



NACADA:

The Global Community for Academic Advising

Northeast Region One

31st Annual Conference

March 18—20, 2015

Manchester, New Hampshire



Greetings Region One Conference Participants!

Welcome to Manchester! Known for its magnificent millyard, which is now a vibrant business center, home to some of the brightest and most creative minds. Today, Manchester will be host the 31th Annual NACADA Region One Conference with over 450 of the brightest and most creative minds in advising. I could not think of a better place to share ideas and be inspired by colleagues in the field and look forward to what this week has to offer Region One.

The theme of this year's conference is **Advising Works**, and I truly believe the programs, sessions and keynotes being offered over the next three days will stimulate our interest in advising and leave us motivated to return to campus and take action for our students. The Program Committee led by Jennifer Keen-Crouse and Mara Sidman has worked hard to showcase best practices, innovating advising techniques, and opportunities to come together and share. With another potential record breaking attendance, this year's conference is guaranteed to have something for everyone.

A sincere thank you goes out to the Conference Committee, led by Patrick Cate and Jennifer Fath who have done an incredible job putting together our 31st Annual NACADA Region One Conference. They have truly stepped it up by recruiting top notch committee members and ensuring an educational and memorable conference. Please take time to thank them during the conference for their leadership and commitment to NACADA and our region. We are lucky to have them and the entire Conference Committee. THANK YOU!

As a participant, I encourage you to stay strong and take nothing for *granite* at the conference. Take time to review the sessions and attend as many as you can. First time participants, I encourage you to join in the conversation. Ask questions, attend sessions and don't be afraid to introduce yourself to your peers and fellow advisors from around the region. For returning participants, reach out to new faces by sitting next to someone new at a meal or in a session. Introduce yourself and share your experiences at NACADA.

I look forward to meeting you all during the conference and know you will return to your campus feeling energized as a person and an advisor. Together we can make a difference with our students because we all know that Advising Works!

Rodney Mondor
University of Southern Maine
NACADA Region One Chair

2015 REGION ONE CONFERENCE COMMITTEE

Conference Co-Chairs

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Jennifer Fath — University of Vermont

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AnnMarie Puleo — Western Connecticut State University
Rachel Puopolo — University of Massachusetts Boston
Jessica Stanwood — Southern New Hampshire University
Cathy Sylvester — Central Connecticut State University
Melissa Thayer — Salem State University

SPECIAL EVENTS

WELCOME RECEPTION



Welcome to “ManchVegas”!

The Armory
Radisson Hotel

Wednesday, March 18, 2015
5:30pm — 7:30pm

Join us for an uninterrupted evening of high stakes gaming, music, appetizers and professional networking. Try your hand at Blackjack or bet big on Roulette! If you are a seasoned high roller or want to be a risk taker for a night what better place to try your luck?!

Bring your lucky rabbits foot or wear your lucky socks! T
LET’S ADD A LITTLE VEGAS FLAIR TO REGION 1!

ACADEMIC ADVISING EXCELLENCE AWARDS PROGRAM



NACADA Awards Program Continental Breakfast

Thursday, March 19, 2015
8:30am—9:30am
Armory

Join us in celebrating our colleagues in Region One for their outstanding accomplishments in Advising. Formal presentation of award winners will occur during continental breakfast on Thursday along with the welcome from the national office and Region One updates.

We look forward to seeing you for breakfast!

OPENING KEYNOTE



Dr. Jim Hundrieser
Vice President for Enrollment
Management & Student Affairs
Plymouth State University

Thursday, March 19, 2015
12:00pm – 1:15pm
Armory

Dr. Jim Hundrieser has a variety of experience in higher education. In his current role he brings his enrollment management and student affairs experience together geared towards enrolling more students and providing an outstanding co-curricular experience. He previously served as a full-time consultant for Noel-Levitz, working with more than 50 campuses to create strategic enrollment plans, comprehensive retention strategies, and conducting workshops on improving the quality of student life and learning. Dr. Hundrieser holds a BS from Northern Michigan University, an MEd from Plymouth State University, and a PhD in leadership and education from Barry University (FL).

CLOSING KEYNOTE



Steven Viveiros
Dean of Advising and Academic
Success
Wheaton College

Friday, March 20, 2015
11:00am — 12:15pm
Armory

Steve Viveiros has worked in academic advising from entry level academic advisor to his current position as Dean of Advising and Academic Success at Wheaton College. As a first generation college student, academic advising played a key role in his growth and development while in college. In his 15 years of service to students, he has focused on creating opportunities for student growth and development in very intentional ways, utilizing current methods and engaging technology in the process. Steve has held many leadership positions in NACADA at both regional and national levels. Steve is very passionate about finding a balance in life with a focus on health and wellness.

HOW TO USE THIS PROGRAM

Pre-conference Workshops (PC)

PCs are conducted in extended time lengths to provide more in-depth discussion and hands-on involvement with the topic. Pre-registration and additional fees are usually necessary. Workshops are limited to 35 participants so that interaction can be maximized. Check at the Conference Registration Desk if you wish to enroll in a workshop on-site.

Concurrent Sessions

Most conference sessions are concurrent sessions and are not given special identification. These sessions cover current issues in academic advising. Some are based on research, some on individual program results, some are developmental and others are theoretical. The format is mainly lecture or workshop with questions and discussion following the presentation.

Roundtable Discussions

Roundtables are slightly more informal than other presentations. They are usually limited to short, general commentaries that will stimulate exchange between the audience and the moderators. Issues and ideas related to the field of advising will be broadly stated. Feedback and discourse is expected from those attending the session. It is a medium to introduce ideas, explore thoughts and search for answers to problems.

Panel Discussions

A panel discussion involves a group of presenters who share their personal experiences, philosophies or practices regarding a specific subject. A brief general presentation on the topic is followed by audience questions, feedback, and discourse.

Poster Presentations

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

UnConference Sessions

Unconference Sessions are designed to give attendees the opportunity to discuss a variety of topics in one session. Attendees should feel free to move in and out of discussions as they see fit. There are no formal presenters in an UnConference Session, but there is one moderator in each room to keep track of time. Attendees should also feel comfortable to contribute as the most value of these sessions is gained from a variety of shared information.

Program Tracks

Each session description is followed by the listing of program tracks. Program tracks identify the NACADA commission or interest groups that most closely relate to the session topic. Tracks are self-identified by the presenter. A complete list of program tracks is located at the back of this booklet.

Continuing Education Units

NBCC continuing education units are no longer available at NACADA conferences. Attendees wishing to track these credits may do so personally and can have attendance verified by a volunteer at the Registration Desk.

NACADA REGION ONE 2015 CONFERENCE-AT-A-GLANCE

Wednesday, March 18th			
Time	Session	Program Title	Location
8:00am-10:00am		Pre-conference Registration	Registration Desk
8:00am-4:00pm		Conference Registration & Evaluations	Registration Desk
9:30am -11:30am	Pre-conference Workshops		
	PC1	Using Card Sorts to Help Students Choose a Career or Major	Dartmouth
	PC2	Motivational Interviewing (MI) for Student Success – Overview and Implementation	Robert Frost
	PC3	Social Media Works for Communication and Engagement	Hawthorne
12:00pm -1:15pm	Lunch on your own		
1:30pm-2:30pm	Session 1		
	1.1	Meeting Students Where They Are: A Roundtable Discussion on Student Communication and Program Marketing -- ROUNDTABLE SESSION	Webster
	1.2	Nuestra CASA Es Su Casa: Creating a Blueprint to Help Students Connect	Salon C
	1.3	Helping Students Explore Career Pathways Using StrengthsFinder2.0 (Rath, 2007)	Salon B
	1.4	"Anything you can do, I can do better...online!" Personalizing the Online Advisement of Distance Learners	Robert Frost
	1.5	Working Together: Academic Advising and Career Development in the First Year	Dartmouth
	1.6	Using Andragogy to Advise Adult Students	Hawthorne
	1.7	Make Yourself Indispensable	Curriers
	1.8	LinkedIn: Discovering Career Pathways	Salon D
2:45pm-3:45pm	Session 2		
	2.1	The Work of Being an Ally	Curriers
	2.2	REACH Out for Retention	Salon B
	2.3	Advising Beyond the Curriculum	Dartmouth
	2.4	Moving Forward: Helping Students on Probation Find Their Way	Salon C
	2.5	Distance Advising: Developing the Meaningful Relationship	Hawthorne
	2.6	PACT: How Advisors Make a Difference in the First-Year Experience	Salon D
	2.7	Developing a Transfer Advising Curriculum	Webster
	2.8	Two Ears, One Mouth: Listening in Academic Advising	Robert Frost
4:00pm-5:00pm	Session 3		
	3.1	Powering Your Transition: Translating Established Skills to Your New Advising Job--ROUNDTABLE SESSION	Webster
	3.2	Work that Interview!	Dartmouth
	3.3	Advising Works to Support Student Success: Non-Registered Student Outreach Tracking	Salon D
	3.4	Student Success Advocate: A Collaborative Advisement Model for Student Engagement and	Salon C
	3.5	Creator of Possibilities vs. Victim of Defeat: Blueprint for Success	Salon B
	3.6	Tools for Success: Developing an Advising Syllabus for Graduate Students	Robert Frost
	3.7	All Aboard! Engaging Online Students for a Successful Journey	Hawthorne
	3.8	International Approach for Working with International Students	Curriers
5:30pm -7:30pm	Welcome Reception		The Armory
7:30pm	Dinner on your own		
Thursday, March 19th			
7:30am-11:45am		Conference Registration and Evaluations	Registration Desk
8:30am-9:30am		Continental Breakfast	Registration Desk
8:30am-9:30am		Academic Advising Excellence Awards Program with Welcome from the National Office and Region Updates	The Armory
9:45am-10:45am	Session 4		
	4.1	Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, books and	Robert Frost
	4.2	Beyond the Ally Sticker: Understanding Social Identity Theories	Salon C
	4.3	Making Advising Work for Our Students and Our Institutions: Tackling Ethical Dilemmas	Dartmouth
	4.4	Running on Empty: Preventing Burnout and Compassion Fatigue	Salon D
	4.5	R u going 2 cl@ss?: Strategies for Effectively Engaging the Texting Generation?	Salon B
	4.6	If You Build It, They Will Succeed: The Online Advising Toolkit	Hawthorne
	4.7	Advising 360°: A Team Approach to Pre-Major Advising	Webster
	4.8	Introducing Academic Advising to First Year Students: Strategies and Activities for Success in the Classroom and Beyond	Curriers

NACADA REGION ONE 2015 CONFERENCE-AT-A-GLANCE

Time	Session	Program Title	Location
11:00am-12:00pm	Session 5		
	5.1	Take the Lead In Your Professional Development: NACADA's Emerging Leader Program — PANEL SESSION	Dartmouth
	5.2	Academic Decisions, Financial Consequences	Salon B
	5.3	It Takes a Village: Building Collaborative Relationships with Athletic Advisors in Advising Student-Athletes	Curriers
	5.4	A Proactive Advising and Coaching Model that Works: Help Your Students Succeed and Stay on Track	Salon D
	5.5	Expanding the Village: Early Alert and Retention	Webster
	5.6	Dilemmas and Delights of a Decentralized Faculty-Based Advising System	Salon C
	5.7	Intertwining Career Development within Advising	Robert Frost
	5.8	From Underwater Fire Prevention to Table Manners: Articulating the Value of a General Education Program	Hawthorne
12:00pm -1:15pm		Lunch (Included in conference fee). Keynote address by Dr. Jim Hundrieser	The Armory
1:00pm-4:00pm		Conference Registration and Evaluations	Registration Desk
1:30pm - 2:45pm	Poster Presentations & UnConference		
1:45pm - 2:15pm		UnConference Session 1	See pg. 19 for rooms
2:15pm - 2:45pm		UnConference Session 2	See pg. 19 for rooms
	P.1	Bring Your Mascot Front and Center! Make Advising Work!	
	P.2	The Transition to Post-Secondary Writing: Tools for Advisors	
	P.3	How Motivation, Adjustment, and Stress Affects Probation Students	
	P.4	How Less is Actually More: Executing Successful Student Programming on a Budget	
	P.5	Students Work: Options for Prior Learning Assessment	
	P.6	Inception: Getting Students to Think What You're Thinking	
	P.7	Mechanics of STEM Advising	
3:00pm - 4:00pm	Session 6		
	6.1	Conversation with the Keynote, Dr. Jim Hundrieser	Dartmouth
	6.2	Best Practices to Maintain & Sustain a Peer Advising Program without Compensation—PANEL SESSION	Curriers
	6.3	Linking Data with Practice to Impact Student Success — PANEL SESSION	Webster
	6.4	Managing Conflict	Robert Frost
	6.5	Identifying the Needs: Advising Graduate Students to Success	Hawthorne
	6.6	Advising Works in the Center for Academic Engagement	Salon C
	6.7	Positive Attitude, Positive Results	Salon D
	6.8	Veterans Support Services	Salon B
4:30pm - 5:30pm		Region One Steering Committee Meeting	Dartmouth
5:30pm		Dinner on your own	
Friday, March 20th			
7:30am-11:00am		Conference Registration and Evaluations	Registration Desk
8:00am-9:00am	Session 7		
	7.1	Aligning with the Online Student: Engaging and Advising the Multi-Burdened Graduate Student	Curriers
	7.2	Remixxxx!! A Look at Pop Culture, LGBTQ Students, and Fostering Inclusive Environments	Salon B
	7.3	Will I Get the Classes I Need? A New Pre-Orientation Registration Model Gives Students a Good Start	Webster
	7.4	Mentors, Friend Makers: Creating a Peer Mentoring Program for International and Domestic Students	Dartmouth
	7.5	Connecting Majors to Careers	Salon D
	7.6	Academic Success Through Transformational Advising: Advising the Undeclared and Academic Probation Student	Salon C
	7.7	Conversation with NACADA Leadership & Executive Office Representatives	Robert Frost
9:15am-10:15am	Session 8		
	8.1	A Dose of Reality - Thriving on Campus, on the Job and in the Real World	Webster
	8.2	Building Relationships that Work: Collaborative Academic Advisement from "A" to "G" (Admission to Graduation)	Salon B
	8.3	Switching Gears: Moving from Advisement to Engagement in Community Colleges	Salon C
	8.4	Bringing SAP into the Advising Conversation	Salon D
	8.5	Embracing Difference as Something We Have In Common	Curriers
11:00am-12:15pm		Brunch (included in conference fee): Closing Keynote and State Basket Give-aways	The Armory
12:45pm-1:45pm		Open Planning Meeting for 2016 Conference: Please join us	Dartmouth



WEDNESDAY, MARCH 18TH
PRE-CONFERENCE WORKSHOPS
9:30AM — 11:30AM
PRE-REGISTRATION REQUIRED

PC 1: USING CARD SORTS TO HELP STUDENTS CHOOSE A CAREER OR MAJOR

Jim Peacock, Colby College

DARTMOUTH

Are you looking for an inexpensive way to assist students to discover information about themselves and take action steps toward their career goals? Learn how to use a variety of card sorts, discover & embrace the “organic” nature of using card sorts in career advising. There is a deeper level of thinking that happens as people hold cards, think about the words, and place cards into piles. The ownership of the process is with the individual and can help people put words to their thinking and discover themes in their lives. Each participant will complete a Motivated Skills Card sort and be introduced to a variety of other cards sorts including: interests, values, college majors, passions, strengths, and concerns. Track(s): Undecided & Exploratory

PC 2: MOTIVATIONAL INTERVIEWING (MI) FOR STUDENT SUCCESS — OVERVIEW & IMPLEMENTATION

Jen O’Flynn, Northeastern University

ROBERT FROST

MI is a “collaborative, person centered form of guiding to elicit and strengthen motivation to change” (Miller & Rollnick, 2009). Using MI can help students change negative behaviors, encourage them to access campus resources and make important decisions. As an advisor implementing MI, there is often a struggle between giving the student autonomy while still imparting crucial information. I have found using MI strategically, empowering the student while providing necessary advice, to be very effective. In this session we will discuss how to incorporate MI into daily advising, reviewing principles of MI, the benefits to students and its application to appreciative, developmental, and intrusive advising. Break-outs, role-plays, worksheets and case studies will be used to help advisors practice MI techniques. Track(s): Advisor Training & Development, Advisor & Academic Coaching

PC 3: SOCIAL MEDIA WORKS FOR COMMUNICATION AND ENGAGEMENT

Art Esposito, Quincy College

HAWTHORNE

Social Media is no longer a mystery to most of us, and many comfortably use it in our daily lives to communicate and connect with others in our social circles. We’ve also likely read literature asserting social media’s place in higher education. But, how many of us use it as more than information delivery? Do we really “connect” with our students, colleagues, and classes through social media for learning purposes? This session is designed to help you learn what the literature really says; identify successful initiatives in different forms of social media, which actually engage and create relationships with students and colleagues; and provide you with concrete ideas for using blogs, tweets, and Facebook to expand and enrich your advising practice. Track(s): Technology in Advising, Advisor Training & Development



MANCHESTER, NH

The Merrimack Valley was originally inhabited by various groups of Native Americans. European’s settled Manchester in 1722 as a farming community several miles east of the Merrimack River. For many years the town was known as Derryfield until it was renamed Manchester in 1810 to honor Samuel Blodget’s vision of a great industrial city like that of Manchester England. Samuel Blodget developed a canal and lock system around the Amoskeag Falls that opened a trade route from Boston to Concord. The canal and lock system made it possible for the Amoskeag Manufacturing Company to open its doors in 1838, becoming the world’s largest cotton milling operation with 64 mills lining the banks of the Merrimack. The mills brought cultural diversity to the city as immigrants moved to Manchester looking for good paying mill jobs.

{<http://www.manchester-chamber.org/visitors-relocation/regional-overview/>}

**WEDNESDAY, MARCH 18TH****SESSION 1****1:30pm — 2:30pm****1.1 Meeting Students Where They Are: A Discussion on Student Communication and Program Marketing — ROUNDTABLE SESSION***Lauren DiMartino — Guttman Community College***WEBSTER**

As advisors, our energy is derived from passion to connect with students. We are full of great ideas on how to prepare them for academics, career, growth, and information that is pertinent to their success, however, this information only has value if it is actually received by the student. This session provides us with the opportunity to meet and discuss strategies that are working, and those that are not, such as, filling seats at student events, getting responses from emails, and knowing that students are processing and applying the information we are sending. Hear from a marketing-veteran-turned-advisor about applicable marketing and communication principles which may be used to meet our students where they are.

Track(s): Advisor Training & Development, New Advising Professionals

1.2 Nuestra CASA Es Su Casa: Creating a Blueprint to Help Students Connect*Helena Cole — University of New Haven**Lynn DeRobertis — University of New Haven**Joe Frederick — University of New Haven**Alice Guido — University of New Haven**Samantha Mastrobattisto — University of New Haven***SALON C**

In 2012, the Office of Academic Services was charged with improving the delivery of advising across campus. Working to co-create their new mission and vision, the staff challenged themselves with the fundamental question: What was their role within a decentralized academic advising structure? As their office became part of the Centers for Academic Success and Advising (CASA), they realized the answers lay in re-envisioning the office as a core uniting many disjointed parts. By collaborating with faculty to deliver a shared advising model, they now help students make meaningful connections that lead to success. Join the staff as they present a blueprint for building their CASA, using innovative and collaborative blends of advising and academic success programs.

Track(s): Advising & Academic Coaching, Theory & Philosophy of Advising

1.3 Helping Students Explore Career Pathways using StrengthsFinder2.0 (Rath, 2007)*Janis Albright — University of Southern Maine**Karen Martel — University of Southern Maine**Brenda Webster — University of Southern Maine***SALON B**

Students who learn that admission to their preferred major is not possible present an advising challenge. Supported by Title III funding, several faculty and professional advisors at the University of Southern Maine are using Strengthsfinder2.0 with students to explore their “possible selves” as they consider other careers. Rather than focus on their weaknesses, students learn to build on their strengths. Implementation of strengths-based processes with students both by faculty and advisors, whether in the classroom or in advising sessions has increased collaboration. Both groups use these strategies to help students synthesize their talents and strengths to take actions and make decisions about their futures. This presentation’s goal is to demonstrate the potential of using STRENGTHS to improve advising and to foster collaboration among advisors and faculty

Track(s): Undecided & Exploratory

1.4 “Anything you can do, I can do better...online!” Personalizing the Online Advisement of Distance Learner*Nicole Greco — Excelsior College**Joanna Woodworth — Excelsior College***ROBERT FROST**

We see the skepticism on the faces of our peers when we tell them we advise for an online college: “How can you advise and build relationships with students when they’re not sitting in front of you?” It’s time to abolish the preconceived notions behind advising at online institutions, and look at how technology simplifies, yet humanizes, the process. In this presentation, we will explore one online institution’s advising practices within the School of Liberal Arts. This presentation will demonstrate how technology platforms serve as resources that result in a more personalized advising experience, enhancing advisement rather than rendering the physical academic advisor obsolete.

Track(s): Distance Education Advising, Technology in Advising

1.5 Working Together: Academic Advising and Career Development in the First Year*Lindsey Laflamme — Southern New Hampshire University**Colleen Bolton — Southern New Hampshire University***DARTMOUTH**

Career awareness has become an integral component of institutions’ strategic plans and campus culture. During the first year, students are introduced to the importance of career planning and building a professional presence. Through collaboration between academic advising, career development, and other university constituencies, students are

exposed to programming through curricular initiatives and campus-wide programs. This session will review one university's approach to the intersection of advising and career development throughout the first year of college. Participants will learn about an approach to incorporating career competencies into the first year, as well as gain insight into best practices for academic advisors and career counselors to create resources for the benefit of first-year students.

Track(s): Advising First Year Students, Undecided & Exploratory

1.6 Using Andragogy to Advise Adult Students

Tricia Neville-Carey — Granite State College
Bonnie Argeropoulos — Granite State College

HAWTHORNE

Adult learning theory has impacted teaching and curriculum development for over 50 years. So what can advisors learn from this transformative theory to inform our practice? Adult learning theory provides advisors a foundation to help students identify their prior learning achievements and goals for their education. Through the lens of andragogy, advisors can build on the adult student's self-directed nature, help them identify their rich reservoir of personal learning resources and provide motivation for degree progression. This workshop explores how to apply the concepts of andragogy, the art and science of helping adults learn, to the practice of advising. It will explore what we know about adult learning theory and how it can guide adult students to achieve their full potential.

Track(s): Advising Adult Learners

1.7 Make Yourself Indispensable

Leah Richards — Southern New Hampshire University

CURRIERS

What role do you play in your advising work – and is it the role you want to play? Are you able to use your strengths to contribute to your team – or are you looking for ways to shine? In order to excel, you need to understand and use your unique talents to make yourself indispensable to the students you advise, your department, and your entire campus. Whether you are looking to make your mark as a new advisor or a seasoned advisor looking for the next step, this session will use self-reflection, small group discussion, and theories of team roles and personal accountability to help you clarify your unique strengths and the role you play. Leave with a road map to help others see your value!

Track(s): New Advising Professionals, Advisor Training & Development

1.8 LinkedIn: Discovering Career Pathways

Jim Peacock — Colby College

SALON D

LinkedIn (LI) is the largest career database in the world and is now used by nearly every recruiter and human resources department nationwide to discover candidates and to research potential employees. LI is much more than a social media site. Join our session to learn how to help your students research possible career pathways, and discover what other people with their major do for work, 1 to 10+ years after graduating from college. Session attendees will also learn to use LI to discover potential companies who have hired people with a certain major.

Track(s): Undecided & Exploratory



**GET CONNECTED,
STAY CONNECTED!**

Stay connected during this conference by using the following hashtag:

#NACADAR1

Find Region 1 on Twitter: @nacada_region1
Follow Region 1 on Instagram: @nacadaregion1
Like Region 1 on Facebook at:



Prizes will be given out for Instagram and Twitter posts so keep your social media fingers going!

SESSION 2
2:45pm — 3:45pm

2.1 The Work of Being an Ally

Susan Kolls — Northeastern University

CURRIERS

Fostering a supportive environment for all students is essential to the work that we do as academic advisors. Many of us have been through Safe Zone and other LGBTQA trainings and consider ourselves allies to the LGBTQA communities on our campus. However, there is work to being an ally, and responsibilities inherent in fully embracing that label. This presentation will help to fully define the term Ally in the LGBTQA context and provide a space to discuss the work of being an active ally, how to enhance your ally position and strategies to create an inclusive environment.

Track(s): LGBTQA, Advisor Training & Development

2.2 REACH Out for Retention

Stephanie Hricko — Hofstra University

Danielle Wyck — Hofstra University

Ashley Gray — Hofstra University

SALON B

This presentation will explore how proactive advising has helped increase retention at Hofstra University. We will explore two specific proactive advising initiatives: REACH Notifications and Hofstra's Retention Predictor. After attending this presentation, attendees will have a basic knowledge of both initiatives, an understanding as how the initiatives have led to increased collaboration with faculty, and ideas on how to implement similar initiatives on their campus.

Track(s): Technology in Advising, Advsing First Year Students

2.3 Advising Beyond the Curriculum

Michelle Bata — Clark University

Lee Goldstein — Clark University

Micki Davis — Clark University

Connie Whitehead-Hanks — Clark University

DARTMOUTH

This session will explore strategies to engage students on how to achieve their personal, professional, and civic goals through individualized discussions beyond the traditional and required course registration conversations. Presenters will provide an overview of the University's LEEP philosophy (Liberal Education and Effective Practice), the LEEP Center, which houses several advising and experiential education offices, and LEEP Center Advising. Participants will leave with an understanding of all LEEP-related models with an emphasis on holistic advising. Presenters will provide specific examples of re-framing conversations to prepare students for experiential and postgraduate opportunities including big-picture discussions, the importance of high-impact practices (HIP's), and the integration of real-world experiences to complement academics. Examples of meaningful collaboration across all campus constituencies will be provided.

Track(s): Advising in Interdisciplinary Programs, Undecided & Exploratory

2.4 Moving Forward: Helping Students on Probation Find Their Way

Tamatha Gaumnitz — University of Massachusetts Amherst

Tonya Blundon — University of Massachusetts Amherst

SALON C

What is your process for handling students on probation? What if these students are also undeclared? In Undergraduate Advising at UMass Amherst we've refined and honed our approach to working with undeclared students facing academic discipline over the years. Today our process includes dedicated and timely outreach, as well as an optional 1-credit seminar designed to not only address issues of academic discipline, but also major exploration. By sharing our process and best practices, our presentation will provide a jumping-off point for

fellow advisors and administrators who are interested in establishing a similar outreach program at their institution.

Track (s): Probation/Dismissal/Reinstatement Issues, Undecided & Exploratory

2.5 Distance Advising: Developing the Meaningful Relationship

Nicole Horne — Granite State College

Jodi Quinn — Granite State College

Bette Papa — Granite State College

HAWTHORNE

With the trend toward an increased number of online learners, advisors are now providing distance advising with seemingly little consideration to best practice. There is a need to develop a different approach in order to foster the same meaningful relationships that provide our classroom students the building blocks for success. This workshop presents recent publications on the topic, and discusses the role of the adviser in fostering ongoing supportive contact in order to retain the online student. Topics include distance relationship building, fostering a sense of community, computer mediated communication (CMC) strategies, FERPA compliance, identifying needs for services and the implications of working with a diverse population. Using the experience of participants and presenters and identified NACADA resources, we will begin to develop our own model for best practice.

Track(s): Advising Adult Learners, Distance Education Advising

2.6 PACT: How Advisors Make a Difference in the First-Year Experience

Valerie Monaco — Mercy College

Kristin Ackerman — Mercy College

SALON D

First-Year Experience (FYE) at Mercy College provides a comprehensive introduction to the academic and social environment of the Mercy College community with a focus on the success and retention of all students. As a federally designated Hispanic Serving College, Mercy created an innovative and scalable academic advising program, PACT (Personalized Achievement Contract), to address the critical challenges of low retention and college completion rates, especially among low income, minority, and first-generation students. Participants will learn creative strategies to

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incorporate intensive mentoring and academic advising to first-year experience programming designed to provide optimal support to first-generation students.

Track(s): Advising First Year Students, First Generation College Student Advising

2.7 Developing a Transfer Advising Curriculum

Limari Rivera — Mount Wachusett Community College

WEBSTER

This session will explain the concept of transfer advising as a teaching and learning model which uses active learning strategies to engage students in seeking transfer options. We will cover Mount Wachusett Community College's (MWCC) new advising vision and mission and the various tools used to create the transfer advising curriculum, transfer workshops, and electronic tools. Attendees will be asked to think about transfer resources at their institutions and walk away with ideas on how to begin implementing a similar transfer curriculum.

Track(s): Advising Transfer Students

2.8 Two Ears, One Mouth - Listening Techniques in Academic Advising

Kerry Spitze — Ithaca College

ROBERT FROST

As a mental health counselor turned academic advisor, I see many similarities between the counseling and advising relationships regarding the benefits of listening to our "clients." This session will focus on the concept of "active listening" – what it is, what strategies are involved, and how we can implement them in our advising meetings. This type of listening requires targeted skill sets, which can take an advising meeting to a deeper level (facilitating student growth and development) as well as keep us more engaged with our students. Participants will learn the basics of active listening through a didactic format and will have the opportunity to practice the techniques in small groups.

Track(s): Advising & Academic Coaching, Advisor Training & Development

SESSION 3 4:00PM — 5:00PM

3.1 Powering Your Transition: Translating Established Skills to Your New Advising Job — ROUNDTABLE SESSION

David Gruber — Brandeis University

WEBSTER

When beginning a career in academic advising, many new advisors worry that they lack advising-specific skills, despite possessing competencies that complement the skills of other advisors in their office. This roundtable, ideal for new advising professionals and career-changers, centers on identifying skills that can be translated to academic advising from prior academic experiences or jobs. The panelists will discuss their

transitions to advising and detail how they employed existing skills in new roles as advisors. Through roundtable discussion, participants will identify the skills they gained in previous careers or graduate programs, and brainstorm how to use them in advising. We will also discuss strategies for integrating individual skill sets within an advising team and areas for future professional development.

Track(s): New Advising Professionals, Advisor Training & Development

3.2 Work That Interview!

Ana Frega — University of Massachusetts Boston

Art Esposito — Quincy College

DARTMOUTH

Are you applying for job within the advising sphere? Graduate students and seasoned advisors have heard common interview tips: "research the institution, express interest in the school, relate your skills to the job, ask questions," etc. But, how do you prepare for unexpected questions, draw connections, and generate "quality" questions? Above all, how do you stand out enough to be remembered and convey authenticity in the process? In this session, two well-informed advising administrators (not career counselors), with expertise interviewing and being interviewed, will share lessons learned. Come make individual sense of those general tips. Learn the importance of a personal mission statement, or "manifesto." The presenters will share their real-life experiences and personal manifestos, and exemplify how these can guide interview responses. Participants will also have a chance to start articulating their own guiding principles.

Track(s): Advisor Training & Development, New Advising Professionals

3.3 Advising Works to Support Student Success: Non-Registered Student Outreach Tracking

Stephanie Bauschard — Rochester Institute of Technology

Abby Cantwell — Rochester Institute of Technology

Jenny LaFlam — Rochester Institute of Technology

SALON D

Rochester Institute of Technology (RIT) designed a tool for advisors to identify and track undergraduate students who have not registered for the upcoming semester and record outreach. To make this student success initiative more streamlined and efficient for advisors and administration, key constituents partnered to develop a real-time, electronic tracking system within the university's SIS. This presentation will highlight steps taken to: Understand barriers to effective outreach tracking, identify a more sustainable, easier to access solution for advisors, provide advisors more accurate and timely information, and increase the ability to report out to university administrators in a timely manner. This session may benefit colleges and universities who are focusing on efforts to encourage continuous enrollment and on-time graduation.

Track(s): Technology in Advising, Large University

3.4 Student Success Advocate: A Collaborative Advisement Model for Student Engagement and Retention

Alicia Brizzi — Guttman Community College
Victoria Romero — Guttman Community College

SALON C

Stella & Charles Guttman Community College (GCC) is the newest community college within The City University of New York in nearly 40 years. Our innovative approach to student centered learning is nationally recognized and is based on best practices. At GCC, we embrace a collaborative advising model that utilizes a "whole student," strengths-based perspective to serve a diverse student population. A strong student-adviser relationship is fostered within First Year Learning Communities. The relationships are established through a two-week Summer Bridge Program, Individual Touchpoint meetings, Weekly Group Advisement sessions entitled LaBSS, and Instructional Team Collaboration. In this session, you'll learn how our approach keeps students actively engaged throughout the first year, which ultimately results in one of the highest retention rates in the country.

Track(s): Advising First Year Students, Two Year Colleges

3.5 Creator of Possibilities vs. Victim of Defeat: Blueprint for Success

Darius Gregory — Salem State University

SALON B

The Creator of Possibilities vs. Victim of Defeat workshop is designed to uncover the characteristics that transform students to become successful. With the use of video, dialogue, and reflection this workshop will use a simple theoretical framework to act as a foundation to jump start the process of self-reflection. During the sixty minute presentation attendees will observe an interactive PowerPoint designed for first-year students, student athletes, student leaders, and students on probation. The goal of the workshop is to challenge students to think about barriers that impede their success and virtually create a blueprint to pinpoint what they must do to persist towards graduation.

Track(s): Advising First Year Students, Advising Student Athletes

3.6 Tools for Success: Developing an Advising Syllabus for Graduate Students

Lisa Lombardi — Lesley University
Christina Chandler — Lesley University

ROBERT FROST

Advising a graduate population of students can be more valuable to the student when it is implemented as a collaborative effort. They always say "it takes a village". At Lesley University, we embrace the team-approach to graduate student advising, with responsibility shared between the student, faculty, and the assistant director of academic advising. Responding to the needs of our students, we created an advising syllabus to outline the roles and responsibilities for

each member of the team. This provides a consolidated source of information for each student. Attendees will have the chance to learn more about our model and take away pieces that will be advantage their advising population.

Track(s): Advising Graduate & Professional Students, Advisor Training & Development



AMOSKEAG MILLYARD

Founders of the Amoskeag Manufacturing Company came to Manchester for one reason: the 54-foot drop in the river at the falls had the potential for 16,000 horsepower of energy. The Amoskeag complex eventually became the largest cotton mill in the world, covering over 700 acres on this side of the river with additional operations on the west side, totaling 8 million square feet of floor space. In 1912, the company made 5 million yards of cloth per week, the equivalent of 150,000 miles of cloth per year. The company had its own foundry, print shop, saw mill, and fire department. At various times during its history Amoskeag also produced steam fire engines, rifles and locomotives.

The company produced cotton cloth here for 100 years, reaching its peak from about 1910 to 1920. Shortly after that, the company began to decline. Newer mills and lower labor costs in the South made the Amoskeag less competitive. The Great Depression of the 1930s hurt business. Finally in December 1935, the company shut down, with plans to reorganize. But, in March 1936, the Merrimack flooded; water reached the second floor of the mill buildings causing extensive damage. The Amoskeag was ordered by the bankruptcy judge to close its doors for good. Thousands of Manchester residents suddenly found themselves unemployed. Shortly after that, about 100 Manchester citizens got together to form a new company, called Amoskeag Industries. This company acquired all the buildings in the millyard at auction, then sold or leased them to a variety of manufacturing operations. Manchester became known as "The city that would not die."

The millyard in its prime looked very different from what you see today. Rows of brick mill buildings, closed in by iron fences and gates, ran along the river. Two canals ran between the buildings, crossed by streets and footbridges. Overhead walkways connected many of the buildings, and railroad tracks and service alleys branched throughout the complex. In the 1960s and 70s the canals were filled in, about half of the buildings were torn down, and streets and parking lots were built to accommodate a new era of activity.

{Manchester Chamber of Commerce}

3.7 All Aboard! Engaging Online Students for a Successful Journey

Sarah Mesick — Excelsior College

Jennifer Cole — Excelsior College

HAWTHORNE

A new advising method, entitled “onboarding,” involves building the advisor-student relationship to engage students immediately after enrollment. From 2011 to present, the School of Health Sciences Advising Team at Excelsior College has twice redesigned their online advising model to include this interactional advising approach. This presentation will explore the components of Onboarding and the “how-to” of interactional advising by creating meaningful relationships with students to: Enhance persistence, reduce program withdrawals, increase engagement, and uncover misunderstandings in institutional policy. Addressing the challenge of building student relationships in an online platform, this session demonstrates why relationship building in the online environment is critical to student success, how these relationships can be initiated and fostered, and what can be learned from the process – on both an individual and institutional level.

Track(s): Distance Education Advising, Appreciative Advising

3.8 International Approach for Working with International Students

Sarah Stearns — Southern New Hampshire University

Tom Alhadif — Southern New Hampshire University

CURRIERS

Do you feel comfortable working with diverse international students? Do you occasionally face unexpected challenges when working with this population? At Southern New Hampshire University, we have an ever-growing population of international students from various countries. Collaborating with other offices on campus, we find the best ways to support international students through the academic advising process. Join us for a unique opportunity to hear from a panel of undergraduate international students who will share their experiences. Our facilitators, an experienced academic advisor and an international student graduate assistant for the Advising Office, will examine different methods to overcome challenges

and create a welcoming environment for all international students.

Track(s): ESL & International Student Advising



THURSDAY, MARCH 19TH

BREAKFAST

8:30AM—9:30AM

SESSION 4

9:45am—10:45am

4.1 Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, books and NACADA blog

Charity Welch—Endicott College

ROBERT FROST

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publication venues. While NACADA publishes webcasts, DVD-CDs, and pocket guides, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse, monographs/books, and the NACADA blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Track(s): Advisor Training & Development

4.2 Beyond the Ally Sticker: Understanding Social Identity Theories

Jen Keene-Crouse — University of Massachusetts Lowell

SALON C

Engaging in theory doesn’t just help you to better understand students; it also helps students better understand themselves, and may in turn help you to understand yourself! This session will discuss current models of lesbian, gay, and bisexual (LGB) identity development as well as research on being an ally. We will discuss D’Augelli’s Model of Lesbian, Gay, & Bisexual Identity Development, Cass’s Model of Sexual Identity Development, and research on the creation and validation of the LGB ally identity measure. Finally, we will explore ways to put that theory and research into practice to go beyond just hanging the ally sticker on your door. No worries, there is no final exam!

Track(s): LGBTQA, Advisor Training & Development

4.3 Making Advising Work for Our Students and Our Institutions: Tackling Ethical Dilemmas

Helena Cole — University of New Haven

DARTMOUTH

Given today's "complete college" agenda, academic advisors are often faced with ethical dilemmas. To what extent do we believe that every student should complete a four-year degree? What is our role when students decide their chosen majors may not be what is best even if this means they may leave our institutions? What do we do when enrollment goals seem to fly in the face of the true work we do with students? Come to this highly interactive session prepared to learn how ethical decision-making theory and principals can be used to debate such dilemmas. Share your own scenarios and walk away with insight into how to resolve quandaries that appear to have multiple, and often conflicting solutions.

Track(s): Advising & Academic Coaching, Theory & Philosophy of Advising

4.4 Running on Empty: Preventing Burnout and Compassion Fatigue

Brian Koslowski — Brandeis University

SALON D

The frustrations of work follow you home, and you lie awake panicked that you are not doing enough to support your students. A co-worker used to advise joyfully but is now a cynical bureaucrat who unhappily goes through the motions. A new professional says "no one warned her" about the challenges of advising, and she's not sure she can last in the field. As advisors, we have all felt exhausted by the daily work of helping others. In this presentation, attendees will learn what research says about how everyday stress can develop into burnout or compassion fatigue. This can help us interrupt negative patterns in our personal lives, build more sustainable workplaces, and be agents of positive change for the field.

Track(s): Advisor Training & Development, New Advising Professionals

4.5 R u going 2 cl@ss?: Strategies for Effectively Engaging the Texting Generation

Ashley Gomez — College of Westchester

Diana Cusumano — College of Westchester

SALON B

Connecting with students, especially those on Academic Probation, can be difficult. There are several initiatives that you can employ to help increase contact with your students during their probationary semester. Our advising team combines the use of individualized meetings, realistic goal-setting, faculty feedback and utilizing the College's text communicator system. Participants will be given an example of our intake assessment and college success agreement forms, an overview of our alert system, and strategies for increasing contact throughout the term using different modes of communication. We will also share our success so far, as well as the development of a new goal towards increasing our student's self-efficacy.

Track(s): Probation/Dismissal/Reinstatement Issues, Technology in Advising

4.6 If You Build It, They Will Succeed: The Online Advising Toolkit

Angela Hall — Southern New Hampshire University

Helena Iaquina — Southern New Hampshire University

Michael Bagtaz — Southern New Hampshire University

Erin Davies — Southern New Hampshire University

HAWTHORNE

At Southern New Hampshire University, academic advisors are committed to student success through proactive online advising. To achieve this, each advisor has a toolkit they use to ensure our online students' needs are met. In this presentation, we will discuss the 5 components of our online advising toolkit and how they can apply to any institution. We will also discuss the building blocks used and the challenges faced in getting to our advising model today. In addition, we will discuss best practices in proactive academic advising and have participants share their own experiences. Our goal is for participants to take back the knowledge learned and apply it towards building a successful online advising platform at their institutions.

Track(s): Distance Education Advising, Advising Adult Learners

4.7 Advising 360°: A Team Approach to Pre-Major Advising

John Pfister — Dartmouth College

Angela Zhang — Dartmouth College

WEBSTER

What happens when an institution decides to change a well-established, faculty advising program to a team approach that incorporates deans, faculty and undergraduate advisors? In the Fall 2012, Dartmouth College piloted the Advising 360 program



Picture Hot Spot

NACADA REGION 1

HOTSPOTS!

Want to capture and share all the great experiences throughout the conference?

We have created Instagram Hotspots which are designated areas to take pictures with your fellow colleagues to commemorate your conference experience. You will see the Picture Hot Spot sign shown here at several locations at the hotel and off site. We ask you to take a picture and upload it to social media using #NACADAR1.

For questions, about finding hotspots, contact Stephanie Fernandez, Communication and Membership Chair at stephanie.fernandez@umb.edu

with a group of first year students. The results suggests that this collaborative approach significantly improved the advising experience. Students were more likely to contact their advisor if they had questions, say that their faculty advisor was helpful in academic planning, and were more comfortable with talking to other faculty members during their first year. This presentation will explain the challenge of changing to a new advising system, our struggle to look for alternatives to student satisfaction as an assessment tool, and implications for the future.

Track(s): Faculty Advising, Advising First Year Students

4.8 Introducing Academic Advising to First Year Students: Strategies and Activities for Success in the Classroom and Beyond

Julia Rizzo — Morrisville State College

CURRIERS

This session will leave you equipped with lesson plans designed to introduce academic advising to first year students. Many students—especially first generation and low-income students—start college with little or no familiarity with the concept of academic advising. By bringing academic advising into the classroom you can increase students’ comfort level with the advising experience from day one. These interactive exercises and activities are designed to encourage self-efficacy and foster critical thinking. , Following the presentation, Julia will facilitate a discussion where attendees can share their own strategies and best practices for setting students up to be successful.

Track(s): Advising First Year Students, First Generation College Student Advising

SESSION 5 11:00am—12:00pm

5.1 Take the Lead in Your Professional Development: NACADA’s Emerging Leader Program —PANEL SESSION

Ana Frega — University of Massachusetts Boston

Vincent Kloskowski — Saint Joseph’s College of Maine

Lisa Peck — Western Connecticut State University

Brian Koslowski — Brandeis University

DARTMOUTH

Are you interested in taking your involvement in NACADA to the next level, but do not know how? Learn how NACADA’s Emerging Leader Program helps increase diversity within NACADA’s Region 1 Committee. The program pairs new, emerging leaders with mentors to help each participant find individual ways in which s/he can contribute to NACADA’s global advising community. This session will describe the program and its history, and will explain how and when to apply. Attendees will learn about the array of achievements and experiences of current and previous mentors and emerging leaders. Participants will have a chance to discuss individual goals of involvement in NACADA and how to get through perceived obstacles.

Track(s): Advisor Training & Development

5.2 Academic Decisions, Financial Consequences

Gail Stubbs — University of Massachusetts Boston

Susan Kolls — Northeastern University

Meredith Kuczic — Northeastern University

Kimberly Mann — University of Massachusetts Boston

SALON B

Financial decisions are essential to student success but advisors often shy away from these subjects. Some advisors are not confident about policy, some believe that advising and costs should be separate, and others trust the conversation will occur elsewhere. Academic decisions, however, have fiscal consequences for students, families, and institutions. In this workshop, advising, financial aid and student account perspectives will be shared from both a public and private institution. We will discuss some successful collaborations, as well as policies that might enhance or hinder student success. Participants will think about the intersection of academic and financial issues on their own campuses, and leave with clear goals and a plan for reviewing policy, proposing collaborations, and talking to students about academic decision making with a greater understanding of the financial impact.

Track(s): Advisor Training & Development, Advising Administration

5.3 It Takes a Village: Building Collaborative Relationships with Athletic Advisors in Advising Student-Athletes

Alana Butler — University of Connecticut

CURRIERS

Why do student-athletes have additional advising? Are advisors stepping on each other's toes? What if there are mixed messages? Is it possible to work together? A student can have a 4.0 and be academically ineligible? Really? Join us as we listen to student-athletes recount their advising experiences. This interactive session will provide an opportunity to explore the relationships that different types of advisors have with students, and how these roles can be blended to a best-practice guideline for your campus. We'll explore stereotypes of student-athletes and advisors, the very basics of NCAA rules relevant to advising, and explore advising scenarios where a multi-team approach was used with a variety of results!

Track(s): Advising Student Athletes, Theory & Philosophy of Advising

5.4 A Proactive Advising and Coaching Model That Works: Help Your Students Succeed and Stay on Track

Felecia Edwards — University of New Haven

Salon D

Are your students getting lost in the transition to college? Are they waiting until it's too late to seek support? Don't wait for them to come to you! The First-Year Success Center uses a combination of advising and proactive communication to support students, connect them to appropriate resources, and

deliver important institutional information. The presenter(s) will share how they identify critical outreach points, develop a communication plan to deliver timely and personalized information, and enlist their campus community to help them provide early intervention. This workshop will give you an opportunity to develop your own communication plan using strategies that work! You will leave with ideas on how to implement proactive advising to improve student success and help your students stay on track!

Track(s): Advising & Academic Coaching, Advising First Year Students

5.5 Expanding the Village: Early Alert and Retention

Douglas Cooper — University of Massachusetts Lowell

Sheila Riley-Callahan — University of Massachusetts Lowell

WEBSTER

Collaboration between academic advisors and faculty members is crucial for retention at UMass Lowell. Utilizing the Early Alert software platform, faculty and advisors at the Centers for Learning and Academic Support Services are alerted if a student appears to be struggling academically and/or missing classes. Initially, Centers for Learning staff did all of the outreach and had to prioritize the students with the greatest need for help. Now in our third year, we act like well-oiled machine relaying pertinent information to several partners, including athletics and academic departments. In doing so, we can scale up our capacity to offer timely and personalized support to the students who need it most. At UMass Lowell, we believe that students are more likely to take action when they are contacted by a mentor or authority figure with which they have an existing connection. Collaboration: it works!

Track(s): Advising First Year Students, Large University

5.6 Dilemmas and Delights of a Decentralized Faculty-Based Advising System

Christopher Gregory — Framingham State University

SALON C

Overseeing advising when the advisors report to several different departments may seem daunting, but this workshop will provide advising administrators with successful methods of improving faculty advising. Through presentation of his own ideas and facilitation of group discussions, the presenter will celebrate examples of excellent faculty advising while offering ideas for engaging the "less excellent" faculty advisors. The presenter will engage you in advising-related scenarios and discuss approaches for best practices while offering suggestions for decentralizing faculty advisors. Examples will include serving on committees, attending department meetings, and visiting campus groups. Additionally, the presenter will share strategies for establishing working groups of ambassadors for change such as the Faculty Advising Group and review materials produced by faculty advisors that help us help our students. Most faculty colleagues advise well; how do we motivate the rest to improve their performance?

Track(s): Advising Administration, Faculty Advising

5.7 Intertwining Career Development within Advising

Christine Rayner — Mount Wachusett Community College

ROBERT FROST

Deciding what to major in is one of the many challenges that college students face that can negatively affect overall graduation and retention rates if done without guidance by academic advisors. This session will showcase how MWCC tackled this challenge with the development and implementation of the Career Module within the Advising Curriculum. MWCC began the process of offering students the opportunity to participate in Career Development Advising Services through community workshops, classroom



DID YOU KNOW...

THESE FAMOUS PEOPLE LIVED IN NH

- Adam Sandler**, actor, grew up in Manchester NH
- Seth Myers**, comedian, went to high school in Manchester, NH
- Robert Frost** (1874 – 1963), poet, winner of four Pulitzer Prizes, lived in Derry, NH
- David Souter**, retired Associate Justice of the Supreme Court of the U.S
- Carlton Fisk**, Red Sox player, grew up in Charlestown, NH
- S. Christa McAuliffe** (1948 – 1986), First teacher in space who died in the explosion of the space shuttle Challenger
- Grace Metalious** (1860 – 1964), Author of "Peyton Place"
- Sarah Josepha Hale** (1788-1879), author and journalist who wrote "Mary Had a Little Lamb"
- Ken Burns**, filmmaker
- JD Salinger** (1919-2010), author of Catcher in the Rye, lived in Cornish NH
- Franklin Pierce** (1804 – 1869), 14th President of United States
- John Stark** (1728-1822), Revolutionary War general; author of NH motto "Live Free or Die"

presentation, and online learning. Participants will have an opportunity to analyze the strengths and weaknesses within their own Career Development Advising Services and will walk away with an excellent example of a Career Development Advising Module that they can implement at their own institution.

Track(s): Undecided & Exploratory, First Generation College Student Advising

5.8 From Underwater Fire Prevention to Table Manners: Articulating the Value of a General Education Program

Jennifer Tyniec — Plymouth State University

HAWTHORNE

The phone rings and an angry parent say to you “Is this a joke? My student is not taking a class called Table Manners!” How do you respond? At a time when students, families, and society are focusing on the end goal of a degree and gainful employment, how do we help students (and parents) understand the value and importance of general education classes? This session will explore the pros and cons of general education. Through discussion and role playing, new professionals will begin to develop the confidence to articulate the advantages of liberal education and how to advise students to expand their horizons.

Track(s): Advisor Training & Development, New Advising Professionals



LUNCH

KEYNOTE SPEAKER, DR. JIM HUNDRIESER

12:00PM—1:15PM

THE ARMORY

Place this in an UnConference Bucket found in any presentation room by Thursday at NOON!



UNCONFERENCE TOPIC SUBMISSION FORM

My UnConference topic/idea is:

Optional — *but suggested if you submit more than one idea so they are not scheduled at the same time:*

Name: _____

Institution: _____

UNCONFERENCE & POSTER SESSIONS

1:30PM—2:45PM

POSTER SESSIONS WILL BE IN THE NACADA REGISTRATION DESK AREA.

UNCONFERENCE SESSIONS WILL BE IN DESIGNATED MEETING ROOMS. PLEASE REFERENCE THE DISPLAY BOARD TO SEE WHICH TOPICS ARE IN SPECIFIC ROOMS.



WHAT IS AN UNCONFERENCE?

An UnConference is a designated time during the NACADA Region 1 Conference for participants to have open discussions, share new ideas, network with like-minded colleagues, learn from peers, brainstorm around certain themes, and build community within the organization. Unlike other planned conference sessions, where presenters submit their topic and abstract months ahead and go through a formal review and acceptance process, the UnConference sessions and topics are driven by the attendees, who bring their own topic ideas to the table without a formal presentation. Sessions are flexible in nature – so flexible that you can come and go from each one as you desire – to get the most out of the program as you would like.

BRING YOUR IDEAS TO AN UNCONFERENCE SESSION!

Do you have an item on your to-do list that you don't know how to tackle? Are you struggling with a program in your department and want to make it better? Bring it to an UnConference session! Do you have a nugget of an idea you want to brainstorm further, a fact or data set that gets you thinking in a new way, or a desire to hear what others are doing to address shared concerns or problems on their campus? Bring it to an UnConference session! Remember – Region One is vast and mighty – but we all have common issues, thoughts, and interests - if YOU think an idea is worth exploring more during an UnConference session, chances are others will too!

Conference attendees will have the chance to submit their ideas for an UnConference session until noon on Thursday. You can put an idea – or more – into the mix for an UnConference topic. During lunch on Thursday, we will let all attendees know which topics will be discussed in which meeting room – so that you can plan your afternoon sessions accordingly.

UNCONFERENCE SESSION 1
1:45PM —2:15PM

TOPIC: _____
ROOM: SALON A

TOPIC: _____
ROOM: SALON A

TOPIC: _____
ROOM: SALON A

TOPIC: _____
ROOM: SALON B

TOPIC: _____
ROOM: SALON C

TOPIC: _____
ROOM: SALON D

TOPIC: _____
ROOM: CURRIERS

TOPIC: _____
ROOM: CURRIERS

UNCONFERENCE SESSION 2
2:15PM —2:45PM

TOPIC: _____
ROOM: SALON A

TOPIC: _____
ROOM: SALON A

TOPIC: _____
ROOM: SALON A

TOPIC: _____
ROOM: SALON B

TOPIC: _____
ROOM: SALON C

TOPIC: _____
ROOM: SALON D

TOPIC: _____
ROOM: CURRIERS

TOPIC: _____
ROOM: CURRIERS

POSTER SESSIONS
1:30PM —2:45PM
NACADA REGISTRATION AREA

P.1 Bring Your Mascot Front & Center! Make Advising Work!

Joan Shea — Becker College
Maria Calkins — Becker College
Daniel Chapman — Becker College

Apple is famous for the slogan, “It just works.” Does the advising approach at your institution “just work” for the students? At Becker College, we’ve redefined advising to make sure it works for all our students. Our mascot, Hank the Hawk, is helping us with his special flashlight, the “Hawk-Light.” Hawk-Light advising employs metaphor and analogy to create an eclectic message which assists students throughout their collegiate journey. Join us for workshop poster presentation that will use brainstorming to identify what advising approaches you could blend and ways to incorporate your mascot into the advising approach at your school.

Track(s): Advisor Training & Development, Theory & Philosophy of Advising

P.2 The Transition to Post-Secondary Writing: Tools for Advisors

Kerri Hoppe —Brandeis University

As access to higher education continues to grow it is important to consider how students are prepared for college level work. This is especially true in the area of writing, a skill that is needed for college success. How can advisors work to support their students in an effective way during this transition? What new developments in secondary education will help us better understand and advise first-year students? This session will present insight on this topic from a qualitative research study that investigated college writing preparedness through the perspectives of ten first-year students at a small, liberal arts institution in Massachusetts. It will also provide tools and resources for advisors to use in helping students with the transition to post-secondary writing.

Track(s): Advising First Year Students, High School to College Advising

P.3 How Motivation, Adjustment, and Stress affects Probation Students

Mark Leszczynski — Eastern Connecticut State University

Research suggests that motivation and academic efficacy (e.g., Gerdes & Mallinckrodt, 1994; Hsieh & colleagues, 2007) relates to academic performance. Students on academic probation are especially at risk. On a pilot survey, students at a public liberal arts college reported that work-life balance, college adjustment, lack of motivation and study skills hindered academic achievement. Follow-up questionnaires were given: the Motivated Strategies for Learning Questionnaire (Pintrich

and colleagues), the Social Adjustment to College Scale (Gray and colleagues, 2013) and the Student Life Stress Inventory (Gadzella & Baloglu). It is expected that these factors will predict end of semester academic performance. Future programs and strategies for academic advisors working with probation students will be discussed.

Track(s): Probation/Dismissal/Reinstatement Issues

P.4 How Less is Actually More: Executing Successful Student Programming on a Budget

AnnMarie Puleo — Western Connecticut State University

Don't let budget cuts and tighter finances affect student programming. This poster presentation shows how less money can actually create a greater return on investment! Using the newly developed Gear Up for Registration program as an example, this presentation will demonstrate how tighter budgets pushed for stronger interdepartmental collaboration and had a positive impact on our students by improving the rate at which students register, creating connections between students and staff, serving individual and global needs, and increasing student retention.

Track(s): Undecided & Exploratory, Theory & Philosophy of Advising

P.5 Students Work: Options for Prior Learning Assessment

Anne McCubrey — Southern New Hampshire University

“How can I get credit for my life experience?” This question has different answers depending on the policies of each institution, as well as your personal knowledge. The Council for Adult and Experiential Learning (CAEL) has a broad definition of Prior Learning Assessment (PLA) that includes standardized testing, transfer credits, ACE recommendations for work experience and military service, and portfolio development. But do you have standard guidelines that allow for consistent review and student satisfaction?

Track(s): Advising Adult Learners, Advisor Training & Development

P.6 Inception: Getting Students to Think What You're Thinking

Michaela Kinlock — Harvard Graduate School of Education

Despite advisors' vast knowledge and good intentions, students do not always follow our advice. College students want to feel independent and make decisions for themselves. At times our prescriptive suggestions may end up a hindrance to this sense of independence. By using the Inception advising technique, help students think your ideas are their own, thus making them more likely to feel ownership and follow through. This poster will outline the basic steps to the Inception advising technique, provide a sample scenario that demonstrates Inception principles in action, explain the reasons why this method is effective, and provide an opportunity to reflect upon the Inception technique in participants' own practice.

Track(s): Advising & Academic Coaching, Advisor Training & Development

P.7 Mechanics of STEM Advising

Colleen Coughlin — University of Massachusetts Amherst

Increased popularity to explore STEM has led to higher standards for acceptance into STEM majors, creating additional barriers for incoming students. UMass Undeclared Advising collaborates closely with STEM departments; many of which are competitive “restricted majors” on campus. The Focus STEM Residential Academic Program (RAP) with First Year Seminar was created in response to majors raising acceptance standards for incoming students in Fall 2012. Students who were not accepted to these “restricted majors” and had not specified alternate major interests were placed in undeclared as “involuntary undeclared” students. Focus STEM's seminar goals encourage exploration of STEM fields, navigation of on campus transfers, successful transition to university academics, and promotion of relationships for “restricted” STEM major access. The RAP has evolved to accommodate demand and student population.

Track(s): Advising First Year Students, Engineering & Science Advising



NEW HAMPSHIRE PRESIDENTIAL PRIMARY

100th Anniversary in 2016

The first New Hampshire presidential primary was held in 1916 and has held the status as the first-in-the-nation since 1920. Prior to 1952, the primary did not hold much prominence. In 1949, laws were changed to make the primary a way to directly select candidates rather than delegates, and thereby increase voter turnout. In the decades since this change, the New Hampshire primary has become a cornerstone of presidential elections.

{<http://www.anselm.edu/Institutes-Centers-and-the-Arts/NH-Institute-of-Politics/New-Hampshire-Primary/100th-Anniversary.htm>}

Photo: <http://www.nh.gov/nhinfo/highlights.html>

SESSION 6
3:00PM —4:00PM

6.1 Conversation with the Keynote, Dr. Jim Hundrieser

Dr. Jim Hundrieser — Plymouth State University

DARTMOUTH

6.2 Best Practices to Maintain and Sustain a Peer Advising Program without Compensation—PANEL SESSION

Zachary Richards — Southern New Hampshire University

Tom Alhadif — Southern New Hampshire University

CURRIERS

How do you motivate student leaders with little or no budget? Join our panel of current Peer Advising Leaders (PALs) from Southern New Hampshire University-On Campus to learn more about why they became PALs and why they stay without compensation. The SNHU PAL program has moved from a compensated model to a volunteer model over the past six years. An interactive panel of current PALs and administrators of the program will discuss successes and challenges associated with a volunteer model. Our presentation will explore the issue of student motivation to serve in the program, examining how non-monetary rewards are used to provide both intrinsic and extrinsic motivation. Attendees of this session will leave with strategies for building a non-funded peer advising program.

Track(s): Peer Advising & Mentoring

6.3 Linking Data with Practice to Impact Student Success—PANEL SESSION

Dante Cantu — Mount Saint Mary College

Racheal Shertzer — Mount Saint Mary College

WEBSTER

This presentation focuses on the use of institutional data to inform student success and retention initiatives. Based on institutional efforts to support student persistence at MSMC, a small liberal arts college in the Hudson Valley, NY, this session seeks to make clear how data can significantly inform student success efforts; how those efforts can be assessed; and, how the assessment outcomes can then be utilized to inform future recruitment and success efforts. We will demonstrate to participants how key, readily available data can be utilized and critiqued to inform the development of best practices that predict, support and enhance student success. Further, we will provide an overview of how to assess the effectiveness of those data driven practices. Finally, we will model the importance of cross departmental collaboration as central to student success.

Track(s): Advising & Academic Coaching, First Generation College Student Advising

6.4 Managing Conflict

Susan Kolls —Northeastern University

ROBERT FROST

Most of us strive to avoid conflict in our lives, but as managers

or advisors we often find ourselves in contentious situations. Conflict can arise when working with parents, colleagues, employees and students, and around issues ranging from admission to course selection to office politics and beyond. Without resolution, conflict can cause stress and make our work more difficult to accomplish. In this session, we will take a look at some advising theory related to and specific strategies for dealing with conflict, including the use of conflict resolution techniques that will allow us to embrace conflict as a way to move forward in these situations. We will apply types of conflict and conflict theory to specific examples from higher education settings to help empower new and seasoned advisors, managers and higher education professionals with the means to manage conflict better regardless of the type of conflict or setting.

Track(s): Advisor Training & Development, Theory & Philosophy of Advising

6.5 Identifying the Needs: Advising Graduate Students to Success

Dana Horne — University at Buffalo—School of Social Work

Laura Shrader — University at Buffalo—School of Social Work

HAWTHORNE

Graduate student enrollment is on the rise in the U.S. Historically there has been an assumption that graduate students do not require the same level of advising as undergraduate students, but where is the data? This assumption is outdated and non-reflective of today's graduate student population. Colleges and universities are challenged with identifying the current advising needs of graduate students, often in an online environment. Development of student support services within a virtual and readily accessible format is important for graduate student success and retention. During this session, the presenters will discuss common graduate student challenges, results of a graduate student needs assessment, and program strategies implemented in response to those findings.

Track(s): Advising Graduate and Professional Students, Technology in Advising

6.6 Advising Works in the Center for Academic Engagement

Matthew Howe — Hudson Valley Community College

Aaron Nooney — Hudson Valley Community College

Jessica Gilbert — Hudson Valley Community College

SALON C

How does it work when the various moving parts of Advising, Instructional Support, Academic Coaching and Departmental Collaboration come together to create a model for student success? Learn about the finer details of supporting diverse populations and communicating effectively with students through our hub for academic coaching and proactive advising. Need to close the loop with your early alert system? You'll see the inner workings of an office designed specifically to accomplish that and much more. Advising works best when we

work together and the Center for Academic Engagement fosters collaboration between academic departments and instructional support, utilizes peer mentors to facilitate beneficial conversations among students, and provides effective mini-workshops with concise, targeted lessons designed to teach students how to build their own success.

Track(s): Two year Colleges, Advising & Academic Coaching

6.7 Positive Attitude, Positive Results

Barbara LaJeunesse — Plymouth State University

Jennifer Tyniec — Plymouth State University

SALON D

In our day-to-day job of advising student after student, hearing the same questions and problems ad nauseam, we may tend to go on auto pilot, lose our enthusiasm, and lose sight of our purpose. As a result, students may feel devalued and deprioritized, and we can become mired in the monotony of the checklist of tasks to complete. This can affect our ability to find joy in our job and connect meaningfully with students to give them the service they deserve. Through lively discussion and case study analysis, you will leave this workshop with ideas on how to improve your student interactions.

Track(s): Advisor Training & Development, New Advising Professionals

6.8 Veterans Support Services — ROUNDTABLE

Rodney Mondor — University of Southern Maine

Lorrie Spaulding — University of Southern Maine

Jen Hart — University of Southern Maine

SALON B

Colleges and universities are being tasked to develop services for Veteran students who bring an immense number of transferable skills to their university experience, including advanced analytical, leadership, and specialized technical skills. How do we best serve Veteran students in and outside of the classroom? At the University of Southern Maine, focus has been placed on students successfully transitioning to university life as well as our creating a supportive educational environment. During this session, collaboration between Veterans Services, Academic & Career Advising will be highlighted. Roundtable discussion focusing what Region 1 institutions are doing to support their Veteran students will be an integral part of this session. Advising professionals will have an opportunity to discuss successes and challenges in creating programming for Veterans students.

Track(s): Advising Military Students & Dependents



REGION 1 CARES



This year Region 1 has selected the **Beech Street School** as the recipient of our donation collection.

Beech Street School is an elementary school (K-5) located in a Manchester neighborhood where 40% of residents live below the poverty level and more than 40% of residents have not completed high school. Many of the children who attend Beech Street are refugees; there are more than 30 languages spoken at the school. Fifty percent of the approximately 579 students are enrolled in the English Language Learners program.

Staff and student volunteers from Southern NH University's Center for Community Engaged Learning (CCEL) will assist NACADA Region 1 members in the collection and distribution of items collected to support the children of the **Beech Street School**, a CCEL Community Partner. -

See more at: <http://www.nacada.ksu.edu/Events-Programs/Events/Region-Conferences/Region-1.aspx#sthash.qfQ2YEhH.dpuf>

FRIDAY, MARCH 20TH

SESSION 7

8:00AM—9:00AM

7.1 Aligning with the Online Student: Engaging and Advising the Multi-Burdened Graduate Student

Tara Maroney — University of Bridgeport

CURRIERS

Graduate students are twice as likely to be enrolled in a fully online program as their undergraduate counterparts (22 percent to 11 percent) according to the National Center for Education Statistics. With those numbers increasing, colleges and universities need to learn how to provide the best service to adult students who are balancing work, school and family. At the University of Bridgeport, a renewed emphasis on online learning prompted a move away from faculty advising to professional advising for this key demographic. Hear how we worked with key University stakeholders to revamp and improve the student experience from application to class engagement. An interactive discussion on best practices and what works with this population will be strongly encouraged.

Track(s): Distance Education Advising, Advising Graduate & Professional Students

7.2 Remixxxx!! A Look at Pop Culture, LGBTQ Students, and Fostering Inclusive Environments

Alana Butler — University of Connecticut

SALON B

'What did my favorite artist just say in that song?' 'I think a student just told me they're gay...' 'Why does this matter?' 'I have no idea who I should talk to..' 'It's just rap' 'It's on tv all the time, who cares?' 'I'm not sure I'm ready to be an ally...' 'How do students know I'm safe to talk to?' Does this sound like your inner monologue? How do pop culture messages influence students' perceptions of LGBTQ individuals? This "upbeat" session will explore messages in pop culture media, their impact on the LGBTQ community, and the challenges/opportunities staff and faculty have in helping students experience a supportive home on campus.

Track(s): LGBTQA, Multicultural Concerns

7.3 Will I Get the Classes I Need? A New Pre-Orientation Registration Model Gives Students a Good Start

Felecia Edwards — University of New Haven

WEBSTER

Are you tired of your students finishing orientation on waitlists or with courses they don't really want or need? Do you dread phone calls from parents and students asking you when a seat will open up? At the University of New Haven, the Center for Academic Success and Advising partnered with Enrollment Management, Student Affairs, and Academic Affairs to make sure they had enough seats and sections for all new students. This model allowed advisors to register students before they arrive for orientation, which improved the students' advising and registration experience. Come learn about the challenges and success of implementing an online pre-orientation model. Participants will leave this session with ideas on how they can implement a similar model and help their students start the semester on the right track.

Track(s): Advising First Year Students, High School to College Advising

7.4 Mentors, Friend Makers: Creating a Peer Mentoring Program for International and Domestic Students

Margaret Loscuito — Northeastern University

Alison Ottaviano — Northeastern University

DARTMOUTH

As colleges and universities become more globally focused, they bring more international students to their campuses. International students often face both academic and social difficulties in adjusting to their new surroundings. Social programs inside and outside the classroom can promote adjustment. This presentation will discuss the creation and implementation of a peer mentoring program that is showing success. Peer mentoring was initially created to supplement the required first-year seminars offered through each department in the college. Once this pilot program was fully adopted, we refocused on international peer mentoring and developed

programs that incorporate cultural elements designed to integrate international and domestic students. Initial results show better adjustment among international students and improved retention.

Track(s): Peer Advising & Mentoring, Multicultural Concerns

7.5 Connecting Majors to Careers

Mike Ormsby — University of Hartford

SALON D

"What are you doing to get my student hired?" "What can I do with a major in...?" Parents and students are becoming increasingly concerned about the outcomes attached to their investment. One advisor attempted to answer these questions by working with faculty to incorporate career readiness into a class for at-risk students. This session will share details of the research-informed program, including timeline of events, ongoing refinement, resources used, and student evaluation results.

Track(s): Advising & Academic Coaching, Advising First Year Students

7.6 Academic Success through Transformational Advising: Advising the Undeclared and Academic Probation Student

Kristen Rhyner — University of Massachusetts Lowell

Francine Coston — University of Massachusetts Lowell

SALON C

The undergraduate population at the University of Massachusetts Lowell has increased by 46% in six years. During this time of unprecedented growth, our full-time freshman retention rate has increased from 75% to 84%. The Centers for Learning and Academic Support Services has implemented two new advising initiatives. These programs were piloted to improve retention for undeclared and academic probation students. Exploratory Advising and the Academic Intervention Program utilize transformational advising strategies to complete major selection, improve academic standing, decide on career paths, and expedite degree completion. Our approach has evolved using both appreciative and transformational theories. We will identify student demographics, illustrate specific strategies, and share outcomes. This presentation will be most appropriate for advisors and administrators, particularly those new to advising. Track(s): Undecided & Exploratory, Probation/Dismissal/Reinstatement Issues

7.7 Conversation with NACADA Leadership & Executive Office Representative

David Spight — NACADA Board Representative

Diane Matteson — Assistant Director, NACADA

ROBERT FROST

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.

SESSION 8
9:15AM — 10:15AM

8.1 A Dose of Reality - Thriving on Campus, on the Job and in the Real World

Susan Kolls — Northeastern University

WEBSTER

Higher education professionals encounter teachable moments every day. Our challenge is translating those moments into quantitative material that a student, faculty, coworker or colleague can understand and retain. It is often our job to provide individuals with the tools necessary to triumph over a particular situation, and carry that lesson with them through their education, and beyond. Examples from the cultural phenomenon of reality television can easily be employed to establish a common interest, a shared experience, and a translatable lesson. Join us for a fun, reality-filled session that draws lessons from the shared experience of reality TV and extends those lessons into advising sessions, staff meetings, classrooms and beyond.

Track(s): Advising Administration, Advisor Training & Development

8.2 Building Relationships that Work: Collaborative Academic Advisement from “A” to “G” (Admission to Graduation)

Stephanie Hricko — Hofstra University

Danielle Wyck — Hofstra University

SALON B

To foster strong relationships with students, our institution implemented a collaborative advisement model, in which students are assigned to one Advisement Dean and one faculty advisor directly upon Admission. Both help students navigate through college and remain with them until graduation, creating a collaborative and supportive space to foster their autonomy as they identify and achieve academic goals. This presentation will review the unique aspects of this model, including rewards and challenges inherent to its structure, and how it might be adapted to different institutions. Successful outcomes, retention efforts, and proactive advising strategies will also be discussed. This session is appropriate for all advisors, including faculty advisors and administrators, from both two- and four-year institutions.

Track(s): Theory & Philosophy of Advising

8.3 Switching Gears: Moving from Advisement to Engagement in Community Colleges

Lauren DiMartino — Guttman Community College

Allison Milana — Guttman Community College

SALON C

Research shows that student engagement is positively correlated with retention and graduation rates. But, how do we shift the conversation from a more traditional advising

approach to providing environments that offer engaging and validating experiences for diverse and underserved populations? This interactive session will look at holistic strategies that advisors can employ to increase student engagement and success. Through implemented best practices and brainstorming, we'll discuss ideas such as incorporating a wider variety of strengths-focused advisement into the relationship (academic, transfer, career) and exploring partnerships that create more holistic and engaging experiences. Examples will be provided from Guttman Community College, a new innovative program that has made the shift to an engagement focus.

Track(s): Multicultural Concerns, Theory & Philosophy of Advising

8.4 Bringing SAP into the Advising Conversation

Stephanie Marchetti — Mount Wachusett Community College

SALON D

Satisfactory Academic Progress (SAP) issues can ripple through a student's entire education and impact much more than just their financial aid award. This session will showcase how our institution brought SAP into advising through conversation, strategic outreach, and group workshops, in an effort to increase student awareness and success. Attendees will have the opportunity to reflect on their largest issues with SAP at their own institutions, discuss how the SAP appeal process can work concurrently with the academic suspension process, and explore new strategies to implement at their institution.

Track(s): Assessment of Advising, Two Year Colleges

8.5 Embracing Difference as Something We Have in Common

Dominick Usher — University of Massachusetts Amherst

CURRIERS

Many schools offer first-year seminars for new students and many of these classes focus on transitioning from high school to college. It is important that part of the conversation about this transition be focused on how students will be exposed to different cultures and identities. Students come to college with varying degrees of competency and comfort in dealing with difference. How do we talk to students about difference as a real, common, and valuable part of the college experience? The objective of this presentation is to inspire advisors teaching first-year seminars to think about ways to engage students in interactive and inclusive conversations about diversity and multiculturalism in class.

Track(s): Multicultural Concerns, Advising First Year Students

PROGRAM LISTING BY TRACK

Advising Administration

- 5.2 Academic Decisions, Financial Consequences
- 5.6 Dilemmas and Delights of a Decentralized Faculty-Based Advising System
- 8.1 A Dose of Reality - Thriving on Campus, on the Job and in the Real World

Advising Adult Learners

- 1.6 Using Andragogy to Advise Adult Students
- 2.5 Distance Advising: Developing the Meaningful Relationship
- 4.6 If You Build It, They Will Succeed: The Online Advising Toolkit
- P.5 Students Work: Options for Prior Learning Assessment

Advising and Academic Coaching

- 1.2 Nuestra CASA Es Su Casa: Creating a Blueprint to Help Students Connect
- 2.8 Two Ears, One Mouth: Listening in Academic Advising
- 4.3 Making Advising Work for Our Students and Our Institutions: Tackling Ethical Dilemmas
- 5.4 A Proactive Advising and Coaching Model that Works: Help Your Students Succeed and Stay on Track
- 6.3 Linking Data with Practice to Impact Student Success-PANEL
- 6.6 Advising Works in the Center for Academic Engagement
- 7.5 Connecting Majors to Careers
- P.6 Inception: Getting Students to Think What You're Thinking
- PC2 Motivational Interviewing (MI) for Student Success-Overview and Implementation

Advising First-Year Students

- 1.5 Working Together: Academic Advising and Career Development in the First Year
- 2.2 REACH Out for Retention
- 2.6 PACT: How Advisors Make a Difference in the First-Year Experience
- 3.4 Student Success Advocate: A Collaborative Model for Student Engagement and Retention
- 3.5 Creator of Possibilities vs. Victim of Defeat: Blueprint for Success
- 4.7 Advising 360°: A Team Approach to Pre-Major Advising
- 4.8 Introducing Academic Advising to First Year Students: Strategies and Activities for Success in the Classroom and Beyond
- 5.4 A Proactive Advising and Coaching Model that Works: Help Your Students Succeed and Stay on Track
- 5.5 Expanding the Village: Early Alert and Retention
- 7.3 Will I Get the Classes I Need? A New Pre-Orientation Registration Model Gives Students a Good Start
- 7.5 Connecting Majors to Careers

- 8.5 Embracing Difference as Something We Have In Common
- P.2 The Transition to Post-Secondary Writing: Tools for Advisors
- P.7 Mechanics of STEM Advising

Advising Graduate & Professional Students

- 3.6 Tools for Success: Developing an Advising Syllabus for Graduate Students
- 6.5 Identifying the Needs: Advising Graduate Students to Success
- 7.1 Aligning with the Online Student: Engaging and Advising the Multi-Burdened Graduate Student

Advising Interdisciplinary Programs

- 2.3 Advising Beyond the Curriculum

Advising Military Students & Dependents

- 6.8 Veterans Support Services

Advising Student Athletes

- 3.5 Creator of Possibilities vs. Victim of Defeat: Blueprint for Success
- 5.3 It Takes a Village: Building Collaborative Relationships with Athletic Advisors in Advising Student-Athletes

Advising Transfer Students

- 2.7 Developing a Transfer Advising Curriculum

Advisor Training & Development

- 1.1 Meeting Students Where They Are: A Roundtable Discussion on Student Communication and Program Marketing-ROUNDTABLE
- 1.7 Make Yourself Indispensable
- 2.1 The Work of Being an Ally
- 2.8 Two Ears, One Mouth: Listening in Academic Advising
- 3.1 Powering Your Transition: Translating Established Skills to Your New Advising Job-ROUNDTABLE
- 3.2 Work that Interview!
- 3.6 Tools for Success: Developing an Advising Syllabus for Graduate Students
- 4.1 Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, books and NACADA blog
- 4.2 Beyond the Ally Sticker: Understanding Social Identity Theories
- 4.4 Running on Empty: Preventing Burnout and Compassion Fatigue
- 5.1 Take the Lead: NACADA's Emerging Leader Program-PANEL
- 5.2 Academic Decisions, Financial Consequences
- 5.8 From Underwater Fire Prevention to Table Manners: Articulating the Value of a General Education Program
- 6.4 Managing Conflict
- 6.7 Positive Attitude, Postitive Results!

- 8.1 A Dose of Reality - Thriving on Campus, on the Job and in the Real World
- P.1 Bring Your Mascot Front and Center! Make Advising Work!
- P.5 Students Work: Options for Prior Learning Assessment
- P.6 Inception: Getting Students to Think What You're Thinking
- PC2 Motivational Interviewing (MI) for Student Success – Overview and Implementation
- PC3 Social Media Works for Communication and Engagement
- Appreciative Advising**
- 3.7 All Aboard! Engaging Online Students for a Successful Journey
- Assessment of Advising**
- 8.4 Bringing SAP into the Advising Conversation
- Distance Education Advising**
- 1.4 “Anything you can do, I can do better...online!” Personalizing the Online Advisement of Distance Learners
- 2.5 Distance Advising: Developing the Meaningful Relationship
- 3.7 All Aboard! Engaging Online Students for a Successful Journey
- 4.6 If You Build It, They Will Succeed: The Online Advising Toolkit
- 7.1 Aligning with the Online Student: Engaging and Advising the Multi-Burdened Graduate Student
- Engineering and Science Advising**
- P.7 Mechanics of STEM Advising
- ESL & International Student Advising**
- 3.8 International Approach for Working with International Students
- Faculty Advising**
- 4.7 Advising 360°: A Team Approach to Pre-Major Advising
- 5.6 Dilemmas and Delights of a Decentralized Faculty-Based Advising System
- First-Generation College Students Advising**
- 2.6 PACT: How Advisors Make a Difference in the First-Year Experience
- 4.8 Introducing Academic Advising to First Year Students: Strategies and Activities for Success in the Classroom and Beyond
- 5.7 Intertwining Career Development within Advising
- 6.3 Linking Data with Practice to Impact Student Success-- PANEL
- High School to College Advising**
- 7.3 Will I Get the Classes I Need? A New Pre-Orientation Registration Model Gives Students a Good Start
- P.2 The Transition to Post-Secondary Writing: Tools for Advisors
- Large Universities**
- 3.3 Advising Works to Support Student Success: Non-Registered Student Outreach Tracking
- 5.5 Expanding the Village: Early Alert and Retention
- Lesbian, Gay, Bisexual, Transgendered & Ally (LGBTQA)**
- 2.1 Work of Being an Ally
- 4.2 Beyond the Ally Sticker
- 7.2 Remixxxx!! A Look at Pop Culture, LGBTQ Students, and Fostering Inclusive Environments
- Multicultural Concerns**
- 7.2 Remixxxx!! A Look at Pop Culture, LGBTQ Students, and Fostering Inclusive Environments
- 7.4 Mentors: The Friend Maker. Creating a Peer Mentoring Program for International and Domestic Students
- 8.3 Switching gears: Moving from Advisement to Engagement in Community Colleges
- 8.5 Embracing Difference as Something We Have In Common
- New Advising Professionals**
- 1.1 Meeting Students Where They Are: A Roundtable Discussion on Student Communication and Program Marketing-ROUNDTABLE
- 1.7 Make Yourself Indispensable
- 3.1 Powering Your Transition: Translating Established Skills to Your New Advising Job-ROUNDTABLE
- 3.2 Work that Interview!
- 4.4 Running on Empty: Preventing Burnout and Compassion Fatigue
- 5.8 From Underwater Fire Prevention to Table Manners: Articulating the Value of a General Education Program
- 6.7 Positive Attitude, Positive Results!
- Peer Advising & Mentoring**
- 6.2 Best Practices to Maintain & Sustain a Peer Advising Program without Compensation-PANEL
- 7.4 Mentors, Friend Makers: Creating a Peer Mentoring Program for International and Domestic Students
- Probation/Dismissal/Reinstatement Issues**
- 2.4 Moving Forward: Helping Students on Probation Find Their Way
- 4.5 R u going 2 cl@ss?: Strategies for Effectively Engaging the Texting Generation
- 7.6 Academic Success Through Transformational Advising: Advising the Undeclared and Academic Probation Student
- P.3 How Motivation, Adjustment, and Stress Affects Probation Students
- Technology in Advising**

- 1.4 “Anything you can do, I can do better...online!”
Personalizing the Online Advisement of Distance Learners
- 2.2 REACH Out for Retention
- 3.3 Advising Works to Support Student Success: Non-Registered Student Outreach Tracking
- 4.5 R u going 2 cl@ss?: Strategies for Effectively Engaging the Texting Generation
- 6.5 Identifying the Needs: Advising Graduate Students to Success
- PC3 Social Media Works for Communication and Engagement

Theory & Philosophy of Advising

- 1.2 Nuestra CASA Es Su Casa: Creating a Blueprint to Help Students Connect
- 4.3 Making Advising Work for Our Students and Our Institutions: Tackling Ethical Dilemmas
- 5.3 It Takes a Village: Building Collaborative Relationships with Athletic Advisors in Advising Student-Athletes
- 6.4 Managing Conflict
- 8.2 Building Relationships that Work: Collaborative Academic Advisement from “A” to “G” (Admission to Graduation)
- 8.3 Switching gears: Moving from Advisement to Engagement in Community Colleges
- P.1 Bring Your Mascot Front and Center! Make Advising Work!
- P.4 How Less is Actually More! Executing Successful Student Programming on a Budget

Two-Year Colleges

- 3.4 Student Success Advocate: A Collaborative Model for Student Engagement and Retention
- 6.6 Advising Works in the Center for Academic Engagement
- 8.4 Bringing SAP into the Advising Conversation

Undecided & Exploratory

- 1.3 Helping Students Explore Career Pathways Using StrengthsFinder2.0 (Rath, 2007)
- 1.5 Working Together: Academic Advising and Career Development in the First Year
- 1.8 LinkedIn: Discovering Career Pathways
- 2.3 Advising Beyond the Curriculum
- 2.4 Moving Forward: Helping Students on Probation Find Their Way
- 5.7 Intertwining Career Development within Advising
- 7.6 Academic Success Through Transformational Advising: Advising the Undeclared and Academic Probation Student
- P.4 How Less is Actually More! Executing Successful Student Programming on a Budget
- PC1 Using Card Sorts to Help Students Choose a Career or Major



MISSED A HANDOUT FROM A SESSION?

LOOKING TO REFERENCE A POWERPOINT FROM A SESSION YOU ATTENDED?

Online Access to Conference Materials

NOW AVAILABLE!!

Region 1 is proud to debut our Tumblr page with access to 2015 conference materials!

[http://
nacada-region1.tumblr.com
/2015-conference-materials](http://nacada-region1.tumblr.com/2015-conference-materials)

Thanks for coming to the conference, we look forward to seeing you next year!

2014 REGION ONE AWARDS & RECOGNITION

The goal of the NACADA Award Programs are to encourage wider support and recognition for academic advising in colleges and universities by providing an opportunity for recognition of outstanding advising. An ultimate outcome of these programs is to improve advising services for students. By honoring individuals who advise within NACADA Region One, we hope to bring more deserved recognition and respect to the important role that Academic Advisors play in higher education.

2014 Best of Region Award

Kevin Piskadlo and Jessie Karner

Presentation: “Did They Just Say That? Responding to Students in Crisis”

NACADA Individual Awards

Sandra DerGurahian

Excelsior College, Albany, NY

Outstanding Advising Award—Academic Advising Administrator

Sara Duprey

Excelsior College, Albany, NY

Outstanding Advising Award — Primary Advising Role

Nathan Hendrickson

Rochester Institute of Technology, Rochester, NY

Outstanding New Advising Award — Primary Advising Role

Chris Johnson

Excelsior College, Albany, NY

Outstanding New Advising Award — Primary Advising Role

NACADA Region One Awards

Professor Reyes Coll-Tellechea

Latin American and Iberian Studies

University of Massachusetts Boston, Boston, MA

Excellence in Advising Award—Faculty Role

SAVE THE DATES!

NACADA's 39th Annual Conference
What Happens in Advising, Stays with Students



See more at: <http://www.nacada.ksu.edu/Events-Programs/Events/Annual-Conference.aspx>



**32nd Annual
Region One
Conference**

March 9-11, 2016

Portland, ME

See more at: <http://www.nacada.ksu.edu/Events-Programs/Events/Region-Conferences.aspx>

SPECIAL THANKS TO...

On behalf of NACADA Northeast Region One, the Conference Committee would like to extend our gratitude to the following individuals, institutions and vendors who contributed vital work and/or donations to help make this conference possible.

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Learning Counts

Smarthinking:

*Thank you to Pearson's Readiness and Retention Team
for their contribution of pens to remind students of online
tutoring through Smarthinking."*

LOOKING FOR A BITE TO EAT?

Breakfast/Café

Bridge Café- 1117 Elm St, (.4 mi)
Baked- 1015 Elm St, (.3 mi)
Finesse Pastries- 968 Elm St (.3 mi)
A&E Roastery- 1000 Elm St. (.4 mi)
Dunkin Donuts- 1015 Elm (.3 mi)
Dancing Lion Chocolate- 917 Elm St. (.2 mi)
Café la Reine- 915 Elm St. (.2 mi)

Lunch/Dinner Options

Republic (Mediterranean Farm to Table)-1069 Elm St (.4mi)
Cotton (American)-75 Arms St (.6 mi)
Mint Bistro (American, Sushi)-1105 Elm St (.4 mi)
The Athens (Greek)-31 Central St. (.1 mi)
Firefly (American)-22 Concord St (.4 mi)
Hooked (Seafood)-110 Hanover St, (.3 mi)
Ignite Bar & Grille (American)-100 Hanover St (.3 mi)
N'awlins (Cajun/Creole)-860 Elm St (.2 mi)
Red Arrow Diner (American)-61 Lowell St (.5 mi)
Café Momo (Nepalese)-1065 Hanover St (2.4 mi)

American/Pub/Bars

The Pint- 1111 Elm St (.8 mi)
Strange Brew- 88 Market St (.2 mi)
The Wild Rover- 21 Kosciuszko St (.5 mi)
The Farm Bar & Grille (American)-1181 Elm St (.5 mi)

Pizza

Portland Pie Co. -786 Elm St (.1 mi)
900 Degrees- 50 Dow St (.8 mi)

Grab & Go

Dos Amigos Burritos- 931 Elm St (.3 mi)
The Gyro Spot- 1073 Elm St (.4 mi)
Bridge Café- 1117 Elm St, (.4 mi)
Baked -1015 Elm St, (.3 mi)

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