Crossroads

Advising

NACADA Region 5
April 8 - 10
### Region 5 Conference: Schedule at a Glance

#### Wednesday, April 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 am-6:00 pm</td>
<td>Registration Opens, <em>Lower Level Lobby</em></td>
</tr>
<tr>
<td>1:00 pm-5:15 pm</td>
<td>Pre-Conference Workshops, 21st Floor</td>
</tr>
<tr>
<td>4:15 pm-5:00 pm</td>
<td>Orientation for New Attendees, <em>Panorama Ballroom</em></td>
</tr>
<tr>
<td>5:15 pm-6:15 pm</td>
<td>Dinner on Your Own</td>
</tr>
<tr>
<td>6:15 pm-10:30 pm</td>
<td>Transportation to the Zoo (Buses will depart from the Sheraton Lobby at 6:15 pm and will loop continuously every 15 minutes through the evening.) Last bus will depart the zoo at 10:30 pm.</td>
</tr>
<tr>
<td>7:00 pm-10:00 pm</td>
<td>Opening Welcome Reception at Indianapolis Zoo Dolphin Pavilion and Oceans Exhibit Dolphin show begins at 8:00 pm</td>
</tr>
</tbody>
</table>

#### Thursday, April 9

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 am-7:30 am</td>
<td>Group Yoga Class (Space is limited. Register at the hospitality table), <em>Panorama Ballroom</em></td>
</tr>
<tr>
<td>7:00 am-4:00 pm</td>
<td>Registration Open, <em>Lower Level Lobby</em></td>
</tr>
<tr>
<td>7:00 am-5:00 pm</td>
<td>Exhibitors Open, <em>Lower Level Ballroom Hallway</em></td>
</tr>
<tr>
<td>7:15 am-8:00 am</td>
<td>Breakfast (provided) Continental Breakfast (fruit, Danish, bagels, scrambled eggs, coffee &amp; beverages), <em>Lower Level Meridian Ballrooms</em></td>
</tr>
<tr>
<td>8:00 am-8:30 am</td>
<td>Welcome – Dr. Nasser Paydar, Executive Vice Chancellor and Chief Academic Officer, Indiana University-Purdue University Indianapolis, <em>Lower Level Meridian Ballrooms</em></td>
</tr>
<tr>
<td>8:30 am-9:00 am</td>
<td>Keynote Speaker – Michael “Brody” Broshears, Assistant Vice President for Academic Success, University of Southern Indiana, <em>Lower Level Meridian Ballrooms</em></td>
</tr>
<tr>
<td>9:15 am-10:15 am</td>
<td>Concurrent Session I</td>
</tr>
<tr>
<td>10:30 am-11:30 am</td>
<td>Concurrent Session II</td>
</tr>
<tr>
<td>11:45 am-1:15 pm</td>
<td>Lunch (provided), Keynote Speaker – Susan Hawkins-Wilding, Assistant Vice President for Academic Advising, Ivy Tech Community College, <em>Lower Level Meridian Ballrooms</em></td>
</tr>
<tr>
<td>11:45 am-1:15 pm</td>
<td>Mentoring Networking Luncheon, Keynote Speaker—Jennifer Joslin, Associate Director for Content Development, NACADA (for mentoring program participants only, ticket required), <em>Panorama Ballroom</em></td>
</tr>
<tr>
<td>1:30 pm-2:30 pm</td>
<td>Concurrent Session III</td>
</tr>
<tr>
<td>2:45 pm-3:45 pm</td>
<td>Concurrent Session IV</td>
</tr>
<tr>
<td>4:00 pm-4:45 pm</td>
<td>State/Province Meetings, see page 33</td>
</tr>
<tr>
<td>5:00 pm-6:00 pm</td>
<td>Common Reading Session, <em>Circle Suite East</em></td>
</tr>
<tr>
<td>6:00 pm-8:00 pm</td>
<td>Dinner on your own—Group dining sign ups will be available at the hospitality table</td>
</tr>
<tr>
<td>6:00 pm-8:00 pm</td>
<td>Graduate Student / New Professional Networking Reception, RSVP required, <em>Ram Restaurant &amp; Brewery</em></td>
</tr>
<tr>
<td>8:00 pm-10:00 pm</td>
<td>Reception sponsored by IAAN, <em>Panorama Ballroom</em></td>
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<tr>
<td></td>
<td>Entertainment by IndyProv starts at 8:15 pm</td>
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#### Friday, April 10

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 am-7:00 am</td>
<td>Fun Run, Indianapolis Cultural Trail, <em>meet in Sheraton City Centre lobby</em></td>
</tr>
<tr>
<td>7:00 am-9:00 am</td>
<td>Registration Open, <em>Lower Level Lobby</em></td>
</tr>
<tr>
<td>7:15 am-8:15 am</td>
<td>Breakfast (provided), Buffet (assorted pastries, scrambled eggs, bacon, French toast, coffee &amp; beverages), <em>Meridian Ballrooms</em></td>
</tr>
<tr>
<td>7:15 am-8:15 am</td>
<td>Poster Session, <em>Meridian Ballrooms</em></td>
</tr>
<tr>
<td>8:15 am-8:45 am</td>
<td>Business Meeting, <em>Meridian Ballrooms</em></td>
</tr>
<tr>
<td>9:00 am-10:00 am</td>
<td>Concurrent Session V</td>
</tr>
<tr>
<td>10:15 am-11:15 am</td>
<td>Concurrent Session VI</td>
</tr>
<tr>
<td>11:30 am-12:30 pm</td>
<td>Concurrent Session VII</td>
</tr>
</tbody>
</table>
Welcome from the Region 5 Chair

Welcome to “Crossroads IN Advising” NACADA Great Lakes Region 5 2015 Conference! I am honored to serve as your Region Chair and I look forward to engaging with you in the multitude of professional development activities this conference offers. Whether it is through pre-conference sessions, concurrent sessions, poster sessions or networking opportunities Region 5 will provide something for everyone!

During the conference we will be looking at a number of best practices that demonstrate the commitment academic advisors have to their students’ growth and development as successful students and engaged citizens. Our work is never without its challenges and it is my hope that you will come away from this conference with new ideas, research driven practice, new and enhanced collegial relationships, and renewed energy for your work as an advising professional. Region 5 is also very excited to be hosting the NACADA Research Symposium immediately following the conference, an opportunity for professional development, focused on research initiatives our members wish to undertake.

If you are a first time attendee at this year’s conference, I encourage you to participate in the NACADA Orientation for First Time Attendees which will provide you with an overview of how to gain the most from your conference experience as well as connect with NACADA Leaders and other new attendees. The leadership of NACADA is thrilled to have you join us and we want to assist you in getting involved in the organization in a way that meets your needs as an advising professional. In an effort to continue to enhance our social media presence we also invite all attendees to connect with each other in Indianapolis through Twitter via #nacadar5 in addition to liking the NACADA Region 5 Facebook page for regional and conference updates and announcements.

We look forward to welcoming all of you to the Indianapolis Zoo on Wednesday evening with what promises to be a wonderful dolphin show and reception. While in Indianapolis, I encourage all of you to take time to explore this vibrant and active city! From shopping at Circle Centre, to visiting the NCAA Hall of Champions, to relaxing in one of many outstanding restaurants, there is much to do in Indy!

Best wishes for a wonderful conference!

Debra “ Deb” Dotterer
Great Lakes Region 5 Chair, NACADA
Michigan State University
dotterer@msu.edu
Welcome from 2015 Conference Co-Chairs

Welcome to the Circle City, Indianapolis, and to Indiana, the Crossroads of America!

Indianapolis is home to professional sports teams, colleges, universities, and many cultural attractions for you to enjoy. On behalf of a very active Planning Committee, we hope you experience the many dining and entertainment options downtown and throughout the city, and leave the conference reinvigorated for your work with students.

Within a few blocks of the conference venue, you’ll find the Kurt Vonnegut Library, the Athenaeum, the Indiana Historical Society, Circle Centre Mall, the Indianapolis Symphony, and Banker’s Life Fieldhouse (home of the Indiana Pacers), among many other attractions. Indianapolis has truly come into its own in the last few years as a top-ranked destination for both talent and tourism. Our city has many vibrant cultural areas, including the Warehouse District downtown, Mass. Ave, Indiana Avenue, and the Canal & White River State Park. Visitors can use the interconnected Eugene and Marilyn Glick Cultural Trail to explore many of these districts by foot or bicycles, available for rent near the downtown Canal.

Academic advising is truly at the crossroads of the student experience, intersecting student academic success into the wider campus and community. Academic advisors teach, inspire, and support students throughout the many transitions and decision points they experience during their academic journeys. At times providing wisdom, and at others stepping aside to allow students to discover their own passions and interests, academic advisors are the keystone of engaging experiences that promote student academic and personal growth. Advisors help students make meaning of their experiences and design their own stories that will be written through determination, hard work, and creating intentional connections with faculty, staff, and our diverse world.

The Planning Committee has worked diligently over the past several months to develop an outstanding conference. Our sincere thanks go to all those who made this conference possible.

Again, welcome to Indianapolis! Stop us any time to connect and make sure to use the hashtag #nacadar5 on Twitter to share what you’ve learned throughout the conference!
Region 5 Leadership

Region 5 Chair
Deb Dotterer
Michigan State University

2015 Region 5 Conference Chairs
Theresa Hitchcock
Indiana University

Joshua D. Morrison
Ivy Tech Community College

Past Region 5 Chair
Michael ‘Brody’ Broshears
University of Southern Indiana

State/Province Liaisons

Allison Logan, Ohio
University of Cincinnati
loganan@ucmail.uc.edu

Tom Owens, Michigan
Grand Valley State University
owenst@gvsu.edu

Mark Vegter, Illinois
Illinois State University
mavegte@ilstu.edu

Angela Swenson-Holzinger, Wisconsin
University of Wisconsin-Stout
swenson-holzinger@uwstout.edu

Kelly Pistilli, Indiana
Purdue University
kpistilli@purdue.edu

Diana Bumstead, Ontario
Huron University College
dbumste@uwo.ca

Monument Circle
2015 NACADA Region 5 Conference Planning Committee

Best of Region/Evaluation Coordinator
Kara Woodlee
*Indiana University-Purdue University Columbus*

Hospitality Committee
James Eckerty
*Indiana University-Purdue University Indianapolis*

Transportation Coordinator
Michele Luzetski
*Indiana University-Purdue University Indianapolis*

Food and Beverage Committee
Sarah Stevens—Co-Chair
*University of Southern Indiana*
Linnette White—Co-Chair
*Purdue University*

Common Reading Coordinator
Mandy Stephens
*Carroll University*

Conference Mentoring Program Coordinators
Michela Buccini
*University of Cincinnati, Blue Ash College*
Shannan Stryjewski
*Indiana University Bloomington*

Budget Coordinator
Cara Wetzel
*Purdue University*

Programming Committee
Sue Aufderheide—Co-Chair
*Purdue University*

Hospitality Committee
Jessica McKamey—Co-Chair
*Indiana University*

Transportation Coordinator
Shaunte Rouse—Pre-Conference
*Kent State University*

Food and Beverage Committee
Terri Farr—Poster Session
*University of Illinois-Urbana Champaign*

Common Reading Coordinator
Kyle McCool—Pre-Conference
*Indiana University-Purdue University Indianapolis*

Budget Coordinator
Melissa Reesman
*University of Saint Francis*

Registration Committee
Doug Helvey
*Indiana Wesleyan University*

Promotions/Web Coordinator
Ryan Gray
*Illinois State University*

Volunteers Coordinator
Carolina Arroyo
*University of Notre Dame*

Program Booklet Coordinator and Designer
Kelly Pistilli
*Purdue University*
The National Academic Advising Association (NACADA) is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

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

NACADA evolved from the first National Conference on Academic Advising in 1977 and has over 11,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA Vision
Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

NACADA Mission
NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

NACADA Strategic Goals
- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association
**Featured Speakers**

**Thursday Welcome**  
**Dr. Nasser Paydar, Executive Vice Chancellor and Chief Academic Officer**  
**Indiana University-Purdue University Indianapolis**

Nasser Paydar became Executive Vice Chancellor and Chief Academic Officer of IUPUI in 2012. IUPUI is a core campus of Indiana University and the state's urban research and academic health sciences campus. IUPUI enrolls more than 30,000 students, including over 8,000 graduate students, with full-time faculty and staff numbering nearly 9,000, including 2,700 full-time faculty, an annual budget of $1.3 billion, and external research funding of more than $325 million in 2013-14 fiscal year. Through its 17 schools, IUPUI offers more than 140 IU degree programs and more than 80 Purdue University degree programs.

Paydar is a graduate of Syracuse University with a Ph.D. from the Department of Mechanical and Aerospace Engineering. He joined Indiana University in 1985 as an Assistant Professor of Mechanical Engineering in the Purdue School of Engineering and Technology at IUPUI. From 1989 to 2003, he served the School of Engineering and Technology as Chairman of the Department of Mechanical Engineering, Associate Dean for Graduate Programs, Associate Dean for Academic Programs, and Executive Associate Dean. In 2004, Professor Paydar became responsible for the Indiana University-Purdue University Columbus (IUPUC) Center as Vice Chancellor and Dean. In 2007, Nasser Paydar was appointed as the Interim Chancellor of Indiana University East. He became Chancellor of Indiana University East in 2009.

Since his executive appointment at IUPUI in 2012, Dr. Paydar has led the campus in a comprehensive and inclusive strategic planning process that engaged more than 250 individuals at IUPUI, launched 12 task forces, and resulted in 10 strategic goals for the campus. In the past year, he led the campus through its transition to strategic plan implementation, including several structural changes that will help IUPUI to fulfill its vision to be a leading urban institution recognized for the success of its students, its advances in health and life sciences, and its intellectual, economic, and cultural contributions to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond. Through his leadership, IUPUI is better positioned to accomplish its goals for student success: strengthen the undergraduate academic experience and promote degree completion, increase capacity for graduate education, become a leading provider of high-quality online education, and develop and implement a data-driven, market-based enrollment plan with completion goals.
Featured Speakers

Thursday Morning Keynote Address
Moving Beyond the Pursuit of Happiness: Making Meaning of Our Work in the Advising Profession

Michael “Brody” Broshears, Assistant Vice President for Academic Success
University of Southern Indiana

Michael “Brody” Broshears is the new Assistant Vice President for Academic Success at the University of Southern Indiana (October, 2014). He had served as the director of University Division at the University of Southern Indiana (USI) since 2007. Before joining USI, Brody created and then directed the newly formed Academic Advising Center at Northern Illinois University from 2004-2007. He also spent six years as an academic advisor at the University of Northern Iowa. Brody is an active member of the National Academic Advising Association and began a two-year term on the NACADA Council as Regional Division Representative this October. He also served a two-year term as Region Chair (2011-2013) for Region 5. Brody has presented at numerous regional and annual conferences on topics including advising administration, happiness and the advising profession, advising systems, the needs of undecided students, and peer advising programs.

Brody has spent his entire professional career helping students make the most of their college experiences. Honesty, openness to diversity, and collaboration are important in all that he does. He views his primary role in this profession as that of an educator with an ethical responsibility to improve the lives of those around him. Brody received a bachelor’s degree in political science at Indiana University and a master’s degree in college student personnel services from Miami University. He lives in Evansville, Indiana, with his wife Catherine, two daughters, Payton and Macy, two dogs, Brooke and Johnny, and two cats, Judy and Tolbert. Follow him on Twitter at @brodybroshears.
Featured Speakers

Thursday Lunch Keynote Address
What’s Next for me? Following Your Own Path Wherever Your Strengths May Take You

Susan Hawkins-Wilding, Assistant Vice President for Academic Advising
Ivy Tech Community College

Susan L. Hawkins-Wilding is Assistant Vice President for Academic Advising at Ivy Tech Community College. Ivy Tech is the largest comprehensive Community College in the country with 167,000 students and 14 regions. Hawkins-Wilding provides college-wide leadership and oversight of academic, career, and transfer advising, as well as collaborates with academic and student affairs, financial aid, and Ivy Tech Corporate College.

Prior to working at Ivy Tech Community College, she served as Director of Advising and Career Services at the University of Wisconsin-Parkside in Kenosha, Wisconsin, where she led and administered advising and career programming, managed program growth goals and retention projects. Additionally she served as Director for The Exploration of Vocation at The College of Wooster in Ohio, where she coordinated vocational exploration programing and experiential student experiences.

She has also held positions as Coordinator of Student Services at Ohio Dominican University in Columbus, Ohio, and Academic Advisor for the Alternatives Program at The Ohio State University. Hawkins-Wilding earned a Master of Arts in Educational Policy and Leadership from The Ohio State University and a Bachelor of Arts in Communication from Youngstown State University. Her areas of interest within Higher Education include Academic and Career Advising integration, service learning, assessment, and non-verbal communication. Her greatest joy is helping people find their passion.
Featured Speakers

Thursday Lunch Keynote Address—Mentoring and Networking
For mentoring program participants only. Ticket is Required.
Panorama Ballroom

Jennifer Joslin, Associate Director for Content Development, NACADA

Dr. Jennifer Joslin is the Associate Director for Content Development in the NACADA Executive Office. Prior to this she served as the Director of the Office of Academic Advising at the University of Oregon and as the Senior Associate Director for Training and Development at The University of Iowa. Jennifer is a Past President of NACADA and former Board and Council member.


Jennifer has presented at regional, national, and international advising conferences, and consulted at institutions in the United States, United Kingdom, and Australia. She has presented four national webinars for NACADA on the topics of the Completion Agenda, social media, working with LGBTQA students, and advising administration.

Jennifer currently teaches graduate courses in the Kansas State University College of Education in the Department of Special Education, Counseling, and Student Affairs. She is a proud member of the Jane Austen Society of North America. Tweet (@jenniferejoslin), friend, and connect with her at [jenniferjoslin](http://about.me/jenniferjoslin).
Exhibitors, Lower Level Ballroom Hallway

**Ruffalo Noel Levitz – A Trusted Partner for Enrollment and Student Success**

Ruffalo Noel Levitz offers customized solutions in student success and retention, recruitment, and strategic planning for enrollment. Our retention tools and consulting services help campuses assess students, intervene early, and remove barriers to persistence. Visit our website (www.noellevitz.com) or blog (http://blog.noellevitz.com).

**BYU—Independent Study**

Every student is unique; their education should be too. Whether you’re recovering credit, jumping into college, or studying online, we’re here for you. We offer over 400 university, high school, and middle school courses to students in almost 100 countries. Sign up any time and work at your own pace. We’ll help you take your education wherever you want. In short, we go where you go.

**Marian University College of Osteopathic Medicine**

The Marian University College of Osteopathic Medicine (MU-COM) in Indianapolis recognizes the power of the osteopathic medical philosophy, which treats the root cause of illness, not just symptoms, and promotes a lifetime of wellness. The program emphasizes osteopathic training in all areas of medicine, delivered by a dynamic academic community. Indiana’s newest medical school combines the strengths of the osteopathic philosophy and Marian University’s rich Franciscan history, making it one of only five medical schools at a Catholic university, and the only osteopathic medical school at a Catholic university in the nation. More information on our great location, research opportunities, and nationally recognition clinical partners can be found online at www.marian.edu/medicalschool.

**Indiana Commission for Higher Education**

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to define the missions of Indiana’s colleges and universities, plan and coordinate the state’s postsecondary education system, and ensure that Indiana’s higher education system is aligned to meet the needs of students and the state. Visit us online at www.in.gov/che.
Region 5 Award and Grant Winners

NACADA National Awards—Region 5

Outstanding Advising Program Award
Hugo Teruel  University of Illinois at Chicago  Winner

Outstanding Advising Award—Primary Advising Role
Cheryl Hutchins  Western Illinois University  Certificate of Merit
Anneliese Kay  Purdue University  Certificate of Merit
Renee Ligeski  Oakland University  Certificate of Merit
Laura Masterson  Indiana University-Purdue University-Indianapolis  Winner
Kami Weis  University of Wisconsin-Stevens Point  Winner

Outstanding Advising Award—Faculty Academic Advising
Kathy Brady  University of Wisconsin-Whitewater  Certificate of Merit
Travis Nelson  University of Wisconsin-Platteville  Winner

Outstanding New Advising Award—Primary Advising Role
Barbara Anderson  University of Illinois  Certificate of Merit
Alejandra Lopez  University of Wisconsin-Milwaukee  Certificate of Merit
Shannan Stryjewski  Indiana University  Certificate of Merit
Peter Vasher  Purdue University  Certificate of Merit

Outstanding Advising Award—Academic Advising Administrator
Mark Diekman  Purdue University  Certificate of Merit
Shannon Esselink  Oakland University  Winner
Kyle McCool  Indiana University-Purdue University Indianapolis  Winner

Michael C. Holen Pacesetter Award
Douglas Estry  Michigan State University  Winner
# Region 5 Award and Grant Winners

NACADA Regional Awards—Region 5

### Allied Institutional Grant

- **ZACADA** - Scott Roberts  
  University of Akron

### Individual Grant Winner

- **Kathryn Burns-Howard**  
  DePaul University
- **Erin Busscher**  
  Grand Rapids Community College
- **Amanda Clark**  
  Grand Valley State University
- **Anne London**  
  Grand Valley State University
- **Jennifer McCaul**  
  Grand Valley State University

### 2014 Crossing Borders Grant

- **Jessica McKamey**  
  Indiana University Bloomington
- **Theresa Hitchcock**  
  Indiana University Bloomington
- **Heidi Jones**  
  Ashland University
- **Courtney Drew**  
  Carthage College
- **Mandy Metzger**  
  Carroll University
- **Joshua D. Morrison**  
  Indiana University-Purdue University Indianapolis

### Great Lakes Great Leaders (year two)

- **Diana L. Bumstead** - Mentee  
  Huron University College
- **Rhanda L. Christian** - Mentee  
  Durham College
- **Cesar J. Jimenez** - Mentee  
  Morton College
- **David Parry** - Mentee  
  The University of Akron
- **Kanchan A. Pavangadkar** - Mentee  
  Michigan State University
- **Brody Broshears** - Mentor  
  University of Southern Indiana
- **Shannon Burton** - Mentor  
  Michigan State University
- **Teri Farr** - Mentor  
  University of Illinois
- **Marty Lowman** - Mentor  
  University of Windsor
- **Mandy Stephens** - Mentor  
  Carroll University
**Wednesday, April 8**

### Pre-Conference Sessions

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Number &amp; Title</th>
<th>Meeting Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-3:00 pm</td>
<td>PC1: Achieving Active Balance in a Sedentary Career</td>
<td>21-Panorama Ballroom</td>
</tr>
<tr>
<td></td>
<td>PC2: Advising Accelerated and Pre-Transfer Students</td>
<td>21-Ohio</td>
</tr>
<tr>
<td></td>
<td>PC3: Academically At-Risk: Using Program Assessment to Improve Advising and Connect with Students</td>
<td>21-Library</td>
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</tbody>
</table>

**PC1: Achieving Active Balance in a Sedentary Career**

**Panorama Ballroom / Wednesday, April 8 / 1:00 pm—3:00 pm**

Academic advisors are busy - with student appointments, phone calls and emails, the pressure to respond immediately makes a person feel guilty to go anywhere but the restroom. Add projects and meetings, and it’s easy to see why one feels unable to leave the office. Unfortunately, remaining in the office means one thing – sitting. Advising is a chronically sedentary job leading to numerous issues: back pain, weight gain, even cancer. It also reduces creative thinking and decreases productivity. Sedentarism is so detrimental, one hour of daily exercise cannot compensate for its negative effects. What’s an advisor to do? This interactive session will teach advisors easy and practical ways to combat the sedentary lifestyle while increasing productivity and happiness. Take a stand against sitting.

Nicole Loy, *Wright State University*

**PC2: Advising Accelerated and Pre-Transfer Students**

**Ohio / Wednesday, April 8 / 1:00 pm—3:00 pm**

This session will focus on applying a blended appreciative, intrusive, and developmental advising model to advising pre-transfer students and students in accelerated academic programs. This presentation will explore the logistics of advising and coaching such students, drawing upon academic advising and student affairs theories. Best practices in delivery of advising services, communication with students, and general professional practice will be discussed. The session will require participants to engage in small and large group discussion regarding the theories and ideas presented. This session is most appropriate for advisors new to the profession and advisors of students in selective programs.

Kimberly Myers, *Ivy Tech Community College*

**PC3: Academically At-Risk: Using Program Assessment to Improve Advising and Connect with Students**

**Library / Wednesday, April 8 / 1:00 pm—3:00 pm**

Students in danger of academic suspension or dismissal present a challenge to advisors because highly involved, developmentally-based interventions are often required to address the issues that cause substandard academic performance. Developmental learning, however, is often not immediate and is difficult to track. To address these concerns, a pre-suspension advising protocol was developed that seeks to help academically at-risk students identify their goals, identify the obstacles they have encountered in pursuit of those goals, and develop pragmatic solutions to those obstacles. The session will showcase this developmental advising protocol for at-risk students and demonstrate how data being collected to assess the efficacy of the program is providing a tool for connecting with students and tailoring outreach and resource recommendations.

John Long, *Elgin Community College*
**Wednesday, April 8**

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<tbody>
<tr>
<td>3:15-5:15 pm</td>
<td><strong>PC4: Choosing a Path: Writing your Personal Research Agenda</strong></td>
<td>21-Ohio</td>
</tr>
<tr>
<td></td>
<td><strong>PC5: Students at a Crossroad: Probation Programming as an Expressway to Success</strong></td>
<td>21-Panorama A</td>
</tr>
<tr>
<td></td>
<td><strong>PC6: Providing a Map for the Crossroads of Major Exploration</strong></td>
<td>21-Library</td>
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</table>

**PC4: Choosing a Path: Writing your Personal Research Agenda**

**Ohio / Wednesday, April 8 / 3:15 pm—5:15 pm**

As a description of your research accomplishments, current work and future direction and potential of your work, personal research agendas can address funding history and potential; potential research collaborations; how you contribute to the field; and, the direction of your research. As academic advising emerges as not just a profession, but an area of academic inquiry, practitioners may be looking to expand their research to be more robust than one project, and new graduate students may want to expand on what they have written in their graduate programs. This workshop on creating an agenda is geared towards advisors who have done research and want to put it into a language and put that work into the broader context.

Shannon Burton, *Michigan State University*

**PC5: Students at a Crossroad: Probation Programming as an Expressway to Success**

**Panorama A / Wednesday, April 8 / 3:15 pm—5:15 pm**

How can you create a mandatory probation program that allows students to select portions to address their concerns while making it consistent? Using university resources, advisors in SPEA at IUPUI developed an intervention which empowered students to reflect on their previous semester and select options to assist them in moving to good academic standing.

This workshop will:

- review current practices in the presenter’s probationary program,
- lead participants in exploring their current practices and discussing strategies for improvement,
- examine best practices in fostering academic success,
- provide handouts with resources used in the program, research citations and ideas for adaptation
- discuss the application of methods undergirding the program and conversations with students across disciplines & situations.

Kristin Lively, James Eckerty & Laura Asbury, *Indiana University-Purdue University Indianapolis*

**PC6: Providing a Map for the Crossroads of Major Exploration**

**Library / Wednesday, April 8 / 3:15 pm—5:15 pm**

College is a time for self-discovery. Yet with increased emphasis on college completion rates students are forced to decide their majors earlier. The University of Cincinnati, Blue Ash College is a two-year college with roughly half of the student population as first-generation college students. The purpose of this session is to discuss a comprehensive Exploratory Studies program designed for two year, open access, colleges focused on first-generation college students. The Advising Center has created a comprehensive, one year, Exploratory Studies program comprising a First-Year Experience course, career decision course, assessments, one-to-one advising, and a peer mentoring program. Come hear how we developed a curriculum, our courses, as well as other student supports to help our students make that decision successfully.

Michela Buccini, Cathy Wiloughby & Linsey Koeritz-Madanamohanan, *University of Cincinnati, Blue Ash College*
Wednesday, April 8

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<tr>
<th>Time</th>
<th>Session</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>4:15-5:00 pm</td>
<td>NACADA Orientation for First Time Attendees</td>
<td>21-Panorama Ballroom</td>
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On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to campus. If this is your first time at this regional conference, attending our NACADA Introduction is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.

*Debra Dotterer, NACADA Region 5 Chair and NACADA Leadership*

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**Indianapolis Zoo**

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<tr>
<th>Time</th>
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<th>Meeting Room</th>
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<tbody>
<tr>
<td>6:15-10:30 pm</td>
<td>Transportation to the Indianapolis Zoo</td>
<td>Sheraton / Indianapolis Zoo</td>
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<td></td>
<td>Buses start departing the Sheraton Hotel at 6:15 pm and will loop continuously every 15 minutes through the evening. Last bus will leave the zoo at 10:30pm.</td>
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| 7:00-10:00 pm | Opening Welcome Reception at the Indianapolis Zoo Dolphin Pavilion and Oceans Exhibit  
*Dolphin show begins at 8 pm* | Indianapolis Zoo                     |

**Reception Sponsored by:**

[Images and logos]
# Thursday, April 9

## Concurrent Conference Session I

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<thead>
<tr>
<th>Time</th>
<th>Session Number &amp; Title</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>9:15-10:15 am</td>
<td><strong>C1: Virtual Advising and its Applications for New Student Registration</strong></td>
<td>LL-Monument</td>
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<td><strong>C2: I am SO Done! Managing Advisor Burnout</strong></td>
<td>LL-Circle Suite West &amp; Central</td>
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<td><strong>C3: Affinity Seeking Strategies: At the Crossroads of Better Communication and Appreciative Advising</strong></td>
<td>21-Panorama Ballroom</td>
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<td><strong>C4: The High Road: Examining Power Dynamics in Academic Advising</strong></td>
<td>21-Panorama B</td>
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<td><strong>C5: Advising International Students</strong></td>
<td>21-Michigan</td>
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<td><strong>C6: Using Assessment for Positive Relationships in Advising</strong></td>
<td>LL-Circle Suite East</td>
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<td><strong>C7: Advising as the Key to Retention: A Campus Wide Focus</strong></td>
<td>21-Panorama A</td>
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<td><strong>C8: Bringing Professional Development to a Campus Near You</strong></td>
<td>21-Library</td>
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<td><strong>C9: Fear and Loathing: Math Requirements and the Adult Student</strong></td>
<td>21-Ohio</td>
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### C1: Virtual Advising and its Applications for New Student Registration

**Monument / Thursday, April 9 / 9:15 am-10:15 am**

College campuses nationwide are experiencing greater numbers of international students beginning their college career in an unfamiliar and often intimidating environment. If we can help students with advising and registration before they arrive on campus, then students can be more relaxed and able to take full advantage of any orientation events. The University of Illinois at Urbana-Champaign utilizes virtual advising during summer to help international and out-of-state students with the registration process, thus making the college transition less stressful. The presenters will explain the virtual advising process including the preparation involved, the pros and cons, and ideas for implementation on your campus. With practice, virtual advising can become an asset for your department or institution. No experience with virtual advising required.

Jennifer Heinold & Aaron Surratt, *University of Illinois*

### C2: I am SO Done! Managing Advisor Burnout

**Circle Suite West & Circle Suite Central / Thursday, April 9 / 9:15 am-10:15 am**

Over the course of their careers, academic advisors sometimes find themselves thinking, “I am so done with advising!” This thought, combined with other job stressors, often result from job burnout, and can quickly drive a great advisor to look for other positions, or leave higher education altogether. Being in a helping profession, it is imperative for advisors to think about how burnout negatively impacts their interactions with colleagues and students, and stifles their own professional development. This interactive session will help advisors explore ways to improve their work-life balance and develop strategies to invigorate their advising roles and avoid burnout. This session is great for advisors who have successfully conquered burnout as well as those who need a little help.

Erin Berkowitz, *DePaul University*
Thursday, April 9

C3: Affinity Seeking Strategies: At the Crossroads of Better Communication and Appreciative Advising
Panorama Ballroom / Thursday, April 9 / 9:15-10:15 am

The use of affinity-seeking strategies by classroom teachers – the strategies instructors use to create affinity with their students – has been investigated by instructional communication researchers for over 25 years, and the proper use of such strategies by instructors has been found to both increase student liking toward the instructor and to increase affective and cognitive learning. This highly interactive session teaches advisors the affinity-seeking strategies that are most closely linked to increased learning and increased instructor credibility, how they may be applied to the academic advising session, and how they relate to each phase of Appreciative Advising. Attendees will also be introduced to the student affinity-seeking strategies that are most effective at improving student relationships with their instructors.

Irwin Mallin, Indiana University-Purdue University Fort Wayne
Amanda Seiheimer, Indiana University

C4: The High Road: Examining Power Dynamics in Academic Advising
Panorama B / Thursday, April 9 / 9:15-10:15 am

Given recent events regarding ethics and integrity in academic advising, it seems appropriate to give pause and reflect on power dynamics. As agents of an academic institution in which students seek advice to complete a degree and seek assistance, academic advisors can/could be placed in situations where their position of power, whether real or imagined, could be abused and cause harm to a student academically or socially. This session examines the theory of the Five Bases of Power (legitimate, referent, expert, reward, and coercive) and how these impact the student-advisor relationship. It will also assist academic advisors in reflecting on their own experiences relative to power dynamics and how they can be mindful in their future work with students.

Shannon Burton, Michigan State University

C5: Advising International Students
Michigan / Thursday, April 9 / 9:15-10:15 am

International student enrollment has been steadily increasing over the past few decades. Students from other countries and cultures are now forming a significant portion of the student population in higher education institutions. As such, they face particular challenges in adjusting to school life. In helping international students face these challenges, advisors need to possess cultural knowledge and use effective communicative strategies. This presentation will explore the specific challenges that international students and their advisers face and will include such topics as family, religion and gender issues, language and cultural barriers, and understanding course and instructor expectations.

Thomas Fenton, Wright State University

C6: Using Assessment for Positive Relationships in Advising
Circle Suite East / Thursday, April 9 / 9:15-10:15 am

Using Assessment for Positive Relationship in Advising will demonstrate the development of positive and lasting relationships with advisees through application of methods that reveal the advisee’s maturity level, values and interest levels, and mentoring. Experienced advisors and faculty will demonstrate the techniques that they have used to cultivate such successful relationships. Based on Caroline Myss, Ph.D.’s text, "Anatomy of the Spirit," the participants will learn how to evoke through responses from advisees that indicate their level of maturity on the chakra scale of human development. Additionally, participants will become familiar with ways of integrating academic and career advising by use of the Strong Interest Inventory. Mentoring will be demonstrated as an indispensable means to student success during college and post-graduate years.

Rose Ann Fleming & Angela Wyss, Xavier University
C7: Advising as the Key to Retention: A Campus Wide Focus
Panorama A / Thursday, April 9 / 9:15-10:15 am

With the coming of performance based funding and a nationwide focus on retention, persistence and completion, there has never been a better time to educate your institution about the importance of strong academic advising. As a key to retention, academic advising should be at the forefront of your institution’s priorities. Learn how one group of academic advisors developed a two-year retention plan that has been implemented college wide. From strategic planning to staff development, from Dr. Charlie Nutt as our opening day speaker to funding for faculty to attend NACADA, academic advising is getting the respect we know it deserves!
Krista Burrell & Emily Hartke, Lake Land College

C8: Bringing Professional Development to a Campus Near You
Library / Thursday, April 9 / 9:15-10:15 am

Grab some easy, budget-friendly ideas for promoting professional development on your campus. Gather tips on assembling a crew and charting a course. Make a plan to share what you learn at this conference with other advisors on your campus. Brown bags, book clubs, advisor breakfast celebrations; food, fun and fellowship. Learn how a de-centralized advisement community levels silos and makes IN-roads IN communication, cooperation, and growth.
Elaine Atwood & Tamora Workman, Southern Illinois University

C9: Fear and Loathing: Math Requirements and the Adult Student
Ohio / Thursday, April 9 / 9:15-10:15 am

Enrollment of adult students is increasing at colleges and universities. A paradigm shift is occurring as higher education moves to a higher percentage of non-tradition students. The growing number of adult students demand different services, assistance and preparation which is impacting higher education resources, faculty and staff. One of the major concerns of adult students is the math requirement. The majority of degree programs require a math class to be passed. However, adult students are often unprepared for the math class(es), experience negative emotions towards math (fear, anxiety, panic, etc), and are not connected with resources. This presentation will focus on the issues that adult student experience related to the math requirement as well as provide attendees with strategies to assist adult students.
Emily Creamer, University of Toledo
C10: Where Do They Go When They Leave?
Monument / Thursday, April 9 / 10:30-11:30 am

An Examination of Rural Appalachian First-Generation Non-Persisters. Much study has been conducted on retention of at-risk students, especially first-generation students. This session summarizes a study on persistence through a different lens - specifically rural, first-generation Appalachian students who failed to continue into their second year of academic study. Through a series of qualitative interviews, participants shared their journeys through higher education and beyond. What paths they chose after withdrawal, how they viewed their decisions to attend and subsequently withdraw from higher education and what they are doing now will be explored. Consideration of the completion agenda will also be examined in this session as it relates to student persistence.

Ginny Cottrill, Ohio University
**C11: The 7 Highly Effective Advising Strategies of Bond, James Bond**

**Circle Suite West & Circle Suite Central / Thursday, April 9 / 10:30-11:30 am**

What can the suave British secret agent tell us about advising and advisees? We are all familiar with Stephen Covey’s The Seven Habits of Highly Effective People and a number of NACADA presentations have utilized Covey’s philosophy. This presentation, however, explores the less well-known highly effective advising strategies of James Bond. It will use humor and insight to examine advising, advisors, and advisees through the lens of Bond movies. The presentation, ideal for newer advisors, will illustrate interesting perspectives in approaching the art and craft of advising. Focusing on holistic advising approaches, we will also examine the needs of advisees and advisor responses. It will involve lecture, discussion, group participation, and no physical activity.

Julian Parrott, *University of Illinois*

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**C12: Building a Toolbox for Academic Success Advising**

**Panorama Ballroom / Thursday, April 9 / 10:30-11:30 am**

In this session we will lead a discussion about best practices for advising students encountering academic difficulty, using the Kelley School of Business academic probation program as a starting point. Recently, the Kelley Academic Success Team restructured the advising of students on probation with much thought and careful consideration to the needs of students and the application of Appreciative Advising theory. We will present our methods for training and supporting advisors throughout the probation cycle and outline tools for probation advising appointments. The session will conclude with a collaborative discussion about academic success strategies that can be utilized with broader student populations.

Amanda Karls & Justine D’Amico, *Indiana University Bloomington*

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**C13: Change is OK, as Long as Nothing is Different!**

**Library / Thursday, April 9 / 10:30-11:30 am**

Change happens all the time to each and every one of us. How we and our students handle change impacts our everyday experiences. In this presentation we will focus on the process of change and how addressing change with students can help them be successful. We will also discuss the various changes we as staff encounter in our own institutions. Real student scenarios and activities will be utilized to facilitate an interactive learning environment.

Dana Zahorik & Kathy Stockwell, *Fox Valley Technical College*
C14: Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, NACADA-produced books, and the NACADA Blog
Panorama B / Thursday, April 9 / 10:30-11:30 am
There are many opportunities to write for NACADA. Articles authored by advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. This session describes the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Blog. Topics to be covered include:
1) Various NACADA venues for publishing member-created works;
2) Purpose, content, writing guidelines, and acceptance process for each publication venue;
3) How participant publication ideas can best be turned into manuscripts for submission to a NACADA publication.
Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.
Matthew Rust, Indiana University-Purdue University Indianapolis
Shannon Burton, Michigan State University
Jennifer Joslin, NACADA
Wendy Troxel, Illinois State University, NACADA

C15: The Phoenix Program: At the Crossroads for Academically at Risk Students
Michigan / Thursday, April 9 / 10:30-11:30 am
Attend this session to learn how one college developed the Phoenix Program to increase retention with great results. The presenters will discuss specific strategies employed and the power of connecting resources on campus in order to achieve student success. Specific initiatives included student-to-student outreach strategies, mentoring, intrusive advising techniques, and collaboration with other University resources to create study labs and career interventions. Incorporated into the presentation are a short video and student stories sharing what they learned and how it was important to their success. Future direction of the program and methods, strategies and results will be shared with attendees.
Geralyn Heystek & Kelsey Arnson, Western Michigan University

C16: You Hold the Questions, Who Holds the Data? Professional Advisors Collaborating with Data Handlers to Assess Student Engagement and Advising
Circle Suite East / Thursday, April 9 / 10:30-11:30 am
Using data from the National Survey of Student Engagement (NSSE), session participants will learn of strategies to collaborate with data handlers on their campus to assess student engagement and academic advising. After a brief overview of the National Survey of Student Engagement (NSSE) and the Beginning College Survey of Student Engagement (BCSSE), as well as the popular NSSE academic advising module, participants will work in small groups to identify how data from these surveys can be used to better understand the impact of advising on student success. This session will also include strategies to collaborate with data handlers on their campus to assess student engagement and academic advising. Presenters will lead a discussion about ways to forge campus partnerships and encourage impactful dialogue on the improvement of academic advising and student engagement.
Amy Ribera & Cindy Broderick, Indiana University Bloomington
C17: Beyond the Bulletin: Creating an In-House Guide for Advisors
Panorama A / Thursday, April 9 / 10:30-11:30 am

If your advisor’s toolbox includes academic bulletins, administrative handbooks, and e-mails galore, you might wish for a central source to organize all that information. We developed our online Advising Guidelines as our in-house guide for information management and student outreach. If your unit is in need of such a tool or revising an existing tool, you can benefit from our experience. View actual content and learn about platform choice, essential capabilities and organizing principles. We will discuss the challenges of staff buy-in and ongoing maintenance. We will ask you to share your experiences with any similar projects, and we will learn from each other.
Constance Hanson & Sharon Hay, Indiana University Bloomington

C18: Telling Robin’s Story
Illinois / Thursday, April 9 / 10:30-11:30 am

Do you feel “second” on the organizational chart, helpless to affect policies or culture at your institution? Being number two on the organizational chart has traditionally been considered a dubious position. However, consider the cartoon character Robin; he became renowned as Batman’s famous “second.” John Maxwell (The 360° Leader) refers to this “second” position as an opportunity to lead from the middle. Participants will learn how Maxwell’s theory of leading up, leading across, and leading down from the “second” position in an organization can revitalize your effectiveness and mission in an organization. Through the telling of a true story, you will learn simple practices to use in the workplace that are sure to motivate from your middle position.
Lee Ann Koenigbauer, Bowling Green State University

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<th>Time</th>
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<tr>
<td>11:45-1:15 pm</td>
<td>Lunch (provided), Keynote Speaker – Susan Hawkins-Wilding, Assistant Vice President for Academic Advising, Ivy Tech Community College</td>
<td>LL-Meridian Ballrooms</td>
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Keynote—What’s Next for me? Following Your Own Path Wherever Your Strengths May Take You

Our students often choose majors or career paths based on what others expect of them. Our job as advisors is to foster their own academic, career, and self-development. But how often do we follow our own advice? What is the next step for you in your career? Are you measuring yourself by other’s expectations and goals or by your own? In this presentation we will explore using the principles of Strengths-Based Advising for our own lives. How can the tools we already use for our students strengthen our own career planning and professional development? (Be sure to read the Common Read article to help deepen our discussion during lunch.)

Lunch Menu: Salad, Grilled Chicken Marsala, Tortellini with Red Sauce, Green Beans, Garlic Bread and Dessert

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<tr>
<td>11:45-1:15 pm</td>
<td>Mentoring Networking Luncheon - Keynote Speaker—Jennifer Joslin, Associate Director for Content Development, NACADA (for mentoring program participants only, pre-registration required)</td>
<td>21-Panorama Ballroom</td>
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**C19: Support from the Start: Learning from First-Year Students’ Attitudes Toward Academic Support Resources to Create Better Referrals**

**Panorama A / Thursday, April 9 / 1:30-2:30 pm**

What advisor hasn’t wondered: “Students would benefit from using resources like tutoring, so why don’t they use them more often?” University Exploration, Ohio State’s academic advising unit for undeclared students, ran a referral campaign and research project for first-year students in Autumn 2014. The project’s purpose was twofold. First, we made referrals to academic support resources as convenient as possible by creating a mass email referral system customized to students’ needs. Second, we asked students to report their attitudes and behaviors relative to using academic support resources, such as tutoring. In this session, learn how you could design a similar project and what we gathered from our students’ motivations, attitudes and behaviors.

*Peter Spreitzer, The Ohio State University*
**Thursday, April 9**

**C20: Serving Students on Academic Probation: A Prescriptive and Data-Driven Approach**  
Monument / Thursday, April 9 / 1:30-2:30 pm  
This session will discuss the creation of Indiana State University’s approach to data-driven proactive advising and a prescriptive probation program based on individual student needs and utilizing peer mentors in innovative ways to aid in academic recovery and success.  
Ashliegh Crowe & Stephanie Pearcy, *Indiana State University*

**C21: Assessment – Self Review, External Review and Results**  
Library / Thursday, April 9 / 1:30-2:30 pm  
Assessing your advising program can be a challenge. This session will demonstrate how a decentralized advising community at a public four-year institution conducted an assessment to prepare for an external review of the advising process, the external review itself, the results, and how they have been implemented. Participants will learn about the steps taken by the Advising Self-Assessment Team to prepare a detailed report using a Council for the Advancement of Standards in Higher Education guide. Results of the self-assessment process will be shared including plans for future assessment processes and strategic planning for academic advising.  
Caryn Morgan, Jennifer Grimm, & Julie Brines, *Western Illinois University*

**C22: Surviving Transformation: A Collaborative Leadership Approach to Large-Scale Change**  
Panorama B / Thursday, April 9 / 1:30-2:30 pm  
When change happens on a college campus, everyone is affected. While change on any level can be unsettling, transforming a long standing service delivery model in a large service unit can be daunting and very overwhelming. University College at IUPUI, the academic home for 6,000 students, aggressively transformed their student service model to provide more integrated academic and career advising services and to support students as they transition to their degree programs. In this interactive presentation, you will learn how four directors of academic advising, career planning, student employment, and health and life sciences collaborated to transform student services in their unit. You will also learn appreciative inquiry techniques and walk away with tools for implementing change on your campus.  
Yvonne Fitzgerald, Jen Schott, & Mikki Jeschke, *Indiana University-Purdue University Indianapolis*

**C23: Career Coaching and the Multi-Generational Workforce**  
Circle Suite Central / Thursday, April 9 / 1:30-2:30 pm  
This session will provide strategies for Advisors, Career Centers, Recruiters, and Employers to embrace mechanisms considered necessary to be aware of the skill set possessed by Generation Z to be successfully recruited for future positions with organizations. The tool utilized in this session will be in the form of a fairly new concept entitled “Career Coaching.” Career Coaching is defined as an “Interactive process” of exploring work-related issues leading to effective action.  
Theresa Green-Ervin, *Nova Southeastern University*
**Thursday, April 9**

**C24: So You Think You Can Teach?**  
**Circle Suite West / Thursday, April 9 / 1:30-2:30 pm**

Academic advisors have the ability to impact students in multiple different ways. Advisors are often the point of contact for prospective and current students in understanding their desired programs or majors. These interactions between advisors and students instantly become teachable moments. Teaching is an art form that advisors are no stranger to. This session will introduce best practices and innovative ways to teach a first-year seminar course to effectively engage students. Learning about university resources, policies, and procedures doesn’t have to be cut and dry, but fun and interactive. All levels of advising experience will benefit from this presentation to engage students in a different capacity.  
Alisa Tate, *The Ohio State University*

**C25: Going up?: Establishing Effective Transfer Partnerships**  
**Michigan / Thursday, April 9 / 1:30-2:30 pm**

Helping students successfully transition from the community college vertically to a four-year institution has become more important as the community college is becoming an even more viable pathway. This presentation will provide an overview of the services offered by the two transfer serving offices on the Indiana University-Purdue University Indianapolis campus. Furthermore, it will discuss the functionality of the shared office space and the strategic partnerships related to advising and programming. The presentation will highlight the Transfer Tuesdays transitional advising partnership, which focuses how community college transfer students transfer their credit and how to navigate the larger four-year institution. Ultimately, it will provide the audience with a framework for cross-institutional transfer advising partnerships to be translated to their own institutions.  
Terry O’Brien & Rachel Fulton, *Indiana University-Purdue University Indianapolis*

**C26: A Conversation with NACADA Leadership & Executive Office Representative**  
**Panorama Ballroom / Thursday, April 9 / 1:30-2:30 pm**

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.  
Jennifer Joslin & Dana Zahorik, *NACADA*

**C27: The Intersection between Advising and Teaching**  
**Circle Suite East / Thursday, April 9 / 1:30-2:30 pm**

Colleges and universities offer an array of student development and student success courses for which the student learning outcomes overlap with the missions of academic advising, academic coaching, and/or career advising. Examples of such courses include those focused on career exploration, career planning, college transition, transfer transition, and student success. This session will provide a forum for discussion amongst advisors who are teaching such courses in order to share ideas and best practices. The presenters will open the discussion by briefly highlighting successes, failures, and current strategies associated with a career planning course for which they collaborate as the instructional team. Then, they will encourage all session participants to share their own success stories, challenges, and current strategies.  
Jared Trullinger, Ashley Burelison, & Erin Winklepleck, *Indiana University-Purdue University Indianapolis*
C28: Tools for Integrating Academic & Career Advising  
Illinois / Thursday, April 9 / 1:30-2:30 pm
Do your students fret about future career plans? Not sure where to start? Don’t just refer them to a career center; come to our session first! This interactive presentation will provide you with an overview of models that integrate career and academic advising and allow you to explore what might work best on your campus through brainstorming new ideas, group discussion, and reflective exercises. Based on research and practice, we will show you how a large campus has come together to create consistency and break down this intricate topic into manageable pieces for advisors. You will walk away with an activity to implement with your advisees and an advisor training plan for your campus. Join us to develop an exciting new skill!
Brooke Linn, Kaletra Dispennett, Colleen Brown, & Jennifer Fecher, Purdue University

C29: A Successful Advising Model for African-American Men  
Ohio / Thursday, April 9 / 1:30-2:30 pm
This session should be beneficial to those who are interested in providing successful academic advising to African-American men. Although many investigations have offered insight into what successful academic advising may look like with African-Americans, it would be irresponsible for the academy to not single out African-American men in order to explore how successful academic advising may be different from other ethnic groups, even different from African-American women. This session will build on an article by Hughes (2012), who investigated a summer program that supported the success of African-American men at a large, urban institution in the Midwest. In addition to providing a robust support system and other wrap-around services, the program also provided a unique academic advising model designed to increase the retention rates of African-American men.
Myron Duff, Jr., Indiana University-Purdue University Indianapolis
### Concurrent Conference Session IV

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<th>Session Number &amp; Title</th>
<th>Meeting Room</th>
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<tr>
<td>2:45-3:45 pm</td>
<td>C30: Advising Strategies that Increase Retention of Non-Traditional, Probationary, Undeclared and Underprepared Students Attending Andrews University</td>
<td>21-Panorama A</td>
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<td>C31: When There is Nothing Left to Give: How the Practice of Self-Care can Enhance our Work as Academic Advisors</td>
<td>LL-Circle Suite Central</td>
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<td>C32: Identity and Indecision: LGBTQ Students and Vocational Development</td>
<td>LL-Circle Suite West</td>
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<td>C33: Readmitted Students: A Unique Population</td>
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<td>C34: Creating an Assessment Culture: Strategies to Measure Learning in Advising</td>
<td>21-Panorama Ballroom</td>
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<td>C35: The Journey to Checklists: When Four Years Doesn't Fit</td>
<td>21-Panorama B</td>
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<td>C36: Space Oddity: Delving Deeper into Students’ Perceptions of Advising Spaces</td>
<td>21-Illinois</td>
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<td>C38: The Tech Tightrope: Advising the Digitally-Challenged Non-Traditional Student through to Degree Completion</td>
<td>21-Ohio</td>
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**C30: Advising Strategies that Increase Retention of Non-Traditional, Probationary, Undeclared and Underprepared Students Attending Andrews University**

*Panorama A / Thursday, April 9 / 2:45-3:45pm*

Is appreciative and intrusive advising increasing retention and persistence of at-risk undergraduate students? This presentation will explore what the Student Success Center and the School of Distance Education Student Services are doing to positively impact academic achievement, retention and persistence in high risk populations of undergraduate students studying on-campus and online. An analysis of non-traditional, probationary, undeclared and underprepared undergraduate students attending Andrews University indicates higher rates of retention than reported by peer institutions in the U.S. Considering advisor evaluation survey findings, the University’s mission and current academic advising initiatives across three schools, the presenters will engage attendees in discussion of their use of appreciative and intrusive advising strategies. We hope advisors and administrators will leave inspired through active interchange of advising success stories.

Glynis Bradfield & Kristine Knutson, *Andrews University*
Thursday, April 9

C31: When There is Nothing Left to Give: How the Practice of Self-Care can Enhance our Work as Academic Advisors
Circle Suite Central / Thursday, April 9 / 2:45-3:45pm
As advising professionals, we know policies, procedures and curricula; we’ve developed our advising philosophies and are equipped with various open-ended questions. Before you know it, those probing questions have lead down a path of vulnerability. The student shares their experiences regarding disappointing grades, the death of a loved one, their struggle with depression, or other circumstances that can lead to an emotional encounter. For many of us in caring professions, these heart-wrenching stories linger long after the appointment has ended. This presentation explores the topic of self-care as it relates to academic advising, identifies various strategies utilized by those of us field, and best practices recommended by Social Workers and counseling professionals.
Amanda Clark & Anne London, Grand Valley State University

C32: Identity and Indecision: LGBTQ Students and Vocational Development
Circle Suite West / Thursday, April 9 / 2:45-3:45pm
When it comes to making vocational decisions, lesbian, gay, bisexual, trans and queer (LGBTQ) students face unique challenges that many academic and career advisors may not be aware of. To help advisors improve their LGBTQ toolkit, this presentation will summarize and synthesize many of these important challenges that LGBTQ students face and give participants research, theory, and skills to be more effective when faced with major or career indecision in LGBTQ students. An overview of how to use the Social Cognitive Career theory with LGBTQ students will be provided, with an emphasis on the concept of self-efficacy. Through small and large group discussions, participants will be given opportunities to develop implementation strategies for the ideas outlined throughout the presentation.
Chris Venable & Morgan Johnson, Bowling Green State University

C33: Readmitted Students: A Unique Population
Circle Suite East / Thursday, April 9 / 2:45-3:45 pm
George Kuh, in Academic Advising: A Comprehensive Handbook (2nd ed.), states “(t)he road to success in college can be full of challenges, surprises and disappointments” (2008, p.78). This is especially true for readmitted students. The readmission program at Indiana University-Purdue University Fort Wayne (IPFW) serves to help readmitted students be more aware of the challenges, surprises and disappointments they may face. IPFW is supporting readmitted student success by providing tools and information that helps them evaluate their goals, motivation, resources, challenges and strengths and is seeing success! Please come and hear about the struggles, changes and goals for this ever-evolving program. Let’s discuss how the current state of higher education has impacted admission and retention rates for this population!
Corrie Fox & Gabrielle Warner, Indiana University-Purdue University Fort Wayne
Thursday, April 9

C34: Creating an Assessment Culture: Strategies to Measure Learning in Advising
Panorama Ballroom / Thursday, April 9 / 2:45-3:45 pm

This session presents various assessment methods utilized in the Office of Advising Services, Information and Support and discusses the rationale for their implementation to measure learning and student success. Building on the preliminary outcomes of an on-going research project conducted in conjunction with the UIS Office of Undergraduate Education, which positively correlated engagement levels in advising with institutional success outcomes, additional assessment strategies have been employed to further examine learning outcomes realized through specific advising activities in the first year. The presenter will describe how the learning objectives and outcomes were defined and developed for the specific strategies and how all members of the advising team actively participate in the overall advising assessment initiative.

Carmalita Kemayo, University of Illinois Springfield

C35: The Journey to Checklists: When Four Years Doesn’t Fit
Panorama B / Thursday, April 9 / 2:45-3:45 pm

What do you do when a four-year plan takes five? Or when students insist a class be taken now because “the curriculum guide” says so? How does an advising office avoid becoming overwhelmed amid constant curricular changes – when an institution struggles with curriculum implementation? In 2012, SIUE began to implement a four-year transition into a new general education curriculum, rendering current four-year plans obsolete. We discuss how our advisors changed and modified our internally created curriculum documents, and how our experiences and resources can guide other advising units with similar challenges. We explore the leading role our office took in creating four-year curriculum guides, the challenges in maintaining such guides, and the decision to move to major and general education checklists.

Maureen Bell-Werner, Mary Beth Overby & Ian Toberman, Southern Illinois University Edwardsville

C36: Space Oddity: Delving Deeper into Students’ Perceptions of Advising Spaces
Illinois / Thursday, April 9 / 2:45-3:45 pm

This engaging presentation will provide strategies for understanding the impact of our environments on students. As advisors, we know our physical space plays a crucial role in and supports our advising objectives and outcomes, but exactly how are students impacted? And are commonly accepted recommendations universally applicable when considering how to best build rapport with specific student populations? This session will provide attendees with an overview of current literature, present preliminary findings of the presenters’ research, and suggest how to adapt the study to various institutional environments to maximize their disarming qualities and better connect with students.

Kelsey Cox & Sarah Eltzroth, Indiana University-Purdue University Indianapolis

C37: Hierarchy of Needs for Relational Advising: A Maslowian Approach to Quality Advising
Library / Thursday, April 9 / 2:45-3:45pm

Advising is not just for scheduling anymore! While course scheduling is foundational, the importance of the advisor/advisee relationship for the student to achieve self-actualization of academic and career success is critical. The Hierarchy of Advising Needs (O’Banion, 1972) will be adapted to demonstrate the significance of the continual relationship between academic advisor and advisee.

Jeffrey Rodgers, LeeAnn Patterson, Lori Westropp, & Matthew White, University of Saint Francis
**Thursday, April 9**

**C38: The Tech Tightrope: Advising The Digitally-Challenged Non-Traditional Student through to Degree Completion**

**Ohio / Thursday, April 9 / 2:45-3:45pm**

Grab your iPads, smartphones, laptops, tablets, and Google watches! It’s time to get techy! Assessing a student’s technological skill level has become a new job description for advisors. In fact, many adult students fear technology. This session will help the advisor working with adult students better assess a student’s technological skill level, equip the student with the necessary tools and resources, and work toward retaining adult learners in this highly digital age. Participants will leave with an understanding of the digital divide and how we, as advisors, can assess and assist our students’ technological readiness for college. Participants will also be equipped with an understanding of how they can develop a technological support system to help their students succeed.

Glenn Johnson & Amy Cargle, Indiana Wesleyan University

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| 5:00-6:00 pm | Common Reading Session  
Academic Advising Approaches: Strategies that Teach Students to Make and Most of College - Chapter 7: Strengths Based Advising  
Mandy Stephens & Susan Hawkins-Wilding | LL-Circle Suite East |

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**Common Reading Chapter**

Access the common reading chapter at: [http://www.nacada.ksu.edu/Events-Programs/Events/Region-Conferences/Region-5.aspx](http://www.nacada.ksu.edu/Events-Programs/Events/Region-Conferences/Region-5.aspx)

Excerpted from the book *Academic Advising Approaches: Strategies That Teach Students to Make the Most of College*. Copyright 2013 and reprinted with permission from NACADA: The Global Community of Academic Advising.

Discover more about this book at [http://www.nacada.ksu.edu/Resources/Product-Details/ID/B15.aspx](http://www.nacada.ksu.edu/Resources/Product-Details/ID/B15.aspx)
**Thursday, April 9**

8:00-10:00 pm  
**Dessert Reception—Panorama Ballroom**

**Sponsored by Indiana Academic Advising Network (IAAN)**

Join us after dinner on your own for a bit of revelry as we celebrate the close of the first full day of the 2015 NACADA Region 5 conference. Enjoy desserts and drinks with a breathtaking view of the City of Indianapolis at night. Then, stick around to enjoy laughs and entertainment provided by the Indianapolis Emmy Award nominated improvisation comedy troupe IndyProv.

Reception Menu: Cookies (chocolate chip, snicker doodle, peanut butter, oatmeal raisin), Snicker Bars, Hershey Bars, Gummy Bears, Cheesecake Squares, pretzels, chips, and Cash Bar (soda and alcoholic beverages)

8:15 pm  
**IndyProv Sketch Comedy—Panorama Ballroom**

**Sponsored by Western Governors University Indiana**

http://www.indyprov.com/
Friday, April 10

Concurrent Conference Session V

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<td>7:15-8:15 am</td>
<td>P1: Advising &amp; Your Common Reading Program</td>
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<td>P2: Developing an Academic Advising Syllabus as a Tool for Student Success</td>
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<td>P3: Oh, The Humanity! Why Advising in the Humanities is a Good Thing</td>
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<td>P4: From High School to College: Counseling to Advising</td>
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<td>P5: Reducing Depression, Anxiety, and Stress in Graduate Medical School Students</td>
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<td>P6: A Fork in the Road: Determining an Academic Path Using Major Fairs</td>
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<td>P7: Minor Business Options for Major Career Impact</td>
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<td>P8: Build a Road Map for Sophomore Enrichment and Launch a Pathway for Academic Success</td>
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<td>P9: Advising 2.0: Incorporating E-Portfolios into Advising Practice</td>
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<td>P10: Navigating Your Pathway to Success - NACADA's Emerging Leader Program</td>
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<td>P11: How Are We Doing: Evaluation of an Academic Advising Program</td>
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<td>P12: An Experiential Approach to Advising Graduate Students: GPS for Graduate School: Students Share Their Stories</td>
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P1: Advising & Your Common Reading Program

We will explain how our summer blog supporting our common reading program helped transition first years to campus. We'll explain what worked well and what we learned to improve going forward. Institutions that don't have a common reading program may be able to adapt this idea as well to help build community amongst their first years.

Diana Bumstead, Huron University College

P2: Developing an Academic Advising Syllabus as a Tool for Student Success

The dynamic of today’s college student has changed significantly over the course of the past few years. In today’s world of readily-available information at your fingertips and the need-to-know-it-now mentality that social media and digital technology has created, students rely heavily on having access to quick, up-to-date information to help them answer questions, complete assignments, and study for exams. The introduction of the academic advising syllabus helps to bridge the gap of student and advisor responsibilities while providing students with a tool they can utilize every semester. In addition, advisors can clearly identify student learning outcomes to help students better understand the purpose of advising and what his/her individual role is in that process, all in an effort to help students become more prepared learners.

Shawn Brodie, Southern Illinois University Edwardsville
**Friday, April 10**

**P3: Oh, The Humanity! Why Advising in the Humanities is a Good Thing**
Students majoring in the humanities often aspire to make the world a better place. Why, then, do I hear of academic advisors discouraging these students from pursuing majors that spark their interests and fire their imaginations to improve the communities they encounter? With this poster presentation, the presenter endeavors to galvanize the souls of liberal arts advisors in our task to encourage our students to become the game changers they aspire to be. The presentation will also provide suggestions for calling more students to connect liberal arts lessons to the needs of families, communities, and society.
Krystie Herndon, *Indiana University Bloomington*

**P4: From High School to College: Counseling to Advising**
Student expectations for college advising...how do they create that foundation? This poster presentation will share research addressing the preparation students receive in high school for creating that crucial relationship with their college advisor. You can expect to walk away with a better understanding of the range of preparation students may have from their high schools and how that might create the expectations you see from students in practice. We will also be sharing plans for creating a more collaborative relationship with high school guidance offices to begin to establish an understanding of the resources offered within advising at the college level to increase student success.
Kelly Schiller & Kevin Ploeger, *University of Cincinnati*

**P5: Reducing Depression, Anxiety, and Stress in Graduate Medical School Students**
Graduate medical school is a stressful environment. Adult learners face academic, financial, interpersonal, and time management challenges. Mindfulness-Based Stress Reduction (MBSR) has been documented as having a beneficial effect on stress-related concerns. This study utilized an 8-week MBSR-based intervention on two separate medical school Master’s program cohorts in 2014 and 2015. Students were administered a pre- and post- test of the Depression; Anxiety; and Stress Scale (DASS). When comparing the means of the pre-and post-tests DASS results, there was a reported decrease perception of depression, anxiety, and/or stress. Overall, the MBSR intervention had a positive impact on both cohorts. Providing support by introducing positive coping strategies allows students to improve their overall mental health and possibly increase academic performance.
Hector Arroyo, *Western University of Health Sciences*

**P6: A Fork in the Road: Determining an Academic Path Using Major Fairs**
Choosing a college major is a difficult decision for all college students. Many are undeclared because they are overwhelmed with options or do not realize the campus resources to help them make a decision exist. Some of these resources include: career assessments and services, alumni relations, or the focus on the general education requirements. In addition, influenced by student development theory, we can develop new programming efforts, such as major fairs or festivals. These events not only benefit the undecided student, but also those who are declared. This poster board presentation will explore the implementation of “Fall Major Fest” at Madonna University, including the planning process, end results and feedback, as well as examine applicable student development theory.
Christen Lesko, *Madonna University*
Friday, April 10

P7: Minor Business Options for Major Career Impact
How can an undergraduate student in any major pursue a Master of Business Administration? Although they were faced with limited resources, the Indiana University-Kokomo School of Business faculty and academic advisors developed a business minor, allowing any student to make a smooth transition from any undergraduate degree to a masters of business administration (MBA) graduate program. This session will illustrate to non-business majors the advantages of an MBA degree. It will also map the course requirements for the business minor, which are the prerequisites for the MBA program. This session is designed for advisors from regional and commuter campuses, working with traditional and nontraditional students.
Adam Svobada, Daniel Gruss, Lorna Tulley, & Brian Collins II, Indiana University-Kokomo

P8: Build a Road Map for Sophomore Enrichment and Launch a Pathway for Academic Success
The Sophomore student is the key to improving graduation rates. Come explore why creating academic advising and career exploration programming for the sophomore student can help strengthening the retention rate of the sophomore student, while enhancing their ability to prepare for completion of their degree and post undergraduate engagement. Student affairs’ professional engagement is needed regarding this retention movement.
Anne Nelson, Cleveland State University

P9: Advising 2.0: Incorporating E-Portfolios into Advising Practice
Ready or not, Advising 2.0 is here! Embracing a new era of blended advising practice, our presentation describes how the First Year of Studies (FYS) integrated e-portfolios with traditional advising methods to create a versatile, customizable medium that has enhanced our role as professional advisors. You will get an in-depth look at the FYS Advising E-Portfolio Initiative from pilot to practice, hear about the benefits and challenges of using a blended advising model and best practices for transforming advising with target populations (i.e., first-generation, probation). You will also learn how advising e-portfolios impact advisor-student interactions, student accountability and engagement. This session will allow you to begin brainstorming about how advising e-portfolios can be developed on your own campus.
Michelle Ware & Sean Wernert, University of Notre Dame

P10: Navigating Your Pathway To Success - NACADA's Emerging Leader Program
Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA’s Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA’s membership. Since its inception, it has paired leaders with mentors, helping to shape NACADA’s mission of being a global community. Come check out our poster session to learn about the program, achievements of mentors and leaders, and how you can get involved to pave your own path to success!
Mandy Stephens, Carroll University
P11: How Are We Doing: Evaluation of an Academic Advising Program

In 2014, the Purdue School of Engineering and Technology at IUPUI decided to evaluate its academic advising program. This presentation will walk participants through the entire process that the school utilized in this endeavor including the writing of a self-study, meeting with the program review team, and the utilization of the resulting recommendations. The presenters will discuss the findings of the program review and how they are changing the way advising is done in the school. The presenters will also discuss their experience with the program review process and provide some recommendations to others who are interested in program review for their own campuses.

Danny King & Wanda Worley, Indiana University-Purdue University Indianapolis

P12: An Experiential Approach to Advising Graduate Students: GPS for Graduate School: Students Share Their Stories

Discussing the challenges of graduate school with those who have yet to experience a career in academia can be difficult. This poster presentation shares an alternative approach to such discussions based on experiential learning that combines reading, videos, and group activities, which bring to life the pitfalls and the successes of graduate school. This approach was developed for the graduate student-authored book, GPS for Graduate School: Students Share Their Stories (Purdue University Press, 2014). The poster will outline the process used to create the student and advisor narratives, the video scripts, and the discussion activities to show how to work with this approach. The videos will be available to watch on an iPad. This book project is a product of NSF grants HRD 0450373 and HRD 1309173.

Mary Maxine Browne, Purdue University

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<td>NACADA Region 5 Business Meeting</td>
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<td>Deb Dotterer, Region 5 Chair</td>
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**Friday, April 10**

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<td>C40: A Living, Learning, &amp; Leadership Community: A Best Practice for Student Success</td>
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<td>C41: A Case Study: The Evolution of Web Services for Advising Undecided Students</td>
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<td>C42: Possibilitarians: Seeking Solutions for Academic Probation Students</td>
<td>LL-Circle Suite West</td>
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<td>C43: Doing More with Less: Effective Solutions to Managing Increased Advising Demands</td>
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<td>C44: Demonstrating Our Value: Creative Ways to Contribute on Campus</td>
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<td>C45: Impact of Undergraduate Peers on the Advising System</td>
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<td>C46: Crossroads or Roundabouts? Advising Theory and Practice: We’re Just Going in Circles</td>
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<td>C47: Meeting the Changing Needs of Nontraditional Students</td>
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<td>C48: Advising Online Students: Community-Building for Individual Success</td>
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**C39: Remember When It Was New? A 360 Degree Approach in Advising**

**Monument / Friday, April 10 / 9:00-10:00 am**

Do you ever feel like you are repeating the same information over and over to the students you advise? Is it hard to keep a fresh perspective on information you know so well? This presentation invites you to step back to a time when the language of higher education was not intuitive to you. We then seek to understand how students perceive advisors, the psychology behind advisors, and ways we can enhance the student experience by aligning the two perspectives. We aim to give participants knowledge of themselves and the opportunity to reflect on how they approach advising along with tools to help reset our frame of mind consistently.

Liz Riedford & Michal Berkoken, *University of Southern Indiana*
Friday, April 10

C40: A Living, Learning, & Leadership Community: A Best Practice for Student Success
Panorama A / Friday, April 10 / 9:00-10:00 am

This session focuses on creating a comprehensive First Year Experience program within an academic living, learning, and leadership community. Through a seamless environment of academic and experiential learning activities, students develop leadership competencies in a collaborative, inclusive, and multicultural environment. Some components of an FYE include assisting students in their transition to campus, promoting self-awareness, knowledge, skills, and attitudes, and identifying campus resources, especially related to major exploration and career decisions. Leadership education is a significant aspect of this session because a primary goal of FYE’s is to help students identify who they are, what they stand for, and what kind of difference they want to make on campus, within their community, and in the world.

Amy Radford-Popp, Michigan State University

C41: A Case Study: The Evolution of Web Services for Advising Undecided Students
Panorama Ballroom / Friday, April 10 / 9:00-10:00 am

In 1997 the University College program for working with undecided students at Ohio State University, was recognized by NACADA with the Outstanding Advising Program Award. There were two critical components this program had for working with undecided students: 1) Dr. Virginia Gordon designed this program and 2) this was one of the first advising programs that organized its services on the Web. This session will show how Gordon’s theoretical model and research in the field was used to design the Web services in 1997 that included advising students and advisor training. It will also use Steele’s model for Intentional Use of Technology for Advising to draw parallels between what was attempted with technology in 1997 and what can be accomplished now using today’s technology.

George Steele, The Ohio State University

C42: Possibilitarians: Seeking Solutions for Academic Probation Students
Circle Suite West / Friday, April 10 / 9:00-10:00 am

Creating solutions and utilizing campus resources to assist students on academic probation is the reason the "Possibilitarian" team was formed. This team is a group of representatives from 8 different advising units, at an institution with a decentralized advising model. This team meets on a regular basis discussing collaborations and possibilities. Possibilities which have resulted in an Academic Success Workshop series; an online tutorial on probation specific to each advising area housed in each unit’s “Academic Success” e-space for probation students to login to and read this, the Academic Success Contract and other resources; and future ideas on ways to decrease students on probation and increase the number of students getting back into good academic standing.

Krista Malley, April Thomas-Powell, Jason Pennington & Deb Wheeler, Oakland University
Friday, April 10

**C43: Doing More with Less: Effective Solutions to Managing Increased Advising Demands**

*Panorama B / Friday, April 10 / 9:00-10:00 am*

With growing enrollment and accountability for success, increased advising loads have become a common focus at higher education institutions. Expanding staff is not always the answer, which has led to advisors at Purdue University Calumet to seek effective and efficient solutions. As advisors, we approached the challenge of advising 1,400 undeclared or preparatory students with three advisors through the implementation of group advising sessions, integrated advising in freshmen seminar courses, peer mentoring, and targeted outreach campaigns. These initiatives have been instrumental in managing our advising responsibilities and helping students understand the need to take ownership of their educational journeys.

Linda Atkinson-Pettee, *Purdue University Calumet*

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**C44: Demonstrating Our Value: Creative Ways to Contribute on Campus**

*Circle Suite East / Friday, April 10 / 9:00-10:00 am*

Higher education’s financial climate has created a need for advisors to demonstrate their value. While advisors consistently advocate for students, they often feel uncomfortable advocating for ourselves. Faced with this challenge, advisors at University of Wisconsin-Stout utilized their Strong Interest Inventory® certifications to offer workshops for faculty and staff, entitled, “Love Your Job: Identifying Untapped Interests to Increase Job Satisfaction” to showcase skills typically only experienced by student advisees. Attendees will be challenged to consider how to harness their unique skills and create strategies for intentionally communicating and exhibiting their impact while simultaneously serving their campus communities in innovative ways.

Angela Swenson-Holzinger & Jessica Wekkin, *University of Wisconsin-Stout*

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**C45: Impact of Undergraduate Peers on the Advising System**

*Library / Friday, April 10 / 9:00-10:00 am*

What happens when undergraduate peer advisors are integrated into an advising system? Indiana University-Purdue University Indianapolis (IUPUI) department of Psychology's Professional Practice program provides select undergraduate students this exact opportunity. Through a theory-to-practice based experiential program, undergraduates analyze student development theories, and employ these theories in a student led advising office. In this office, students work directly with fellow undergraduates, assisting with degree navigation, course planning, and academic referrals. Members of the IUPUI psychology advising program will take attendees through an overview of this unique approach to a peer led advising program and its various benefits. Those attending this presentation will learn important strategies for implementing successful peer advising programs within existing advising systems.

Cynthia Williams, Andree Entezari, Alyssa Flynn, Ivette Olave, Alicia Quash, Kayla Rinker, & Anna Baney, *Indiana University-Purdue University Indianapolis*
C46: Crossroads or Roundabouts? Advising Theory and Practice: We’re Just Going in Circles
Circle Suite Central / Friday, April 10 / 9:00-10:00 am

Academic advising is flush with new theories, ideas, and approaches. We are constantly trying to incorporate these into our daily advising to best serve students – but how are you best serving your students? We may change our advising strategies and theories based on what we believe will help serve our students best in the short and long term. But are we being helpful? Have you asked? How do you know? Presenters will lead discussion and activities to challenge your advising goals. Attendees will be asked to participate in discussion and reflection about theory, best practice, personal motivation, and assessment. We hope participants walk away with renewed insight for navigating the crossroads in their everyday advising practices.
Angie Sadowsky, Toby Deutsch, & Brian Williams, University of Wisconsin - Milwaukee

C47: Meeting the Changing Needs of Nontraditional Students
Illinois / Friday, April 10 / 9:00-10:00 am

Nontraditional students have been increasing in numbers in recent years. The growth is projected to continue through 2021. Nationally, 12% of students at four-year public institutions are at least 25 years old. This population of students has different needs from the traditionally-aged population. During this session, the presenters will provide a brief history of the 46-year old adult student support program at Purdue University and how it has adapted to the changing times and needs of its students. This will include programs that have been very effective, and some good ideas that fell short with implementation. It will conclude with the vision for the near and long-term future of the program. Attendees will have the opportunity to briefly experience being a nontraditional student.
Dorothy Hughes & Peggy Favorite, Purdue University

C48: Advising Online Students: Community-Building for Individual Success
Ohio / Friday, April 10 / 9:00-10:00 am

Do you advise online students and wonder how to integrate them into your supportive community? The purpose of this presentation is to share the method by which we advise and build community with a fully online, professional, graduate student population. We will highlight an award-winning course designed to orient learners to the campus community, each other, the faculty and staff, and the program curriculum. Further, we will discuss primary barriers to our students’ success and how we support our learners. You will learn how to build community in an online environment by defining key elements that reflect your campus, developing ideas for communicating and sharing school spirit with students, and exploring creative ways to connect students to each other, faculty, and campus resources.
Heather Ricks, Michigan State University
### Concurrent Conference Session VI

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<td>C50: Inspiring Students to Succeed</td>
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<td>C51: What Motivates Me?</td>
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<td>C52: You, Me and Generation Z – Connecting with the New Generation Through Teaching and Advising</td>
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<td>C53: Making the Connection: Using Student Feedback to Guide Change</td>
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### C49: Office Qigong for Your Well Being

**Panorama Ballroom / Friday, April 10 / 10:15-11:15 am**

Excessive stress and prolonged sitting creates both immediate and long-term health problems for advisors. How could advisors reduce stress and prevent these health problems? Incorporating Qigong into your office is a great way. Qigong is the most profound therapeutic exercise invented by mankind. Qigong practice rests the brain, improves performance of the central nervous system, the normal activity of autonomic nervous system, and endocrine system. It can be used to help relieve a range of diseases. This session integrates classical Chinese meditation and movements to replenish and balance physical and spiritual energy. It will teach you some simple, yet effective, daily Qigong exercises designed to help your health and wellness. No previous experience is needed, just an open mind and a willingness to improve your wellbeing.

JingHua Deng-Meyer, *The University of Toledo, Health Science Campus*
**Friday, April 10**

**C50: Inspiring Students to Succeed**

**Monument / Friday, April 10 / 10:15-11:15 am**

By staying inspired, advisors impact and motivate students to also be inspired. Advisors that inspire help students reach their dreams and goals. It may be difficult to stay inspired when work gets routine and redundant, administrative tasks grow, or you have a challenging student. This session focuses on helping advisors stay inspired and paying it forward to students! Using practices from Positive Psychology, Transformational Advising, and Appreciative Advising can help turn a drab day to a fab day. Participants will reconnect with their purpose and positivity and create action plans to stay at the top of their games.

Roberta Rea, Krista Malley, & Paul Battle, *Oakland University*

**C51: What Motivates Me?**

**Library / Friday, April 10 / 10:15-11:15 am**

There’s a new assessment that fills a hole in the academic advising community. While current assessments focus on testing personality or strengths—certainly important—there has been no real scientific test to assess a person’s passions or motivators—what students love to do. New York Times best-selling authors Adrian Gostick and Chester Elton scientifically answer that question in their new book *What Motivates Me* and with the Motivators Assessment, built with research from an 850,000-person study. Attend and learn how to effectively guide your students’ education and career paths according to what motivates them!

Chad Hart, *The Culture Works*

**C52: You, Me and Generation Z – Connecting with the New Generation Through Teaching and Advising**

**Circle Suite West / Friday, April 10 / 10:15-11:15 am**

This interactive presentation will explore the characteristics of “Generation Z,” those students now entering college who were born after 1995. This generation is more digitally connected and motivated than ever, but also the most isolated generation to date. This presentation will explore the general characteristics of Generation Z and how these students differ from their Generation Y predecessors. We will explore how we, as advisors, can make meaningful connections with these students both in advising appointments and in the classroom. This presentation will include an interactive discussion about Generation Z and brainstorming in small groups about effective strategies to connect and motivate this unique student population.

Amanda Bachus & Jennifer Lewis, *University of Cincinnati*

**C53: Making the Connection: Using Student Feedback to Guide Change**

**Panorama B / Friday, April 10 / 10:15-11:15 am**

This session will share how one undergraduate advising office is using student feedback to fully evaluate existing advising practices, and the ongoing strategic plan for change that has been implemented to improve student services. Discussion will include assessment tools, student advising needs and preferences linked to research, and the ideas that worked (and didn’t work) for this particular change project. This will be a highly interactive session with an opportunity for group discussion of best practices and an open exchange of ideas. Come prepared to discuss changes that are occurring in your own advising operations and any advice you have for others facing similar changes!

Lisa Remsing, *University of Michigan-Dearborn*
Friday, April 10

C54: Connections in Career and Academic Advising
Panorama A / Friday, April 10 / 10:15-11:15 am
Academic advising is a strategy in the success of students academically, but cannot be done without the impact that career advisors have within the career development realm of higher education. As advisors across the university continue to connect academic and career advising, academic advisors should be aware of career advising best practices as defined by NACADA and the National Association of Colleges and Employers (NACE). This presentation will outline career advising as defined by NACADA and NACE, career advising best practices for implementation in your own advising office, and school specific career and academic advising practices at the Indiana University School of Public and Environmental Affairs at IUPUI.
Tim Scully, Indiana University-Purdue University Indianapolis

C55: Working Smarter, Not Harder: Group Advising as an Innovative Advising Tool
Circle Suite Central / Friday, April 10 / 10:15-11:15 am
Facing expansion of required advising at the university level, group advising was introduced as an innovative method to deliver academic advising. This session will overview a pilot project that promoted the mission of advising in the office and at the university. The presentation will detail how the pilot project was initially incorporated with the First Year Experience course. Presenters will share how assessment data guided expansion of the project, allowing students to choose group advising as one way to fulfill required advising. Participants will reflect on the opportunities and challenges of implementing group advising at their institutions and leave with strategies for launching a group advising model.
Lauren Rowley, Kathy Zarges, & Michelle Schultz, Kent State University

C56: Meaningful Dialogues: Acknowledging the Psycho-Emotional Impact of Academic Probation
Circle Suite East / Friday, April 10 / 10:15-11:15 am
It can be difficult to find the right tone to take with students who are struggling academically. We obviously don’t want to scold or shame students into making needed changes, but positive pep talks can miss the mark, too. Our approach to helping students on Academic Probation instead helps students give voice to negative emotions surrounding their academic struggles, and uses these discussions as a starting point for change. In this session, we’ll discuss the importance of acknowledging difficult emotions and share specific ways we do this, such as integrating the voices of peer mentors into our programming in person and in video format. We’ll invite sharing of ideas about how best to honor students’ struggles and help them move forward.
Molly Burke & Adrienne Sewell, Indiana University Bloomington

C57: Examining REEI Networks! Creating Community for Graduate Students
Illinois / Friday, April 10 / 10:15-11:15 am
Graduate school is often the beginning of a student’s professional network, yet they are pulled in many different directions and don’t always see the same faces in their classes. How can we, as student affairs professionals, help them make the most of their time in graduate school and the resources available at a university to help foster a sense of academic and career-focused community that will help them preserver and graduate, as well as succeed professionally? By examining the REEI Networks! event series, this presentation will explain how REEI is trying to do just that and offer suggestions for implementing a similar program at your school.
Emily Liverman, Indiana University Bloomington
Friday, April 10

C58: Times they are a Changing: Building Relationships with Adult Students through Effective Communication- Best Practices, Tips and Tools
Ohio / Friday, April 10 / 10:15-11:15 am

Gone are the days when the academic advisor just schedules classes and students are satisfied with just being a number. For many adult students the interactions with their academic advisor are the only opportunities that they have to be heard, feel appreciated, or be encouraged. Creating a relationship with adult learners requires that academic advisors build connections, communicate and encourage regularly and prepare for student interactions. Expand your advising relationship by incorporating various best practices, tips, and tools. You will learn how to create a scheduled communication plan; how to personalize that plan; creative ideas for encouragement; understanding your sphere of influence, freedom to communicate and connect with students in meaningful ways.
KaShawnta Evans & Doug Helvey, Indiana Wesleyan University

Indianapolis Children’s Museum
## Concurrent Conference Session VII

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### C59: Fun and Games in Advising

**Circle Suite Central / Friday, April 10 / 11:30am-12:30pm**

Looking for creative and energizing ideas to get "a-ha" moments from your students? Using fun and games helps to engage the student and build a relationship where they want to make an appointment to meet with you to discuss questions they may have. Games, activities, toys, and stories are great methods to accomplish this. By being playful with serious themes, you will find creative ways to facilitate your students’ creative thinking, flexibility, and resiliency through culturally diverse ideas to achieve their goals. This session will use relevant research to illustrate the need for fun engaging activities to help institutions with retention issues. You will leave this workshop with new ideas to enlighten, motivate, and foster new ways of thinking for students and yourself.

Patricia MacMillan & Rhonda Christian, *University of Ontario Institute of Technology*
C60: Assessing Advising and Advising Resources – One Institution’s Approach
Panorama A / Friday, April 10 / 11:30am-12:30 pm
As college costs have risen, legislators, students, and their parents have expressed growing concern about successful, as well as timely, completion of the undergraduate degree. At the same time, institutions of higher education are spending significant resources (facilities, staffing, and dollars) to provide myriad campus and departmental advising services designed to ensure student success. After years of offering and honing these resources, how much do we know about how students experience advising and how advising affects academic success? The “Advising Matters” project is a multi-year institutional examination of how students use and value advising services and resources on our campus. In this presentation we will share our approach to the assessment of campus advising, as well as some of our most important assessment findings.
Patricia Inman & Celina Sima, University of Illinois at Chicago

C61: Rock on Course: Using Classic Rock to Trigger Student Success
Monument / Friday, April 10 / 11:30am-12:30 pm
Learn to communicate On Course student success principles to students, faculty, and staff in this engaging format. We’ve combed through our library of Classic Rock albums and created a presentation that incorporates video, music, and stories from the bands that you love. Prepare to Rock for this high energy presentation!
Judy Roemer, Alana Eder, & Cindy Kothbauer, Northeast Wisconsin Technical Colleges

C62: Collaborate to Retain: Effective Probation Programming
Circle Suite East / Friday, April 10 / 11:30am-12:30 pm
“Who has the time?” Advisors have limited time to meet with their advisees, thus making the process of intrusive advising difficult. One efficient solution to this problem is to collaborate with campus support programs, connect students to available services, and facilitate advisor tracking of student progress. This presentation will demonstrate how four colleges at the University of Cincinnati collaborated with the Learning Assistance Center to develop a peer-based academic support intervention which minimized required advisor time, maximized communication between the units in regards to student progress, and yielded significant GPA improvements for participating students. The retention impacts of this program will be shared, as well as how such collaborations can yield data to inform student retention initiatives within advising centers.
Kaci Kortis & Lauren Clark, University of Cincinnati
Friday, April 10

C63: Collaborating for Student Success: Neighborhood Success Teams and Spartan Success Scholars  
Michigan / Friday, April 10 / 11:30am-12:30 pm

Given the pressure of the completion agenda and a national context of accountability, developing new ways of collaboration that foster student success is vitally important. On a campus the size of Michigan State University, with 39,000 undergraduate students, scaling intervention strategies to address individual cases as well as plan for student success at the population level, takes creativity and innovation. Neighborhood Success Teams are designed to offer focused outreach to first-year students who are first generation and Pell eligible. The academic advisors’ role in this collaboration is central, guiding professional colleagues toward timely and appropriate interventions. The purpose of this presentation is to share the Neighborhood Success Team model as well as our initial assessment data.
Reggie Noto, Debra Thornton, Aaron Tucker, & Trisha Caldwell, Michigan State University

C64: Alternative Outreach to a Working Student Population  
Panorama B / Friday, April 10 / 11:30am-12:30 pm

Do you have working adults/students in your advising population? Do they typically reach out to you via e-mail or phone—rather than scheduling an in-office appointment—due to their irregular working hours? This presentation will share a case study done on a 102 student sample in the College of Technology at Purdue University-Calumet. In response to meeting Indiana state initiatives, technical tools and maps (DegreeWorks Planner and EAB-SSC predictive analytics) were utilized to connect with these busy, working students and to track their progress—in an effort to improve enrollment, retention, and overall academic advising. Data and responses will be shared during the presentation, and the study may spark ideas for outreach that is appropriate for other institutions.
Amber Schuler, Purdue University-Calumet

C65: The Crossroads of Moving into Advising Administration  
Panorama Ballroom / Friday, April 10 / 11:30am-12:30 pm

The transition from being an academic advisor to an advising administrator can be a challenging experience. Administrators must have a broad perspective on an advising operation and how it fits into a particular institution. Tasked with providing leadership and strategic thinking for an advising unit, they also manage operations including staffing, programs, budget, developing relationships, and the politics of higher education. Moving into this role can often test relationships and requires the ability to navigate new cultures and gain acceptance. This panel presentation brings together advising administrators who have a diversity of experiences at multiple institutions across the country. Discussion will center on challenges, best practices, and lessons learned from their own transition into advising administration along with tips and ideas for those considering a move into an administrative role.
Teri Farr, University of Illinois-Urbana Champaign
Michael "Brody" Broshears, University of Southern Indiana
Jonathon Ferguson, University of Wisconsin-Madison
Michelle Pickett, University of Illinois
Friday, April 10

Circle Suite West / Friday, April 10 / 11:30am-12:30 pm
Many of us wish we could go back and do things differently. As they say, “hindsight is 20/20.” All academic advisors have been faced with making missteps and mistakes in their careers. In the midst of our challenges and growth, we all could look back on situations that we could have handled more effectively. Presented by two individuals with different levels of experience, this presentation will give attendees a glimpse into the practical challenges that we have faced in our professional careers and will offer thoughts and tangible solutions. We will get the conversation started with a “letter to my younger self” as a way to share what has and has not worked in our experiences.
Heidi Jones & Robert Detwiler, Ashland University

C67: A Guide on How Anyone Can Host a Practicum or Internship Student  
Illinois / Friday, April 10 / 11:30am-12:30 pm
With over 650 higher education institutions and over 50 Higher Education and Student Affairs graduate programs within Region 5, there are ripe opportunities to provide practicum and internship opportunities to aspiring academic advising professionals. This presentation will provide the essential tools necessary to identify graduate programs, convey the benefits of hosting, analyze office logistics, and structure the experience. Discussions will center on adapting practices to different types of advising offices and how to persuade others that it is beneficial to host. Attendees will also learn various activities to maximize the experience for the graduate students. A review of existing academic advising practicums and internships will round out the presentation.
Melvin Mendoza, Indiana University Bloomington

C68: Building Advising Relationships in the Online Environment  
Library / Friday, April 10 / 11:30am-12:30 pm
Increasingly, advising relationships are being built and developed in the online environment. Whether you are connecting with advisees via email, discussing degree plans via web conferencing, or referring students to online resources for academic success, you are connecting with them without face to face contact. As an advisor, it is important that you know the rules of engagement when fostering relationships in the online environment to support increased university affiliation, retention and graduation of your students. The purpose of this workshop is to discuss some strategies for building relationships in the online environment and provide some resources as a way to expand relationships despite barriers of physical distance.
Ashley Adams & Emily Sanders Boltz, Ball State University

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We hope you have great ideas to take home and we look forward to seeing you next year in Canada!

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