank everyone for coming, and for helping to make this year’s conference a success. We hope it generated lots of ideas and provided you with new tools to take back with you for the coming year. We hope to see you at next year’s conference in Akron, OH.

Join us in Akron, Ohio next year for the Region V Conference!

April 2012

Academic Advising: Reinventing Student Success for the 21st Century
Financial Contributions
ISU Department of Sociology & Anthropology
ISU Department of English
ISU History Department
ISU Politics and Government Department
ISU Criminal Justice Sciences Department
ISU College of Business
ISU College of Arts & Sciences
Michigan Academic Advising Association
Vendor-Extended Education & Outreach (University of Nebraska-Lincoln)
Lincoln College

In Kind Services/Donations
The Normalite Newspaper Group, Ed Pyne (Publisher)-Opening Reception Entertainment
ISU University Registrar-Use of Data Projectors and Tech Support
ISU University College-Post it Notes Flip Charts
ISU Enrollment Management Academic Services
ISU Academic Affairs
Keynote Speaker Dr. Allen Goben, Heartland Community College
Pat Healy, Conference Booklet Design
ISU Registrar’s Technical Services Department: Adam Julian, Janice Leuchtenberg, Pam Walden, and Tony Waugh

The Following Have Submitted Donation Items for the Raffle
State Farm Insurance Companies
ISU-Health Sciences Department
Illinois Articulation Initiative
ISU-Barnes n Noble Bookstore
Alamo II
ISU Athletics
ISU-Career Center
ISU-College of Business
Lincoln College
University of Illinois Champaign-Urbana
Heartland Community College

2011 Region V Conference Planning Committee
Mark Vegter, Conference Chair
Teri Farr, Programming Committee Co-Chair
Wendi Whitman, Volunteer and Community Relations Committee Co-Chair
Maggie Im, Hospitality Committee Chair
Cecilia Olivares, Volunteer and Community Relations Committee Co-Chair
Dr. Sally Pyne, Hospitality Committee member
Clint Smith, Hospitality Committee member
Zelda Gardner, Planning Committee member
Brian Hinterscher, Programming Committee Co-Chair

The Planning Committee would like to thank all our volunteers, who have worked so hard to make this conference possible.
Thank you.